

**ANALYSIS OF STUDENTS' GRAMMATICAL ERROR ON THE USE SIMPLE
PAST TENSE IN WRITING RECOUNT TEXT AT THE FIRST SEMESTER OF
THE EIGHTH GRADE OF SMP MA'ARIF SINDANG AYU SOUTH LAMPUNG
IN THE ACADEMIC YEAR OF 2020/2021**

A THESIS

Submitted in a Partial Fulfillment of the Requirements for S1 - Degree



By

Muhammad Ali Syaifudin

NPM :1311040129

Study Program : English Education
Advisor : Dr. Moh. Muhassin, M.Hum
Co-Advisor : Septa Aryanika, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020**

CHAPTER I

INTRODUCTION

A. Background of the Problem

English as an International language in the world has an important role in human life so that it is needed from all aspects, especially in education aspect. In English itself, there are four skills that should be mastered, namely listening, speaking, reading, and the last one is writing. In education aspect, the students have begun English since they have been from elementary school to university level. They are expected to master English well. But some students tend to have the same opinions that they face some difficulties in understanding and practicing writing skill among the other skills because the students should know several important components of writing itself that used to measure the final product, namely content, organization, vocabulary use, grammatical use, and mechanical consideration, such as spelling and punctuation.¹

Furthermore, Dulay et.al. mentioned that people cannot learn language without first systematically committing the errors first. It means that making error is an inevitable part of learning.²“The fundamental of learning was a process that involves the making of mistakes”, that was statement from

¹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy: Second Edition*, San Fransisco: San Fransisco State University, 2001, p.335

²Dulay et.al., *Language Two*, Oxford University Press, New York, 1982, p.138

Brown.³ While According to Hubbard *et al*, “so far all incorrect forms produced by the student we have called errors.”⁴

Of course, it causes English process language students tend to make errors and the errors are more obvious in writing skill. In order to students’ problem, the writer did preliminary research at SMP Ma’arif Sindang Ayu, South Lampung by interviewing one of English teachers and some students at the Eight class about the students’ ability in learning English especially for writing skill. The English teacher said that the students’ ability in mastering English still under average. In addition, she added that her students lacked of knowledge in grammar, especially in using simple past tense in sentence. Furthermore, he writer did interview not only teacher but her students.

The writer asked to students about their understanding in English especially in mastering grammar. They students then answer writer’s questions, they said that “They do not understand about English lesson itself. In addition, they are confuse in understanding grammar. They forget to follow the regulation of grammar itself. Here some examples of students’ errors that the writer got from preliminary research. First, *I at home last night*. In this sentence that there is a missing word that should be appeared but the students omitted. The correct one of that sentence is *I was at home last night* because the subject “I”

³H. Douglas Brown, *Principles of Language Learning and Teaching* (Forth Edition), (New York: Pearson Education, 2006), p. 257

⁴Peter Hubbard *et al.*, *A Training Course for TEFL*, (New York: Oxford University Press, 1983), p. 136

and the sentence discusses about simple past tense. She delivered that it proved that her students did not understand well in grammar. Her student omitted something that should be appeared. Second, *I can to study English*. In this sentence, her students added something wrong. It should be *I can study English*. That is point that her students often did error in English learning process.

In addition, the writer did interview not only teacher but also his students. The writer asked to students about their understanding in English especially in mastering grammar. They students then answered writer's questions, they said that "They do not understand about English lesson itself. In addition, they are confuse in understanding grammar. They forget to follow the regulation of grammar itself. This problem can be seen in that sentence, *They played, swim, and studied at room*. In the case, the students supplies an incorrect item. It means that the students provided an item although it is still incorrect. It should be *they played, swam, and studied at room*.

It proves that the students do not achieve what the teachers expect to them. That is caused lack of knowledge of students in understanding grammar because one of materials that should be mastered in learning English is that the students should master recount text which related to the simple past tense. In recount text, the students should know the regulation of tense used in the text. If they do not know more, automatically, the students often do error in

their English skill in writing skill. They cannot make a good text because grammar is part of writing, while writing is one of skills in English.

Moreover, the students could not write well because they did not master structure so that it caused them did the error in writing. According to Dulay et.al that error is flawed side of learner speech and writing⁵ . In addition, Brown also states that error is noticeable deviation from the adult grammar or native speaker reflecting the interlanguage competence of the learner. It tells that errors are important to study in order to understand the process of learning. Furthermore, the writer would like deliver some definitions of error analysis from the experts. Brown stated that “Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners“ errors.”⁶

Then, Dulay at.al added that error analysis can be characterized as an attempt to account for learner errors.⁷ In addition, Hummel delivered that error analysis is an approach to second language acquisition research involving the description and classification of errors to gain insight into the learner’s current underlying knowledge of the second language system.⁸

⁵Ibid, p.138

⁶ H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th Edition, (New York;Addison Wesley Longman,2000, p.218.

⁷Op.cit, p.141

⁸ Hummel, Kirsten M, *Introducing Second Language Acquisition: Perspectives and Practices*. USA: Wiley Blackwell, 2014, p.65

According to Dulay et.al that there are some classification of error analysis that consists of four categories namely (1) linguistic category taxonomy. it discusses about language component. (2) surface strategy taxonomy. It is about it highlights the ways surface structure be altered. (3) comparative taxonomy. The classification of errors in a comparative taxonomy is based on comparison between the structure of second language errors and certain other type of constructions.And (4) communicative effect taxonomy.It deals much with distinguishing between errors that seem to cause miscommunication and those that do not.

Among the classification of error analysis that the writer mentioned above, the writer would like to choose surface strategy taxonomy (SST hereafter) to analyze the students' errors as the base for describing the classification of the errors, since this taxonomy focuses on aspects on the errors themselves, it emphasizes on analyzing the ways surfaces are changed. Furthermore, SST covers four error types, such as omission, addition,misformation, and misordering.Omission erroris characterized by the absence of an item that must appear in a well-formed utterance, for example, she at home. It should be she was at home. Then, addition errors are characterized by the presence of an item which should not appear in a well-formed. It is opposite of omission, for example, He did not stay here. It should be he did not stay here.

In addition, Misformation error is characterized by the use of the wrong form of the morpheme or structure, for example *Susi were at campus this morning*. It must be *Susi was at campus this morning* and the last, misordering error is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance, for example, *She does not know what was Rian doing*. It must be *She does not know what Rian was doing*.

Therefore, to support the current study, the writer used some references as the previous research error analysis. The references were used as the comparison among research. Firstly, Erick Setiawan with title “*An analysis of students’ subordinate conjunction errors in writing recount text at the second semester of the Eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019*” conducted in describing the subordinate conjunction errors made by the students and also the percentage of their subordinate conjunction errors in their writing recount text. In his research, he used purposive sampling technique. In addition, the result it was found that the total of the students errors was 107 items. There was 24 items of omission, the percentage is 22.42%, 47 items of addition with percentage 43.92%, 31 items of misformation with percentage 28.98%, and 5 items of misordering with percentage 4.68%.

Secondly, Anisa Fitriyani. She had a paper with title “*An error analysis of word order used in recount text made by students at the Tenth grade of MAN 1*

KotaMagelang Academic Year of 2013/2014". She used descriptive method and procedure of error analysis to analyze the data. In addition, the subject of this study consist of 73 students who came from X3 and X4 classes of tenth grade of MAN 1 Kota Magelang academic year of 2013/2014. The result of the study indicated that 80% of respondent committed word order error either in constructing the sentence or distributing the word in noun phrase.

In addition, Muhassin at.all in their research entitled "*Students grammatical error in using simple present tense*" stated that that students error analysis is very important for helping English as a Foreign Learners (EFL) teachers to develop their teaching materials, assessments and methods. This research discussed about students grammatical error in the use of simple past tense. In this research, they used linguistics category taxonomy (LCT) in analyzing the students' error.

Based on previous research mentioned above, it can be concluded that there are significant differences of previous to this research. The difference is that in previous research, they only conduct error analysis to know the types of error and proportion. While, the writer conducted about types of error and sources of error. In this research, the writer used theory of brown in searching source of error that consists of interlingual transfer, intralingual transfer, context of learning, and communication strategies.

Considering the explanations above, the writer conducted the research entitled “Analysis of students’ grammatical error on the use simple past tense in writing recount text at the First semester of the Eighth grade of SMP Ma’arif Sindang Ayu South Lampung in the academic year of 2020/2021”.

B. Identification of the Problem

Referring to the background of the problems above, the writer tried to identify the problems as follows:

1. The could not write well in English;
2. The students lack of knowledge in grammar as part of indicator of writing
3. The students often do make error in writing especially in using simple past tense in writing recount text.
4. The sources of students’ error

C. Limitation of the Problem

The writer focused on analysis of students’ grammatical error on the use simple past tense in writing recount text based on surface strategy taxonomy that consists of omission, addition, misformation, and misordering.

D. Formulation of the Problem

The writer would like to formulate the problem of the research:

1. What are the proportions (frequency and percentage) of the students’ error based on surface strategy taxonomy?

2. What are types of error made by the students in writing recount text?
3. What are sources of error that the students do in writing recount text?

E. Objective of the Research

This research was intended to:

1. To find out the proportions (frequency and percentage) of the students' error based on surface strategy taxonomy;
2. To know types of error made by the students in writing recount text
3. To find out source of error that the students do in writing recount text

F. Uses of the Research

From the research findings, it is expected that there would be benefit given to teacher, students, and other writers. Those are:

1. The students

This research is used to for the students to know the definition and the difference between error and mistake. In addition, the students can find their error in writing so that it can motivate the students to write well. As result, the students are able to improve their quality in writing ability.

2. The teacher

This research was hoped that the result be used as one of the bases for the English teachers to know the errors usually made by students. In addition, the English teacher would be able to predict the errors that probably

happened to the students so she/he would be able to overcome the troubles. Besides, it could be used to improve students' mastery in English, especially in writing skill and also stimulate the English teacher to find out a new approach which is appropriate for teaching English especially in writing skill.

3. Other writer

The writer also hopes that this research can give some valuable contributions to other writers who want to conduct the research in the same area. They are able to use this research as one of additional information for further readings.

G. Scope of the Research

1. The subject of the research

The subject of the research was the students in the first semester of the Eighth grade of SMP Ma'arif Sindang Ayu, South Lampung.

2. The Object of the research

The object of the research was the students' error in writing recount text

3. The time of the research

The research was conducted at the first semester of the academic year 2020/2021

4. The Place of the research

This research was done by the writer at SMP Ma'arif Sindang Ayu, South Lampung

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Error and Mistake

Dulay et.al stated that errors are flawed side of learner speech ad writing.⁹ They are those parts of conversation or composition that deviate from some selected norm of mature language performance. In addition, people cannot use a language without first systematically committing errors. Dulay et.al. added that the distinction between performance error (mistake) and competence error (error) is extremely important, but it is often difficult to determine the nature of a deviation without carefully analysis. Therefore, they define error as any deviation from a selected norm of language performance, no matter what the characteristics or causes of deviation might be.¹⁰

Brown also added that error is noticeable deviation from the adult grammar or native speaker reflecting the interlanguage competence of the learner, while mistake is a performance error that is either a random guess or “slip”, in that it is a failure to utilize system correctly.¹¹

⁹Dulay et.al, Language Two, New York, Oxford University Press, 1982, P.138

¹⁰Dulay et.al, Op.Cit, p.139

¹¹Douglas Brown, principles of language learning and teaching, new Jersey, Prentice Hall, inc, 1980, p.165.

Moreover, Fauziati stated that errors are systematic, consistent deviance which is characteristic of the learner's linguistic system at a given stage of learning. She adds errors typically produced by learners who do not yet fully command some institutionalized language system; they arise due to the imperfect competence in the target language. Meanwhile, Mistakes are deviations due to performance factors such as memory limitation, fatigue, and emotional strain. She also added mistake are typically irregular and can be readily corrected by the learners themselves when their attention is drawn to them.¹²In this research, the writer focused on the idea proposed by Dulay et.al as the basis of determining the deviations produced by the subjects.

B. Concept of Error Analysis

The writer shared some definitions of error analysis (EA hereafter) that attached by some experts. Brown stated that error analysis is when the students do make errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of the study of student's error.¹³ In addition, Corder also stated that EA has to do with investigation of the language of second language learners.¹⁴

Furthermore, Dulayet.al.stated that EA can be characterized as an attempt to account for learner errors. Norrish added definition EA as a study of a

¹²EndangFauziati, *Reading on Applied Linguistics: A Handbook for Language Teacher and Teacher Researcher*, Surakarta: Pustaka Utama. 2009, p.139

¹³Douglas Brown, O.Cit, p.166

¹⁴S.P.Corder, *Error Analysis and Interlanguage*, Hongkong, Oxford University Press, 1981, p.14

systematic deviation when learners have not learnt something consistently “get its wrong”¹⁵. There are two functions of error analysis itself based on Corder’s view. They are to investigate the language learning process, and to show whether it is necessary or not for the teacher to give remedial teaching.¹⁶ Therefore, the learners’ errors is able to give some advantages, such as it tells the teacher how far the learner has progressed in reaching the goals, provides evidence of how language is learned and what strategies the learner is employing, and it can be used as a feedback to the learners to be learnt.

Referring to the explanations from the experts above, the writer concludes that error analysis is a careless activity that done by students in understanding something. It cause them do errors. Talking about error analysis, the writer also attaches classification of error analysis according to Dulay. et.al., namely:

(1) Linguistic Category Taxonomy. This classification classify errors according to either or both the language component or the particular linguistics constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). While constituents include the elements that comprise each language component.

¹⁵J, Norrish, *Language Learning and Their Errors*. London: Macmillan Publisher Ltd, 1983, p.94

¹⁶S.P.Corder, Op.Cit, p.45

(2) Surface Strategy Taxonomy. It highlights the ways surface structure will be altered: learners may omit necessary items or *add* unnecessary ones, they may *misform* items or *misorder* items. In this category, surface strategy consists of four types of errors, namely, omission, addition, misformation, and misordering.

(3) Comparative Taxonomy. The classification of errors in a comparative taxonomy is based on comparison between the structure of second language errors and certain other type of constructions. If we use comparative taxonomy to classify the errors of an Indonesian learning English, we might compare the structure of the learners' errors to that of errors reported for children acquiring English as a first language. These comparison have yielded the two major error categories within this taxonomy: developmental errors and interlanguage errors misordering, and

(4) Communicative Effect Taxonomy. This type is based on the perspective of their effect on the listener or reader. It deals much with distinguishing between errors that seem to cause miscommunication and those that do not. Based on this taxonomy, Dulay et.al categorize errors into "Global Error and Local Error".¹⁷

¹⁷Dulay., et.al, Op.cit, p.146 - 189

Referring to the definition of error analysis itself, the writer conducted EA by using Surface Strategy Taxonomy because it holds much promise for writers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language.¹⁸ From the explanation above, it concluded that error analysis is so important in teaching learning process. Error analysis is one of the best ways to conduct the students' problems.

C. Concept of Surface Strategy Taxonomy

Dulay et.al. stated that a surface strategy taxonomy highlights the ways surface structures will be altered: learners may *omit* necessary items or *add* unnecessary ones, they may *misform* items or *misorder* items. Analyzing errors from surface strategy taxonomy perspective holds much promise for writer concerned with identifying cognitive processes that underlie the students' reconstructions of the new language. It also makes us aware that the student's errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the student's use of interim principle to produce a new language.¹⁹

¹⁸Dulay., et.al, Op.cit, p.150

¹⁹Dulay., et.al, Op.cit, p.150

D. Concept of Types of Error

There are some types of errors according to Dulay et.al. namely:

1. The Error of Omission

The error of omission is characterized by the absence of an item that must appear in a well-formed utterance, for example, I here last night. There is a missing item in that sentence. It should be I was here last night.

2. The Error of Addition

The error of addition should be characterized by the presence of an item which must not appear in a well-formed. It is opposite of omission error. Here the example of addition error, I could to speak English. The sentence is not correct because anything wrong after “can” word. It should be I could speak English.

3. The Error of Misformation

It is characterized by the use of the wrong structure. When in the error of addition supplied is not absolutely needed, in misformation error the learner supplies an item though it is still incorrect, such as, Sinta were here two days ago. In sentence, there is an incorrect item. Sinta always “was” when it uses in simple past tense form. It should be Sinta was here two days ago.

4. The Error of Misordering.

Last but not least, that the writer tries to give explanation about the error of misordering. Here, it is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance, for example my I do not

know where was daddy doing. It should be my I do not know where daddy is doing.

E. Stages of Error Analysis

There are some steps should be understood in analyzing the students' error. Corder states that there are five stages should be followed by the writers if they want to conduct error analysis, they are: collection of sample of learner of language, identification of errors, and description of errors, explanation of errors and evaluation of errors.²⁰

1. Collection of Sample of Learner Language The first step of analyzing errors which suggested by Corder is collection of sample. In this step, the writer must decide a number of students which is being sample for the research. Then, they was given regular examination in order to get data.
2. Identification of errors In this step the writer must identify error from data collection. For identifying error, the writer must compare the sentence that was produced by students to the correct sentence in the target language. For examples, Sherina watched TV, and Rudi sleeped in his room. The correct form in target language is Sherina watched TV, and Rudi slept in his room. By comparing two sentences it can be seen that the student produced an error in constructing simple past tense sentence where she used -ed after sleep instead of using irregular verb.

²⁰Corder, Ibid, p.178

3. After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they would be classified into the types of errors.
4. Explanation of Errors This step explained why errors occurred. This explanation concerned on the sources of errors. From example above, the writer may consider that the student above does an error in using –ed (regular verb) instead of using irregular verb whether because of interlingual transfer/overgeneralization, ignorance of the rule restriction, incomplete application of rules, or false concept hypothesis.
5. Evaluation of Errors In this step, the writer decided the criteria of errors which was corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinct which errors were corrected so the learner, which made an error, not be stress of getting correction.

F. Sources of Error

Source of error was divided into several sections, the writer listed below the source of error according to some experts. The first expert was Brown, he said sources of error were divided into four parts. They were interlingual transfer, intralingual transfer, context of learning and communication strategies.

a. Interlingual transfer

Interlingual transfer was a significant source of error for all learners. The beginning stages of learning a foreign language were especially vulnerable to interlingual transfer from the native language, or interference. In the interlingual transfer, before the system of the second language was familiar, the native language was the only previous linguistic system upon which the learner can draw.

b. Intralingual transfer

Intralingual transfer was a major factor in the second language learning. Writers have found that the early stages of language learning are characterized by a predominance of interference, but the learners have begun to acquire parts of the new system.

c. Context of learning

Context of learning the third major source of error was context of learning. "Context" referred to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. Students often made errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because a pattern that was rarely memorized in a drill but improperly contextualized.

d. Communication strategies

Communication strategies learners obviously used production strategies in order to enhance getting their messages across, but at times these techniques could themselves become a source of error

G. Concept of Writing

Writing is one of skills in English. There are some definitions of writing according to experts. Siahaan, “the written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. His skill is also realized by his or her ability to apply the rules of the language he is writing to transfer the information he has in mind to his readers effectively.²¹ While, Leo stated that writing as a process of expressing ideas or thoughts in words should be done at our leisure. Writing can be very enjoyable as we have the ideas and the means to achieve it.²²

In addition, Langan stated that writing as a process of discovery involving a series of steps and those steps are very often a zigzag journey. Writers do not discover just what they want to write about until they explore their thoughts in writing. Moreover, Langan added that when a writer writes, he/she may suddenly switch direction or double back. He may be working in a logic sentence and realizes suddenly that it could be his concluding thought.²³

²¹SanggamSiahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008) p. 2

²²Sutanto Leo, *English for Academic Purpose, essay Writing*. Yogyakarta, ANDI, 2007, P.1

²³Langan, John. *English Skill*. New York. Mc Graw-Hill Companies.Inc.2001, p.13

From some explanations about writing above, the writer tries to make a conclusion that writing is a hard activity for the people. It is needed some process to get a good product of writing skill itself. It should share some ideas, thought, and language skill. Most of them should be mastered by a writer if you want to get a maximal result. In writing itself, there are some types that the students know. Otong Setiawan Djuharie stated that there are 12 types of writing, they are:²⁴

1. Descriptive text. It is a text that describes a particular person, place or thing. The goal of the text is to describe people, place or something in specific. In addition, the generic structure of descriptive text is (a). Identification, it is identifying that subject or object to be described. (b). Description, it gives information about the characteristics of an object.
2. Report. It is to describe the result of research, observation, or analysis. The data of research usually conclude the characteristic or condition of something. Report text usually found or presented in journals, diary, personal letter, or biography. The organization of report text as follows: (a). General classification, it introduces the topic of the report, general declaration of the report and the classification. (b). Description, it gives the information about characteristic of the topic.
3. Procedure It is a text that tells about how to make something or how to do something. It gives an instruction about the steps to do something. The text organization as follows: (a). Goal, it is a purpose of doing instruction (b).

²⁴OtongSetiawanDjuharie, *Essay Writing* (Bandung: CV. YramaWidya, 2009) p. 171

Materials, it is ingredients, or equipment.(c). Steps, it is a set of instruction.

4. Explanation. The function of explanation text is to explain the process something, theory or culture phenomena. Explanation text also can used to describe or indicate the function of thing or equipment. The generic structures of explanation text are: (a). General Statement (b). An explanation about the process or how something occurs.(c). Closing.
5. Hortatory Exposition.The objective of hortatory exposition text is persuading the readers or listeners that something should or should not be the case. The generic structures are: (a). Thesis, it is about stating an issue of concern (b). Argument, it gives reason for concern (c). Recommendation, stating what ought or ought not to happen.
6. Review. The social function of review text is to give a critique an art work. The generic structure of review text as follows: (a). Orientation, background information of the text (b). Interpretative recount, concluding statement (c). Evaluation, summary of art works including character and plot d. Evaluative summation, the last opinion about the appraisal or punch line of the art work being criticized.
7. Narrative. Narrative text is a story or imaginary experience, and it has purpose to give entertain to the readers. It has generic structure as follows:
 - a. Orientation, who was involved, when and where was it happened b. Complication/crisis, it is a problem or conflict c. Resolution, it provides solution to the problem d. Coda

8. Spoof. Spoof has social function of spoof is to tell an event something happens in real life to amuse the reader and sometime ended by a humorous twist. The organization of the spoof text as follows: a. Orientation, it is the beginning of the story, tell about shape, place and the time. b. Events, it tells what happened in that story c. Twist, it provides that funniest part of the story.
9. Recount. Recount text is the text that tell event in a form of sequences to give information or amuse the readers. The generic structures are: a. Orientation, it is the beginning of the story, tell about shape, place, and the time. b. Event, it tells what happened in that story c. Re-orientation, it is the end of the story.
10. Anecdote. It is such a recount text, that is report an event or experience, but in the end of the story, it has funniest case. The organization of this text as follows: a. Abstract b. Orientation, it is the beginning of the story, tell about shape, place and time. c. Events, it is telling what happened in that story d. Crisis, there is problem in this section e. Reaction, it is an action from the problem f. Coda, it is the changing of the shape and message from the story g. Re-orientation, it is the concluding of the story.
11. News Item. This is text that informs readers or listeners about events of the day which are considered newsworthy or important. The generic structure of it as follows: a. Newsworthy events, it is the content of event b. Backgrounds of events, elaborate what happened and what caused the

event c. Sources, it is comments by participant d. Crisis, there is a problem in this section.

12. Analysis Exposition. Social function of it is to give the readers an argument or opinion from writer about the topic. The organization of it as follows: a. Thesis, it usually includes a preview argument or opinion b. Arguments, it consists of a point and elaborate sequence reiteration, testate the position more forcefully.

In this research, the writer used recount text in collecting the data because it is suitable the syllabus. Moreover, the students have studied the material of recount text. Recount text itself discusses about the past experiences. So it is easy for students in junior high school to express their ideas in writing. The writer thinks that the students are not too difficult to share their experience.

H. Concept of Recount Text

The writer delivered some ideas from the experts about recount text itself. Firstly, Anderson Mark, et al stated that recount is a piece of writing that retells past events usually in order in which they happened and the purpose of a recount is to give the audience a description of what occurred and when it occurred.²⁵ While, OtongSetiawanDjuharie stated that recount text is the text that tell event in a form of sequences to give information or amuse the readers. In this text, there is generic structure namely, Orientation, it is the beginning

²⁵Mark Anderson and Kathy Anderson, Text Types in English 3, South Yarra: MacMillan, 1997 , p.24

of the story, tell about shape, place, and the time, and Event, it tells what happened in that story c. Re-orientation, it is the end of the story.²⁶

In addition, Essay recount often use certain language elements: (1) Nouns certain as pronouns people, for example OtongSetiawan, SeanuPrabu, Ratu Kadita, Eha, Djuharie, dsb. (2). Individual participant, focused on the story of participants (actor) specific certain. (3). Past tense, using past tense verbs, for example went, ran, ate. Etc. (4). Time connective and conjunction to sort events, for example after, before, soon, then, after that, etc. (5). Action verbs, a verb denoting an event or activity, for example stayed, climbed, killed, etc. (6). Adverbs and adverb phrases to show the place, time, and the way, for example yesterday, last week, at home, slowly, carefully, etc.

Furthermore, recount generally to have the kinds, namely: a. Personal Recount. It tells retelling experience, which the author feels directly b. Factual Recount, it discusses events or incidents such as news stories, accident reports c. Imaginative Recount: Recounts imaginative roles and connecting imaginary events d. Procedural Recount: Recounts the procedure of an activity in the past²⁷. The writer chose personal recount as basic for the students to share their ideas and as the data for the writer in doing research. Here the example of recount text in telling personal

²⁶Otong Setiawan Djuharue, Op. Cit., p.170

²⁷EmiEmilia, Pendekatan Genre – Based dalam Pengajaran Bahasa Inggris: Petunjuk Guru. Bandung: Rizki Press, 2011 p.74 - 75

Our trip to the Blue Mountain	
Orientation	On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.
Events	On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.
Reorientation	In the afternoon we went home.

I. Concept of Simple Past tense

Simple past tense was to indicate activities or states in the past, without indicating any connection the present and past tense used to describe an action finished in the past, and to interrupted an action which was in progress in the past. Simple past indicatesd that a certain activity in the past.²⁸ According to Uhciyama, "the simple past tense meant that the action ended in the past."²⁹ The simple past tense was used to talk about activities or

²⁸Sugianti Somba, 'An Analysis On Grammatical Errors In Students ' Recount Texts : A Case Study On The Second Grade Students Faculty Of Letters Indraprasta Pgri Background Of Study', *Journal of English Language and Culture*, Vol. 8, No. 1 (2017), p. 63.

²⁹Sri Ekawati, *The Mastery Of Simple Past Tense And Its Correlation With The Achievement In Writing Recount Texts By Eighth Graders Of SMP 2* (Semarang, 2017).

situations that began and ended in the past.³⁰ The definition of simple past tense itself was a tense that was used to discuss or talk about past events. Simple past tense was used for situations or periods that have occurred in the past, not now.

Based on the understanding of simple past tense above, the writer concluded that simple past was a tense used to express, discuss or talk about an event that has occurred in the past in the form of a specific time.

The uses of simple past tense :

- a. To indicated the habitual action in the past time.
- b. To indicated the complemeted activity in the past event and the time known.
- c. To indicated the activity or situation began and ended at a particularly time in the past.³¹
- d. Simple past has a time sign like: yesterday, last night, last week, two days ago, and others.
- e. In verbal sentences simple past tense used a subject in the form of a noun or pronoun with a single or plural number. The verb form was the second form of verb (verb 2). The change in the form of the first verb to the second in English was divided into two, namely regular and irregular verbs.

³⁰Betty Schramper Azar, *Fundamental of English Grammar*, (3rd Ed), (Longman, Wahington, 2003), p.25.

³¹Betty Schramper Azar, *Loc. Cit*

- f. In nominal sentences did not have a verb, therefore we need an auxiliary verb in the form of "was / were". If the subject was a single number, then use "was", while for many subjects use "were". The use of "was" is used for "i, he, she, it" while "were" is used for "we, they, you".³²

Here the pattern of simple past tense itself. Simple past tense consists of nominal and verbal, such as below:

a. Past tense verbal

Past tense verbal was the form with verb as a predicate in sentences after subject.³³ The verbs were used by the subject in English such as I, we, you, they, she, he and it. The formula as follows:

(+) Subject + Verb 2 + Complement

(-) Subject + Did not + Verb 1

(?) Did + Subject + Verb 1

b. Past tense nominal

Past tense nominal was a sentence that used to be (was, were) as a predicate then followed by noun or adjective.³⁴ For example of positive sentence like She was a painter. The formulation as follows:

(+) Subject + Was/were + Complement

(-) Subject + Was/were not + Complement

(?) Was + Subject + Complemen

³²W Aris, *Tuntas Menguasai 16 Tenses* (Yogyakarta: Pustaka Widyatama, 2008).

³³Ros Diana, *An Analysis of Students' Learning Styles In Learning Simple Past Tense At The Second Semester of Eighth Class of SMP PGRI 1 Pagelaran Pringsewu In Academic Year of 2013/2014*, 2014. p.20

³⁴Ros Diana, *Loc. cit*

REFERENCES

- Brown, H. Douglas .2001.*Teaching by Principles: An Interactive Approach to Language Pedagogy: Second Edition*. San Fransisco: San Fransisco State University.
- Brown, H. Douglas.1980. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall,Inc.
- Corder, S.P.1981.*Error Analysis and Interlanguage*.Hongkong: Oxford University.
- Creswell,J. W.(1994).*Research design: Qualitative and quantitative approaches*. Thousand Oaks:CA SAGE Publications.
- Djuharie,Otong Setiawan. (2009). *Essay Writing*. Bandung: Yrama Widya.
- Dulay, Heidi, Burt, Marina, and Krashen, Stepsen.1982.*Language Two*. New York: Oxford University Press.
- Emi Emilia. 2011. *Pendekatan Genre – Based dalam Pengajaran Bahasa Inggris: Petunjuk Guru*. Bandung: Rizki Press
- Fauziati, Endang. 2009: *Reading on Applied Linguistics: A Handbook for Language Teacher and Teacher Writer*. Surakarta: PustakaUtama.
- Hummel, Kirsten M. 2014. *Introducing Second Language Acquisition: Perspectives and Practices*. USA: Wiley Blackwell
- James H. McMillan and Sally Schumacher. 2001. *Research in Education*. New York: Wesley Longman Inc.
- James Schreiber & Kimberly Asner. 2011. *Educational Research* (New York: John Willey & Sons Inc.
- JuanitaHeigham and Robert A. Croker, 2009. *Qualitative Research in Applied Linguistics; A Practical Introduction* . London : Palgrave Macmillan.
- Langan, John.2001. *English Skill*. New York. McGraw-Hill Companies.Inc.
- Leo,Sutanto,et al. (2007). *English For Academic Purpose Essay Writing*. Yogyakarta: CV Andi Offset.

Mark Anderson and Kathy Anderson.1997.*Text Types in English 3*. South Yarra: MacMillan

Norrish, J. 1983. *Language Learning and Their Errors*. London: Macmillan Publisher Ltd.

Setiawan, Erick. 2019. *An analysis of students' subordinate conjunction errors in writing recount text at the second semester of the Eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019*.Bandar Lmapung: Unpublished Thesis

Sihaan, Sanggam . (2008).*The English Paragraph*. Yogyakarta: Graha Ilmu.

Sosna, Elen. 2006. *An Analysis of Students' Errors in Using Preposition in Writing at the Second Year of SMAN 3 Metro*. Bandar Lampung: Unpublished Thesis.