

**AN ERROR ANALYSIS IN THE USE OF SIMPLE PAST TENSE
ON RECOUNT WRITING AT THE TENTH GRADE
STUDENTS OF SMA NEGERI 16 PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)**

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PALEMBANG
2017**

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Assalamu'alaikum Wr. Wb.


Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"AN ERROR ANALYSIS IN THE USE OF SIMPLE PAST TENSE ON RECOUNT WRITING AT THE TENTH GRADE STUDENTS OF SMA NEGERI 16 PALEMBANG"**, ditulis oleh saudari **Tri Astuti** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah terima kasih.

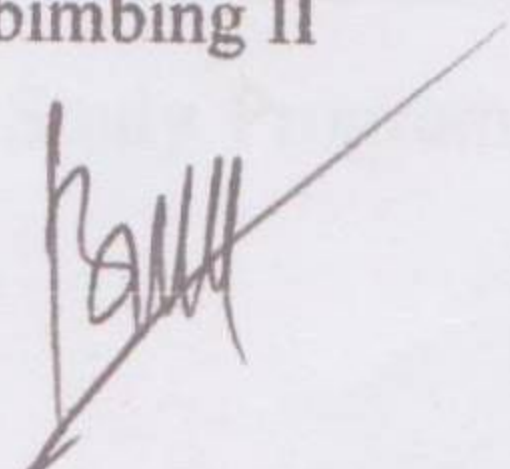
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ACKNOWLEDGEMENT

All praises be to Allah, Lord of the World, who has bestowed strength and health upon the writer in finishing this thesis entitled **AN ERROR ANALYSIS IN THE USE OF SIMPLE PAST TENSE ON RECOUNT WRITING AT THE TENTH GRADE STUDENTS OF SMA NEGERI 16 PALEMBANG**. Peace and blessing be upon our prophet Muhammad SAW, his family, companions, and all his followers.

The writer realizes that she cannot complete this final project without the help of others. Many people have helped her during writing this final project. The writer wishes, therefore, to give her sincerest gratitude and appreciation to all persons until this thesis can be completely finished.

The writer would like to express her deepest appreciation and gratitude to Hj. Lenny Marzulina, M.Pd. as The Head of English Study Program Department. Hj. Renny Kurnia Sari, M.Pd. and Beni Wijaya, M.Pd. as the advisors, thank you very much for the time, helps, correction, suggestion and motivation during completing this thesis. The writer also expresses gratitude to the all lectures who had taught her during she studied in English Education Study Program.

Moreover, the writer would like to express her deepest appreciation to the Head Master of SMA Negeri 16 Palembang, all the teachers and staff members, and all the tenth grade students in SMA Negeri 16 Palembang. In addition she also would like to express thank you to her beloved parents, and brothers. She also likes to extend her gratitude to her friends in English Education Study Program Department especially PBI 4/2012.

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STATEMENT PAGE

I hereby,

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state that

1. All the data, information, interpretation, conclusions, presented in this thesis, except for those indicated by the sources, are the results of my observations, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I have received through this thesis.

Palembang, 27 April 2017

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MOTTO

“If you can’t stand the fatigue of the study, you will feel the poignant of stupidity”

-Imam Syafi’i-

“If you don’t like your destiny, don’t accept it. Instead of having courage to change it the way you want it to be”

-Uzumaki Naruto-

DEDICATIONS

This thesis is dedicated to:

1. Allah SWT who always gives his full of rohmah and blessing. Prophet Muhammad SAW (peace be upon him) who brought the muslims from the darkness to the better period.
2. My beloved parents; my great father, Paidi, Am.Kep. and my super mom, Tata Ariastini. Thank you for your love, praying, motivation, and support. I really love both of you.
3. My brothers, Edo Parsetyo, S.Pd. and Sandi Prayoga, Amd., my sitter in law, Tanti Mouza and my cute nephews, Al and Raziq. Thank you for your love and support.
4. My advisors, Hj. Renny Kurnia Sari, M.Pd and Beni Wijaya, M.Pd. thanks a lot for the time, helps, motivation, support and your kindness. May Allah always bless you in your life.
5. The validators and the raters, Amalia Hasanah, M.Pd., Aisyah Shahab, M.Pd., Deta Desvitasari, M.Pd. Thanks for your kindness and helps.
6. All lectures of English study program Department.
7. Ferry Ferdian, A.Md. thanks always praying and support me in bad and good condition.
8. My beautiful larvas; Syarifah Salwa, S. Pd., Tiara Nita Angela, Syarifah Sukainah, S. Pd. Thank you for your love, time, praying, motivation, and the togetherness. I love you to the moon and back!
9. My friends, Seli Marsela, S. Pd. and Mutiara Yusitaria, S. Pd. You are the best!
10. All of my friends at PBI 2012 especially PBI 4.
11. My Almamater UIN RADEN FATAH PALEMBANG.

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ABSTRACT

Errors which were made by English Foreign Learner (EFL) may occur in any level. This study describes the errors in the use of simple past tense on recount writing which were made by the tenth grade students of SMA Negeri 16 Palembang. The aims of this research were 1) to find out the types errors in the use of simple past tense on recount writing at the tenth grade students of SMA Negeri 16 Palembang, and 2) to find out the most frequent type of error in simple past tense on their recount writing. The qualitative descriptive method was used in this research. Furthermore, 32 students of the tenth grade were selected to be the participants of this research. The data were collected through writing test. In analyzing the data, the writer used Surface Strategy Taxonomy theory which was proposed by Dulay (1982). This study revealed that: 1) the participants contributed error in omission, addition, misformation, and misordering, and 2) the most frequent type of error based on Surface Startegy Taxonomy contributed in error in misformation, there were 153 errors made by the tenth grade students with the percentage of (64, 28%). It was followed by the second error, omission which was occurred as many as 72 errors on the students' writing with the percentage (30, 25%). The third position was error in addition 9 (3, 78%), the last position was misordering 4 (1, 68%). The identified source of errors was mainly from the participants overgeneralized the rules in constructing verb, that is there is no the changing of the verbs from infinitive into past form. It indicated that the participants faced the difficulties in changing the verb because the differences of grammar between English and Indonesia.

Keywords: *Error, error analysis, surface strategy taxonomy, simple past tense, recount text.*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

Today, English is used by a lot of people all over around the world in many fields, such as technology, education, economy, and other aspects of life. In Indonesia, English is the first foreign language that is taught in the school. Based on curriculum 2013, it is taught from junior high school until senior high school.

This universal language has four skills. They are speaking, listening, writing, reading. Writing is a way to represent of what we think. It is a way to express what we are thinking and feeling into a paper. This is upheld by Brown (2001, p. 336). He said that writing is indeed a thinking process. Nunan (2003, p. 88) also explains that writing is the mental work of inventing ideas, and feelings, thinking about how to express them, and organizing them into statements and paragraphs clearly. Moreover, writing is an activity of putting down the graphic symbols that has a function to express a language in order to convey some meaning so the reader is able to comprehend the information which the writer has tried to convey (Sapkota, 2012, p. 70).

Writing is very needed for every human, not only for officers but also students. Mastering this skill becomes more important as it is one of the ways to communicate with other people. Marzban and Sarjami (2014, p. 293) claim

nowadays, having a good mastery in writing plays a pivotal role in achieving success. In education, writing has an important role. Moreover, Al Asmari (2013, p. 130) states that writing is an essential language skill that is vital to academic success. It is supported by Harmer (2004, p. 3). He expresses the importance of writing in education that it is also worth remembering that most exams whether they are testing foreign language abilities or other skills often rely on the students' writing proficiency in order to measure their knowledge. It can be concluded that writing skill is very needed by students as long as the students will face the tasks which is the form in written test or the future for examination or to measure how far they have understood the knowledge that they have gained from their teacher.

However, writing becomes the most difficult skill in English. Because it is a complex process, from planning, drafting, editing, till final version, (Harmer, 2004, p. 4-5). It is underpinned by Choudhury (2013, p. 27). He asserts that main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable. Second language learners get confused when they are asked to write because they do not have knowledge in showing or developing idea, they also get confused in using English rules. It is supported by Richards and Renandya (2002, p.303). They briefly explained:

“That there is no doubt that writing is the most difficult skill for L2 learners to master. They also add that the difficulty of writing is not only about developing the ideas but also how to make the ideas can be understood but also in translating these nations into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on”.

In short, writing needs deep thinking, not only in developing or organizing ideas but also how to use grammatical rules correctly so that the writing is understandable by the readers.

Writing has a lot of text types whereas recount text is one of the text type which is studied in curriculum 2013 for the tenth grade students. This kind of text is close to the students' life because recount text is related to the past experience. Therefore, the students can explore their interesting or unforgettable experiences or events they already had or people around them in recount text.

In writing recount text, there are some rules that must be followed. One of them is grammar. Grammar is one of important aspects that should be mastered in order to make a well-structured writing. Harmer (2001, p. 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Mastering grammar is very important in writing as well as to make a good sentence or paragraph.

Grammar has important place in forming the sentences in English. By using correct grammar, a sentence can be understood easily and have more meaning. It is held by Bradshaw (2013). He explains that grammar is foundation of communication, the better the grammar, the clearer the message, the more likelihood of understanding the message's intent and meaning.

Tense is a part of grammar. For some Indonesians students, learning tenses in English is difficult because there is no tense in Indonesia. Although tense has been taught since the elementary school, the students still cannot apply tense rules correctly. It is caused by mother tongue. There are a lot of tenses in English.

Clearly, Azar (1989, p. 2-7) states about the tense in English as: the simple tense, the progressive tense, the perfect tense, and the perfect progressive tense where in each types consist of a present, a past, and a future. It can be concluded that there are twelve tenses.

One of the tenses that is difficult to be learnt is simple past tense. This tense shows an action that happened in the past. The difficulty of learning this tense is because the students do not have any knowledge of grammar, especially tenses; present, past, and future. They also produce the error in omitting important verb or auxiliary verbs, or maybe they write both of the verb and auxiliary verb.

In the writer's preliminary study that was done in SMA Negeri 16 Palembang, the writer did an informal interview to the teacher of English of the tenth grade. Based on the interview, the writer found the problems where the students were difficult in making sentence in simple past. It was caused by the difficulty of contracting verb (regular and irregular), especially in irregular verb in which it did not have any rules to change it. The teacher added that the students also did not have enough English vocabularies. Moreover, the usage of "to be" in simple past tense also became a problem.

Furthermore, some questions became a proof that the students in SMA Negeri 16 Palembang had problems in constructing sentence in simple past tense. For example, the student answered "*he cryed a lot as a baby*", it should be written as "*he cried a lot as a baby*". Then, the student answered "*where did you (eat) last night? – We eated at a restaurant*", instead of "*where did you (eat) last night? – We ate at a restaurant*". The student also answered the question "*I watch cinema*

with my friend yesterday”, instead of “*I watched cinema with my friend yesterday*”.

Producing the error by the second language learners is natural in the learning process. Those errors can be used to build the students’ new knowledge to the target language. Errors which were produced by the students can be analyzed, and classified by using error analysis. Richards and Schimdt (2010, p. 201) claim that error analysis as the study and analysis of the errors made by the second language learners. It can help the students to know where the error of their composition is, to improve their writing skill, especially in writing past events, and to improve their mastering grammar as indirectly.

Based on those explanations, an Error Analysis in the Use of Simple Past Tense on Recount Writing at the Tenth Grade Students of SMA Negeri 16 Palembang was conducted in this research.

1.2 Problems of the Study

Based on the background above, the research problems were formulated as the following:

1. What are the types of errors made by tenth grade students of SMA Negeri 16 Palembang in using simple past tense?
2. Which is the most frequent type of errors made by tenth grade students of SMA Negeri 16 Palembang in using simple past tense?

1.3 Objectives of the Study

1. To find out the types of errors made by tenth grade students of SMA Negeri 16 Palembang in using simple past tense.
2. To find out the most frequently type of error made by tenth grade students of SMA Negeri 16 Palembang in using simple past tense.

1.4 Significance of the Study

The researcher expects this study would give benefits to the teachers of English at SMA Negeri 16 Palembang may focus on their teaching on the frequent errors which they found in the process of teaching English. It can help the teacher to improve the students' difficulties in writing and can help the students to mastery grammar indirectly. For the tenth grade students of SMA Negeri 16 Palembang is to help them in mastering simple past tense from the basic, so when they are in the higher class they will make a writing that is related to simple past tense more easily. They can construct, and answer the questions in the simple past tense, and use it in their daily life. Moreover, the writer hopes that the results of this study can help other researchers who conduct research at the same subject and can be reference in the future.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of error analysis, (2) concept of error (3) simple past tense, (4) recount text, (5) concept of writing, and (6) previous related studies.

2.1 Concept of Error Analysis

2.1.1 Definition of Error Analysis

In the process of foreign language learning, there will be found some errors and mistakes which produced by the students. This statement is underpinned by Brown (2007, p. 257). He says that learning is fundamentally a process that involves the making of mistakes. Erdogan also claimed that it is inevitable that learners make mistakes in the process of foreign language learning (2005, p. 261). It is very natural, especially in learning foreign language that is different from mother language. Analysis is the most important method to gain information about the function cognitive process in language production and language perception. One of analysis that can detect students' error is error analysis.

Some experts assume what the error analysis is. Richards and Schmidt (2010, p.201) define Error Analysis (EA) as the study and analysis of the errors made by the second language learners. Crystal (2008, p.173) also gives the definition of Error analysis in which Error Analysis (EA) is as a technique for identifying, classifying, and systematically interpreting the

unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. Ellis and Barkhuizen (2005, p. 51) explain error analysis (EA) as a set of procedures for identifying, describing, and explaining learner errors.

Based on some definitions above, error analysis (EA) is a set of procedures that is used to analyze, and classify the errors which are produced by the students in the learning process. In another word, it can be said that error analysis is a technique to learn about the evaluation of learners' error.

This is supported by Brown (2007, p. 259) that some errors made by the second language learners in their learning process can be studied through error analysis. It observes, analyzes, and classifies the errors to reveal something of the system operating within the learner.

Error is necessary to be learnt, because it is used to describe what kinds of error that students made, to know the causes of the error, and how the student can learn from their erroneous and correct them because every student will not make the same errors in the studying. It is supported by Ellis (1997, p. 15) states that there are good reasons for focusing on error. First, they are conspicuous features learner language, raising the important question "why do learners make error?", second, it is useful for teachers to know what errors learner make. Third, paradoxically, it is possible that making error may actually help the learners to learn when they self-correct the errors they make.

Another explanation of the important of studying error is from Hasyim (2002, p. 42-43). He says that error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what aspect in grammar which is difficult for them, whereas for teachers, it is required to evaluate themselves whether they are successful or not in teaching. Erdogan (2005, p. 262) also adds the contribution of error analysis as it enables the teachers to find out the sources of and take pedagogical precautions toward them.

2.1.2 Procedures in Error Analysis

Since error analysis is a technique to observe, analyze, and classify the errors which produced by the second language learners, here are the five steps to do an analysis of error based Ellis (1997, p. 15-20), the steps are;

1. Identifying the errors.

After collecting the data which we needed, the first step in analyzing learner errors is to identify them. Researcher will study and find out the grammatical errors made by the students.

2. Describing the errors

Once all the errors have been identified, they can be described and classified into types. The errors will be described and classified into 4 categories based on the Surface strategy taxonomy by Dulay, Burt, and Krashen (1982). They are omission, addition, misformation, misordering.

3. Explaining the errors

The researcher will explain and draw a conclusion based on the analysis. Ellis and Barkhuizen (2005, p. 62) stated that explaining error involves determining their sources in order to account for why they made.

4. Error Evaluation

Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. Furthermore, the last step in error analysis is to evaluate and to draw a conclusion on the gathered results. In this step, the different errors are being weighed in order to distinguish which error should get more attention and be taught in class.

2.2 Concept of Error

2.2.1 Difference between Error and Mistake

To avoid misunderstanding between error and mistake, some experts make distinguish about them. Ellis (1997, p. 17) explains that error reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Meanwhile, he defines mistake as reflecting occasionally lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

Brown (2007, p. 257-258) stated that a mistake refers to a performance error that is either a random guess or a "slip" in that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable

deviation from the adult grammar of a native speaker, reflects the competence of the learner.

In conclusion, there are several differences between errors and mistakes. Errors are produced by the learners who did not understand about the concept of language. Learners who make errors cannot correct the errors by themselves. Meanwhile, mistakes are made by the learners (included native or foreign learners) who cannot perform their performance in language. Learners who make mistakes are able to recognize or correct their errors performance.

As Ellis (1997, p. 17) clearly assumes that if the learner consistently makes a mistake in their utterance or writing it is called as an error, however if the learner sometimes makes a mistake, and sometimes makes a correct utterance or writing, this would suggest that they process knowledge of the correct form and are just slipping up, or in other word it is called as a mistake.

2.2.2 Types of Errors

Fundamentally, there are a lot of types of error based on the experts. One of them is type of errors that was elaborated by Dulay, Burt, and Krashen (1982, p.146). Those types of errors are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Here are the explanations;

1. Errors type based on linguistic category

These linguistics category taxonomies classify errors according to either language component or the particular linguistic constituent the error affect (Dulay, Burt, and Krashen, 1982, p. 146-147).

- a. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).
- b. Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary verb, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

2. Errors types based on surface strategy taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: learner may *omit* necessary items or *add* unnecessary one; they may *misform* items or *misorder* them (Dulay, Burt, and Krashen 1982, p. 150). Therefore, Dulay, *et al.* divide the error based on surface strategy taxonomy in four categories: omission, addition, misformation, and misordering.

2.1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes

carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words. For example: (Dulay, *et al* 1982, p. 154-155)

- Mary is the president of the new company.
 - ✓ *Mary, president, new, company.* (Content Morpheme)
 - ✓ *Is, the, of, the.* (Grammatical Morpheme)
- *Marry* the president of the new company. (Omission of Grammatical Morpheme 'is')
- *Marry* is the president of the new. (Omission of Content Morpheme 'Company')

2.2. Addition

Addition errors are characterized by presence of an item, which must not appear in a well-formed utterance. There are three types of addition error:

1. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others.

Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in; (Dulay *et al*, 1982, p. 156)

- He *doesn't knows* my name.

The correct one is “He doesn’t know my name”

- We *didn't went* there.

The correct one is “We didn’t go there”

2. Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. It means that regularization error occurs when learners add morpheme to the exceptional words. For example: *sheep* and *putted* both are regularizations in which the regular plural and past tense markers –s and –ed, respectively, have been added to items which do not take markers. Other such error observed in learner performance include *deers*, *hitted*, and *beated*. Where the correct forms are *sheep*, *put*, *deer*, and *hit* (Dulay *et al*, 1982, p. 157).

3. Simple Addition

No particular features characterize simple additions other than those that characterize all addition errors – the use of an item which should not appear in a well utterance (Dulay *et al*, 1982, p. 158).

Table 1
Simple Addition Error
(Dulay *et al.*, 1982, p. 158)

Linguistic Item Added	Example
3 rd person singular –s	The fishes <i>doesn't</i> live in the water
Past tense (irregular)	The train is gonna <i>broke</i> it
Article <i>a</i>	<i>a</i> this
Preposition	<i>in</i> over ther

2.3. Misformation

Misformation errors are characterized by the use of *the wrong form of the morpheme or structure*. In Misinformation errors the learner supplies something although it is incorrect (Dulay *et al.*, 1982, p. 158). For example:

- The dog *eated* the chicken

There are three types of misformation error. They are regularization error, archi-forms, and alternating forms.

1. Regularization error

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*

2. Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example;

- Give me that.
- *Me* hungry.
- That dog.
- That *dogs*.

3. Alternating Forms

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

For example:

- Those *dog*.
- I *seen* her yesterday.

2.4. Misordering

As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance (Dulay *et al*, 1982, p. 162). For example, in the utterance:

- He is *all the time* late. Instead, He is late **all the time**.
- What *Daddy is* doing? Instead, What **is Daddy** doing?
- I don't know what *is that*. Instead, I don't know what **that is**.

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions (Dulay *et al*, 1982, p. 163). These comparisons have yielded the two major errors categories in this

taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors, which are classifiable as either developmental or interlingual; and of course, the grab bag category, other, which are neither (Dulay *et al*, 1982, p. 164).

3.1. Developmental Errors

Developmental errors are errors similar to those made by children learning that target language as their first language, take for example: (Dulay *et al*, 1982, p. 165) - Dog *eat* it.

3.2 Interlingual Errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language (Dulay *et al*, 1982, p. 171). Interlingual errors simply refer to L2 errors that reflect native language structure, regardless of the internal processes or external conditions that spawned them (Dulay *et al*, 1982, p. 171). For example the words order of Spanish adjectival phrase (e.g. *el hombre flaco*) which converted in English to be: The man skinny.

3.3 Ambiguous Errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual. That is because these errors reflect the learner's native language structure, and at the same time,

they are of the type found in the speech of children acquiring a first language (Dulay *et al*, 1982, p. 172). For example; I no have a car.

4. Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication (Dulay *et al*, 1982, p. 189).

Burt and Kiparsky in Dulay *et al* (1982, p. 191) discovered two types of errors based on communicative effect taxonomy.

1. Global Error

Errors that affect overall sentence organization significantly hinder communication (Dulay *et al*, 1982, p. 191). It means that *Global Error* is happened in the sentence which has a big portion of violation therefore it's difficult to be comprehended. The most systematic global errors include:

1.1 Wrong order of major constituents

e.g. *English language use many people*

1.2 Missing, wrong, or misplaced sentence connectors

e.g. ^(if) *not take this bus, we late for school*
He will be rich until he marry.
 (when)

1.3 Missing cues to signal obligatory exceptions to pervasive syntactic rules.

e.g. *the student's proposal* ^(was) *looked into* ^(by) *the principal*

1.4 Regularization of pervasive syntactic rules to exceptions

e.g. *We amused that movie very much* (*That movie amused us very much*)

2. Local Error

Errors that effect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers (Dulay *et al*, 1982, p. 191-192). It means that *Local Error* is the error that can be comprehended by the hearer or reader by guessing the intended meaning because there is a bit violation in a part of the sentence. For example:

- Why like we each other?
- And
- Why we like each other?

2.3 Simple Past Tense

Azar (1989, p. 24) says that simple past tense indicates that an activity or situation *began* and *ended* at a particular time in the past. The simple past is used to talk about event or activities that begun and end in the past. This tense usually uses past time signal, such as: ago, last week, yesterday, two days ago, last year, etc. There are two basics forms of simple past tense. They are simple past tense with “to be” and simple past tense with “verb”.

2.3.1 Simple Past Tense With “To be”

Murphy (2004, p. 10) says that the past form of “to be” (*am, is, are*) is (*was, and were*). He adds that to be “*was*” is used for the subject; I/he/she/it, while “*were*” is used for subjects; you/we/they. On the other hand, “*was*” is used for singular subject. Moreover, “*were*” is used for plural subject. The patterns:

(+) S + to be (was/were) + Complement (Noun, Adjective, or Adverb).

(-) S + to be (was/were) + not + Complement.

(?) to be (was/were) + S + Complement.

Table 2
Simple Past Tense with “To be”

Was	Were
(+) His father <i>was</i> a doctor.	(+) Jack and his mother <i>were</i> in London last week.
(-) His father <i>was</i> not a doctor.	(-) Jack and his mother <i>were</i> not in London last week.
(?) <i>was</i> his father a doctor.	(?) <i>were</i> Jack and his mother in London last week.

2.3.2 Simple Past Tense With “Verb”

Verb is a word used to say something about subject. It is used after a subject, or before an object. Simple past tense with “*verb*” means that simple past tense that is used to show an action which took place in the past (Sudarwati and Grace, 2013, p. 47).

Most of simple verbs in simple past tense are forming by adding *-ed* or *-d* to the end of a verb (regular verb), and some verbs also have irregular

form (irregular verb) in which it doesn't have any pattern to construct a verb. Sudarwati and Grace (2013, p. 47) describe that when the verb is ended with "y" and after "y" is preceded by a consonant, the "y" is changed to "i" and "ed" is added, for example, carry-carried, and try-tried. Furthermore, after a single consonant preceded by a single stressed vowel, the final consonant is doubled before "ed" such as, stop-stopped, and permit-permitted. The last is after final "e", only "d" is added, such as, change-changed, and argue, argued. This following is the table on how to change verbs to simple past tense.

Table 3
How to change the verb to simple past tense
 (Sudarwati, and Grace, 2013, p. 47)

Type of Verb	Rule	Example
Regular Verb	<u>add-d to the verb</u> receive-received dream-dreamed	I never <u>received</u> such a letter. Until now, I never <u>dreamed</u> of being something like a hero.
Irregular Verb	<u>Change the spelling</u> is – was are – were am – was read – read has/has – had	My mother <u>was</u> like the finest of Indonesia tea. I <u>read</u> it more than 5 times.

We use "did" in the simple past tense in negative and interrogative sentence, while in negative form "did" is placed before the main verb and added the word "not" after the word "did". For example: the boy *did not* bring his dictionary. Therefore, in interrogative form, the word "did" is put

in front of the sentence after the main verb. For example, did the boy bring his dictionary?

After the sentence in the simple past tense is added by “*did*”, the main verb in the negative and interrogative form is re-changed into the first form of the verb or infinitive without “*to*” (bare infinitive).

Patterns:

(+) S + V II + (O).

(-) S + did + not + V I + (O)

(?) Did + S + V I + (O)

Table 4
Examples of Using Regular and Irregular Verb

Regular Verb	Irregular Verb
(+) They <i>arrived</i> in the airport two hours ago.	(+) She <i>bought</i> a newspaper yesterday.
(-) They didn't <i>arrive</i> in the airport two hours ago.	(-) She didn't <i>buy</i> a newspaper yesterday.
(?) Did they <i>arrive</i> in the airport two hours ago?	(?) Did she <i>buy</i> a newspaper yesterday?

2.4 Recount Text

In English, there are a lot of type of text, such as descriptive, recount, narrative, analytical exposition, procedure, and many more. Based on 2013 Curriculum, the texts which are taught at the tenth grade students in senior high school are descriptive, recount, and also narrative text. Recount text is a piece of text that retells past events, usually in order in which they happened (Sudarwati

and Grace, 2013, p. 195). They assume that the purpose of recount text is to give a description of what occurred and when it occurred.

In other book, Sudarwati and Grace (2014, p. 119) say that the purpose of recount text is to tell the readers what happened in the past through a sequence of events. In short, recount text is a text which retells about events or experiences in the past chronologically in which the functions are to retell the readers about past events or experience based on events or experience orderly.

Based on Sudarwati, and Grace (2013, p. 197), there are five types of recount, they are:

1. Personal Recount

This is usually retells an event that the writer was personally involved in.

2. Biography Recount

This is usually retells accounts of a person's life.

3. Factual Recount

This records an incident, e. g. a science experiment, police report.

4. Imaginative Recount

The writer writes an imaginary role and giving details events in the recount, e. g. day in a life of a pirate; a story of a mango tree.

5. Historical Recount

This retells historical events in the past.

2.4.1 Generic Structure of Recount Text

Sudarwati and Grace (2014, p. 121) describe the generic structure of recount text as following:

1. Orientation: Introducing the participants, place, and time
2. Events: Describing series of event that happened in the past
3. Reorientation: it is optional. Stating personal comment of the writer to the story.

Here is an example of recount text from Doddy, Sugeng, and Effendi (2008, p. 15):

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.	Orientation
Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.	Event
Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.	Reorientation

2.4.2 Language Feature of Recount Text

Sudarwati and Grace (2014, p. 121) suggest the language features of recount text as:

1. Introducing personal participant; I, my group, my family, my school, etc.

2. Using chronological connection; then, first, next, after that, first of all, etc.
3. Using linking verb; was, were, saw, heard, etc.
4. Using action verb; look, go, change, run, arrive, take, laugh, sing, etc.
5. Using simple past tense; would+V1, past perfect tense, past continuous.

2.5 Concept of Writing

Writing is one of the skills in English that must be mastered. According to Harmer (2004, p. 31) writing is a way to produce language and express idea, feeling and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. This idea is supported by Nunan (2003, p. 88) which also explains that writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly. The concept of writing has four main elements (Harmer, 2004, p. 4):

1. **Planning:** Before starting to write, writer decides of what they are going to write. For instance, making detailed notes or jotting a few words. Still others may not actually write down any notes because they may do all their planning in their mind.

2. Drafting: A draft can be referred to the first version of a piece of writing. It is often done on the assumption that it will be amended later.
3. Editing: After writer has produced a draft, they usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear, or there is something ambiguity.
4. Final version: Final version is the changes writing that writers make after they have edited their draft. It can be different from both the original plan and the first draft because it has changed in the editing process.

2.6 Previous Related Studies

The researcher finds out some previous studies which are related to the researcher's present study. First is Bayinah's undergraduate thesis (2013) "The Grammatical Error Analysis on Using the Simple Past Tense in Writing Recount Text at The First Grade on MA Al-Khairiyah". The purposes of this research were to analyze and to classify the types and the sources of the students' error in using the simple past tense in writing recount text, and also to find out their frequency of occurrence and to find out the sources of errors which the students made in using simple past tense in writing recount text . The participants were the first year students of X-I class which consisted of 31 students. The results of Errors were divided into four categories, there are omission, addition, miselection, and ordering whereas miselection was the error which the most frequently produced

by the students. It took 53,4% of the total errors. Moreover, 41,1% errors fell into omission and 4,9% errors in addition, ordering errors only took 0,6%.

The similarity to the present research study is in gathering the data, the previous study used test and recount writing as the instrument. Also, this previous one used qualitative research method.

The differences are the previous study used qualitative case research design. The objectives are were to analyze and to classify the types and the sources of the students' error in using the simple past tense in writing recount text, and also to find out their frequency of occurrence and to find out the sources of errors which the students made in using simple past tense in writing recount text . Meanwhile, the present research study will to find out the errors and the frequent types of errors made by the tenth grade students in the use of simple past tense in using recount text. The previous research also used Corder's theory in analyzing the data. This research not only used test for the data collecting but also interview that was applied to the teacher and students.

The second previous related study is from Tambunan (2014) "An Error Analysis on Using Simple Past Tense by the Eleventh Year Students of the Ark School Sidikalang". The aims of this undergraduate thesis were to know the types, and to know cause of errors which were made by the eleventh year students at The Ark School Sidikalang. It used qualitative method. The subjects in this research were 4 classes of the Ark School Sidikalang in which the total number of the population were 60 students. To gain the sample, the researcher used random sampling technique so the sample became 15 students.

In collecting the data, the researcher used written test for the instrument. The written test was about recount text. The researcher gave the three topics there was no error in misordering. Then, the causes of errors showed that over generalization was 23 (25%), ignore of rule restriction 23 (25%), incomplete application of rule 32 (36%), and false concepts hypothesized was 12 (14%). It could be concluded that the most dominant types of error was misromation and the dominant cause of errors was incomplete application rules.

This previous related study had similarities with the present study. The present study used qualitative method. The previous one also used descriptive qualitative to describe the errors and also the causes of errors. Both of the research also used Dulay, Burth, and Krashen theory to analyze type of errors.

Meanwhile, the differences of the previous one with the present research were in the second purpose of the research. The purpose of the previous one was to know the cause of errors, however the purpose of the present research was to know the most frequent type of error.

The last is “An error analysis on the use of simple past tense in the students’ recount text writing”. This previous research was written by Afifatul Millah (2016). The aims of this research study were to describe the types of errors, to find out the percentage of error on the use of simple past tense in the students’ recount text writing.

Besides those aims, this previous one also had aim which was to identify the sources of errors on the use of simple past tense which were made by the tenth grade students of MA NU Banat Kudus.

The similarity to the present study is this previous one also used descriptive qualitative method. For collecting the data, both present and previous researchers used writing task. Both of them also used Ellis's procedure in analyzing the data; identification, description, explanation, and evaluation of errors. The previous one used surface strategy taxonomy in analyzing the data.

CHAPTER III

RESEARCH METHODOLOGY

This part explains about (1) method of research, (2) operational definitions, (3) subject of the study, (4) technique for collecting the data, and (5) technique for analyzing the data.

3.1 Method of Research

Qualitative research was used in this research in which it more concern with words rather than measurement or statistics. As Creswell (2014, p. 183) says that qualitative relies on text and image data, has unique steps in data analysis, and draws on diverse designs. Fraenkel and Wallen (2012, p. 426) also give describing about qualitative research. They state that qualitative research studies investigate the quality of relationships, activities, situations, or materials.

Descriptive approach was used in this research study. In other words, it was called as a descriptive qualitative research. This research was used to describe the collected data. According to Lambert (2012, p. 255),

“There are a number of researchers who believe and support the fact that ‘qualitative descriptive’ is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena.”

It can be concluded that based on the definition and descriptions above, the researcher conducted descriptive research to know the phenomenon and fact of the students’ difficulties in using simple past tense in recount writing.

3.2 Operational Definitions

The title of this study is “An Error Analysis in the Use of Simple Past Tense on Recount Writing at the Tenth Grade Students of SMA Negeri 16 Palembang.” To avoid misunderstanding, some terms were explained as: Error Analysis, Error, Simple Past Tense, Recount Text, and Writing.

Error Analysis is very need and important in learning language. It is a study that learns about the errors produced by the learners.

Error refers to a term whereas it is a part of the second language acquisition which happens systematically where it was caused by lack of comprehending the linguistic competence.

Simple Past Tense is used in this research. This tense showed an action happened in the past by using the second form of the verb or past form of the verb, and also using to be “was” and “were”.

Recount Text is one type of the text in English. This text tells about the past events, or experiences in order. To retell, entertain, and inform the readers are the aims of this text.

Writing refers to an activity in which arranging the words, from what we thought or what we felt, into a paper that has meaning and information.

3.3 Subject of the study

3.3.1 Population

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristic, if someone wants to investigate all of the elements in a research area, his research is population research. The population of this study is the tenth grade students of SMA Negeri 16 Palembang in academic years 2016-2017, including: X.A.1 – X.A.4 and X.S.1 – X.S.4. Each class consists of 40 students, so the total numbers of students at the tenth grade are 320 students.

Table 5
The Population of the Study

No	Class	Amount
1	X.A.1	40
2	X.A.2	40
3	X.A.3	40
4	X.A.4	40
5	X.S.1	40
6	X.S.2	40
7	X.S.3	40
8	X.S.4	40
Total		320

(Source: *Daftar Siswa SMA Negeri 16 Palembang Tahun Ajaran 2016-2017*)

3.3.2 Sample

Based on Creswell (2012, p. 142), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Stratified random sampling is used in this study. Stratified random sampling is a process in which certain subgroups, or

strata, are selected for the sample in the same proportion as they exist in the population (Fraenkel, et, al. 2012, p. 95).

This sampling was used because the population was large and to make the students have chance to be representative for their own classes.

It could be seen the table below:

Table 6
The Sample of the Study

No	Class	Amount	Percentage	Sample
1	X.A.1	40	10%	4
2	X.A.2	40	10%	4
3	X.A.3	40	10%	4
4	X.A.4	40	10%	4
5	X.S.1	40	10%	4
6	X.S.2	40	10%	4
7	X.S.3	40	10%	4
8	X.S.4	40	10%	4
Total		320	Total	32

(Source: *Daftar Siswa SMA Negeri 16 Palembang Tahun Ajaran 2016-2017*)

3.4 Technique for Collecting the Data

3.4.1 Test

In order to gain the data, this research used Test. Brown (2004, p. 3) assumes that test is a method of measuring person's ability, knowledge, or performance in a given domain. In this research, the participants were asked to write a recount text about 3 paragraphs which consist of orientation, event, reorientation. Each paragraph consists of five sentences. The students were not allowed to consult their dictionary, instead to gain the valid result. The time allocation is within 45 minutes.

The researcher provided three topics, they are: 1) My Impressing Holiday, 2) My First Experience in Senior High School, 3) My Unlucky Day. The students could choose one of the topics given.

3.5 Technique for Analyzing the Data

This research was analyzed by three raters. To find out the types of errors from the students' writing, the researcher used the theory from Dulay, Burth, and Krashen (1982), Surface Strategy Taxonomy, where it focuses on omission (that there is something important omitted from the utterance or writing), misordering (the order of the words is not correct), mis-formation (the students may misform item), and addition (the opposite of omission, something unimportant that added in the utterance). To know the most frequently types of error produced by the students, it was used the formula as:

$$P = \frac{f}{t} \times 100\%$$

The process of data analysis procedure of this study used the procedure of Ellis (1997). The steps are collecting the data, identifying of errors, describing of error, explaining the error, and evaluating the error.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter discusses: (1) findings of the study and (2) interpretation.

4.1 Findings

The findings of the study were (1) identifications and classifications of error of simple past tense, (2) describing the percentage of each amount errors of simple past tense.

4.1.1 Identification and Classification of Error of Simple Past Tense

This research study was aimed at finding the grammatical errors in the use of simple past tense on recount writing made by the tenth grade students of SMA Negeri 16 Palembang. After collecting, identifying, and analyzing the data, the researcher found that there were a lot of grammatical errors on the students' writing.

There were 238 items of errors which were found in student's recount writing. All of those errors were provided in the table below and also completed with the error types of each sentences. The errors were classified based on surface strategy taxonomy by Dulay, Burt, and Krashen in 1982. They were omission, addition, misformation and misordering. There were 72 errors were found in omission, 9 errors were found in addition, 153 errors were found in misformation and 4 errors were found in misordering. The identified sentences were figured out in following table:

Table 8
Identification and Classification of Errors in Simple Past Tense

No.	Identified Sentence in Omission Error	Types
1.	We <i>stay</i> * in the park	Suffix –d/-ed
2.	We just <i>walk</i> *	
3.	We <i>drop in</i> * to eating	
4.	We <i>continue</i> * trip	
5.	I <i>change</i> * my clothes	
6.	We counted and <i>scream</i> * at the new year 2017	
7.	My best friend <i>laugh</i> * loudly and <i>help</i> * me	
8.	My father <i>ask</i> * always be careful	
9.	Many people who <i>want</i> * to pray	
10.	I and my friend <i>play</i> * in my house	
11.	I and my friend quickly <i>return</i> * home	
12.	I steel <i>remember</i> * you	
13.	I very <i>love</i> * you	
14.	We <i>stay</i> * at home grandmother	
15.	I also <i>devote</i> * beautifully moment	
16.	We <i>roast</i> * a corn, sate, etc	
17.	I <i>miss</i> * my family	
18.	I <i>return</i> * to Palembang	
19.	I <i>arrive</i> * by safe	
20.	I <i>help</i> * my mother cooked lunch and dinner	
21.	My mother's friend <i>want</i> * me and her children to spent time together	
22.	I <i>clean</i> * home	
23.	My father <i>drop</i> *	
24.	I <i>hope</i> *	
25.	I <i>celebrate</i> * new year	
26.	I <i>want</i> * log in my account	
27.	My family <i>decide</i> * for stay my aunt's house	
28.	I <i>look</i> * my arloji	
29.	I <i>realize</i> * because careless	
30.	I just <i>stay</i> * at home, and <i>help</i> * my brother	
31.	I <i>hope</i> *	
32.	I <i>answer</i> * the question	
33.	I <i>enter</i> * to my class	
34.	I <i>experience</i> * event which making sad	
35.	I <i>remember</i> * at that time	
36.	I while <i>sign</i> * SKHU	
37.	After I <i>arrive</i> *	
38.	When we <i>arrive</i> * in Akbar's house	
39.	I <i>want</i> * to select Paskibra	

40.	We <i>receive</i> * direction	
41.	We <i>enter</i> * the classroom	
42.	I <i>select</i> * traditional dancing	
43.	I <i>continue</i> * eating corn burn and chicken burn	
44.	I <i>enter</i> * my first class becomes IPS 4	
45.	I suddenly geted my phone and * photo the celebration	Main Verb
46.	We must * trough small valley	
47.	If I * out no money and no aim	
48.	After we * satisfied	Auxiliary Verb (was, were, did)
49.	They * impressed listen to my experience	
50.	I * called the mother to take a shower	
51.	My father sickness * to recover	
52.	It * very happy holiday	
53.	I * to school	
54.	Your holiday * very happy	
55.	Once day I * late went to school	
56.	I * in the class	
57.	My teacher * angry	
58.	We are watching the football match and * not sleep until dawn	
59.	My family * very funny	
60.	I * busy with phone	
61.	I * hurried to wear school uniform	
62.	I * very sad to remember the day	
63.	I * not studed in last night	
64.	It * just imagination	
65.	I * happy with this class	
66.	My hanphone * lost	
67.	Arini * not at home	
68.	I * so happy in my holiday	
69.	Interval my house to school * round about 4 kilometer	
70.	I * just in house saja	
71.	I * also in house	
72.	Classmates * good friends with me	
No.	Identified Sentences in Addition Error	Types of Error
1.	We <i>use</i> * to <i>took</i> picture with my family	Double Marking
2.	We're* <i>went</i> to surrounded or tripped of the vital place	Double Marking
3.	The first town we're* <i>visited</i>	Double Marking
4.	It <i>is</i> * began	Double Marking
5.	The rain <i>was</i> * <i>started</i>	Double Marking
6.	I'm* began <i>saving</i> my money	Double Marking
7.	I <i>did</i> * <i>went</i> to school	Double Marking
8.	We <i>are</i> * <i>stayed</i> several days	Double Marking
9.	We <i>was</i> * <i>used</i> boat to mid sea	Double Marking

No.	Identified Sentences in Misformation	Types of Error
1.	I and my family <i>will go*</i> to holiday	Alternating Form
2.	We too <i>feel*</i> hungry	Alternating Form
3.	We <i>find*</i> a restaurant	Alternating Form
4.	We <i>gone*</i> from in the park	Alternating Form
5.	Me <i>telling*</i> about my experience holiday to my friend	Alternating Form
6.	It's my experience <i>can't be forgot*</i>	Alternating Form
7.	That <i>is*</i> 2013 year	Alternating Form
8.	There <i>is*</i> many people come here	Alternating Form
9.	Me and my sister <i>come*</i>	Alternating Form
10.	They <i>to give*</i> me and my sister Sate and corn	Alternating Form
11.	Me and my sister together my friend of my sister <i>telling*</i> a story	Alternating Form
12.	The visitors <i>are*</i> very crowded	Alternating Form
13.	We <i>find*</i> a place to sit	Alternating Form
14.	Tomorrow <i>is*</i> the Christmas Day	Alternating Form
15.	We <i>were gone*</i> to the Cathedral church	Alternating Form
16.	I suddenly <i>geted*</i> my phone	Regularization
17.	That <i>is*</i> the best holiday ever	Alternating Form
18.	My team almost <i>win*</i>	Alternating Form
19.	I <i>forget*</i> all the accident	Alternating Form
20.	A condition <i>is be*</i> be normal	Alternating Form
21.	I <i>tell*</i> to my family	Alternating Form
22.	This experience <i>can't will*</i> I <i>forgotten*</i>	Alternating Form
23.	Then my brother and cousin <i>playing*</i> around the house	Alternating Form
24.	I rushed to shower and leave* my younger cousins	Alternating Form
25.	I am take* a rest after to back the clinic	Alternating Form
26.	This may moment can't not be forget*	Alternating Form
27.	It becomes* a past event	Alternating Form
28.	This moment too as <i>become is*</i> moment a first in period children	Alternating Form
29.	Circumstances mosques can't* accommodate many people	Alternating Form
30.	Outside the mosques there is* a carpet	Alternating Form
31.	The moment is* just usual	Alternating Form
32.	I am have help* my mother	Alternating Form
33.	I go* to back field	Alternating Form
34.	I am play* football till evening	Alternating Form
35.	I direct take* a bath	Alternating Form
36.	I sit* in by my window	Alternating Form
37.	In two thousand fifteen is* a year of full my tears	Alternating Form
38.	My father is gone* from my life forever	Alternating Form
39.	My father have* a sickness is diabetix	Alternating Form
40.	My father healthy <i>is*</i> more	Alternating Form
41.	My father take* care in the hospital	Alternating Form

42.	God take* my father	Alternating Form
43.	I feel* very sad	Alternating Form
44.	They are* very good to me	Alternating Form
45.	I meet* my family	Alternating Form
46.	It is* my first time to Lake Toba with my family	Alternating Form
47.	I can not forgot* my holiday	Alternating Form
48.	I have* to school	Alternating Form
49.	My mother's friend were shopping*	Alternating Form
50.	I have* to Piket Umum	Alternating Form
51.	I givieng* prisioner	Alternating Form
52.	I study* matematika	Alternating Form
53.	I to move* place sit	Alternating Form
54.	I buying* egg chicken	Alternating Form
55.	I loss* money	Alternating Form
56.	So I come* back to home	Alternating Form
57.	I'm feel* very bad	Alternating Form
58.	I'm try* to be patience	Alternating Form
59.	My mother give* me advice	Alternating Form
60.	That day is* my unlucky day	Alternating Form
61.	I'm lately because woke up late	Alternating Form
62.	I get* summons parent	Alternating Form
63.	When after I fixing* motor cycle	Alternating Form
64.	I have to* push a motor cycle	Alternating Form
65.	We have* go to the market	Alternating Form
66.	We buy* some firecracker	Alternating Form
67.	We are go* to computer rental	Alternating Form
68.	I forget* the password	Alternating Form
69.	My friend have* two accounts	Alternating Form
70.	I can to lend * his account	Alternating Form
71.	We preparing* all of tool for celebrate new year	Alternating Form
72.	My friend begin* set the charcoal	Alternating Form
73.	We are playing* card and roasting* the corn	Alternating Form
74.	We are count down* together and year is change*	Alternating Form
75.	We are watching* the football match	Alternating Form
76.	I'am* very happy	Alternating Form
77.	I get* up	Alternating Form
78.	I take* a bath	Alternating Form
79.	I and my family go* to Jogjakarta	Alternating Form
80.	I see* Parang Tritis beach	Alternating Form
81.	I feel* very happy	Alternating Form
82.	This holiday is* first experience	Alternating Form
83.	We are* first look temple	Alternating Form
84.	We are going* to Jakarta	Alternating Form
85.	My family tell* about time difficult and fell* very happy	Alternating Form

86.	We are sleep* in floor with mattress	Alternating Form
87.	I slept*	Regularization
88.	Family <i>make</i> * me better and teaching have* to I remember	Alternating Form
89.	One thing that I usually did is* saw sunrise and sunset	Alternating Form
90.	I <i>screaming</i> * out load	Alternating Form
91.	I have* unlucky day	Alternating Form
92.	The day of my bad experience is* Monday	Alternating Form
93.	I go* to bedroom very late	Alternating Form
94.	When I wake up*	Alternating Form
95.	I choose* to go leave my motor cycle	Alternating Form
96.	The ceremony is began*	Alternating Form
97.	My holiday is* very bad	Alternating Form
98.	I don't* go anywhere	Alternating Form
99.	We must go* the hospital	Alternating Form
100.	Next day, my family from Jambi come* to my home	Alternating Form
101.	I'm* very happy	Alternating Form
102.	I can* meet my aunt	Alternating Form
103.	25-December-2016 is* my brother wedding party	Alternating Form
104.	When the party is finished* , me and my family go* back to the home	Alternating Form
105.	They go* with a car	Alternating Form
106.	My senior is* scary	Alternating Form
107.	They is* usefull	Alternating Form
108.	I don't* be scared again	Alternating Form
109.	I think* I got a social class	Alternating Form
110.	My class is* very noisy	Alternating Form
111.	I loss* my handpone	Alternating Form
112.	I go* to teacher room	Alternating Form
113.	They say* to sincere my handpone	Alternating Form
114.	I tell* to my sister	Alternating Form
115.	She say* forget it	Alternating Form
116.	I buy* new handpone	Alternating Form
117.	I bring* my handpone in the class	Alternating Form
118.	That is* my unlucky day	Alternating Form
119.	I experience* event which making sad	Alternating Form
120.	I forget* put my handpone	Alternating Form
121.	It is* not easy to forget	Alternating Form
122.	I leave* my handpone on the floor	Alternating Form
123.	I feel* so sad	Alternating Form
124.	Her house is* so far	Alternating Form
125.	We got* some dirty on our leg	Alternating Form
126.	The toilet is* closed	Alternating Form
127.	Motor cycle that I rode is fell* to the ground	Alternating Form
128.	We feel* so shy	Alternating Form

129.	I do* not have many friends	Alternating Form
130.	I am* of the school that is* not a country rayon Senior High School Negeri 16 Palembang	Alternating Form
131.	I was go* to home	Alternating Form
132.	Card IM3 hold an event that is looking* for talent	Alternating Form
133.	I fell* so happy	Alternating Form
134.	I and my family members who make* a delicious family-style fried rice, and satay	Alternating Form
135.	I am* happy	Alternating Form
136.	I am follow* to traditional dancing	Alternating Form
137.	I go* to school	Alternating Form
138.	I find* new friends	Alternating Form
139.	I am to bring* niece still baby	Alternating Form
140.	I watching film indian and play game	Alternating Form
141.	I sleep* so to come afternoon	Alternating Form
142.	I direct take* a bath and to clean bedroom	Alternating Form
143.	That is* my story	Alternating Form
144.	Next day I setting* alarm	Alternating Form
145.	Me do not be* late again	Alternating Form
146.	I too become* acquainted with other students	Alternating Form
147.	During the times of the introduction of the school environment can* be good friends event though different groups	Alternating Form
148.	I can* a good student and take* positive side	Alternating Form
149.	It turns* out we were late	Alternating Form
150.	I was to go* home and shere* it with my brother	Alternating Form
151.	Then we were talking* about it yesterday	Alternating Form
152.	I wrote a letter of agreement and reat* it in front of my mother	Alternating Form
153.	I wake* up at dawn	Alternating Form
No.	Identified Sentences in Misordering	Types of Error
1.	I felt* did not boring to Lahat	Misoder verb
2.	I think* didn't test in the first day	Misorder verb
3.	I did recognize* not any pupil be familiar back	Misorder verb
4.	I did have* not any friends here	Misorder verb

4.1.2. Describing and Percentage of Each Errors of Simple Past Tense

From the table above, it could be seen that there were 238 error sentences found in simple past tense on the students' recount writing. Those 238 errors

contributed in each classification of errors and the percentages could be seen in the following explanation.

4.1.2.1 Errors in Omission

There were 72 errors found in omission. From all 72 errors, 44 errors were categorized in the error of suffix *-d and -ed*. These errors showed that students were not able to write the correct of the second form of the verb or the past tense form of the verb. It should be noticed and reflected that most of the students made the errors in the sentence *“we stay in the park”* instead of *“we stayed in the park”*, then *“I want to go there again this year”* instead of *“I wanted to go there again this year”*, then in other sentence *“I hope”* instead of *“I hoped”*, the sentence *“I enter to my classroom”* instead of *“I entered to my classroom”* and last *“when we arrive in Akbar’s house”* instead of *“when we arrived in Akbar’s house”*. These errors also explained that students had some difficulties in the use of suffix *-d/ed* at the end of the verb.

Moreover, there were 3 errors in omission of the verbs made by students on their writing. It could be seen in students’ sentence in which they wrote *“we must trough small valley”* instead of *“we had to walk through small valley”*, then in the sentence *“I suddenly geted my phone and photo the celebration”*, it should be *“took photo the celebration”*. It was caused by the student’s thought that the word *“photo”* was a verb, meanwhile it was a noun as an object that needed a verb before it. In the other sentence was *“if I out no money and no aim,”* instead *“if I went out, I did not have money and aim”*.

Furthermore, 25 errors in omission which categorized in omitting of auxiliary verb “*was, were, and did*” found in the students’ writing. Some students produced error in this error category. They did not put auxiliary verb (*was, and were*) before adjective. It could be found in the sentence “*after we satisfied*”, instead of “*after we were satisfied*”, also in “*I busy with my phone*”, instead of “*I was busy with my phone*”. It also could be seen in “*I happy with this class.*” It should be “*I was happy with class.*”

The students also did not put auxiliary verb before adverb. It could be seen in the sentence made by the students as “*I in the class*”, instead of “*I was in the class*”, or in the sentence “*I just in house saja*” instead of “*I was just at home*”. It could be seen that the students did not understand how to use auxiliary verb “*was, or were*” in the past tense sentence before the adverb.

Besides, a small number of students made error in making passive sentence on simple past tense. As in the sentence “*I called the mother to take a shower*” instead of “*I was called by mother to take a shower*” then in the sentence “*my hanphone lost*” instead of “*my hand phone was lost*”.

Some students made errors when they wrote simple past tense in negative sentence, as “*Arini not at home*” instead of “*Arini was not at home*”. It could be seen that the error was occurred in omitting auxiliary verb “*was*”, or omitting auxiliary verb “*did*”, for example “*I not studied the last night*” instead of “*I did not study last night*”. All those error in omission could be seen in the following table:

Table 9
Omission Error

No.	Error Sentences	Correct Sentence
1.	We <i>stay</i> * in the park	We stayed in the park
2.	We just <i>walk</i> *	We just walked
3.	We <i>drop in</i> * to eating	We dropped in to eat
4.	We <i>continue</i> * trip	We continued trip
5.	I <i>change</i> * my clothes	I changed my clothes
6.	We counted and <i>scream</i> * at the new year 2017	We counted and screamed at the new year 2017
7.	My best friend <i>laugh</i> * loudly and <i>help</i> * me	My best friend laughed loudly and helped me
8.	My father <i>ask</i> * always be careful	My father asked always to be careful
9.	Many people who <i>want</i> * to pray	Many people who wanted to pray
10.	I and my friend <i>play</i> * in my house	My friend and I played in my house
11.	I and my friend quickly <i>return</i> * home	My friend and I returned home quickly
12.	I steel <i>remember</i> * you	I still remembered you
13.	I very <i>love</i> * you	I loved you
14.	We <i>stay</i> * at home grandmother	We stayed at grandmother's home
15.	I also <i>devote</i> * beautifully moment	I also devoted the beautiful moment
16.	We <i>roast</i> * a corn, sate, etc	We roasted a corn, sate, etc
17.	I <i>miss</i> * my family	I missed my family
18.	I <i>return</i> * to Palembang	I returned to Palembang
19.	I <i>arrive</i> * by safe	I arrived safely
20.	I <i>help</i> * my mother cooked lunch and dinner	I helped my mother for cooking lunch and dinner
21.	My mother's friend <i>want</i> * me and her children to spent time together	My mother's friend wanted me and her children to spend time together
22.	I <i>clean</i> * home	I cleaned home
23.	My father <i>drop</i> *	My father's condition dropped
24.	I <i>hope</i> *	I hoped
25.	I <i>celebrate</i> * new year	I celebrated
26.	I <i>want</i> * log in my account	I wanted to log in my account
27.	My family <i>decide</i> * for stay my aunt's house	My family decided to stay at my aunt's house
28.	I <i>look</i> * my arloji	I looked at my watch
29.	I <i>realize</i> * because careless	I realized being careless
30.	I just <i>stay</i> * at home, and <i>help</i> * my brother	I just stayed at home, and helped my brother
31.	I <i>hope</i> *	I hoped
32.	I <i>answer</i> * the question	I answered the question

33.	I <i>enter</i> * to my class	I entered to my class
34.	I <i>experience</i> * event which making sad	I experienced the sad event
35.	I <i>remember</i> * at that time	I remembered at that time
36.	I while <i>sign</i> * SKHU	While I signed SKHU
37.	After I <i>arrive</i> *	After I arrived, my hand phone was lost
38.	When we <i>arrive</i> * in Akbar's house	When we arrived at Akbar's house
39.	I <i>want</i> * to select Paskibra	I wanted to choose Paskibra
40.	We <i>receive</i> * direction	We received direction
41.	We <i>enter</i> * the classroom	We entered the classroom
42.	I <i>select</i> * traditional dancing	I selected traditional dancing
43.	I <i>continue</i> * eating corn burn and chicken burn	I continued to eat roasted corn and grilled chicken
44.	I <i>enter</i> * my first class becomes IPS 4	I entered my first class, IPS 4
45.	I suddenly geted my phone and * photo the celebration	I suddenly got my phone and took photo of the celebration
46.	We must * trough small valley	We had to walk through small valley
47.	If I * out no money and no aim	If I went out, I didn't have money and aim
48.	After we * satisfied	After we were satisfied
49.	They * impressed listen to my experience	They were impressed to listen my experience
50.	I * called the mother to take a shower	I was called by mother to take a shower
51.	My father sickness * to recover	My father's sickness had to be recovered
52.	It * very happy holiday	It was very happy holiday
53.	I * to school	I was late go to school
54.	Your holiday * very happy	Your holiday was very happy
55.	Once day I * late went to school	One day, I was late going to school
56.	I * in the class	I was in the class
57.	My teacher * angry	My teacher was angry
58.	We are watching the football match and * not sleep until dawn	We watched football match and did not sleep until dawn
59.	My family * very funny	My family was very funny
60.	I * busy with phone	I was busy with my phone
61.	I * hurried to wear school uniform	I was hurried wearing school uniform
62.	I * very sad to remember the day	I was very sad to remember the day After we were satisfied
63.	I * not studed in last night	I did not study last night

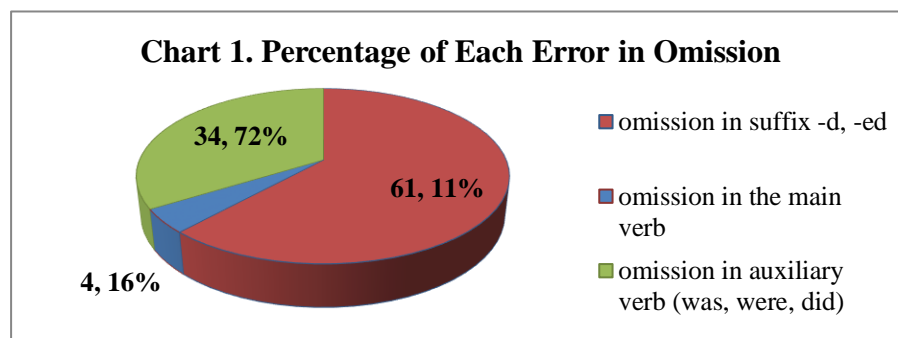
64.	It * just imagination	It was just imagination
65.	I * happy with this class	I was happy with this class
66.	My hanphone * lost	My hand phone was lost
67.	Arini * not at home	Arini was not at home
68.	I * so happy in my holiday	I was so happy with my holiday
69.	Interval my house to school * round about 4 kilometer	The distance of my house to school was about 4 kilometers
70.	I * just in house saja	I was just at home
71.	I * also in house	I was also at home
72.	Classmates * good friends with me	Classmates were good friends to me

After the errors were classified, then, in order to know the percentage of omission errors, the following formula were used:

$$P = \frac{f}{t} 100\%$$

$$P = \frac{72}{238} 100\% = 30, 25\%$$

The percentage result of omission error was 30, 25%. After that, to know the percentage of the errors in suffix *-d/-ed*, main verb and also auxiliary verb omitting, the formula was used $P = \frac{f}{t} 100\%$. Where P is the percentage, *f* is for frequency error of subtype , and *t* is the total number of omission error. The results were 61, 11% errors fell into omission in suffix *-d*, or *-ed*, 4, 16% were omission in verb, the last, 34, 72% were omission in auxiliary verb (was, were, and did) omitting. The percentage of amount identified omission errors could be illustrated in chart below:



4.1.2.2 Error in Addition

There were 9 errors found in addition. All of errors in addition was categorized in double marking where the students added auxiliary verb (*was*, *were*, and *did*), or another verb in the sentences. As in the sentence “*we’re went to surrounded or tripped of the vital place*” instead of “*we went to surrounded or tripped of the vital place*”, “*the rain is started*”, instead of “*the rain started*”, in the sentence “*I did went to school*”. It should be “*I went to school*”. Also in the sentence “*we are stayed several days*”, instead of “*we stayed several days*”.

Another error was in adding a verb before other verbs, and it became double marking error. It could be seen in a sentence as “*we use to took picture with my family*” instead of “*we took picture with my family.*” All the Addition errors could be seen in the following table:

Table 10
Error in Addition

No.	Error Sentence	Correct Sentence
1.	We <i>use*</i> to took picture with my family	We <i>took</i> picture with my family
2.	We’ <i>re*</i> went to surrounded or tripped of the vital place	We <i>went</i> to surrounded or tripped of the vital place
3.	The first town we’ <i>re*</i> visited	The first town we <i>visited</i>
4.	It <i>is*</i> began	It <i>began</i>
5.	The rain <i>was*</i> started	The rain <i>started</i>
6.	I’ <i>m*</i> began saving my money	I <i>began</i> saving my money
7.	I <i>did*</i> went to school	I <i>went</i> to school
8.	We <i>are*</i> stayed several days	We <i>stayed</i> several days
9.	We <i>was*</i> used boat to mid sea	We <i>used</i> boat to mid sea

To know the percentage of error in addition, it was used the formula as:

$$P = \frac{f}{t} 100\%$$

$$P = \frac{9}{238} 100\% = 3,78\%$$

Dulay, Burt, and Krashen (1982) stated that there are 3 types of addition. They are simple addition, regularization, and double marking. In this research, the percentage of simple addition was 100% meanwhile; there were no regularization and simple addition error in addition.

4.1.2.3 Error in Misformation

There were 153 errors found in misformation. This type of error was divided into three categories of errors; regularization, archi-forms, and alternating form however, there were just two categories that were occurred in this research study, they are regularization, and alternating form. 151 errors were found in unchanging verb into past tense in which it was included in alternating form, while 2 errors were found in regularization error which was the wrong form of the verb. Each of them consisted of 2 errors in regularization, and 151 errors in alternating form.

In 151 errors in alternating form, the students usually made error in using verb. They still wrote sentence by using the first form of the verb or present tense although they were asked to write about simple past tense. It could be seen in “*We find a restaurant*” instead of “*We found a restaurant*”, “*I forget all the accident*” instead of “*I forgot all the accident*”, “*we buy some firecrackers and corn*” instead of “*we bought some firecrackers and corn*”.

Sometimes the students produced error by giving *-ing* in the end of the verb. “*after I fixing my motor cycle*” instead of “*after I fixed my motor cycle*”, in other sentence “*my brother and my cousin playing around the house*”, it should be

“my brother and my cousin played around the house”, or in the sentence “we preparing all of tool for celebrate new year” instead of “we prepared all of tool for celebrate new year”.

In using “modals”, the students also made error. They usually wrote sentence by using the present form of “modals” as, *“Circumstances mosques can’t accommodate many people”* instead of *“Surrounding mosques couldn’t (could not) accommodate many people”, “I can not forgot my holiday”* instead of *“I could not forget my holiday”*. In the sentence *“We must go to the hospital”* instead of *“We had to go to the hospital”*.

The students also produced the sentence wrongly in using auxiliary verb “was, were, and did” in simple past tense. It was almost the same as in the sentence *“there is many people come here”* instead of *“there were many people come here”*, *“the visitors are very crowded”* instead of *“the visitors were very crowded”*, then the sentence *“the day of my bad day is Monday”*, it should be *“the day of my bad day was monday”*. also *“I don’t go anywhere”* instead of *“I did not go anywhere”*.

Furthermore, 2 errors in regularization of misformation errors were occurred in the students’ writing. This kind of error occurred when the students put the regular marker in the irregular one. It could be seen in *“I suddenly geted my phone”* instead of *“I suddenly got my phone”* or in the sentence *“I sleeped”* instead of *“I slept”*. All the misformation errors could be seen in the following table:

Table 11
Error in Misformation

No.	Identified Sentences	Correct Sentence
1.	I and my family will go* to holiday	My family and I <i>went</i> on holiday
2.	We too feel* hungry	We <i>felt</i> hungry too
3.	We find* a restaurant	We <i>found</i> a restaurant
4.	We gone* from in the park	We <i>went</i> to the park
5.	Me telling* about my experience holiday to my friend	I <i>told</i> about my holiday experience to my friend
6.	It's my experience can't be forgot*	It's my experience that <i>could not be forgotten</i>
7.	That is* 2013 year	That <i>was</i> year 2013
8.	There is* many people come here	There <i>were</i> many people coming here
9.	Me and my sister come*	My sister and I <i>came</i>
10.	They to give* me and my sister Sate and corn	They <i>gave</i> my sister and me, sate and corn
11.	Me and my sister together my friend of my sister telling* a story	My sister with her friend and me <i>told</i> a story
12.	The visitors are* very crowded	The visitors <i>were</i> very crowded
13.	We find* a place to sit	We <i>found</i> a place to sit
14.	Tomorrow is* the Christmas Day	Tomorrow <i>was</i> the Christmas day
15.	We were gone* to the Cathedral church	We <i>went</i> to the Cathedral Church
16.	I suddenly geted* my phone	I suddenly <i>got</i> my phone by me
17.	That is* the best holiday ever	That <i>was</i> the best holiday ever
18.	My team almost win*	My team almost <i>won</i>
19.	I forget* all the accident	I <i>forgot</i> all the accident
20.	A condition is be* be normal	A condition <i>became</i> normal
21.	I tell* to my family	I <i>told</i> my family
22.	This experiece can't will* I forgotten*	This experiece <i>could not be forgotten</i>
23.	Then my brother and cousin playing* around the house	Then my brother and cousin <i>played</i> around the house
24.	I rushed to shower and leave* my younger cousins	I rushed to take shower and <i>left</i> my younger cousins
25.	I am take* a rest after to back the clinic	I <i>took</i> a rest after back from clinic
26.	This may moment can't not be forget*	This moment <i>could not be forgotten</i>
27.	It becomes* a past event	It <i>became</i> past event
28.	This moment too as become is* moment a first in period children	This moment also <i>became</i> the first moment in my childhood

29.	Circumstances mosques can't* accommodate many people	Mosque surrounding <i>could not</i> accommodate many people
30.	Outside the mosques there is* a carpet	Outside the mosque there <i>was</i> a carpet
31.	The moment is* just usual	The moment <i>was</i> just usual
32.	I am have help* my mother	I <i>helped</i> my mother
33.	I go* to back field	I <i>went back</i> to field
34.	I am play* football till evening	I <i>played</i> football till evening
35.	I direct take* a bath	I directly <i>took</i> a bath
36.	I sit* in by my window	I <i>sat</i> in by my window
37.	In two thousand fifteen is* a year of full my tears	In two thousand fifteen <i>was</i> a year full of tears
38.	My father is gone* from my life forever	My father <i>went</i> from my life forever
39.	My father have* a sickness is diabetix	My father <i>had</i> diabetic sickness
40.	My father healthy is* more	My father's healthy became worst
41.	My father take* care in the hospital	My father <i>was taken</i> care in the hospital
42.	God take* my father	God <i>took</i> my father
43.	I feel* very sad	I <i>felt</i> very sad
44.	They are* very good to me	They <i>were</i> very good to me
45.	I meet* my family	I <i>met</i> my family
46.	It is* my first time to Lake Toba with my family	It <i>was</i> my first time to visit Toba lake
47.	I can not forgot* my holiday	I <i>could not forgot</i> my holiday
48.	I have* to school	I <i>had</i> to go to school
49.	My mother's friend were shopping*	My mother's friend <i>went</i> shopping
50.	I have* to Piket Umum	I <i>had</i> to do Piket Umum
51.	I givieng* prisioner	I <i>was given</i> punishment
52.	I study* matematika	I <i>studied</i> mathematics
53.	I to move* place sit	I <i>moved</i> to another seat
54.	I buying* egg chicken	I <i>bought</i> chicken eggs
55.	I loss* money	I <i>lost</i> my money
56.	So I come* back to home	So I <i>came</i> back to home
57.	I'm feel* very bad	I <i>felt</i> very bad
58.	I'm try* to be patience	I <i>tried</i> to be patience
59.	My mother give* me advice	My mother <i>gave</i> me advice
60.	That day is* my unlucky day	That day <i>was</i> my unlucky day
61.	I'm lately because woke up late	I <i>was</i> late because I <i>woke up</i> late
62.	I get* summons parent	I <i>got</i> summons for parents
63.	When after I fixing* motor cycle	After I <i>fixed</i> motor cycle
64.	I have to* push a motor cycle	I <i>had</i> to push the motor cycle

65.	We have* go to the market	We <i>had to go</i> to the market
66.	We buy* some firecracker	We <i>bought</i> some firecracker
67.	We are go* to computer rental	We <i>went</i> to computer rental
68.	I forget* the password	I <i>forgot</i> the password
69.	My friend have* two accounts	My friend <i>had</i> two accounts
70.	I can to lend * his account	I <i>could</i> borrow his account
71.	We preparing* all of tool for celebrate new year	We <i>prepared</i> all of the tools for celebrate new year
72.	My friend begin* set the charcoal	My friend <i>began</i> to set the charcoal
73.	We are playing* card and roasting* the corn	We <i>played</i> card and <i>roasted</i> the corn
74.	We are count down* together and year is change*	We <i>counted</i> down together and the year <i>changed</i>
75.	We are watching* the football match	We <i>watched</i> the football match
76.	I'am* very happy	I <i>was</i> very happy
77.	I get* up	I <i>got</i> up
78.	I take* a bath	I <i>took</i> a bath
79.	I and my family go* to Jogjakarta	My family and I <i>went</i> to Jogjakarta
80.	I see* Parang Tritis beach	I <i>saw</i> Parangtritis <i>beach</i>
81.	I feel* very happy	I <i>felt</i> very happy
82.	This holiday is* first experience	This holiday <i>was</i> the first experience
83.	We are* first look temple	We <i>saw</i> the temple for the first time
84.	We are going* to Jakarta	We <i>went</i> to Jakarta
85.	My family tell* about time difficult and fell* very happy	My family <i>told</i> about the difficult time and <i>felt</i> very happy
86.	We are sleep* in floor with mattress	We <i>slept</i> with mattress on the floor
87.	I sleeped*	I <i>slept</i>
88.	Family make* me better and teaching have* to I remember	Family <i>made</i> me better and <i>taught</i> me
89.	One thing that I usually did is* saw sunrise and sunset	One thing that I usually did <i>was</i> seeing sunrise and sunset
90.	I screaming* out load	I <i>screamed</i> out loud
91.	I have* unlucky day	I <i>had</i> unlucky day
92.	The day of my bad experiance is* Monday	The day of my bad day <i>was</i> Monday
93.	I go* to bedroom very late	I <i>went</i> to the bed room very late
94.	When I wake up*	When I <i>woke up</i>
95.	I choose* to go leave my motor cycle	I <i>chose</i> to leave my motor cycle

96.	The ceremony is began*	The ceremony <i>was begun</i>
97.	My holiday is* very bad	My holiday <i>was</i> very bad
98.	I don't* go anywhere	I <i>did not</i> go anywhere
99.	We must go* the hospital	We <i>had to go</i> to the hospital
100.	Next day, my family from Jambi come* to my home	Next day, my family from Jambi <i>came</i> to my home
101.	I'm* very happy	I <i>was</i> very happy
102.	I can* meet my aunt	I <i>could</i> meet my aunt
103.	25-December-2016 is* my brother wedding party	December 25 th , 2016 <i>was</i> my brother's wedding party
104.	When the party is finished* , me and my family go* back to the home	When the party <i>finished</i> , my family and I <i>went</i> back to home
105.	They go* with a car	They <i>went</i> by a car
106.	My senior is* scary	My senior <i>was</i> scary
107.	They is* usefull	They <i>were</i> useful
108.	I don't* be scared again	I <i>was not</i> scared again
109.	I think* I got a social class	I <i>thought</i> I got social class
110.	My class is* very noisy	My class <i>was</i> very noisy
111.	I loss* my handphone	I <i>lost</i> my hand phone
112.	I go* to teacher room	I <i>went</i> to teachers' room
113.	They say* to sincere my handphone	They <i>said</i> to let go my hand phone
114.	I tell* to my sister	I <i>told</i> my sister
115.	She say* forget it	She <i>said</i> to forget it
116.	I buy* new handphone	I <i>bought</i> a new hand phone
117.	I bring* my handphone in the class	I <i>brought</i> my hand phone to the class
118.	That is* my unlucky day	That <i>was</i> my unlucky day
119.	I experience* event which making sad	I <i>experienced</i> an event which making sad
120.	I forget* put my handphone	I <i>forgot</i> where I put my hand phone
121.	It is* not easy to forget	It <i>was</i> not easy to be forgotten
122.	I leave* my handphone on the floor	I <i>left</i> my hand phone on the floor
123.	I feel* so sad	I <i>felt</i> so sad
124.	Her house is* so far	Her house <i>was</i> so far
125.	We got* some dirty on our leg	Our legs <i>were</i> dirty
126.	The toilet is* closed	The toilet <i>was</i> closed
127.	Motor cycle that I rode is fell* to the ground	Motor cycle that I rode <i>was</i> fallen to the ground
128.	We feel* so shy	We <i>felt</i> so shy
129.	I do* not have many friends	I <i>did not</i> have many friends
130.	I am* of the school that is* not a country rayon Senior High School	I <i>was</i> at the school that <i>was</i> not rayon of SMAN 16 Palembang

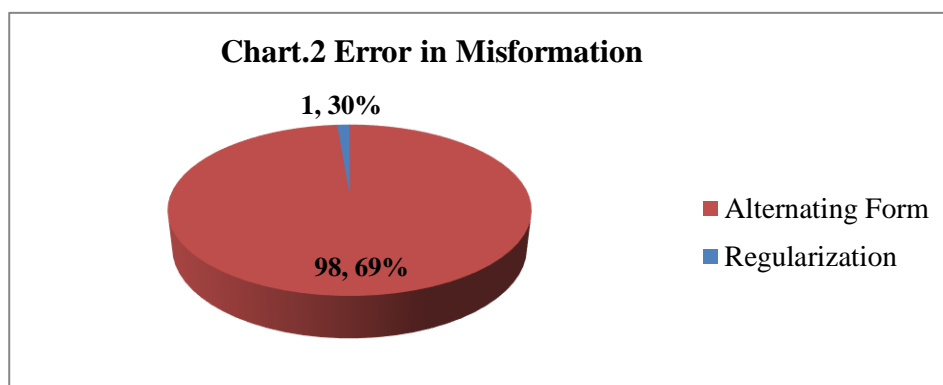
	Negeri 16 Palembang	
131.	I was go* to home	I <i>went</i> home
132.	Card IM3 hold an event that is looking* for talent	IM3 card <i>held</i> an event that <i>looked for</i> talent
133.	I fell* so happy	I <i>felt</i> so happy
134.	I and my family members who make* a delicious family-style fried rice, and satay	My family member and I <i>made</i> a delicious family-style of fried rice and satay
135.	I am* happy	I was happy
136.	I am follow* to traditional dancing	I <i>joined</i> the traditional dancing
137.	I go* to school	I went to school
138.	I find* new friends	I <i>found</i> new friends
139.	I am to bring* niece still baby	I <i>brought</i> baby niece
140.	I watching film indian and play game	I <i>watched</i> Indian film and <i>played</i> the game
141.	I sleep* so to come afternoon	I <i>slept</i> till afternoon
142.	I direct take* a bath and to clean bedroom	I direct <i>took</i> a bath and <i>cleaned</i> the bedroom
143.	That is* my story	That <i>was</i> my story
144.	Next day I setting* alarm	Next day, I <i>set</i> the alarm
145.	Me do not be* late again	I <i>was not</i> be late again
146.	I too become* acquainted with other students	I <i>became</i> acquainted with other students
147.	During the times of the introduction of the school environment can* be good friends event though different groups	During the times of the introduction of the school environment, I <i>could be</i> good friends with others even in different groups
148.	I can* a good student and take* positive side	I <i>could be</i> a good student and <i>took</i> positive side
149.	It turns* out we were late	It <i>turned out that we were</i> late
150.	I was to go* home and shere* it with my brother	I <i>went</i> home and <i>shared</i> it with my brother
151.	Then we were talking* about it yesterday	Then we <i>talked</i> about it yesterday
152.	I wrote a letter of agreement and reat* it in front of my mother	I wrote a letter of agreement and <i>read</i> it in front of my mother
153.	I wake* up at dawn	I <i>woke up</i> at dawn

After doing identification, classification, and also explanation of error in misformation, the percentage of error was counted as:

$$P = \frac{f}{t} 100\%$$

$$P = \frac{153}{238} 100\% = 64, 28\%$$

There were three kinds of misformation errors based on surface strategy taxonomy. They were regularization errors, archi-forms errors and alternating forms errors. From all of those errors, 98, 69% was in alternating form, and was followed by regularization error, 1, 38%. The amount of the percentage could be seen in the following chart:



4.1.2.4 Error in Misordering

There were 4 errors which were found in the students' recount writing. All of the errors were misordering on the placement of the verb, such as "*I felt did not boring to Lahat*" instead of "*I did not feel boring to Lahat*" or in the sentence "*I think didn't test in the first day*", it should be "*I didn't think test in the first day*".

The errors completely could be seen in the following table:

Table 13
Error in Misordering

No.	Error Sentence	Correct Sentence
1.	<i>I felt* did not boring to Lahat</i>	<i>I did not feel bored in Lahat</i>
2.	<i>I think* didn't test in the first day</i>	<i>I did not think to have a test in the first day</i>

3.	<i>I did recognize* not</i> any pupil be familiar back	<i>I did not recognize</i> any people be familiar back
4.	<i>I did have* not</i> any friends here	<i>I did not have</i> any friends here

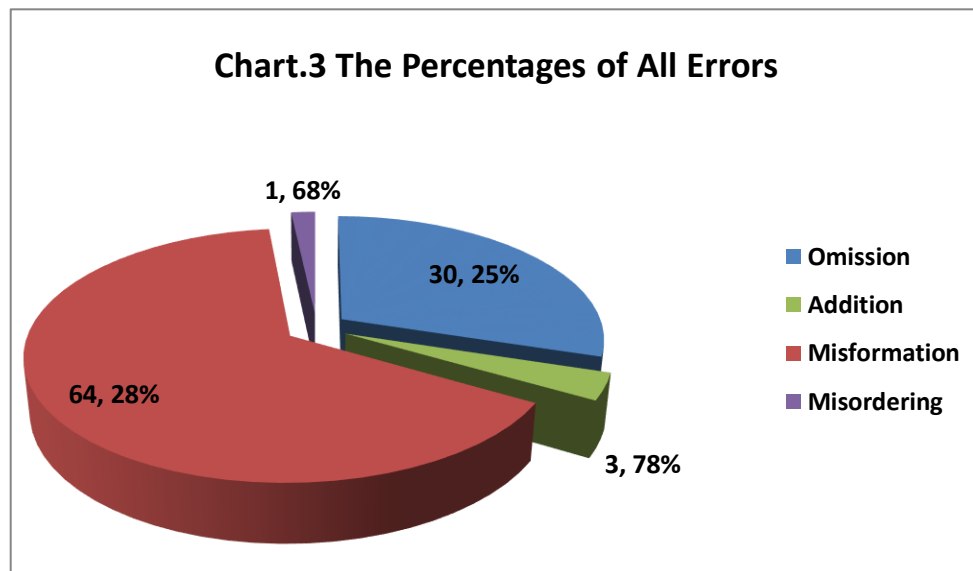
After that, in order to know the percentage of misordering errors, the following formula was used to count the amount of errors:

$$P = \frac{t}{f} 100\%$$

$$P = \frac{4}{238} 100\% = 1,68\%$$

Misordering contributed the fewest errors in simple past tense done by the students. It meant that the students had understood the correct ordering of a word in English.

Here was the percentage of all errors which were made by the tenth grade students at SMA Negeri 16 Palembang:



The following is the summary table of error:

Table 14
Summary Table of each Error

Type of Error	Sub-type of Error	Total of Error	Percentage
Omission	Omission of suffix –ed/-d	44	61,11%
	Omission of main verb	3	4,16%
	Omission of auxiliary verb (was, were, and did)	25	34,72%
Addition	Simple addition	-	-
	Regularization	-	-
	Double marking	9	100%
Misformation	Archis form	-	-
	Regularization	2	1,30%
	Alternating Form	151	98,69%
Misordering	Misorder of verb	4	100%
	Misorder of auxiliary verb (was, were, did)	-	-
Total		238	

4.1.3 Explaining The Errors

According to Ellis and Barkhuizen (2005, p. 62), explaining errors involved determining their sources in order to account for why they made. In this research study, the source of errors which were made by the participants were divided into two categories, they are interlingual and intralingual errors.

The first was Interlingual error. Interlingual error has the same meaning of interference. It occurred because the influence of the first language (L1) which is Bahasa Indonesia.

The students translated Bahasa Indonesia directly into English, for example, The student wrote “*we must through small valley*” they supposed to write “*we had to walk through small valley*”. The students wrote “*If I out no money and no aim*” instead of they have to write “*If I went out, I did not have money and aim*”. The student wrote “*After we satisfied*” it should be written “*After were satisfied*”. The

student also wrote “*It very happy holiday*”, they supposed to write “*It was very happy holiday*”.

The students omitted the items that must be appeared in those sentences. It was occurred by the different pattern between Bahasa Indonesia and English. The students omitted the main verb, and also to be (did, was, and were).

The second source of error is intralingual error in which it was the most dominant source of error that was found in this research. Intralingual error was occurred by the target language itself. The students usually overgenerated the rules or the pattern in the second language (L2) that they learned, for example; the student wrote “*we find a restaurant*” they have to write “*we found a restaurant*”. The student wrote “*that is 2013 year*” they supposed to write “*that was year 2013*”, and then the student wrote “*I am have help my mother*”.

The students wrote a sentence by generalized the form of verb. They should use past form of the verb when they wrote the past statement in a sentence.

4.1.4 Evaluating the Errors

The evaluating error is very important in error analysis. It can measure which of error that must be pay more attention to be learn more. In this research, the writer purposed that the error that must be evaluated more is intralingual error, because the pattern of sentence in English is very different. It can be seen the rule of simple past tense is very different with simple present. Simple past tense uses past verb while in simple present tense uses present form of the verb.

4.2 Interpretations

Based on the findings of the study, it could be concluded that: the students produced errors in the four categories of errors based on Dulay, Burt, and Krashen (1982), there were: 1) omission 72 (30, 25%), 2) addition 9 (3, 78%), 3) misformation 153 (64, 28%), and 4) misordering 4 (1,68%).

It could be inferred based on the findings that misformation was the most frequent type of errors which was made by the tenth grade students at SMA Negeri 16 Palembang. Misformation is marked by the use of wrong morphemes and structures where the user is using one grammatical form in place of another form (Dulay, Burt, and Krashen, 1982, p. 158).

It could be concluded that misformation was occurred when the students used the wrong form of the grammatical of a language. The frequency of misformation was 153 (64, 28%) which divided into three categories, they are: regularization, alternating forms, and archi-forms which were not found in this research. The frequency of regularization was 2 (1, 30%), and followed by alternating form 151 (98, 69%).

This finding was generally the same as Tambunan's study (2014). He found that the dominant error in simple past tense made by the eleventh year students of Ark School Sidikalang was misformation 50 (56%). This error was occurred because the students did not master in constructing the verb where in Indonesia language did not have any rules of changing the verb (Tambunan, 2014).

There were two types of error in misformation which occurred in this research study from the students' recount writing, they were: regularization, and alternating form. Regularization is that all under the misformation category are those in which a regular marker is used in a place of an irregular one (Dulay, Burt, Krashen, 1982). In short, regularization was occurred when the students made a sentence with the wrong form of the verb, they put regular into irregular verb. In other hand, the students generalized all the verb was regular verb. It could be seen in the sentence "*I sleeped*" instead of "*I slept*" also in the sentence "*I suddenly geted my phone*" instead of "*I suddenly got my phone*".

While, alternating form in misformation error, it occurred as the learner's vocabulary and grammar grow, the use of archi-form often gives away to the apparently free alternation of various member of class with each other (Dulay, Burth, and Krashen, 1982). This kind of error was the most error that was occurred in this research study. The students usually made error in constructing the verb. They produced a sentence by generalized the rules of verb. When they were asked to write about past event by using simple past tense, they still used verb in simple present form.

It could be seen in "*we buy some firecracker*" instead of "*we bought some fire cracker*", "*I meet my family*" instead of "*I met my family*", "*I can meet my aunt*", it should be "*I could meet my aunt*", then "*my holiday is very bad*" instead of "*my holiday was very bad*" or in the "*I don't go anywhere*", it should be "*I didn't go anywhere*".

The first probability of errors which were contributed by the students was interlingual errors. It is also known as native language transfer because the errors was made by the learners' first language. It was upheld by James in Sompong (2014, 118). Interlingual is the kinds of errors which are influenced by the native languages which interfere with target language learning. As in the sentence, "*after we satisfied*" or in Bahasa it could be translate into "setelah kami puas" instead of I English "*after we were satisfied*". Then, "*I in the class*" or "Saya di dalam kelas" it should be "*I was in the class*". It could be seen that error which caused by interliangal was affected by the first language. To identify interlingual error, it could be got from translating the grammatical form of the participant's phrase, or sentence into the first language to see the similarity exist.

The next probability of errors which were made by the students was intralingual transfer, or the second language that was learnt itself. According to Brown (2007, p. 264), intralingual transfer (within the target language itself) is a major factor in second language learning. This source of errors occurred because the students generalized the pattern of the second language. For example, in writing simple past tense, the students usually still used present form of the verb or to be. It is in line with Bayinah (2013). She states that the leaner overgenerates the rules in the wrong concept.

Furthermore, Ellis and Barkhuizen (2005, p. 65) defines intralingual transfer as reflecting the operation of learning strategies that are universal. Erdogan (2005, p. 266) adds that intralingual errors occurred as the result of learners' attempt to build up the concepts and hypotheses about the target

language from their limited experience with it. Learners may commit errors due to this reason in many ways. It can be concluded that intralingual transfer would be occurred when the students did not have much knowledge about the system of second language. Moreover, the most source dominant errors were occurred in the intralingual errors because the students still generalized the same rules of present form in constructing the verb into simple past tense.

In short, the errors which were made by the students was depended on their knowledge and mastering of language system for example, the rules in using verb; regular, and irregular verb, auxiliary verb, modals etc. By understanding the language system, the students were expected to share, and developing their ideas into a paper better, then they would not using dictionary or Google translate anymore.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer concludes the results based on the findings and the interpretations. The writer also offers some suggestions which are hopefully useful and helpful for the teacher and the students in teaching and learning English.

I. CONCLUSIONS

Some important information from the tenth grade students at SMA Negeri 16 Palembang in their recount writing has been collected in this research. Based on the findings and interpretations, the writer concluded that:

First, the participants contributed all types of errors in surface strategy taxonomy (omission, addition, misformation, and misordering). In omission error, the participants made errors in omitting suffix –ed/d, main verb, and auxiliary verb, “was and were”. It was followed by addition error, the participants made error in adding unimportant auxiliary verb and verb. Error in misformation which was made by the tenth grade students were in alternating form. The students made a sentence by unchanging the verb. Then, a little number of them also made error in regularization of the verb in which they put the mark of regular verb into irregular verb. The last was misordering, the participants made error in placing the wrong verb or auxiliary verb (was, were, and did) in the sentence that they have made.

Second, this research revealed that the most frequent category of error in surface strategy taxonomy contributed by the participants were misformation.

Error in misformation indicated that the participant faced the difficulties in constructing the verb in past tense. It was caused by their first language or interlingual and intralingual error. The frequency of each type of errors were misformation (64,28%) where the sub-types of error were regularization (1, 30%), and alternating form (98, 69%). It was followed by omission (30, 25%), that was divided into omission suffix –ed/-d (61, 11%), omission of main verb (4, 16%), and omission of auxiliary verb (was, were, and did) (34, 72%). The third position was addition error in double marking with percentage of error (3, 78%). The last was misordering as much as (1, 68%) of errors.

II. SUGGESTIONS

Based on the research that has been done, the writer would like to give some suggestion to:

1. For the teachers of English, it is expected to make correction and give further explanations toward the students' error in students' writing when they make errors especially in the term of misformation especially in alternating form where the students were still confuse in constructing the correct form of the verb and also other types of error in surface strategy taxonomy.
2. For the students, it is expected to practice more in writing especially in English lesson, try to understand structure of sentence in English, tenses, and verbs. The students are also expected to reduce the addiction in using dictionary or online dictionary (Google Translate) in doing writing exercises.

3. For the other researchers, in order to improve the English learning and teaching process in the school. The writer hopes that there are other researchers that will be focusing on the topics: Grammatical Errors in English Compositions. Also, she hopes that this research study will be useful in the future for further research.

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Appendix A. 15 items for preliminary study

A. Fill in the blank below with the correct patterns of simple past tense based on the verb in the bracket!

1. Joan _____ (clean) her room two days ago.
2. He _____ (cry) a lot as a baby.
3. I (have) the same car now that I _____ five years ago.
4. Where did you (eat) last night? - We _____ at a restaurant.
5. We _____ (laugh) when we saw them.
6. She (is) very good at figures, you know. She _____ first in maths at school.
7. Who _____ (burn) the cakes?
8. I _____ (lock) the door before I left.
9. I _____ (hurry) into the house.
10. She _____ (post) my letter yesterday.

B. Answer these following questions correctly.

1. What did you do on one week ago?

Answer : _____

2. Where did you go on last holiday?

Answer : _____

3. What time did you get up yesterday morning?

Answer : _____

4. How was your feeling when you were accepted in SMA Negeri 16 Palembang?

Answer : _____


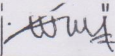

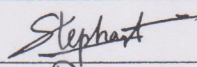


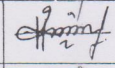

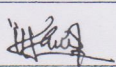





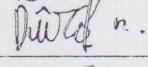



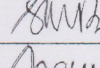
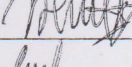

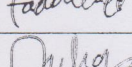
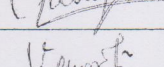
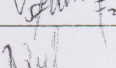



5. When did you last watch cinema with your friend?


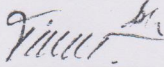

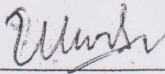

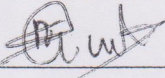
Answer : _____

Appendix B. Students' Score in Preliminary Study

No.	Name	Questions		Score
		A	B	
1	Zepanya Anggita	4	0	40
2	Rowita AS	8	3	70
3	Muhammad Daffa	6	1	35
4	Indah	6	30	45
5	Riliani	6	0	30
6	Cahyadi	3	2	25
7	Elis Oktaviani	7	5	85
8	Muhammad Chaidir	8	2	50
9	Muhammad Arpan	6	1	35
10	M. Khalid Nasution	9	3	60
11	Pusvita Marchely	6	0	30
12	Winda Auliya	5	0	25
13	Cut Nabila	8	0	40
14	Defpi Silisia	8	3	70
15	Wahyu	5	1	30
16	M Reka Arya Pasah	4	2	30

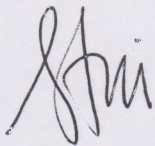
DAFTAR HADIR SISWA/SISWI
KELAS X SMA NEGERI 16 PALEMBANG

No.	Tanggal	Nama	Kelas	Tanda Tangan
1.	24-01-2017	Syopiyan EFFENDI	X	
2.		winda sanosa	X	
3.		olga Tiara desy n.	X	
4.		Bolramur Chrysfan	X	
5.		Novi cahya P	X	
6.		Ruma Adharyani	X	
7.	Sakit Perut	INA LINDA	X	
8.		TRI ANGEUN JAMES WARI	X	
9.		GILANG ADHI S	X	
10.		Andri dwi marita	X	
11.		Julisa kurnia	X	
12.		Martina Sitakhi	X	
13.		Annisa ulmi Hafidza	X	
14.		GAHYANI	X	
15.		R. A. ADINDA	X	
16.		DONI INDRIANEDRO	X	
17.		Dafa Hayyan Oktariza	X	
18.		Herawati	X	
19.		Sekar Adisti	X	
20.		Mevi Nurrisa	X	
21.		Lidia Noviyanti	X	
22.		Faddilla Amalia	X	
23.		Aulio febian	X	
24.		Veronika	X	
25.		Nurhaliza Syahwarani	X	
26.		Dewa Annasari H	X	
27.		Rilli Ani	X	

28.		Sulistia Wahyuni	X	
29.		TIARA KHAIRUNNISA	X	
30.		Randini Magetta	X	
31.		Winda Dela Arindy	X	
32.		Bernadeta Pretty S.	X	
33.		ANDIKA	X	
34.				
35.				
36.				
37.				
38.				
39.				
40.				
41.				
42.				

Mengetahui

Guru Mata Pelajaran



Susi Heryanti, S.Pd.

NIP.1976606282008012002

Palembang, 24 Januari 2017

Mahasiswa UIN Raden Fatah



Tri Astuti

NIM.12250143

Appendix E. Interview for English Teacher

1. Kurikulum apa yang dipakai di sekolah ini?
2. Ada berapa kelas X di SMA Negeri 16 Palembang ini?
3. Bagaimana cara (metode yang digunakan) bapak/ibu dalam mengajar *simple past tense* pada tulisan *recount*?
4. Apa saja kesulitan atau kendala bapak/ibu dalam mengajar *simple past tense* pada tulisan *recount*?
5. Bagaimana bapak/ibu mengatasi kesulitan tersebut?

Appendix F. The Result of English Teacher Interview

1. Untuk tahun ini, sesuai ketentuan pemerintah, kurikulum yang kita pakai adalah kurikulum 2013 tetapi hanya untuk kelas X saja.
2. Kalo kelas X ada 8 kelas, kelas IPA 4 kelas dari IPA 1-4, dan kelas IPS nya juga ada 4 kelas, IPS 1-4. Jumlah siswanya per kelas itu berkisar 38-40.
3. Dalam menyampaikan recount text itu sangat berhubungan dengan past event atau tense yang digunakan adalah simple past tense. Sebelum saya mengajarkan recount text, saya mengajarkan simple past tense dulu. Saya mengajarkan dari teori-teori dasar dari simple past tense, mulai dari pengertian, rumus, dan beberapa contoh soal untuk mengembangkan kemampuan grammar mereka.
4. Lumayan banyak, karena bahasa yang kita ajarkan adalah bahasa asing. Sedangkan siswa kita sehari-hari menggunakan bahasa ibu yaitu bahasa Palembang, dan menggunakan bahasa Indonesia hanya di sekolah saja. Dikarenakan sistem bahasa Inggris dan bahasa Indonesia berbeda, siswa menjadi sulit dalam menulis kalimat simple past tense. Siswa terkadang sukar sekali dalam membentuk verb atau kata kerja (regular dan irregular). Apalagi kata kerja irregular yang tidak memiliki rumus dalam pembentukannya. Siswa juga tidak mempunyai cukup vocabulary atau kosata dalam bahasa Inggris. Dan juga penggunaan "to be" merupakan masalah juga yang dihadapi siswa dalam menulis simple past tense.
5. Saya sering memberikan siswa latihan-latihan, penjelasan, dan contoh-contoh kalimat. Intinya dengan banyak latihanlah, "more practice, more get".

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Expert : *Amalia Hasanah* Institution : *UIN Raden Fatah*
 Occupation : *Lecturer of English* Date : *21 December 2016*

Information: The writing test will be conducted for the tenth grade students of SMA Negeri 16 Palembang who have learned about simple past tense on the first semester at the tenth grade of Senior High School. The students were asked to write a recount text to see their errors in using simple past tense.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Items					Categorization
		1	2	3	4	5	
1	Instruction			✓			
2	Topics :						
	1. My Impressing Holiday				✓		
	2. My first experience in Senior High School				✓		
	3. My unlucky day				✓		
3	Time Allocation				✓		
Comment:							

Palembang, *21-12* 2016
Validated by,

Amalia Hasanah
Amalia Hasanah

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Expert : Aisyah SHAHAB, M.Pd. Institution : UIN RADEN KATAH
 Occupation : ENGLISH LECTURER Date : December 20, 2016.

Information: The writing test will be conducted for the tenth grade students of SMA Negeri 16 Palembang who have learned about simple past tense on the first semester at the tenth grade of Senior High School. The students were asked to write a recount text to see their errors in using simple past tense.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Items					Categorization
		1	2	3	4	5	
1	Instruction					✓	Very Appropriate
2	Topics :						
	1. My Impressing Holiday					✓	Very Appropriate
	2. My first experience in Senior High School					✓	Very Appropriate
	3. My unlucky day					✓	Very Appropriate
3	Time Allocation				✓		Appropriate
Comment: Reconsider the time allocation .							

Palembang, December 20, 2016
 Validated by,



AISYAH SHAHAB, M.Pd.

LEVEL OF APPROPRIATENESS OF WRITING TEST

Name of Expert : *Deta Desrizsari M.P.* Institution : *PBI UIN Raden Fatah*

Occupation : *English Lecturer* Date : *Dec 20, 2016*

Information: The writing test will be conducted for the tenth grade students of SMA Negeri 16 Palembang who have learned about simple past tense on the first semester at the tenth grade of Senior High School. The students were asked to write a recount text to see their errors in using simple past tense.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (✓) in the appropriate box.

No	Test Item	Level of Appropriateness of Writing Items					Categorization
		1	2	3	4	5	
1	Instruction				✓		
2	Topics :						
	1. My Impressing Holiday				✓		
	2. My first experience in Senior High School				✓		
	3. My unlucky day				✓		
3	Time Allocation				✓		
Comment:							
<i>Revise as suggested.</i>							

Palembang, *20 Desember* 2016

Validated by,

Deta Desrizsari M.P.

INSTRUCTIONS:

1. Make a recount text by choosing one of these themes: (1) My Impressing Holiday, (2) My First Experience in Senior High School, (3) My ^{order} uniuucky day.
2. Use simple past tense.
3. The text consists of three paragraphs. The length of each paragraph is 5 sentences.
4. You are not allowed to look up on your dictionary in ^{order} case to get the valid result.
5. The time given is 45 minutes.

A large rectangular area with horizontal lines for writing, intended for the student to write their recount text. The lines are evenly spaced and cover most of the page's width and height.

	lunch and dinner	cooking lunch and dinner		
22.	My mother's friend <i>want</i> me and her children to spent time together	My mother's friend <i>wanted</i> me and her children to <i>spend</i> time together		✓
23.	I <i>clean</i> home	I <i>cleaned</i> home	✓	
24.	I <i>hope</i>	I <i>hoped</i>	✓	
25.	I <i>celebrate</i>	I <i>celebrated</i>	✓	
26.	I <i>want</i> log in my account	I <i>wanted</i> ^{to} log in my account		✓
27.	My family <i>decide</i> for stay my aunt's house	My family <i>decided</i> to stay at my aunt's house	✓	
28.	I <i>look</i> my arloji	I <i>looked</i> at my watch	✓	
29.	I <i>realize</i> because careless	I <i>realized</i> because careless		✓
30.	I just <i>stay</i> at home, and <i>help</i> my brother	I just <i>stayed</i> at home, and <i>helped</i> my brother	✓	
+	31. I <i>hope</i>	I <i>hoped</i>	✓	
32.	I <i>answer</i> the question	I <i>answered</i> the question	✓	
33.	I <i>enter</i> to my class	I <i>entered</i> to my class	✓	
34.	I <i>experience</i> event which making sad	I <i>experienced</i> the sad event	✓	
35.	After I <i>arrive</i> , my handphone loss	After I <i>arrived</i> , my hand phone was lost	✓	
36.	When we <i>arrive</i> in Akbar's house	When we <i>arrived</i> at Akbar's house	✓	
37.	We <i>enter</i> the classroom	We <i>entered</i> the classroom	✓	
38.	We <i>receive</i> direction	We <i>received</i> direction	✓	
39.	I <i>want</i> to select paskibra	I <i>wanted</i> to select paskibra	✓	
40.	I <i>select</i> traditional dancing	I <i>selected</i> traditional dancing	✓	
41.	I <i>continue</i> eating corn burn and chicken burn	I <i>continued</i> to eat roasted corn and chicken grilled	✓	
x	42. After 3 day <i>pass</i> introduction of the school environment	After 3 days <i>passed</i> ^{for} the introduction of school environment		✓
43.	I <i>enter</i> my first class becomes IPS 4	I <i>entered</i> my first class, IPS 4	✓	
44.	I suddenly <i>geted</i> my phone and photo the celebration	I suddenly got my phone and took photo of the celebration	✓	
45.	We <i>must</i> trough small valley	We <i>had to walk</i> through small valley	✓	
46.	If I out no money and no aim	If I <i>went</i> out, I <i>didn't have</i> money and aim	✓	
47.	After we satisfied	After we <i>were</i> satisfied	✓	
48.	They impresses listen to my experience	They <i>were</i> impressed to listen my experience	✓	
x	49. My grandmother house in RantauPrapat	My grandmother's house was in RantauPrapat	✓	
50.	I <i>called</i> the mother to take a shower	I <i>was called</i> by mother to take a shower	✓	
51.	My father sickness to recover	My father's sickness <i>had to be</i> recovered	✓	

fact: should be in present tense

52.	Lahat many sights waterfall	Lahathad mahy waterfall sights		✓
53.	It very happy holiday	It was very happy holiday	✓	
54.	I have to school	I had to go to school	✓	
55.	Your holiday very happy	Your holiday was very happy	✓	
56.	Once they I late when to school	I was late go to school	✓	
57.	I in the class	I was in the class	✓	
58.	My teacher angry	My teacher was angry	✓	
59.	I loss money	I was lost money		✓
60.	I lost my phone	I was lost my phone		✓
61.	I never to improper more	I would never to improper ^{make} mistake again		✓
62.	We are watching the football match and not sleep until dawn	We watched football match and did not sleep until dawn	✓	
63.	My family very funny	My family was very funny	✓	
64.	I screaming out load	I was screaming out load loud		✓
65.	I busy with my phone	I was busy with my phone	✓	
66.	I hurried to wear school uniform	I was hurried to wear school uniform	✓	
67.	I very sad to remember the day	I was very sad to remember the day	✓	
68.	I not studed in the last night	I did not study last night	✓	
69.	It just imagination	It was just imagination	✓	
70.	I happy with this class	I was happy with this class	✓	
71.	I lost my hand phone	I was lost my hand phone		✓
72.	My handphone lost	My hand phone was lost	✓	
73.	Arini not at home	Arini was not at home	✓	
74.	We just both	We were just both There		✓
75.	I so happy in my holiday	I was so happy with my holiday	✓	
76.	Interval my house to school round about 4 kilometer	The interval of my house to school was about 4 kilometers		✓
77.	I just in house saja	I was just in house at home		✓
78.	I also in house	I was also in house at home		✓
79.	Classmates good friends with me	Classmates were good friends to me	✓	

There were only two of us (at home)
e.g.

↳ It took about 4 kms from my house to school.

Table 2

Error in addition

No	Error Sentence	Correct Sentence	Correct	Error
1.	We use to took picture with my family	We took picture with my family	✓	
2.	We're went to surrounded or tripped of the vital place	We went to ^{sightseeing to} surrounded or tripped of the vital place		✓
3.	The rain was started	The rain started	✓	
4.	I'm began saving my money	I began saving my money	✓	
5.	I did went to school	I went to school	✓	
6.	We are stayed several days	We stayed several days	✓	
7.	We was used boat to mid sea	We used boat to mid sea	✓	

Table 3

Error in Misformation

No.	Error Sentence	^{My family and I} Correct Sentence	Correct	Error
1.	I and my family will go holiday	I and my family went holiday		✓
2.	We too feel hungry	We felt too hungry too		✓
3.	We find a restaurant	We found a restaurant	✓	
4.	We gone from in the park	We went to the park	✓	
5.	Me telling about my experience holiday to my friend	I told about my holiday experience to my friend		✓
6.	It's my experience can't be forgot	It's my experience that could not be forgotten	✓	
7.	me and my sister come	I and my sister came		✓
8.	they to give me and my sister sate and corn	They gave me and my sister sate and corn	✓	
9.	Me and my sister together my friend of my sister telling a story	I and my sister with my sister's friend told a story		✓
10.	we find a place to sit	We found a place to sit		✓
11.	We're gone to Catedral church	We went to Cathedral church	✓	
12.	I suddenly geted my phone	I suddenly got my phone	✓	
13.	My team almost win	My team almost won	✓	
14.	I forget all the accident	I forgot all the accident	✓	
15.	I tell to my family	I told my family	✓	
16.	This experience can't will I forgotten	This experience could not be forgotten by me	✓	
17.	Then my brother and my cousin playing around the house	Then, my brother and my cousin played around the house	✓	

My sister, her friend, and I

18.	Immediately I rushed to shower and <i>leave</i> my younger cousins	Immediately I rushed to shower and <i>left</i> my younger cousins ✓	✓	
19.	I <i>am take</i> a rest after back to clinic	I <i>took a rest</i> after back from clinic ✓	✓	
20.	This may moment <i>can't not be forget</i>	This moment <i>could not be forgotten</i> ✓	-	
21.	It <i>becomes</i> a past event	It <i>became</i> a past event ✓	✓	
22.	This moment too as <i>become</i> is moment a first in period children	This moment also <i>became</i> the first moment in my childhood ✓	✓	
23.	Circumntances mosques <i>can't</i> accommodate may people	Mosques' circumstances <i>could not accommodate</i> many people ✓	✓	
24.	I <i>am have</i> help my mother	I <i>helped</i> my mother ✓	✓	
25.	I <i>go to back</i> field	I <i>went back</i> to the field ✓	✓	
26.	I <i>am play</i> football till evening	I <i>played</i> football till evening ✓	✓	
27.	I direct <i>take</i> a bath	I directly <i>took</i> a bath ✓	✓	
28.	I <i>sit</i> in by my window	I <i>sat</i> beside my window ✓	✓	
29.	I so <i>miss</i> you my father	I <i>missed</i> you so my father ✓	✓	
30.	My father <i>take</i> care in the hospital	My father <i>took care</i> in the hospital <i>was taken</i> ✓		✓
31.	My father <i>drop</i>	My father <i>dropped</i> 's condition got worse ✓		✓
32.	God take my father	God <i>took</i> my father ✓	✓	
33.	I <i>feel</i> very sad	I <i>felt</i> very sad ✓	✓	
34.	I <i>meet</i> my family	I <i>met</i> my family ✓	✓	
35.	I <i>can not forgot</i> my holiday	I <i>could not forget</i> my holiday ✓	✓	
36.	I <i>have to</i> school	I <i>had to go to</i> school ✓	✓	
37.	I <i>have to</i> piketumum	I <i>had to do</i> piketumum & Daily chores at school ✓		✓
38.	I <i>giveing</i> prisoner ?	I <i>gave</i> punishment I was given ✓		✓
39.	I <i>study</i> matematika	I <i>studied</i> mathematics ✓	✓	
40.	I <i>to move</i> place sit	I <i>moved</i> to another seat ✓	✓	
41.	I direct <i>take</i> a bath	I directly <i>took</i> a bath ✓	✓	
42.	I <i>buying</i> egg chicken	I <i>bought</i> eggs ✓		✓
43.	So I <i>come</i> back to home	So I <i>came</i> back to home ✓	✓	
44.	I'm <i>feel</i> very bad	I <i>felt</i> very bad ✓	✓	
45.	I'm <i>try</i> to be patience	I <i>tried to be</i> patient ✓	✓	
46.	My mother <i>give</i> me advice	My mother <i>gave</i> me advice ✓	✓	
47.	I <i>get</i> summons parent	I <i>got</i> summons for parent ✓	✓	
48.	I <i>look</i> for the garage again	I <i>looked for</i> the garage again ✓	✓	
49.	When after I <i>fixing</i> motor cycle	After I <i>fixed</i> motor cycle ✓	✓	
50.	I <i>have to</i> push a motor cycle again	I <i>had to push</i> my motor cycle ✓	✓	
51.	We <i>buy</i> some firecrackers and corn	We <i>bought</i> some firecrackers and corn ✓	✓	
52.	We <i>are go</i> to computer rental for play game online	We <i>went</i> to computer rental for play game online ✓	✓	

53.	I <i>forget</i> the password	I <i>forgot</i> the password	✓	
54.	We <i>preparing</i> all of tool for celebrate new year	We <i>prepared</i> all of the tools to celebrate new year	✓	
55.	My friend <i>begin</i> set the charcoal	My friend <i>began</i> to set charcoal	✓	
56.	We <i>are playing</i> card and <i>roasting the</i> corn	We <i>played</i> card and <i>roasted</i> the corn	✓	
57.	We <i>are count down</i> together and year <i>is change</i>	We <i>counted down</i> together and the year <i>changed</i>	✓	
58.	We <i>are watching</i> the football match	We <i>watched</i> the football match	✓	
59.	I <i>get up</i>	I <i>got up</i>	✓	
60.	I <i>take</i> a bath	I <i>took</i> a bath	✓	
61.	I and my family <i>go</i> to Jogyakarta	I and my family <i>went</i> to Jogyakarta <i>and I</i>		✓
62.	I <i>see</i> parangtritis beach	I <i>saw</i> Parangtritis beach	✓	
63.	I <i>feel</i> very happy	I <i>felt</i> very happy	✓	
64.	I really <i>look</i> the prambanan temple and Borobudur temple	I really <i>looked</i> the Prambanan and Borobudur temple	✓	
65.	We <i>are going</i> to Jakarta	We <i>went</i> to Jakarta	✓	
66.	My family <i>tell</i> about time difficult and <i>fell</i> very happy	My family <i>told</i> about the difficult time and <i>felt</i> very happy	✓	
67.	We <i>are sleep</i> in the floor	We <i>slept</i> on the floor	✓	
68.	I <i>sleeped</i>	I <i>slept</i>	✓	
69.	Family <i>make</i> me better and <i>teaching</i> have to I remember	Family <i>made</i> me better and <i>taught</i> me	✓	
70.	My foot <i>tread</i> a coral	My foot <i>punctured</i> a coral	✓	
71.	I <i>have</i> unlucky day	I <i>had</i> unlucky day	✓	
72.	I <i>go</i> to bed room very late	I <i>went</i> to bed room very late	✓	
73.	When I <i>wake up</i>	When I <i>woke up</i>	✓	
74.	I <i>choose</i> to go leave my motor cycle	I <i>chose</i> to go leaving my motor cycle	✓	
75.	I <i>don't</i> go anywhere	I <i>did not</i> go anywhere	✓	
76.	We <i>must</i> go to the hospital	We <i>had to</i> go to the hospital	✓	
77.	Next day my family from Jambi <i>come</i> to my home	Next day, my family from Jambi <i>came</i> to my home	✓	
78.	When the party <i>is</i> finished, me and my family <i>go</i> back to the home	When the party <i>finished</i> , I and my family <i>went</i> back to home	✓	
79.	They <i>go</i> with a car	They <i>went</i> with a car	✓	
80.	I <i>think</i> I got a social class	I <i>thought</i> that I got a social class	✓	
81.	I <i>go</i> to teacher room	I <i>went</i> to teacher's room	✓	
82.	They <i>say</i> to sincere my handphone	They <i>said</i> to sincere my hand phone	✓	
83.	I <i>tell</i> to my sister	I <i>told</i> my sister	✓	

84.	I buy new handphone	I bought a new hand phone	✓	
85.	I bring my handphone in the class	I brought my hand phone in the class	✓	
86.	It is began	It began	✓	
87.	I list enter to senior high school	I registered to enter Senior High School	✓	
88.	I forget put my handphone	I forgot where I put my hand phone	✓	
89.	I remember at that time	I remembered at that time	✓	
90.	At the moment I while sign SKHU	At the moment, I signed SKHU	✓	
91.	I leave my handphone on the floor	I left my hand phone on the floor	✓	
92.	I feel so sad	I felt so sad	✓	
93.	He's not yet went home from his school	He has not gone back from his school	✓	
94.	We got some dirty on our leg	Our leg was dirty	✓	
95.	We feel so shy	We felt so shy	✓	
96.	I was go to home	I went home		✓
97.	Card IM3 hold an event that is looking for talent	IM3 Card hold an event that looked for talent	✓	
98.	I fell so happy	I felt so happy	✓	
99.	I and my family make a dilicious family-style fried rice and satay, fish grill once	I and my family made a delicious fried rice of family-style and sate, fish grilled		✓
100.	I am enter senior high school	I entered sSenior High School	✓	
101.	I am follow to traditional dancing	I joined the traditional dancing	✓	
102.	I go to school	I went to school	✓	
103.	I find new friends	I found new friends	✓	
104.	I am to bring niece still baby	I brought baby niece	✓	
105.	I watching film indian and play game	I watched Indian film and played game	✓	
106.	I sleep so to come afternoon	I slept till afternoon	✓	
107.	I to clean house	I cleaned the house	✓	
108.	I direct take abath and to clean bedroom	I directly took a bath and cleaned bed room	✓	
109.	Teacher on that day has not entered into classroom	Teacher at that day has not entered into classroom perfect hence		✓
110.	I will not late again	I would not be late again	✓	
111.	Next day I setting alarm	Next day I set the alarm	✓	
112.	Me do not be late again	I did not be late again wasn't		✓
113.	I too become acquainted with other students	I became acquainted with other students	✓	
114.	During the times of the introduction of the school environment can be good friends event though different	During the times of the introduction of the school environment, I could be good friends with others even in	✓	

↳ don't enter

	groups	different groups		
115.	I <i>can</i> a good student and <i>take</i> positive side	I <i>could</i> be a good student and <i>took</i> positive side	✓	
116.	It <i>turns</i> out we were late	It <i>turned</i> out we were late	✓	
117.	I <i>was to go</i> home and <i>shere</i> it with my mother	I <i>went</i> to home and <i>shared</i> it with my mother	✓	
118.	Then we <i>were talking</i> about it yesterday	Then we <i>talked</i> about it yesterday	✓	
119.	I <i>wrote</i> a letter of agreement and <i>reat</i> it in front of my mother	I <i>wrote</i> an agreement letter and <i>read</i> it in front of ,my mother	✓	
120.	I <i>wake up</i> at dawn	I <i>woke up</i> at dawn	✓	
121.	I <i>became</i> more disciplined and <i>will</i> not repeat it again	I <i>became</i> more disciplined and <i>would not</i> repeat it again	✓	
122.	that <i>is</i> 2013 year	That <i>was</i> 2013 year year 2013		✓
123.	there <i>is</i> many people come here	There <i>were</i> many people come here	✓	
124.	the visitors <i>are</i> very crowded	The visitors <i>were</i> very crowded	✓	
125.	the scenary <i>is</i> very beautiful	The scenery <i>was</i> very beautiful	✓	
126.	Tomorrow <i>is</i> the Christmas day	Tomorrow <i>was</i> the Christmas day	✓	
127.	This <i>is</i> the best holiday ever	This <i>was</i> the best holiday ever	✓	
128.	a condition <i>is be</i> normal	The condition be ^{was} normal		✓
129.	Outside the mosques there <i>is</i> a carpet	Outside the mosques, there <i>was</i> a carpet	✓	
130.	That the moment <i>is</i> just usual	That moment <i>was</i> just usual	✓	
131.	In two thousand fifteen <i>is</i> a year of full my tears	Two thousand fifteen <i>was</i> year full of my tears		✓
132.	My father <i>is gone</i> from my life forever	My father has ^{was} gone from my life forever		✓
133.	My father <i>have</i> a sickness <i>is</i> diabetes	My father <i>had</i> diabetic sickness ^{got worse}	✓	✓
134.	My father healty <i>is</i> more	My father's healthy was more ^{was}		✓
135.	Lahat city for my famili <i>is</i> favorite place for holiday	Lahat city for my family <i>was</i> our favorite place for holiday	✓	
136.	They <i>are</i> good to me	They <i>were</i> good to me	✓	
137.	Lake Toba <i>is</i> a beautiful lake in Indonesia	Toba Lake was ^{is} beautiful Lake in Indonesia		✓
138.	It <i>is</i> my first time to Lake Toba	It <i>was</i> my first time to Toba Lake	✓	
139.	My mother's friend <i>were</i> shopping	My mother's friend skopped ^{went shopping}		✓
140.	That day <i>is</i> my unlucky day	That day <i>was</i> my unlucky day	✓	
141.	I'm lately because <i>woke up</i> late	I <i>was</i> late because I <i>woke up</i> late	✓	
142.	We <i>have</i> go to the market	We <i>had</i> go to the market	✓	
143.	My friend <i>had</i> two accounts	My friend <i>had</i> two accounts	✓	
144.	I <i>can to</i> lend his account	I <i>could</i> borrow his account	✓	

Opinion.

should be in present tense

I used to see
sunrise & sunset

145.	I'm very happy	I was very happy	✓	
146.	This holiday is first experience	This holiday was my first experience	✓	
147.	We are first look temple	We looked temple for the first time ^{at the}		✓
148.	This story is part of my life	This story was part of my life	✓	
149.	There is a beautiful place	There was a beautiful place	✓	
150.	One thing that I usually did is saw sunrise and sunset	One thing that I usually did was saw sunrise and sunset		✓
151.	The day of my bad day is Monday	The day of my bad day was Monday	✓	
152.	The ceremony is began	The ceremony was begun	✓	
153.	My holiday is very bad	My holiday was very bad	✓	
154.	I don't go anywhere	I did not go anywhere	✓	
155.	We must go to the hospital	We had to go to hospital	✓	
156.	My father's hand will be operated	My father's hand would be operated	✓	
157.	I'm very happy	I was very happy	✓	
158.	I can meet my aunt	I could meet my aunt	✓	
159.	She is very good and friendly	She was very good and friendly	✓	
160.	25-December-2017 is my brother wedding party	25-December-2016 was my brother's wedding party	✓	
161.	My senior is scary	My senior was scary	✓	
162.	They is usefull	They were useful	✓	
163.	I don't be scared again	I was not scared again		✓
164.	My class is very noisy	My class was very noisy		✓
165.	I will be careful	I would be careful	✓	
166.	This is my unlucky day	This was my unlucky day	✓	
167.	It is began	It began	✓	
168.	It is not easy to forget	It was not easy to forget	✓	
169.	Her house is so far	Her house was so far	✓	
170.	The toilet is closed	The toilet was closed	✓	
171.	Motor cycle that I rode is fell to the ground	Motor cycle that I rode was fallen to the ground	✓	
172.	I do not have many friends	I did not have many friends	✓	
173.	I am at the school that is not a country rayon senior high school negeri 16 Palembang	I was at the school that was not a rayon of SMAN 16 Palembang	✓	
174.	I am happy	I was happy	✓	
175.	That is my story	That was my story	✓	

Table 4

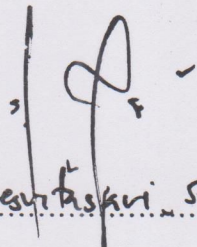
Error in Misordering

No.	Error Sentence	Correct Sentence	Correct	Error
1.	I felt did not boring to Lahat	I did not feel boring in Lahat	✓	
2.	I think didn't test in the first day	I did not think to test in the first day	✓	
3.	I did recognize not any pupil be familiar back	I did not recognize any people be familiar back		✓
4.	I did have not any friends here	I did not have any friends here	✓	

↳ I wasn't familiar with the people here (es.)

Palembang, 31 January 2017

Rater -


Defa Desvitasari, S.Pd., M.Pd.

WRITING TEST

Name : Stevanus ChristianClass : X

INSTRUCTIONS:

1. Make a recount text by choosing one of these themes: (1) My Impressing Holiday (2) My First Experience in Senior High School (3) My Unlucky Day
2. Use simple past tense.
3. The text consists of three paragraphs. The minimum length of each paragraph is 5 sentences.
4. You are not allowed to look up on your dictionary.
5. The time given is 45 minutes.

My Impressing Holiday

One month ago, at the holy night, I and my family went to the United States for ^{add} enjoyed the new year celebration. The first town ^{add} we visited ^{is} New York. Arrived, we went to grand plaza hotel to relax ^{and} slept, eat ^{etc.}. Tomorrow ^{is} the christmas day. We ^{add} were gone to the Cathedral church to prayed and celebration christmas and holy night. After that, we went to the airport to go to Washington DC. Arrived at there, ^{add} we went to ^{add} some of the vital places or building in Washington DC. Before new year night ^{add} we were gone to the city hall. We danced and ^{add} scream at the new year 2017. We looked very ^{add} much fine works. I suddenly ^{add} got my phone and ^{add} photo the celebration. Tomorrow, we were gone to the airport ^{on} for ^{add} flied back to Indonesia. We arrived at the airport and ^{add} drove back to home. This ^{is} the Best Holiday ever.

(I felt ~~very~~ Exhausted because it)*

WRITING TEST

Name : Novi Cahya Fahmadanti

Class : X

INSTRUCTIONS:

1. Make a recount text by choosing one of these themes: (1) My Impressing Holiday (2) My First Experience in Senior High School (3) My Unlucky Day
2. Use simple past tense.
3. The text consists of three paragraphs. The minimum length of each paragraph is 5 sentences.
4. You are not allowed to look up on your dictionary.
5. The time given is 45 minutes.

My Unlucky Day

I had an embarrassed moment. When I was in elementary school. I and classmates played baseball together. I was pretty good at baseball. My team almost win, but the rain was started and also we stopped to play.

Then, after played baseball I and my best friend went to bathroom.

Suddenly, I slipped in front of the library cause the floor was wet. My best friend laugh loudly and help me.

I went to my class and started cried cause my buttocks was very hurt. After to back the school, I forget all the accident which happen just now. a condition is be normal.

I help my mother is the cooked in the kitchen to the lunch my family.

I tell to my family about the accident which happen in the school.

My father ask always be careful to do something. in moment this experience can't will I forgetten.

couldn't be forgotten by me.

WRITING TEST

Name : Martina Saur Nawi Sitilahi

Class : X

INSTRUCTIONS:

1. Make a recount text by choosing one of these themes: (1) My Impressing Holiday (2) My First Experience in Senior High School (3) My Unlucky Day
2. Use simple past tense.
3. The text consists of three paragraphs. The minimum length of each paragraph is 5 sentences.
4. You are not allowed to look up on your dictionary.
5. The time given is 45 minutes.

My Impressing Holiday.

I want to tell you about my ^{last} holiday. My holiday was very special because I ~~go~~^{went} to Medan. In Medan I was very happy because I ^{MS} meet my family. In new year we ^{OM} roast a corn, sate, etc. I ^{went}~~go~~ to my family house.

On 2 January 2016, we ^{went}~~go~~ to Lake Toba. Lake Toba ^{MS} is a beautiful lake in Indonesia. Lake Toba is very beauty in evening. I was very happy because it ^{MS} is my first time to lake Toba with my family. at night we ^{went}~~go~~ to home for break and ^{MS} sleep. But, I was very sad because I ^{OM} miss my family in Palembang and my friend.

I ^{MS} Can not forgot my holiday because it is ~~my~~ a beautiful holiday. after two week, I ^{OM} return to Palembang because I ^{MS} have to school. ~~return~~ I was very happy because I ^{OM} arrive by safe. I meet my family and my friend. In the next day I went to school I was very happy to wet my friend. I ^{told}~~tell~~ my holiday to my classmate, they ~~was~~ very said "Your holiday ^{OM} very happy".

After that day, I walked my day as usual.

I ~~told~~^{told} ~~my~~ holiday in 2015 because I didn't go anywhere at holiday 2016.

WRITING TEST

Name : CAH PADI

Class : X

INSTRUCTIONS:

1. Make a recount text by choosing one of these themes: (1) My Impressing Holiday (2) My First Experience in Senior High School (3) My Unlucky Day
2. Use simple past tense.
3. The text consists of three paragraphs. The minimum length of each paragraph is 5 sentences.
4. You are not allowed to look up on your dictionary.
5. The time given is 45 minutes.

My unlucky Day

Once ^{OM} day I ^{MS} late went to school, because ^{OM} woke late, and I ^{MS} have to Piket umum, ^{OM} beside 1:30 merit. Piket umum, then I went to class. ^{OM} at the same moment study english while ongoing, and I ^{OM} in the class my teacher ^{OM} angry. ^{MS} and I "giveing" Prisoner, have to writing at Paper Brio two sheet, and contents my promised. Will not to come school to late, and will collection tomorrow, and study Matematika I ^{MS} to move ms place sit, so I ^{OM} Prisoner have to bring one pack candy bubble gum. Finally return home, and I ^{OM} tried direct sleeping, woke 16:00 PM clock, direct ^{OM} take ^{MS} a bath. and I ^{OM} clean home Finished 17:00 PM clock and. I ^{MS} buying egg chicken, and I ^{MS} Loss money, so I ^{MS} come back to home to take more money, and that's my unlucky Day

WRITING TEST

Name : Dafa Hayyun OctarizaClass : X

INSTRUCTIONS:

1. Make a recount text by choosing one of these themes: (1) My Impressing Holiday (2) My First Experience in Senior High School (3) My Unlucky Day
2. Use simple past tense.
3. The text consists of three paragraphs. The minimum length of each paragraph is 5 sentences.
4. You are not allowed to look up on your dictionary.
5. The time given is 45 minutes.

My Impressing Holiday.

I want to tell you about my Impressing holiday. Last month, I Celebrate^{om} new year with my friends. In the morning, we have^{ms} go to the market. We buy^{ms} some firecracker and Corns. after that we buy a bag of Charcoal.

In the afternoon, we are^{ms} go to Computer rental for Play Game Online together. When I want Log In my account, I forget^{ms} the Password. Luckily, My friend have^{ms} two accounts. I Can^{ms} to lend his account. So, I Can Play Game With my friends together.

In the evening, we Preparing^{ms} all of tool for Celebrate new year tonight. My friend begin^{ms} Set the Charcoal. While waiting midnight, we are^{ms} Playing Card and roasting^{ms} the Corn. In the midnight, we are^{ms} Count down together and Year is^{ad} Change. after that we are^{ms} Watching the football match and not Sleep until dawn.
_{om}

WRITING TEST

23-Januari 2017.

Name : Lidia Noviyanti

Class : X

INSTRUCTIONS:

1. Make a recount text by choosing one of these themes: (1) My Impressing Holiday (2) My First Experience in Senior High School (3) My Unlucky Day
2. Use simple past tense.
3. The text consists of three paragraphs. The minimum length of each paragraph is 5 sentences.
4. You are not allowed to look up on your dictionary.
5. The time given is 45 minutes.

My unlucky Day

3 month ago, I ^{ms} have Unluck Day. The day of my bad experience ^{ms} is Monday. ~~before~~ Last night before it happened, I forgot because tomorrow Ceremony. I ^{om} busy with my phone, Chatting with freinds until midnight. I ^{ms} go to bed room very late. When I ^{ms} wake up, I ^{om} very shocked because I ^{om} very late "Oh my good this Monday." After ~~out~~ of bathroom, I ^{om} look my arto'si "Ya Allah, this ^{om} 06-20, I ^{om} very late". I ^{om} very hurried to wear school uniform. And after that I went to school with motor cycle. On the way, I ^{ms} have problem, my tire ^{ms} is leak. When I found garage, I ^{ms} choose to go leave my motor cycle. I run to my school And after that I ^{om} look the ceremony ^{ms} is began. I ^{ms} have Punishment from teacher, honour to flag until 2 hours. I ^{om} very sad to remember the day, and ~~it~~ I ~~very~~ ^{om-d} realize because careless. I very remember ~~very~~ unlucky day ever.

Name : Vergnika Patricia F.

Class : X

INSTRUCTIONS:

1. Make a recount text by choosing one of these themes: (1) My Impressing Holiday (2) My First Experience in Senior High School (3) My Unlucky Day
2. Use simple past tense.
3. The text consists of three paragraphs. The minimum length of each paragraph is 5 sentences.
4. You are not allowed to look up on your dictionary.
5. The time given is 45 minutes.

My Unlucky Day

My Unlucky Day at the moment ^I ^{to ms} a loss my handphone, in the Saturday morning I enter ^{om} to my class and I put my handphone in desk and I go ^{ms} to indigo blue. At the time I enter ^{om} to my class suddenly my handphone loss ^{ms} ^{nom} and I very sad. and I go ^{ms} to teacher room and they say ^{ms} ~~say~~ to sincere my handphone.

I go ^{ms} to my house with sad feeling. arrive in my house I tell ^{ms} to my sister she say ^{ms} forget it. and after 3 month I buy ^{ms} new handphone. I ^{om} ^{ms} very happy.

and Sunday I bring ^{om} ^{ms} my handphone in the class. and I will ^{ms} be careful to put my handphone. and this is ^{ms} my unlucky day.

WRITING TEST

Name : Dewa Purnama H.

Class : X.

INSTRUCTIONS:

1. Make a recount text by choosing one of these themes: (1) My Impressing Holiday (2) My First Experience in Senior High School (3) My Unlucky Day
2. Use simple past tense.
3. The text consists of three paragraphs. The minimum length of each paragraph is 5 sentences.
4. You are not allowed to look up on your dictionary.
5. The time given is 45 minutes.

It's a Bad Day.

A week ago, I did my homework in Ellen's house. After I did it, I went home with Nikita. But before it, we went to Akbar's house first, to celebrated his birthday. When we arrive in Akbar's house, he's not yet went home from his school. So, we invited Arini to join with us.

We went to Arini's house, but her house is so far. We must trough small valley to go to Arini's house. But Arini not at home. We got some dirty on our leg. So, we decided to cleaned it in my school which is not too far from Arini's house. So, I rode my motorcycle to school.

At school, directly we went to toilet to cleaned up my leg. But, the toilet is closed. We decided to went home. But, on the way, we got an accident. Motorcycle that I rode is fell to the ground. Some people looked at us and laughed at us. We feel so shy and we went home shyfully. :c

WRITING TEST

Name : Rilli Ani

Class : X

INSTRUCTIONS:

1. Make a recount text by choosing one of these themes: (1) My Impressing Holiday (2) My First Experience in Senior High School (3) My Unlucky Day
2. Use simple past tense.
3. The text consists of three paragraphs. The minimum length of each paragraph is 5 sentences.
4. You are not allowed to look up on your dictionary.
5. The time given is 45 minutes.

My first Experience in senior High School

The first day of school I ^{ms} do not have many friends. Because I ^{ms} am of the school that ^{ms} is not a country rayon Senior High school Negeri 16 Palembang. Because not many of my friends just sat there with my friend who used to be one with my junior high school. also moment ^{ms} go to canteen we ^{om} just both. But we firm ^{ms} feell so happy.

The second day of school we ^{om} enter the classroom. in class we ^{om} receive direction from the teacher. either the school rules, dress, shoes and more. until the break arrived. after that I ^{ms} was go to home.

The third day at school I started a lot of friends. at rest IM3 card come to visit the school card IM3 hold an event that ^{ms} is looking for talent. I followed the show and ultimately won. I ^{ms} fell so happy.

Gallery Photos



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