

**AN ANALYSIS OF STUDENTS' ERRORS IN USING SIMPLE PAST
TENSE IN WRITING CLASS AT MTsN 2 SURAKARTA IN THE
ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

For the degree of *Sarjana*



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DEDICATION

This thesis is dedicated to:

1. My beloved parents, who give love, support and prayers in my life.
2. My brothers, who give me support in finishing my thesis.
3. All my friends.
4. My almamater UIN Raden Mas Said Surakarta.

MOTTO

“Forget all your regrets, just move on and be fearless”

(Doh Kyungsoo)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled

“AN ANALYSIS OF STUDENTS’ ERRORS IN USING SIMPLE PAST TENSE IN WRITING CLASS AT MTsN 2 SURAKARTA IN THE ACADEMIC YEAR 2022/2023” is my real masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

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The Researcher,

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TABLE OF CONTENT

ADVISOR’S SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLES	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the problems	4
C. Limitation of the Problems	4
D. Formulation of the Problems	4
E. Objectives of the Research	5
F. Benefits of the Research	5
G. Definition of Key Terms	6
CHAPTER II LITERATURE REVIEW	8
A. Theoretical Review	8
B. Previous Related Studies	26
CHAPTER III RESEARCH METHODOLOGY	30
A. Research Design.....	30
B. Research Setting.....	30
C. Research Subject	32
D. Data and Source of the Data	32
E. Research Instrument	33
F. Techniques of Collecting The Data.....	34
G. Trustworthiness of Data	36
H. Techniques of Analyzing The Data.....	36
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	38

A. Findings	38
B. Discussion.....	48
CHAPTER V CONCLUSION AND SUGGESTION	51
A. Conclusion	51
B. Suggestion.....	53
BIBLIOGRAPHY	55

LIST OF TABLES

Tabel 2. 1 Forms of Simple Past	19
Table 2.2 The Example of the Use Most Verbs in Simple past Tense	20
Tabel 2. 3 The Example of the Use Irregular Verbs in Simple Past	21
Tabel 2. 4 Previous Study	28
Table 3. 1 Time of Research	31
Table 3. 2 Interview Blue Print for Students	33

LIST OF APPENDIX

Appendix I Interview Result.....	58
Appendix II Student Test	63
Appendix III Student Work	64
Appendix V Surat Izin Penelitian.....	84
Appendix VI Surat Telah Melakukan Penelitian	85
Appendix VII Surat Tugas Pembimbing	86
Appendix VIII Surat Pernyataan Validator	87
Appendix IX Documentation.....	88
Appendix X Data Analysis of Error	89

ABSTRACT

Ambar Herning Sigmawati. 2023. *An Analysis of Students' Errors in Using Simple Past Tense in Writing Class at MTsN 2 Surakarta in The Academic Year 2022/2023*. Thesis. English Education Study Program, Cultures and Languages Faculty.

The objectives of the research are : (1) To find are the most common errors students' made in using the simple past tense in writing, and (2) to find the factors of errors made by students' in writing the simple past tense. This research was about students' errors in using simple past tense in writing class at MTsN 2 Surakarta.

This research used descriptive qualitative. In qualitative research, data collection is carried out using natural settings primary data sources, and data collection techniques involve participant observation, interviews and documentation. Researcher reduce from all the data collected and get data is more appropriate to be analyzed.

The research results reveal researcher found that some students still did not understand simple past tense material in recount texts. Students are still confused about distinguishing between verb 1, verb 2, and verb 3, therefore some students still use verb 1. The researcher clarified each type of error and each source of error made by students in one class totaling 28 students. The writer found a total of 79 errors, based on the strategy taxonomy surface, the writer classified the errors into omissions, additions, and misformation (1) the first is an omission of 12 errors, next the addition of 3 errors, and (3) misformation with 64 errors.

Keywords: *Simple past tense; writing; qualitative research*

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the tools used to communicate with each other. First, Hellen and Hafizh (2014), Writing is part of the skills that must be possessed by students who have an important role so that they get to share ideas, information or ideas with readers. According to Wulandari (2015) also revealed that teachers are required to observe writing skills while at school. In other words, writing has an important function in communicating so that the person can share and express something through written form.

Grammar is a part that has an important role in mastering English, especially in writing. This will focus students on writing, speaking, and anything else about well-developed English Brown (2000). English tenses are important to recognize, because users must know how to use them at the right time. Tenses can make the verbs in a sentence switch over time. In English there are several types of tenses. They are simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, past tense, past continuous tense, past perfect tense, past perfect continuous, future tense, future continuous tense, future perfect tense, future perfect continuous tense Azar (1999). One of the tenses that students learn is the Simple Past Tense.

Simple Past Tense is a form of a verb that is used to express an event that occurred at a certain/known time in the past. Time used to reveal events such as yesterday, two days ago, last, then, this morning. Simple past tense is the most common tenses in English. The simple past tense expresses an event that has occurred in the past and is not currently happening. It started in the past and ended in the past. The simple past tense is formed by using the simple past tense of the verb. First, for regular verbs, the past tense is formed by adding-ED to the verb. For example played, opened. Second, irregular verbs are formed in an irregular ways, for example eat/ate, buy/bought, sit/sat etc. And non-verbs use to be was or to be are.

The researcher made initial observations on the students' of MTsN 2 Surakarta by conducting interviews with several students' and correcting students' test results. The researcher found some of the problems students' encountered were that in interviews, students' did not use the simple past tense properly, for example, these students' had difficulty distinguish verb 1 and verb 2 in forming simple past tense sentences, lack of motivation to learn English so that students' were difficulty in memorizing the simple past tense formula. Based on the results of the student test, the researcher corrected that on average students' mastered English grammar patterns but students' still had difficulty when this structure had to be used for its application in everyday life. This is something that is easy to understand if applied even though students do not master it.

Firstly, Aditya (2022) simple past tense means that events ended in the past. The past ordinary can be used for most past actions; we can use it for events that happen very quickly, events that occur from time to time, or events that were a habit in the past. According to Green Baum and Quirk (2003) Simple Past tense is a tense that is used to express an event in the past/the past.

There were several previous studies in the results of the research there were 3 which showed research gaps. The research is about Error Analysis on Past Tense in Recount Text Written by Lower yang sudah dilakukan oleh Listiani & Megawati (2020), Fitria (2022), Izalukhfu (2021). Third results of this study indicate that the reason why students' experience difficulties in using the simple past tense is due to the lack of motivation and interest of students' in English, there are many tenses formulas that they have to memorize and understand which makes them bored and unfocused and often forget to answer. The difference with my research is that students' have difficulty differentiating verb 1, verb 2 and verb 3 in forming simple past tense, students' master English grammar patterns but students' still experience difficulties when this structure must be used for its application in everyday life.

Thus, considering in the fenomena above, the researcher interested in conducting research entitled "An Analysis of students' errors in using simple past tense in writing class at MTsN 2 Surakarta in the academic year 2022/2023".

B. Identification of the problems

Based on the description of the background of the problem above, it can identify several problems as follows:

1. Students' lack of motivation to learn so they have difficulty memorizing the simple past tense formula
2. Students' lack of curiosity in learning English
3. Students' have difficulty distinguishing verb 1, verb 2 and verb 3 in making simple past tense sentences

C. Limitation of the Problems

In this study, the researcher limits discussion and focus on students' errors in using the simple past tense in writing at 8A3 class. This class is a special program class, that consist of 28 students and devided in 12 male students and 16 female students. Elevent grade consists of 11 classes, 5 special program classes and 6 regular classes at MTsN 2 Surakarta for the academic year 2022/2023.

D. Formulation of the Problems

Based on the background and identification of the problem above, the formulation of the problem that researchers can raise are:

1. What are the most common errors which students' made in using the simple past tense in writing?

2. What are the factors influencing students' errors in writing the simple past tense?

E. Objectives of the Research

Based on the problems above, the purpose of writing this final project are to:

1. To find are the most common errors students' made in using the simple past tense in writing
2. To find the factors of errors made by students' in writing the simple past tense

F. Benefits of the Research

By doing this research, it is expected to be useful both theoretically and practically. Theoretically, the results of this study are expected to provide information about students' error in using the simple past tense in writing 8A3 grade at MtsN 2 Surakarta which can be explained as follows:

a. Theoretical Benefits

The results of this study are expected to be useful for other people in accordance with the same field of analytical study related to student errors in using the simple past tense in writing.

b. Practical Benefits

a. Researcher

Researcher made this research to investigate student problems.

Researcher can also gain experience by knowing the location of the of

errors and knowing students' errors in using the simple past tense in written form.

b. Teacher

This research was made to assist English teachers in finding common errors made by students in using the simple past tense in written. So that the English teacher can change the method or use the right strategy to solve the problem

c. Students

This research was made to show the common of errors students' make that are difficult in learning to make them identify the errors made by students'. Awareness of the errors they make can help them to overcome them through their learning strategies and they will be interested in correcting errors when the teacher evaluates them. So they do not make the same error.

G. Definition of Key Terms

In order to explain and avoid misunderstanding and misinterpretation of the title and content of the research, it is best to define the terms used in this research as follows:

1. Error

According to Alberto (2008), error are actions that are carried out when deviations come as a result of a lack of knowledge. It can be

concluded that error are actions that are carried out due to a lack of knowledge.

2. Error Analysis

According to Brown (2001), error analysis is the fact that students' make error and these errors can be observed, described and explained to say something about the students' themselves. It can be concluded that the error analysis is the fact that students make errors in students for the purpose.

3. Simple past tense

According to Tanjung (2014), Simple Past Tense is an action or event performed by the subject in the past. The simple features of the past tense are like the past tense of the verb (verb 2) and the past tense of the phrase that follows it. The phrase consists of yesterday, then, and...then. It can be concluded simple past tense an action or event that occurred in the past. One of the simple characteristics, for example, is using the past verb (verb 2).

4. Writing

According to Nunan (2003) writing is a skill in creating an idea, a way of thinking about expressing it, and organizing it into a clear paragraph statement for the reader. As a productive skill, writing is the most difficult skill.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concept of Error

a. Definition of Error

According to Dulay et al (1982) argues that errors are part of students' speech or writing. They are parts of a conversation and composition that deviate from some selected norm of language performance that is quite mature. In addition to errors, researcher also distinguishes errors and mistakes.

Dulay (1982:140) adds:

“Sometimes researcher have to distinguish between errors according to factors such as fatigue and inattention (performance factor), and errors due to lack of knowledge of language provisions (competence). in the magnitude of the second language literature, performance errors are termed "mistakes" whereas errors designations are reserved for systematic deviations because the learner is still developing knowledge of the second language rule system”.

First, Brown (2000) errors are obvious deviations from the adult grammar of a native speaker, which describes the interlanguage competence of learners. Error learning serves two main purposes: First, it provides data on what obstacles can be made about the nature of the language learning process, second, it shows teachers and curriculum developers which parts of the target language students' have the most

difficulties getting right and what types happens most often. Another argument from Richards & Schmidt (2002), in linguistics, errors are the use of phrases, speech acts, or so-called grammatical elements of that kind so that incomplete learning looks imperfect and meaningful.

According to James (1998), "Errors are related to the intentionality of the learner: when there is an intention to carry it out, errors will come". Errors are found in speech, for example in their conversation, and in writing, for example, in their composition. The perspective of learner errors holds great promise with regard to identifying the cognitive processes that underlie the reconstruction of the learner into the new Dulay et al., (1982).

b. Types of error

Many linguists who analysis error have a standard which is usually called a taxonomy by Dulay (1982) this can function when providing an explanation of what types of errors are often seen in both language learner speak and writing. In this context, a linguist, Dulay formulate a Surface Taxonomy Strategy in term of grouping error in sentence. Error includes:

a) Omission

Omission errors in which no item appears are indicated by well-formed utterances by Dulay (1982). Students' make incomplete sentences by removing any morphemes. Grammatical morphemes are usually removed more often than content morphemes.

Example:

- Error : On the way home it suddenly rained
- Correct : On the way home it was suddenly
Rained

This native language impact often tricks learners into making similar errors.

b) Addition

When the omission implies the absence of something of value in the sentence structure, the reverse is called a sum error. This can be indicated by the existence of a factor that should not appear in well-organized utterances. There are three types of addition; double marking, regularization, and simple addition by Dulay (1982).

a) Double marking

Double marking can be interpreted as not eliminating certain elements needed for language structure.

For example:

- Error : we didn't went there
- Correct : we didn't go there

b) Regularization

Regularization occurs when the learner uses one role in one language element and used it in another. The learners reveals that

the past form of the -ed regular verb has been added. The learners used it for the irregular past tense.

For example:

- Error : Laura camed to her mother house 2 months ago
- Correct : Laura came to her mother house 2 months ago

c) Simple additions

If the addition error is not called double regularization, then it is called simple addition. There are no special features in distinguishing simple addition.

Example:

- Error : I can played the game
- Correct : I can play the game

Addition errors belonging to the double sign are found in negative sentences. The sentence uses a double sign to indicate the past tense by substituting both the adverb and the verb. Another type of addition that is released into double tagging and regularization and simple addition.

c) Misformation

According to Dulay (1982) wrong formation errors are characterized by the use of the wrong structure or morpheme form. Misformation

usually appear in forms; regularization, alternating shapes, and curved shapes. Learners often misunderstand sentences because they are used to forming sentences according to their mother tongue. Sometimes they also use the wrong morpheme and also ignore important morphemes, the impact can cause ambiguity.

Example:

- Error : I leave at 8 a.m
- Correct : I left at 8 a.m
- Error : when there is free time
- Correct : when there was free time

d) Misordering

Dulay (1982) revealed that errors in the arrangement of morphemes are usually indicated by groups of morphemes or morpheme placement that do not match speech. Misordering can occur in learning foreign languages and native languages. Students' sometimes underestimate the correct structure of every sentence used in the target language. For example, using the simple past tense:

- Error : I did not know why was he thirsty
- Correct : I did not know why he was thirsty

c. Factor of Errors

Researcher collect information about the causes of errors with the theory of James (1997) and Norrish (1983). James (1997) states that the sources of error are as follows:

1. *The Influence of The Mother-tongue: Interlingual errors.* An error triggered by an interrupt in the native language. The learners are instigated by the persistence of their native language in the use of the target language.
2. *Cause of Target Language: Intralinguistic Errors.* The learners ignorance of the TL module at any level and any grade can trigger one of the following two things:
 - a. The learner can organize learning the factors needed, which involve learning strategies.
 - b. The learner can try to fill the gap using communication strategies.
3. *Errors-Based Communication Strategy.* This error includes holistic strategies and analytic strategies.
 - a) The holistic strategy has a designation, namely the term 'holistic' on learners' assumption. The most common term for this is approximation.
 - b) The analytic strategy expresses concepts indirectly, by allusion rather than by direct reference: this is a convoluted speech.

- c) Induced Error leads to learner errors caused more by class conditions than incomplete students' competence in first language interference grammar (interlingual errors) or English grammar (intralingual errors). They are the result of being led astray by the way the teacher provides explanations, examples, definitions and arranges practice opportunities. The causes of these errors are caused by the material, errors caused by practice, errors caused by teacher talking, errors caused by pedagogical priorities, and search errors.

Meanwhile, Norrish (1983) describes three causes of error:

1. Carelessness: This is usually related to a lack of motivation. Many teachers admit that it's not always the students' fault if they lose interest, perhaps because the material and/or presentation style doesn't suit them.
2. First language interference: Learning a language (foreign or first language) is a matter of habitual information. It is believed that students' speech is gradually formed towards the language being learned.
3. Translation: Perhaps the most common errors students' make is translation. This incident occurred because a student translated a sentence in his first language from an idiomatic utterance into the target language word for word.

It can be emphasized that Norrish (1983) divides the triggers of

errors into three types, namely First Language Interference, Translation and First Language originating from the students' themselves or from the teacher and the method.

2. Error Analysis

According to James (1998:1) reveals, "Error analysis is the process of determining the events, causes, nature and consequences of unsuccessful language". According to Richard (1974), "when children learn their mother tongue they sometimes use inappropriate pronouns, wrong wording or ambiguous words". This means that students' not only make errors in a foreign language, but also in their native language because errors are a learning process.

Mistake and error are different things. Error is an incorrect response because students' do not have knowledge of what the correct answer is. While an error represents an incorrect answer that students' think about, they will realize that is what the correct answer is. This means that if students' are given a second chance, they have the potential to correct a error until they learn what is right. Brown (1994) revealed, "errors are part of knowledge because in the teaching-learning process it takes a long time".

Student errors that can be observed, analyzed and categorized to reveal something from the system operating within the learner, the cause of the spike in student error studies, called Error Analysis (EA) by Brown (2000). In the 1970s, EA replaced Contractive Analysis (CA), which was used to predict errors made by students' by identifying linguistic differences

between L1 and the target language by Ellis (1994).

Error analysis is a type of linguistic analysis which aims to focus on the errors made by students'. This includes comparisons between errors committed in the target language and the target language itself. Brown (1994) reveals that errors can be analyzed, observed and classified to reveal something from the operating system by students' and cause learning progress regarding errors made by students'.

3. The Nature of Simple Past Tense

1. Definition of Simple Past Tense

According to Betty (1992) the simple past tense is used to discuss activities or circumstances that began and ended at a certain time in the past. If a sentence contains a when clause it occurs first. The first clause called time expresses that the activity started earlier. The time clause that is called can be present in front of the main clause or follow the main clause.

According to Azar (1989) the simple past is used to discuss activities or circumstances that began and ended in the past. The simple past is used to talk about an activity or a situation that started and ended at a specific time in the past (for example, yesterday, last night, two days ago, in 1999). For example: I slept for eight hours last night. and simple past tense verbs are formed by adding -ed to the verb. For example: Mary was walking downtown yesterday.

According to Cowan (2008) the simple past tense is used for events or circumstances that started and ended in the past. According to Apte (2004) states that the simple past tense and perfective aspect of the verb are two difficult areas for ESL (English as a Second Language) learners in the world.

a. The use of Simple Past Tense

The simple past tense is a verb form that is used to express.

- 1) One action which happened or took place at a particular time in the past.

For examples:

You were there yesterday

He was in Singapore last month

Rini met her old friend yesterday

They went to Japan last night

I went to mall last week

I saw Barbie movie yesterday

- 2) Repeated, habitual actions in the past.

*He used to have five goats and two
cows*

I always went to mosque at night

They never went to school, they always

skipped class

Rio didn't play football

b. Time Markers

According to Riyanto (2009) time markers that are usually used:

- a) Yesterday : yesterday morning, yesterday afternoon, etc
- b) Last : last week, last month, last year, etc
- c) Ago : two day ago, a month ago, a week ago, etc

Time markers usually come at the beginning or end of a sentence.

The time marker yesterday can be used alone or used before morning, afternoon and evening. For example:

*I studied **yesterday***

***Yesterday** I studied*

*I visited my friends **yesterday***

*I visited my friends **yesterday afternoon***

The word *ago* can be used after a length of time and the word

Last before words like night, week or year.

For example:

*I started this class a week **ago***

*I arrived here **last** week. By Schoenberg (2012)*

c. Form of the Simple past

According to changes in the form (inflection) of the verb, Eugene J. Hall, (1992) revealed that verbs are divided into regular and irregular verbs. Nasrun Mahmud (2003) in English for Muslim University Students argues “the simple past tense is formed with the past tense of the verb which may be regular, e.g. By adding -ed to the infinitive (by the way, most of the verbs are regular) or irregular it should be learned on each problem.

Tabel 2. 1 Forms of Simple Past

Statement		(I-You-She-He-It- We-They)	Worked yesterday
			Ate breakfast
Negative		(I-You-She-He-It- We-They)	Did not work Yesterday
			Did not eat breakfast
Question	Did	(I-You-She-He-It- We-They)	Work yesterday?
			Eat breakfast?
Short	Yes,	(I-You-She-He-It-	Did
Answer	No,	We-They)	Didn't

The word *did* is not used with *was* and *were*.

Negative (I-She-He-It) **was not (wasn't)** busy

(We-You-They) **were not (weren't)** busy

Question **Was** (I-She-He-It) right?

Were (We-You-They) right?

The simple past form ends in -ed regular verb. Most of verbs are regular, but many common verbs have irregular past form by Betty (1992).

a) Most verbs

Regular verbs :*Study-studied*

Visit-visited

Open-opened

Most of the verbs are conjugated by adding -ed like the verb "play"

Table 2.2 The Example of the Use of Most Verbs in Simple past Tense

Positive	Negative	Question
They played	They did not play	Did they play?
We played	We did not play	Did we play?
I played	I did not play	Did I play?
You played	You did not play	Did you play?
She played	She did not play	Did she play?
He played	He did not play	Did he play?
Shinta played	Shinta did not play	Did Shinta play?

b) Irregular verbs

Irregular verbs : *Win-won**Swim-swam**Sleep-slept*

That the irregular verb can only be used in positive port. In the negative and question forms, it does show the simple past.

Tabel 2. 3 The Example of the Use of Irregular Verbs in Simple Past Tense

Positive	Negative	Question
They wrote	They did not write	Did they write?
We wrote	We did not write	Did we write?
I wrote	I did not write	Did I write?
You wrote	You did not write	Did you write?
She wrote	She did not write	Did she write?
He wrote	He did not write	Did he write?
Ria wrote	Ria did not write	Did Ria write?

4. The Nature of Writing

1. Definition of writing

Writing is usually useful for preparation for several other activities, especially when students' white sentences are used as openings for discussion activities. In addition, writing can be used as an integral part of a larger activity that focuses on language practice, acting, or speaking.

Once again writing is used to help students carry out various types of activities (in this case listening and speaking). Writing is part of language skills defined by Brown (2001:335) as “a graphic representation of spoken language, and written performance is similar to oral performance, the only difference being that it is a graphic rather than an auditory signal.

Meanwhile, Harmer (2004) stated that writing is about grammatically correct sentences. These ideas, information and messages are packaged in a text, which is conventionally agreed upon linguistically, expressing that writing is a process of sharing messages, ideas or information within a community of users regarding certain criteria with them. Namely the purpose of grammatical structure, linguistic realization, or rhetorical structure. Harmer (2007) states that writing involves preparing what we will write. First, the arrangement. Then review and edit what we have written and produce a final version.

In relation to writing skills, according to Heaton (1984) writing skills are complex and sometimes difficult to train, requiring mastery of not only grammatical and theoretical tools, in addition to conceptual and assessment elements. The following analysis attempts to classify the many and varied skills used to write good prose into five main areas or general components.

1. Language use: the ability to write correct and appropriate sentences

2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, example: punctuation, spelling
3. Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information.
4. Stylistic skills: the ability to manipulate sentences and paragraphs and use language effectively.
5. The element of Writing Paragraph

A paragraph is a group of sentence and that the first sentence of this group is indented; it begins a little bit more to the right of the margin than the rest of the sentences in this group Regina (2001).

A paragraph must have a topic. A topic and controlling idea, support and unity. Another element that a paragraph needs is coherence.

- a. The topic of a paragraph

The definition of a paragraph is a series of sentences that develop one main idea; in other words, a paragraph explains a topic. Topic is the subject of the paragraph; that's the content of the paragraph.

- b. The topic sentences

The topic of a paragraph is usually stated in a sentence; This sentence is the topic sentence. However, a topic sentence does not only introduce the subject of the paragraph, but a good topic sentence is also useful for expressing ideas or attitudes towards the

topic. These ideas or attitudes regarding the topic are called controlling ideas; it controls the sentences in the paragraph that will be discussed. All sentences in the paragraph must be related and also develop the idea of control according to Regita (2001).

The topic sentence introduces the topic and the controlling idea about the topic. However, it is not enough to simply have a controlling topic and idea. The control idea must be clear and focus on certain aspects.

c. Support

Often we use factual details to support a point. These details capture facts from resources, such as books, magazines, and journals or details about things you or others have observed. Basically, support comes from the information you determine to arrive at the view you express in your topic sentence.

d. Unity

According to Regina (2001) each sentence in a paragraph must relate to a topic and develop a controlling idea. If there are sentences that are not related to or develop this area, then the sentences are not appropriate and must be removed from the paragraph. Paragraphs whose sentences are not related to or discuss the controlling idea lack unity.

e. Coherence

Coherence paragraphs contain sentences that have been arranged logically and smoothly. Logical structure shapes the order of your sentences, which varies depending on your purpose. For example, if you want to define what has happened in a film (i.e. the storyline), your sentences will follow the sequence of events in the film, from the beginning to the end in that sequence. If, on the other hand, you wanted to explain the most exciting moments in a film, you would choose a few moments and define the most interesting moments in the film, you would choose a few moments and decide on a logical order for discussion-perhaps presenting the least exciting moments first and the most the last exciting to create tension by Regina (2001).

B. Previous Related Studies

The researcher found some research report relevant with problem that discuss in this research. First, a research report from Bachmid (2020), entitled “*An Analysis of Students’ Error in Using Tenses for Eleventh Grade Students of MA Alkhairaat*”. The purpose of this study is to find out what makes students make errors in using tenses. The results of this study stated that the frequency of student errors was 231 with a percentage of 100% and an average of 52.5%. That means students make many errors in the tenses that have been tested. The total of types of errors using the present perfect and present perfect progressive is 54 with a percentage of 100%. In the use of past tense and past continuous tense is 68 with a percentage of 100%.

Second, a research report from Fitria (2022), with the title “*An Error Analysis of Using Simple Past Tense in Writing Narrative Text at Tenth Grade Students of Senior High School 1 Jambi City*”. The results of this study indicate that there are errors made by students in the use of the past tense. The findings of this study indicated that there were 102 total errors made by students which are classified into four categories based on the surface strategy taxonomy. There are 14 omission errors, 27 addition errors, 49 forming errors, and 12 sorting errors. This can be seen from the results of the percentage where the wrong formation is 48.04%, then followed by stacking errors of 11.76%, omissions of 13,73, and addition errors of 26.47%

In the others research, conducted by Zalukhu (2021), with the title “*The Students’ Difficulties in Using Simple Past Tense by Eight Grade Students of MTS Amal Shaleh Medan*”. The first result showed that the difficulty of students in using the simple past tense based on the results of data analysis, the total Average of the students difficulty index is 0.40 it was in medium level. The forty questions given by the researcher there are three questions with the most incorrect answers, namely question number 8,9, and 15 of them are question number eight out of 28 students only one student is correct question number eight, then in question number nine only five people who go it right. Another study, “*An Error Analysis of Using Simple Past Tense on Students’ Writing Recount Text at The Eight Grade of SMP Negeri 4 Tuhemberua in 2020/2021*” by Harefa, etc (2022). The result of the error analysis process showed that misformation was the error which most frequently produced by the students which consists of 111 or 71%, it is followed by omission with 41 or 26%. The next is addition which consists of 5 or 3%, and the last is misordering with 0 errors or 0%.

Tabel 2. 4 Previous Study

No.	Title	Appellative	Similarities	Differences
1.	An Analysis of Students' Error in Using Tenses for Eleventh Grade Students of MA Alkhairaat Pusat Palu	Nadia Bachmid (Madrasah Aliyah Pusat Palu)	Analysis of Students' and using qualitative descriptive research	Research It uses tenses in eleventh grade of MA Alkhairaat Pusat Palu
2.	An Error Analysis of Using Simple Past Tense in Writing Narrative Text at Tenth Grade Students	Sri Ade Fitria (Senior High School 1 Jambi City)	Analysis of Error using simple past tense and using qualitative descriptive research	Different focuses on using narrative text in analyzing
3.	The Students' Difficulties in Using Simple Past Tense by Eight Grade Students of MTS Amal Shaleh Medan	Indah Syafitri Zalukhu (Madrasah Tsanawiyah Amal Shaleh)	Analysis in using simple past tense by eight grade students' and qualitative research	Different focus of data collected through multiple choice tests
4.	An Error Analysis of Using Simple Past Tense on Students' Writing Recount	Hasrat Sozanolo Harefa, Krisfof M. E. Telaumbanua and Yuliaman Gea (Junior High School	Error analysis uses the simple past tense in class VIII students' and this research uses qualitative methods	A different focus uses recount text in analyzing and only 20 students' are used for research

	Text at Text at The Eighth Grade of SMP Negeri 4 Tuhemberua in 2020/2021	Country Tuhemberua)	4		
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used descriptive qualitative. According to Cresswell (2009) qualitative research is a means to study and understand the meaning of individuals or groups that originate from humans or social problems. This study used a qualitative method, because researcher wants to analyze students' errors in using simple past tense. Therefore, the researcher investigates the analysis of students' errors in using the simple past tense in the writing class at MTsN 2 Surakarta with a descriptive qualitative research.

B. Research Setting

1. Place of Research

Based on the theory, researcher took research setting at MTsN 2 Surakarta especially 8A3 grade students'. MTs N 2 Surakarta is a school located in Surakarta. MTsN 2 Surakarta has a fairly complete and sufficient physical condition and facilities to support daily teaching and learning activities and learning activities. Such as classrooms, leadership rooms, teacher rooms, admin istrative rooms, science laboratories, computer laboratories, library rooms, UKS rooms, practical/workshop rooms, extracurricular rooms, toilets, counseling rooms, canteens, warehouses, fields, places of worship.

C. Research Subject

According to Creswell (2022) in the entire process of qualitative research, researchers focus on studying the meanings that participants have about problems or issues, not the meanings that researchers bring to research or writers express in literary works.

The subjects of this study were students of class 8A3 MTsN 2 Surakarta in the academic year 2022/2023. Class 8A3 is a special program class. There are 28 students' in class 8A3, there are 12 male students and 16 female students'. The number of eighth grade students' is 265 which consists of 13 classes. The sample of this research is class 8A3 students'. Class 8 consists of 11 classes, 5 special program classes and 6 regular classes at MTsN 2 Surakarta for the academic year 2022/2023.

D. Data and Source of the Data

The research data were analyzed using a qualitative descriptive study. The purpose of qualitative research is to gain clarity from the subject itself. Researchers collect data from phenomena to be analyzed, interpreted or processed. For this research, data was obtained directly from the research respondents in the form of student worksheets.

There were three kinds of data resources that were in this research:

1. Informant

Informants who are suitable for this research are class 8A3 students' of MTsN 2 Surakarta for the academic year 2022/2023. The reason for choosing class 8A3 for research was because there were several students when the learning took place students' still did not understand

the material and were not active in question and answer so the researcher was interested in taking the class to retrieve some data about what errors students' made in using the simple past tense.

2. Documents

According to Ranier (1997) documents are all written sources only. Documents in this study are students' worksheets. Researchers analyzed data in the form of students' work in the use of simple past tense in writing.

E. Research Instrument

In this research the main instruments are observation and interviews. Furthermore, the interview guide consisted of several questions related to the recount text. The researcher also used a voice recorder, camera and student worksheets to obtain data.

Table 3. 2 Interview Blue Print for Students

No.	Question for students
1.	Apakah kamu setiap hari menggunakan bahasa inggris?
2.	Apakah kamu mengalami kesulitan dalam menggunakan bahasa inggris?
3.	Media apa yang digunakan dalam pembelajaran bahasa inggris?
4.	Apa rumus simple past tense?
5.	Apakah kamu engalami kesulitan dalam menggunakan simple past tense?
6.	Kamu mengalami kesulitan dibagian apa?

7.	Bagaimana cara kamu menulis teks recount?
8.	Apakah kamu kesulitan dalam menulis teks recount?
9.	Bagaimana cara kamu mengartikan teks? Apakah perkata atau langsung perkalimat?
10.	Bagaimana reaksi guru saat melihat pekerjaan siswa yang salah? Apakah guru menjelaskan kesalahan yang dikerjakan oleh siswa?

F. Techniques of Collecting The Data

According to Sugiyono (2019:224) Data collection techniques are a strategic step in research, because the main goal in research is to obtain data. In qualitative research, data collection is carried out using natural settings (natural conditions) primary data sources, and data collection techniques involve participant observation, interviews and documentation.

1. Observation

To obtain data, researchers used observation to collect data. The first data collection technique is observation. According to Sugiyono (2013:226), observation is the essence of science. This technique is used to determine the extent of students' understanding in learning to use simple past tense in writing. The observation process was carried out during English learning for class 8A3 students. In this research, researcher used observation with participants. Researcher visited students in class. The researcher explained a little of the material. Next, the researcher gave test questions to class 8A3 students' to obtain data.

2. Interview

The second data collection technique is interviews. According to Sugiyono (2013:231) an interview is a meeting between two people to exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic. The researcher chose 3 students' to be used as samples based on the most errors.

3. Documentation

According to Sugiyono (2013:240) documents are records of events that have been missed. Documents can be in the form of images, writing or someone's monumental work. The documents in this research are student worksheets. Researchers analyzed data in the form of students' work in writing recount texts.

G. Trustworthiness of Data

Testing the validity of the data in research, is often focused only on testing the validity and reliability. There are two kinds of research validity, namely external validity and internal validity. Triangulation in this reliability test can be interpreted as checking data from various sources at various times, and in various ways. In this study using triangulation technique. According to Sugiyono (2013:274) Technique triangulation is used to test the credibility of the data which is done by checking data from the same source with different techniques. Examples of data obtained by interviews, then checked by observation, questionnaires or documentation.

H. Techniques of Analyzing the Data

Miles and Huberman in Sugiyono (2013), revealed that the activity in qualitative data analysis was carried out interactively and continued continuously until it was completed, so that the data was saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification.

1. Data reduction

According to Sugiyono (2013:247) Thus the reduced data will provide a clearer picture and make it easier for researchers to carry out further data collection and look for it if needed. Reducing data means summarizing, choosing main points, focusing analysis in the use of using the simple past tense in writing in 8A3 grade MTsN 2 Surakarta,

to find answers. Researchers reduce from all the data collected and get data that is more appropriate to be analyzed.

2. Data display

According to Sugiyono (2013:249) After the data is reduced, the next step is display the data. Researchers take data after describing and interpreting data continuously then the data that has been taken is made conclusions. In this study, the presentation of the data uses brief descriptions to focus analysis in the use of the simple past tense in writing in 8A3 grade MTsN 2 Surakarta for the academic year 2022/2023.

3. Conclusions and verification

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions were found to be temporary, and will change if strong information is not found to support the next stage of data collection.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

1) The most common errors students' made in using simple past tense in writing

Student errors are described based on the results of student worksheets. Researchers conducted pre-research interviews last May with 3 students who were selected based on the most errors. The researcher concluded that some students still did not understand the simple past tense material in recount text. The learners was still confused in distinguishing verbs 1, verbs 2 and verbs 3, therefore some students still used verb 1. In addition, students had difficulty distinguishing regular and irregular verbs. Therefore students' use a dictionary to make it easier to learn verbs 1, verbs 2 and verbs 3.

The researcher found many errors made by students in writing recount text. Any errors found are flagged and corrected. After that the researcher clarified each type of error and each source of error made by students. The researcher clarified each type of error made by students in one class totaling 24 students. The writer found a total of 79 errors, based on the strategy taxonomy surface, the writer classified the errors into omissions, additions, and misformation.

a. Omission

Omission errors is characterized by the absence of an item in well formed utterance. Based on the data, the writer found 13 omission errors which were made by the students. Errors related to omission made by students are in this following examples.

1. Data AJK

- Error sentence : I arried in Yogyakarta
- Correct sentence : I arrived in Yogyakarta

The sentence is not correct. The students must add the word to “arried”. It will make correct sentence. The correct sentence is "I arrived in Yogyakarta".

2. Data ARP

- Error sentence : Last week went to malang with my big family
- Correct sentence : Last week I went to Malang with my big family

The sentence is not correct. The student must adding subject before “went”. It will make correct sentence. The correct sentence is “Last week I went to Malang with my big family”.

3. Data GRF

- Error sentence: And angry when i saw the chicken I left eaten by my eat
- Correct sentence : And angry when I saw the chicken I left was eaten by my eat

The sentence is not correct. It must adding subject before verb. The appropriate subject is “was”. The correct sentence is “And angry when i saw the chicken I left was eaten by my eat”.

b. Addition

Addition errors is characterized by the presence of an item that must not appear in a well-formed utterance. Based on the data, the writer founds 3 addition errors which were made by the students. The analysis could be seen from the following data:

1. Data AWP

- Error sentence: We performance the song again in front of the parents
- Correct sentence : We performed the song again in front of the parents

This sentence has error in addition (regularization) “performance”. So, the correct sentence is: We performed the song again in front of the parents

2. Data DSA

- Error sentence: I and my family take go to Bandungan
- Correct sentence : I and my family went to Bandungan

This sentence has error in addition “take”. So, the correct sentence is: I and my family went to Bandungan”.

3. Data XRU

- Error sentence: It can refresh my mind from daily school activities
- Correct sentence : It could refresh my mind from daily school activities

This sentence has error in addition “can”. So, the correct sentence is: It could refresh my mind from daily school activities”

c. Misformation

Misformation are characterized by the use of wrong form of morpheme or structure. Based on the data, the writer found 65 misformation errors which were made by the students. The data of the research only found errors in archi form. Some analysis is could be seen from the following data:

1. Data AL

- Error sentence: Inside it is very exciting
- Correct sentence : Inside it was very exciting

There has wrong change of verb “is”, it should be “was”. The correct sentence is “Inside it was very exciting”

2. Data AL

- Error sentence: Because there are lots of livestock
- Correct sentence : Because there were lots of livestock

There has wrong change of verb “are”, it should be “were”. The correct sentence is “Because there are lots of livestock”

3. Data AL

- Error sentence: There are cows, horses, rabbits, geese, goats
- Correct sentence : There were cows, horses, rabbits, geese, goats

There has wrong change of verb “are”, it should be “were”. The correct sentence is “There are cows, horses, rabbits, geese, goats”

4. Data AL

- Error sentence: We can buy sausages and ice cream
- Correct sentence : We could buy sausages and ice cream

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses simple past tense. The correct sentence is “We could buy sausages and ice cream”

5. Data AL

- Error sentence: When we want to go home
- Correct sentence : When we wanted to go home

The sentence is not correct because the sentence uses infinitive verb. In writing recount text must uses past tense. There has wrong change of verb “want”, it should be “wanted”. The correct sentence is “When we wanted to go home”

2) **The factors influencing students’ errors in writing the simple past tense**

Based on data obtained from student interviews, researcher found that students in class 8A3 MTsN 2 Surakarta made errors in using simple past tense in writing recount text, this has become a habit in writing text. The factors of student error are described in the explanation.

a. Mother-tongue influence

Mother-tongue could be recognized as the first language of the learners which stands as the very important part of the learners and sometimes being difficult to change. Concerning with the students’ way to learn English a foreign language of its skills, mother-tongue would influence in way of expressing mind in writing. Thus, students’ habit in writing English as foreign language.

The factor of students' error in making recount text in MTsN 2 Surakarta was due to mother tongue influence. This was based on student statement on him answer of interview as below:

“bahasa yang digunakan setiap hari ya bahasa jawa kalau enggak ya bahasa Indonesia jadi kalau disuruh menggunakan bahasa inggris ya bisa tapi hanya sedikit dan kadang masih kesulitan karena bahasanya beda sama yang digunakan sehari-hari”

Students reveal that English is very different from Javanese in every language rule. As a first language, Javanese brings them to be an important influence on students. In other words, mother tongue is important because it is everyday language for students, it is difficult for them to change without habit.

b. Target language causes

Different with the causes of error in number one about mother-tongue concerned, here the cause of students' error in making recount text was due to target language itself. English as target language was recognized as the foreign language for the students which brought them to make errors in English skill, especially writing. Target language cause itself was dealing with the rule inside, such as grammatical rules, pronunciation, spelling, vocabulary and different aspects that were not contained on their first language. Students said:

“selain itu kita menggunakan bahasa inggrisnya terbatas nggak setiap hari jadi kalau disuruh ngomong atau nulis ya suka bikin kesalahan contohnya dalam membuat text recount kan menceritakan masa lampau kadang masih bingung ini pakenya verb 1, verb 2 atau verb 3

Then, by looking at the students' statements above, writing recount text is recognized as a difficult thing to solve because of the difficulty of rules in English such as the verbs used. Therefore, by arguing about difficulties in writing English, students make errors that cover various aspects or rules in English. The student says that he is still confused in using verbs 1, verbs 2 and verbs 3

c. Carelessness

Carelessness was concerned with teacher way to correct students' mistakes or errors in writing recount text. Sometimes teacher didn't care to remark the whole students' error then correct it into the appropriate rules in English. For instance, when teacher asked students to write a text and they got some errors, teacher just got them to come and show the parts that were having errors. Furthermore, when students were getting difficulties in arranging sentence or paragraph and they asked to the teacher, teacher got the information by browsing and searching in internet without giving more explanations to the students.

“kurang puas sama pembelajaran dari guru. Kadang guru kalau kita jawab pake bahasa inggris jarang benerin kesalahan kita”.

The carelessness relates to the way the teacher corrects students' errors in writing recount texts. Sometimes the teacher does not record all students' errors and then corrects them into appropriate rules in English.

d. Translation

Translation became the most important thing for students in MTsN 2 Surakarta in making recount text. Translation concerned with their way to write text in English through writing in Indonesian form first, thus the words or vocabularies they used were based on the words in Indonesian. Transferring meaning from Indonesian language into English language in written form became very usual habit for students in MTsN 2 Surakarta. It is because of their limitation of having vocabulary and the way of using the words based on the appropriate context. It was described on student's statement below:

“menulisnya dengan cara menulis bahasa indonesianya dulu baru diartikan ke bahasa inggris, jadi kadang-kadang ada kata-kata atau vocab nggak pas. Temen-temen juga memakai cara itu dari bahasa Indonesia ke bahasa inggris karena caranya paling mudah dilakukan kita biasanya sering mengartikan ke bahasa inggris dengan perkata walau kadang mengartikan per kata sama per kalimat hasilnya beda. Kalau ditanya mengalami kesulitan

nggak ya pasti mengalami kesulitan mbak kalau mengartikannya perkata kadang hasilnya masih gak sesuai misalkan kalau kita mengartikannya langsung good morning itu kan artinya selamat pagi tapi kalau perkata jadinya bagus pagi karena good artinya bagus sedangkan morning itu pagi”

The conclusion from the statement above is that the translation method in writing recount is one of the causes of students making errors. They adopted words from Indonesian to translate into English without paying attention to the appropriate wording of the text as he stated above. Indeed, students' limited vocabulary will make it difficult for them to choose appropriate vocabulary that has the same meaning in Indonesian or English. This happened to most of the students in the class, so most likely they made errors in using the missing vocabulary because this was their translation method.

e. Limited learning

As a foreign language, English is taught and studied by MTsN 2 Surakarta students in schools with limited time. Limitations of learning make students one of the factors in writing recount texts because they only study English in a very limited time. In addition, another factor is that teachers rarely give practice to students to write texts. It happened when the teacher gave material about recount text, the teacher didn't ask them to do text writing exercises like before, so they made recount text only once. As the students said:

“guru memberikan materi, media yang digunakan LKS dan kamus aja. Terus habis memberi materi gurunya nyuruh kita mengerjakan mengenai text recount. Tugasnya waktu itu disuruh buat text recount tapi hanya sekali jadi wajar kalau vocabnya kadang masih salah. Soalnya pelajaran bahasa inggrisnya tidak setiap hari mba”

From the statement above, it is explained that MTsN 2 Surakarta students learn with limited things such as media, techniques and evaluation. In addition, the teacher only conveys material using student worksheets (LKS) and dictionary. Researcher obtained data that students had very limited English learning in class, especially those related to students' writing skills. This makes them experience errors in their writing.

B. Discussion

This research is to solve two research questions. First, what are the most common errors which students' made in using the simple past tense in writing and second, what are the factors influencing students' errors in writing the simple past tense researchers used interviews, observations and documentation. The researcher clarified each type of error made by students in one class totaling 28 students. Based on the analysis of the data above, it was found that 79 errors were identified in 24 students who wrote recount texts. In collecting data, the writer chose a class consisting of 28 students. The class 8A3 MTsN 2 Surakarta. The types of errors are divided into four categories based on the theory of Dulay et al (1982) such as omissions, additions, formation errors, and compilation

errors. Students make recount texts that have personal experiences and holidays. They study recount text in grade 8, meaning that the teacher has explained the material about recount text.

Students have written a recount text to be analyzed. Wrong writing is considered an error. After analyzing the data, this study found that there were 3 types of errors made by students. The first is an omission of 12 errors. The second is the addition of 3 errors. The third is misformation with 64 errors and the fourth is misordering with 0 errors. This means that in this study the authors found three types of taxonomic-type surface strategies.

While related to the factors influencing of students' errors in writing recount texts, the researcher uses the theory of James (1997) and Norrish (1983) who admit that the causes of these errors are related to their language habits. In fact, researchers found that the causes of their errors came from sources of language comprehension such as translation, carelessness, mother tongue, very limited learning, and the target language itself. Meanwhile, related to mother tongue, this is due to students' lack of understanding of English and the way they make their mother tongue a priority and the target language as a minority. Students claim that English is very different from Javanese in every language rule. As a first language, Javanese makes it an important influence on students. In other words, the mother tongue which is important for students is difficult for them to change without habituation.

With regard to the target language, almost all of the students in her class faced the same problem as her about difficulty using the right words or

vocabulary according to the rules. In terms of translation, students are used to translating texts from Indonesian to English without checking the grammar corrections of the translation. The facts on the ground agree with James' theory, although not all of the blame comes from him. In addition, apart from the aspect of understanding the language, another cause of error is the carelessness of the teacher and the students themselves.

From the statement above, it is explained that MTsN 2 Surakarta students learn with limited things such as media, techniques and evaluation. In addition, the teacher only conveys material using student worksheets (LKS) and dictionary. Researchers obtained data that students had very limited English learning in class, especially those related to students' writing skills. This makes them experience errors in their writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of the study was to find out what are the most common errors which students' made in using the simple past tense in writing and to find out what factors influenced students' errors in writing simple past tense for MTsN 2 Surakarta class 8A3 students. In this study, there were four types of errors. These types include omissions, additions, misformation, misordering. Errors were found through data collection on students at MTsN 2 Surakarta class 8A3. According to his analysis, these errors occur because students still do not understand the simple past tense material in recount text.

Instead, language is also a factor students make errors. Related questions in the second study, the most frequent error was misformation with a frequency of 64 errors, the second highest error was omission with a frequency of 12 errors, the third highest error was addition with a frequency of 3 errors, and the lowest was misordering with 0 errors. The number of error frequencies above reveals that errors still occur in writing recount text among students in class 8A3 MTsN 2 Surakarta.

The factors of student error, described in the following explanation based on data obtained from student interviews.

a. Mother tongue influence

Students' reveal that English is very different from Javanese in every language rule. As a first language, Javanese brings them to be an important influence on students. In other words, mother tongue is important because it is everyday language for students, it is difficult for them change without habit.

b. Target language causes

Then, by looking at the students' statements above, writing recount text is recognized as a difficult thing to solve because of the difficulty of rules in English such as the verbs used. Therefore, by arguing about difficulties in writing English, students make errors that cover various aspects or rules in English. The student says that he is still confused in using verb 1, verb 2, verb 3.

c. Carelessness

The carelessness relates to the way the teacher corrects students' errors in writing recount texts. Sometimes the teacher does not record all students' errors and then corrects them into appropriate rules in English.

d. Translation

The conclusion from the statement above is that the translation method in writing recount is one of the causes of students making errors. They adopted words from Indonesian to translate into English without paying attention to the appropriate wording of the text as he stated above. Indeed, students' limited vocabulary will make it difficult for them to

choose appropriate vocabulary that has the same meaning in Indonesian or English. This happened to most of the students in the class, so most likely they made errors in using the missing vocabulary because this was their translation method.

e. Limited learning

From the statement above, it is explained that MTsN 2 Surakarta students learn with limited things such as media, techniques and evaluation. In addition, the teacher only conveys material using student worksheets (LKS) and dictionary. Researcher obtained data that students had very limited English learning in class, especially those related to students' writing skills. This makes them experience errors in their writing.

B. Suggestion

Based on the results of this study, it provides several recommendations for students or readers, teachers and further researchers.

1. For students or readers

To improve students' ability to learn grammar. Researchers suggest that students can pay attention when writing recount text. Students can study grammar first to understand how to write recount text so as to avoid errors.

2. For teachers

Based on the results of research analyzing errors in using the simple past tense in writing recount texts among students in class 8A3 MTsN 2 Surakarta, the researcher suggests that teachers can discuss the errors made by students in writing recount texts to make it easier for students to write recount texts in learning the simple past tense.

3. For further researchers

Based on research on what errors students most often made in using simple past tense in writing and knowing what factors influence students' mistakes in writing simple past tense made by students in class 8A3 MTsN 2 Surakarta, the researcher recommends to future researchers who want to the same topic can use different methodologies.

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APPENDIX

Appendix I

Interview Result

Question for Students:

1. Apakah kamu setiap hari menggunakan bahasa inggris?
2. Apa kamu mengalami kesulitan dalam menggunakan bahasa inggris?
3. Media apa yang digunakan dalam pembelajaran bahasa inggris?
4. Apa rumus simple past tense?
5. Apa kamu mengalami kesulitan dalam menggunakan simple past tense?
6. Kamu mengalami kesulitan dibagian apa?
7. Bagaimana cara kamu menulis teks recount?
8. Apakah kamu kesulitan dalam menulis teks recount?
9. Bagaimana cara kamu mengartikan teks? Apakah perkata atau langsung perkalimat?
10. Bagaimana reaksi guru saat melihat pekerjaan siswa yang salah? Apakah guru menjelaskan kesalahan yang dikerjakan oleh siswa?

Answer:

Student (1)

1. Sekarang jarang mbak, aku kan orang solo identik bahasa jawa jadi yang tak pake hanya bahasa jawa, dulu kalau dirumah sering pake bahasa inggris tapi sekarang udah jarang kalau pake bahasa inggris hanya disekolah saat pelajaran bahasa inggris dan pelajarannya tidak setiap hari
2. Masih kesulitan mbak karena bahasa inggris berbeda bahasanya dengan yang digunakan sehari-hari
3. Mediana cuma pake LKS, kamus,
4. Subject + V1 + Object
5. Masih, kalau belajar tense sering keliru dengan rumus tense yang lain
6. Masih bingung dalam menggunakan verb 1, verb 2, dan verb 3
7. Caranya menggunakan bahasa indonesia dulu baru diartikan ke bahasa inggris, kadang ada kata-kata atau vocab yang gak pas. teman-teman juga pake cara itu krna caranya mudah
8. Mengalami kesulitan kalau disuruh buat text karena aku mengartikannya perkata kadang hasilnya nggak sesuai
9. Perkata karena itu merupakan cara yang sangat mudah
10. Guru jarang membenarkan kesalahan kita kak. Kalau disuruh buat text terus ada yang salah cuma diberi tau mana aja yang salah tanpa dijelasin kenapa bisa salah

Student (2)

1. Jarang mbak. Bahasa yang tak pake setiap hari hanya bahasa Indonesia kalau enggak bahasa jawa.
2. Kesulitan pastinya mbak karena jarang menggunakan bahasa inggris
3. Kamus dan LKS
4. Subject + V2 + Object
5. Pasti masih
6. Kesulitannya dibagian verb kalau simple past tense menggunakan verb 2 kadang aku masih menggunakan verb 1
7. Kalau aku menggunakan bahasa Indonesia dulu lalu bahasa inggris krna menurutku itu cara paling mudah walau kadang mengartikan perkata dan perkalimat hasilnya beda misal kalau langsung mengartikan good morning itu artinya selamat pagi tapi kalau perkata jadinya bagus pagi karena good artinya bagus morning artinya pagi
8. Kalau ditanya mengalami kesulitan pasti kesulitan mbak, karena jarang disuruh buat text. Dulu pernah buat text tapi hanya sekali jadi wajar kalau vocabnya masih ada yang salah jadi harus dipelajari lagi
9. Perkata, karena kalau perkata itu lebih mudah dari pada perkalimat
10. Dulu pernah disuruh buat text terus masih ada siswa yang salah hanya dipanggil satu-satu dan hanya diberi tahu mana aja yang salah

Student (3)

1. Enggak mbak menggunakan bahasa inggrisnya kalau pas pelajaran bahasa inggris aja dan kalau disuruh menggunakan bahasa inggris itupun nggak setiap hari karena pembelajaran bahasa inggrisnya terbatas
2. Kesulitan pastinya karena setiap hari tidak menggunakan bahasa inggris
3. Kamus dan LKS
4. Rumusnya S + V1 + object
5. Masih kak
6. Kesulitannya dibagian verba bingung ini pake verb 1, verb 2 atau verb 3. Dulu pernah harusnya pake verb 2 tapi pake verb 1.
7. Aku bahasa Indonesia dulu baru bahasa inggris karena ini cara yang paling mudah kalau langsung bahasa inggris aku kadang bingung
8. Kesulitan, waktu itu pernah setelah diberi materi disuruh buat text recount tapi hanya sekali setelah itu udah nggak pernah jadi wajar kalau menemukan vocab yang masih salah
9. Aku artikan dulu perkata kalau langsung perkalimat aku bingung, temen-temen juga mengartikannya perkata karena itu cara yang mudah
10. Kalau siswa mengerjakannya masih ada yang salah guru panggil nama siswa satu-satu untuk maju kedepan terus hanya dikasih tau yang salah tanpa dijelasin, aku kurang puas sama pembelajaran yang diajarkan oleh guru karena guru hanya memberi tau yang salah terus kalau jawab menggunakan bahasa inggris guru jarang benerin kesalahan kita.

Appendix II

Student Test

Name:

Class:

Instruction

Write a recount text with a theme (personal experience)

Appendix III

Student Work:

1) Student 1


Name : Aisyah Lu'lu Al M / 01
 kelas : BA3.

No. _____
 Date: _____

Vocation to Boyolali

Hi my name is lulu, during my last ~~was~~ vacation, my family
 and me went on vacation to Boyolali. My extended
 family and me went to a playground in Boyolali namely
 cheese park. Inside it is very exciting, because there are
 lots of livestock. there are cows, horses, rabbits, geese, goats,
 fish and many more. after walking around there we can buy
 sausages and ice cream and when we want to go home
 there is a very large food shop. Containny cimory branded
 food and drinks and can be bought for souvenirs. that's
 story from me and my extended family, thank you so
 much! Don't forget to go to the cheese park in cepogo.
 it's very exciting there are lots of things for young children
 to learn!

<input type="checkbox"/>	Error Sentence.	Correct Sentence
<input type="checkbox"/>	1. is.	was
<input type="checkbox"/>	2. are.	were
<input type="checkbox"/>	3. can	could
<input type="checkbox"/>	4. want.	wanted.
<input type="checkbox"/>	5. That's	That was.
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		



2) Student 3

Nam : Anindita Julwarda N K
 Kelas : VIII A3 / 3
 DATE

Go to Cardl Borobudur

I was very excited when I learned that my company was sending me on a vacation to Borobudur temple. I had always wanted to visit this ancient Buddhist temple and now I finally had the chance.

I arried in mageiang, the city ~~were~~ where the temple is located, on a hot July day. After checking into explore the city the next day, I wake up early and made my way to the temple. The temple was even more beautiful than I had imagined. It was huge, and there were so many intricate details carved into the stone. I spent hours exploring every corner of the temple and taking pictures of course. Finally my dream to visited ~~borobudur~~ Borobudur come true.

Error Sentence	Correct Sentence.
1. arried	arrived
2. wake up	woke up.
3. come	came

3) Student 6

No. _____
Date: _____

Ayra Windhi Pramesti
8A3/06

Performance Day

Last Semester, I had a performance day at school.

In staging the performance day, we held some

competition. I joined the singing competition.

First, I did a preparation with my friend, Awa

we sang a song together. Me and Awa sang A

thousand years by Christina Perry. Then, we sang the

song in front of the judge. The competition was

recorded. Fortunately, I won the competition. I

was very proud of my self. After that, we performance

the song again in front of the parents. I was

really happy and proud of my achievement.

	Error Sentence	Word sentence
<input type="checkbox"/> 1.	Performance	Performed.
<input type="checkbox"/> 2.		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

4) Student 7


Chalisa Melvin Azzahwah
8A3 / 07

Date: _____

Late Assignments

Sometimes I work on assignments close to the time
 the assignments is collected, Until a few weeks ago
 i was overwhelmed because of the many assignments
 that were collected in the fler future.
 At that time there were ~~so~~ social science, English
 and Javanese assignments. I'm lazy and underestimate
 the task and when there is free time i prefer to play
 games or play basketball. Suddenly i was appointed
 by the school to take part in a research competition.
 I'm Confused about which one to do first because all
 ~~tasks~~ tasks must be submitted in the near future.
 Since that day, i don't want to delay doing to my
 assignments anymore.

Error Sentence	Correct Sentence
<input type="checkbox"/> 1. work	worked
<input type="checkbox"/> 2. is collected	was were . collected
<input type="checkbox"/> 3. I'm lazy	I was lazy
<input type="checkbox"/> 4. is free	was free
<input type="checkbox"/> 5. prefer	preferrad
<input type="checkbox"/> 6. I'm confused	I was confused
<input type="checkbox"/> 7. must	had to
<input type="checkbox"/> 8. don't	didn't



5) Student 8


No. _____
Date: _____

Weekend at Bandung

Last Yesterday, I and my family took take go to Bandung. We wake up early in the morning to prepared all the things we needed. Mother and I prepared breakfast quickly. Then, we had breakfast together. After that, we started our journey to Bandung. Father drove car carefully. We arrived at the hotel in Bandung at half past seven in the morning. The hotel was at the peak of Bandung. We unpack our luggage and rested for a while restore our energy. A moment later mom told us to get ready to went to the train station. It was fantastic! We rode on an old train. It last for thirty minutes.

The next day, we went up the hill to the Gedong Songo temple complex. The location was quite far, so we rode horses to go to the temple. This is a very pleasant holiday.

Nama : Devika Senja Amgdeni
No. absen : 8
Kelas : VIII A3



6) Student 11

No.
Date

My Grandpa's Hometown

4 month ago, my family and I were in my grandpa's Hometown. It is our annual agenda every holiday at the end of Semester. Unfortunately, it was the rainy season there. It rained almost every day there. We didn't have enough time to visit some tourist places there because of the rain, we had not enough sunlight even to dry up our ~~laundry~~ laundry. As a result, we just stayed at home almost all day long. Seeing the condition, we decided to make an interesting activity indoors to spend the holiday together. The activity we chose that day was making ~~funny~~ funny videos. By doing this, we could kill our boredom of staying at home because of the rain ~~and~~ make a creative activity instead.

Faradina Vanya C
BA3 / 11

Error Sentence	Correct Sentence
1. make	made

7) Student 12

Date: _____

Ghilman Rughbani Fadz.
12/8A3

Angry Because of My Cat

7 years ago I lived in Bandung. I had a eat, one day

I was eating fried chicken. When I finished eating that,


I left one chicken thing for me I a eat in the

next day, but when I woke up, I was shocked and

angry when I saw the chicken I left eaten by my

eat. I because I really want to eat it.

Error Sentence	Correct Sentence.
<input type="checkbox"/> 1. thingh.	thigh.
<input type="checkbox"/> 2. eat.	ate
<input type="checkbox"/> 3. left.	left was.
<input type="checkbox"/> 4. want.	wanted.



8) Student 13


Hardar Nabli / 8A3 / 13

No. _____
Date: _____

Vacation to Malang

Last month I went to Malang with
 my family. I leave at 8 pm, and got
 there at 7 ~~pm~~ am. In the morning me
 and my family had breakfast at Pak Sodik's
 stall, to try the legendary rawon me and
 my family visited Lippo Plaza Batu Mall for
 a while. After that we visited the transport
 museum Malang. We saw many vehicles from
 every country, also saw the parade. We also
 try VR Game and got lunch at the floating
 market. Afterward we went to The Onsen Hot
 Spring Resort to rest. At night we visited Batu
 Night Spectacular to try lot of ride and eat
 safe for dinner. The next day me and my
 family took time to try "Bakso Presiden" before
 we went home. I had so much fun in
 Malang and it was memorable memories.

Error Sentence	Correct Sentence
1. I <u>leave</u> at 8 pm	I <u>left</u> at 8 pm
2. We also <u>try</u> VR Game	We also <u>tried</u> VR game



12) Student 19


No
Date

Mahardika Roffi S/8A3./19

Iced Tea

I used to drink Iced tea a lot, until i fell
 Sick from that bad habit. I had been told
 by my parents not to drink much iced tea,
 but I didn't listen to my parents advice and
 continues to drink iced tea. After drinking
 the iced tea, I left unwell. then I decided to
 drink warm water and take a nap to
 relieve the pain. When I woke up, I still felt
 the pain and my parents decided to get me
 some medicine. Then I took the medicine and
 Promised not to drink iced tea often again.

	Error Sentence	Correct Sentence.
<input type="checkbox"/>	1. Continues	Continued
<input type="checkbox"/>		
<input type="checkbox"/>	2. take,	took.
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		



13) Student 20

No. _____
 Date: Muhammad Bryan Rizky H/20/8A3

Vacation to grandma's House

Last month my family and I visited my Grandmother's house which is located in the city of Bandung

We went there by car. The journey takes about 10 hours to get there. After 10 hours of traveling my family and I arrived at my grandmother's house and were received by my grandmother who was waiting for us. We spent 5 days at grandma's house. Grandma cooks my favorite food. I am very happy

Error Sentence	Correct Sentence
<input type="checkbox"/> 1. takes	took.
<input type="checkbox"/> 2. cooks	cooked
<input type="checkbox"/> 3. am	was

STUDY TO ACHIEVE DREAM DITROK

15) Student 23

No. _____
 Date, Rahman anwar murrto / 8A3/23

Go to camping

A few months ago, my friends and I went camping with 10 people, The journey takes 10 minutes from our house leaving in the afternoon. We set up camp in the field for 1 day 1 night. In the evening we gather there to sing, read poetry. The next day my friends prepared food for breakfast and after break fast we packed our things and get ready to go home. This is a very enjoyable vacation because this is first time camping.

<input type="checkbox"/>	Error sentence	Correct sentence
<input type="checkbox"/>	1. takes _____	'took. _____
<input type="checkbox"/>	2. gather _____	gathered _____
<input type="checkbox"/>	3. is _____	was _____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

STUDY TO ACHIEVE DREAM

16) Student 24


No _____
Date _____

Sabryna Aqila / 24 / 8A3

Goes to Jogja

Yesterday's Eid, I visited my grand parents house in Jogja. I visited with my father, mother, and brother. I leave home at 6 p.m half way to Jogja we stop for breakfast. Solo - Jogja doesn't take long, just a moment. When I arrived in Jogja, I visited my grand parents and my aunt's uncle. There we held small events for entertainment. After the event was over we took a family photo and after that we went back to solo again. I feel happy after meeting my extended family, I hope that next year's Eid we can still gather together again.

Error Sentence	Corred Sentence
1. leave.	left
2. stop.	stoppod
3. didn't.	didn't.
4. felt	feit.
5. hoped	hoped.
6. can	Could



17) Student 25

No. _____
Date: Surya Arza Putra / 8A3

Holiday

Last week, my family members and I visited Yogyakarta,
 in Yogyakarta, we visited many famous locations, The first day
 of our vacation we visited the Gembira Loka Zoo, a famous
 zoo in Yogyakarta,

There we saw animals such as crocodiles, fish, tigers,
 snakes, I take some interesting pictures, Around the afternoon,
 we returned to the hotel where we were staying to rest,
 I felt very comfortable staying at this hotel because
 of the complete facilities, The next day, my family and
 I went to Malioboro, I bought some souvenirs and food
 for some of my close friends.

I like holidays in Yogyakarta, even though it's not
 long but it brings a very pleasant experience that
 can't be forgotten

<input type="checkbox"/>	Error Sentence	Correct Sentence
<input type="checkbox"/>	1. take.	took.
<input type="checkbox"/>	2. It's not	wasn't.
<input type="checkbox"/>	3. brings.	brought.
<input type="checkbox"/>	4. Can't.	Could not

STUDY TO ACHIEVE DREAM

18) Student 26

		No.	Date
<input type="checkbox"/>	<u>Holiday in Baron Beach</u>		
<input type="checkbox"/>	Last year, at the end of the year, my family and I decided to spend		
<input type="checkbox"/>	our holiday at Baron beach. Which is located in Gunung Kidul		
<input type="checkbox"/>	regency. When we arrived at the beach. We see the beautiful		
<input type="checkbox"/>	scenery of the beach. After having a quick dip in the ocean,		
<input type="checkbox"/>	which was really cold and windy. We realized that there were		
<input type="checkbox"/>	many people there because that day was a holiday. After		
<input type="checkbox"/>	spending some time playing sand castles and taking pictures.		
<input type="checkbox"/>	We bought some fish chips, and coconut water at the takeaway		
<input type="checkbox"/>	store nearby. And we then rode the boat on the beach for		
<input type="checkbox"/>	a while. On the very day, we decided to go home when we		
<input type="checkbox"/>	finally made it back home, we are very happy to have a		
<input type="checkbox"/>	vacation on an amazing beach.		
<input type="checkbox"/>			
<input type="checkbox"/>	Syafina Haninda Aulia		
<input type="checkbox"/>	26		
<input type="checkbox"/>	VIII-A3		
<input type="checkbox"/>			
<input type="checkbox"/>	Error Sentence.	Correct Sentence.	
<input type="checkbox"/>	1. see.	saw.	
<input type="checkbox"/>	2. are.	were	
<input type="checkbox"/>			
<input type="checkbox"/>			

19) Student 27

Go to Bali

Last year holiday, me and my family went to Bali.
 In the morning after my family and I arrived in Bali, we went
 on a boat to see a dolphins in the middle of the sea. The
 morning atmosphere was very cool and calming. When we were
 in the middle of the sea, me, my family, and other visitors
 saw groups of dolphins swimming jumping around.
 And under the sea there is a lot of Plankton and there are
 jelly fish too, there my cousin was stung by a jelly fish, ~~for~~
 fortunately it was not dangerous, after my cousin was stung
 by a jelly fish we were forbidden to dip our hands into the
 sea.
 After the time is up we go back to the hotel and eat our
 break fast. It was the most exciting and memorable vacation
 in my opinion.

Syifa Queen Latifa
 BAS / 27

Error Sentence	Correct Sentence
1. is.	was
2. are.	were
3. go	was
4. eat.	ate

BOSS

20) Student 28

No _____
Date _____

Xavier Raka Urnani / 28 / 842


Holiday at Home

Last December, I took a semester off. I woke up at 04.30 in the morning then ablution for the morning prayer. After that I went back to sleep and woke up at 8 a.m. Then I made the bed after that I took a shower and after taking a shower I help my mother cook. After I finish cooking, I had breakfast and then I clean the house. After cleaning, I rest while watching TV. Even though it was boring, it was can refresh my mind from daily school activities.

Error Sentence	Correct Sentence
1. help. ...	helped. ...
2. finish. ...	finished. ...
3. Clean ...	cleaned. ...
4. I rest. ...	I took a rest. ...
5. Can ...	could. ...

Appendix V

Surat Izin Penelitian


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
 Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
 Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-1881/Un.20/F.V/PP.00.9/05/2023 8 Mei 2023
 Lamp. : -
 Perihal : **Permohonan Izin Penelitian**


Kepada Yth.
 Kepala MTs N 2 Surakarta
 di
 Tempat

Assalamu'alaikum Wr. Wb.
 Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **AMBAR HERNING SIGMAWATI**
 NIM : 196121168
 Program Studi : Pendidikan Bahasa Inggris
 Semester : 8
 Judul Skripsi : An Analysis of Students' Errors in Using Simple Past Tense in Writing Class at MTsN 2 Surakarta in the Academic Year 2022/2023


Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
 Adapun waktu penelitian pada tanggal 16 Mei 2023 sampai tanggal 23 Mei 2023.
 Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.


 Prof. Dr. Toto Suharto, S.Ag., M.Ag.
 NIP. 19710403 199803 1 005

Appendix VI

Surat Telah Melakukan Penelitian


KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SURAKARTA
MADRASAH TSANAWIYAH NEGERI (MTsN) 2 SURAKARTA
 Alamat : Jalan Transito Surodalan Pajang Laweyan Surakarta 57146 Telp. (0271) 719671
 Fax. (0271) 743438 E-mail: mtsnsurakarta@yahoo.co.id website: mtsn-ska2.sch.id

SURAT KETERANGAN
 Nomor : 350/MTs.11.31.02/PP.00.5/07/2023


Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri (MTsN) 2 Surakarta :

1. Nama : H. Syammuji, S.Pd., M.Pd
 2. NIP : 19680607 199903 1 002
 3. Pangkat / Golongan : Pembina Tk. I (IV/b)
 4. Jabatan : Kepala Madrasah
 5. Instansi : MTsN 2 Surakarta

menerangkan dengan sesungguhnya, bahwa :

1. Nama : Ambar Herning Sigmawati
 2. NIM : 196121168
 3. Fakultas : UIN Raden Mas Said Surakarta
 4. Program Studi : Pendidikan Bahasa Inggris
 5. Keterangan : Nama tersebut benar-benar telah melaksanakan Penelitian pada tanggal 16 Mei 2023 sampai tanggal 23 Mei 2023 di MTs Negeri 2 Surakarta.

Demikian untuk menjadikan maklum dan dipergunakan sebagaimana mestinya.

Surakarta, 18 Juli 2023
 Kepala Madrasah

 H. Syammuji, S.Pd., M.Pd
 NIP. 19680607 199903 1 002

Appendix VII

Surat Tugas Pembimbing


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
 Jalan Pandawa, Pucangan, Kartasura, Sukoharjo, Telepon (0271) 781516 Fax (0271) 782774
 Website: www.uin-surakarta.ac.id E-mail: akademik@uinsaid@gmail.com

SURAT TUGAS
 Nomor : B-4580/Un.20/F.VIPP.00.9/10/2022

Assalamu'alaikum Wr. Wb.
 Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta dengan ini memberikan tugas kepada:

Nama : **Nuning Wahyu Astuti, M.TESOL.**
 NIP : 19890413 201903 2 025
 Sebagai : Pembimbing 1

dalam proses penulisan skripsi mahasiswa :

Nama : **AMBAR HERNING SIGMAWATI**
 NIM : 196121168
 Jurusan / Prodi : Pendidikan Bahasa Inggris
 Semester : 7
 Judul Skripsi : Analysis of Student Errors in Using Past Continuous Tense in 9th grade students of MTS N 2 Surakarta

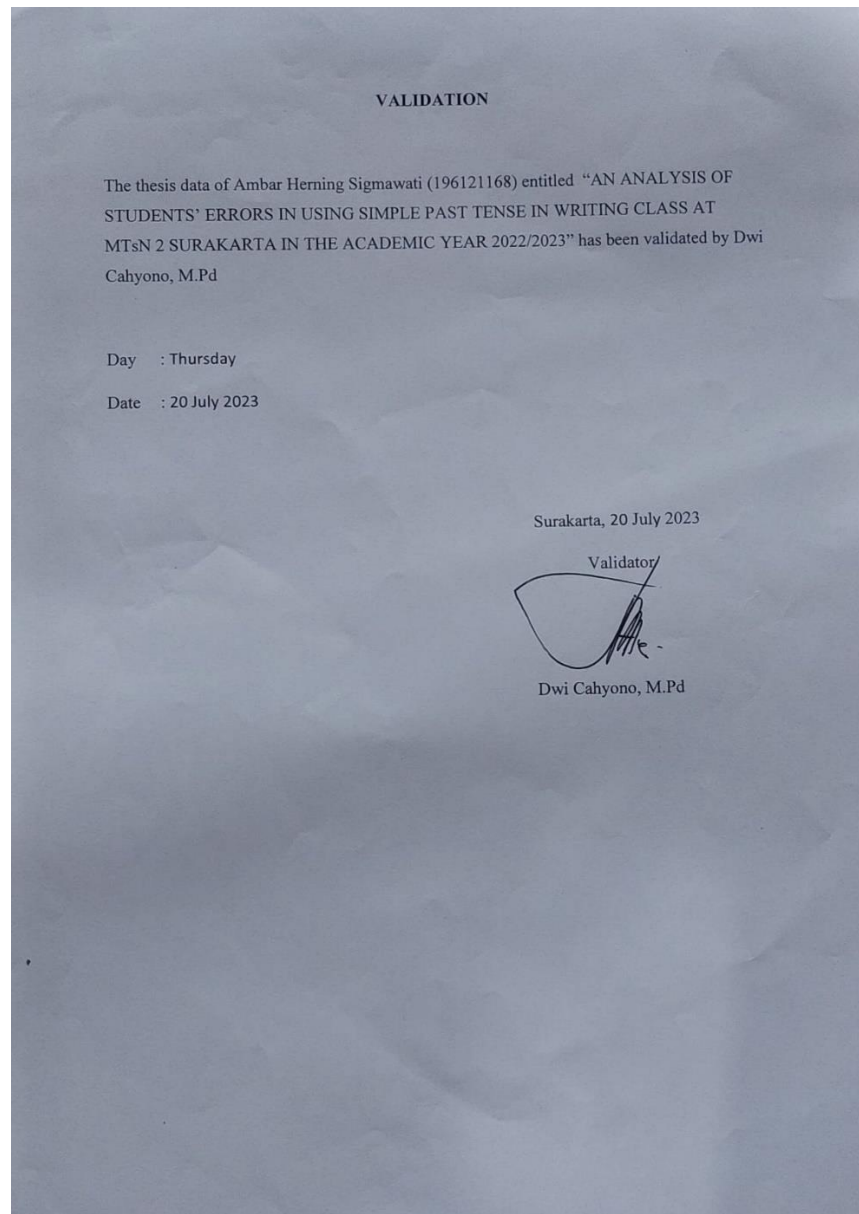
Demikian surat tugas ini disampaikan untuk dapat dilaksanakan sebagaimana mestinya. Atas kesediaan Saudara, kami sampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.

Sukoharjo, 31 Oktober 2022


Prof. Dr. Toto Suharto, S.Ag.,M.Ag.
 19710403 199806 1 005



Appendix VIII**Surat Pernyataan Validator**

Appendix IX

Documentation



Appendix X

Data Analysis of Error

1st Student (Aisyah Lu'lu)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1	Inside it is very exciting			V		The sentence has error. It is misformation because it is in simple present tense.	Inside it was very exciting	V	
2	Because there are lots of livestock			V		The sentence has error. It is misformation because it is in simple present tense.	Because there were lots of livestock	V	
3	There are cows, horses, rabbits, geese, goats.			V		The sentence has error. It is misformation because it is in simple present tense.	There were cows, horses, rabbits, geese, goats.	V	
4	We can buy sausages and ice cream			V		The sentence has error. It is misformation because it is in simple present tense.	We could buy sausages and ice cream	V	

3st Student (Anindita Julianda N K)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	I arried in Yogyakarta	V				The sentence has error. It is omission because the verb missed one letter	I arrived in Yogyakarta	V	
2.	Into explore the city the next day I wake up early and made my away to the temple			V		The sentence has error. It is misformation because it is in simple present tense.	Into explore the city the next day I woke up early and made my away to the temple	V	
3.	Finally my dream visit Borobudur come true			V		The sentence has error. It is misformation because it is in simple present tense.	Finally my dream visit Borobudur came true	V	

4st Student (Assyifa Rosella Putri)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False

1.	Last week went to malang with my big family	V				The sentence has error. It is omission because the sentence missed its subject	Last week I went to Malang with my big family	V	
2.	I leave at 8 am			V		The sentence has error. It is misformation because it is in simple present tense.	I left at 8 am	V	

5st Student (Awahita Valora Ahmad)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	No error							V	

6st Student (Ayra Windhi Pramesti)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	We performance the song again in front of the parents		V			The sentence has error. It is addition (regularization) because the word performance is	We performed the song again in front of the parents	V	

						noun, and it should be in verb form.			
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7st Student (Chalisa Melvin Azzahwah)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	Sometimes I work on assignments close to the time			V		The sentence has error. It is misformation because it is in simple present tense.	Sometimes I worked on assignments close to the time	V	
2.	The assignments is collected			V		The sentence has error. It is misformation because it is in simple present tense.	The assignments were collected	V	
3.	I'm lazy and underestimate the task			V		The sentence has error. It is misformation because it is in simple present tense.	I was lazy and underestimate the task	V	
4.	And when there is free			V		The sentence has error. It is misformation because it is	And when there was free	V	

1.	I and my family take go to Bandungan		V			The sentence has error. It is addition (double marking) because it is in simple present tense and has two verbs. It needs only one verb.	I and my family went to Bandungan	V	
2.	It last for thirty minutes	V				The sentence has error. It is omission because the sentence missed one word	It was last for thirty minutes	V	
3.	This is a very pleasant holiday			V		The sentence has error. It is misformation because it is in simple present tense.	That was a very pleasant holiday	V	

11st Student (Faradina Vanya C)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	And make a creative activity instead			V		The sentence has error. It is misformation because it is in simple present tense.	And made a creative activity instead	V	

12st Student (Ghilman Rughbani Faaz)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	I left one chicken thingh for me I a eat in the next day			V		The sentence has error. It is misformation because it is in simple present tense.	I left one chicken thigh for me I ate in the next day	V	
2.	And angry when i saw the chicken I left eaten by my eat	V				The sentence has error. It is omission because the sentence missed one word	And angry when I saw the chicken I left was eaten by my eat	V	
3.	I because i really			V		The sentence has error. It is	because I really	V	

	want to eat it					misformation because it is in simple present tense.	wanted to eat it		
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13st Student (Haidar Nabil)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	I leave at 8 pm			V		The sentence has error. It is misformation because it is in simple present tense.	I left at 8 pm	V	
2.	We also try VR Game			V		The sentence has error. It is misformation because it is in simple present tense.	We also tried VR Game	V	

15st Student (Jihan Faiha)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	The waves there are suitable for swimming			V		The sentence has error. It is misformation because it is	The waves were suitable for swimming	V	

						in simple present tense.			
2.	But I don't swim and just play on the beach sand			V		The sentence has error. It is misformation because it is in simple present tense.	But I didn't swim and just played on the beach sand	V	
3.	Then to pray and continue the journey home	V		V		The sentence has error. It is omission because the sentence missed its subject. The sentence has error. It is misformation because it is in simple present tense.	Then I prayed and continued the journey home	V	
4.	This is a memorable experience for me and my family			V		The sentence has error. It is misformation because it is in simple present tense.	That was a memorable experience for me and my family	V	

16st Student (Kayla H N)

No	Sentences	Types of error	Explanation	Validation
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		Omi	Add	Misfor	Misor		Revised Sentences	True	False
1.	I leave at 6 am			V		The sentence has error. It is misformation because it is in simple present tense.	I left at 6 am	V	

18st Student (Khalisah Khairun Niswah)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	The 7 th grade children camping in mojogedang, karanganyar	V				The sentence has error. It is omission because the sentence missed one word	The 7 th grade children were camping in Mojogedang, Karanganyar	V	
2.	We didn't shower for 3 days	V				The sentence has error. It is omission because the sentence missed one word	We didn't take shower for 3 days	V	
3.	I heard so many horror stories while	V				The sentence has error. It is omission because the	I heard so many horror stories while there even so	V	

	there even so I still happy					sentence missed one word	I was still happy		
4.	I also miss my family			V		The sentence has error. It is misformation because it is in simple present tense.	I also missed my family	V	
5.	While there we are not allowed			V		The sentence has error. It is misformation because it is in simple present tense.	While there we were not allowed	V	

19st Student (Mahardika Roffi S)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	But I didn't listen to my parents advice and continues to drink iced tea			V		The sentence has error. It is misformation because it is in simple present tense.	But I didn't listen to my parents advice and continued to drink iced tea	V	

2.	Then I decided to drink warm water and take a nap to relieve the pain			V		The sentence has error. It is misformation because it is in simple present tense.	Then I decided to drink warm water and took a nap to relieve the pain	V	
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20st Student (Muhammad Bryan Rizky H)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	The journey takes about 10 hours to get there			V		The sentence has error. It is misformation because it is in simple present tense.	The journey took about 10 hours to get there	V	
2.	Grandma cooks my favorite food			V		The sentence has error. It is misformation because it is in simple present tense.	Grandma cooked my favorite food	V	
3.	I am very happy			V		The sentence has error. It is misformation because it is	I was very happy	V	

						in simple present tense.			
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21st Student (Quincy Azizah Surajeva Ramadhani)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	Me and my dad running on the beach	V				The sentence has error. It is omission because the sentence missed one word	Me and my dad were running on the beach	V	
2.	And my mom according us			V		The sentence has error. It is misformation because it is in simple present tense.	And my mom was recording us	V	
3.	On the way home we stopped to buy nasi Padang because we very hungry	V				The sentence has error. It is omission because the sentence missed one word	On the way home we stopped to buy nasi Padang because we were very hungry	V	

22st Student (Raditya Abhirama Ubaidillah)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	Me and 3 of my friends went to Garden Merapi which was located in Boyolali			V		The sentence has error. It is misformation because it is in simple past tense.	Me and 3 of my friends went to Garden Merapi which is located in Boyolali	V	
2.	The journey there takes one hour when we got there we immediately bought tickets			V		The sentence has error. It is misformation because it is in simple present tense.	The journey there took one hour when we got there we immediately bought tickets	V	
3.	After the photo we ordered food	V				The sentence has error. It is omission because the sentence missed one word	After we took the photo we ordered food	V	
4.	It has been 2 hours in the Garden of Merapi			V		The sentence has error. It is misformation because it is	It had been 2 hours in the Garden of Merapi	V	

						in simple present tense.			
5.	We rushed to went home			V		The sentence has error. It is misformation because infinitive to should be followed by V1.	We rushed to go home	V	
6.	I could vacation with my friends	V				The sentence has error. It is omission because the sentence missed one word	I could do vacation with my friends	V	

23st Student (Rahman Annas Mursito)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	The journey takes 10 minutes from our house leaving in the afternoon			V		The sentence has error. It is misformation because it is in simple present tense.	The journey took 10 minutes from our house leaving in the afternoon	V	

2.	In the evening we gather there to sing, read poetry			V		The sentence has error. It is misformation because it is in simple present tense.	In the evening we gathered there to sing, read poetry	V	
3.	This is a very enjoyable			V		The sentence has error. It is misformation because it is in simple present tense.	That was a very enjoyable	V	
4.	Vacation because this is first time camping			V		The sentence has error. It is misformation because it is in simple present tense.	Vacation because that was first time camping	V	

24st Student (Sabryna Aqila Callysta Putri P)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	I leave home at 6 p.m			V		The sentence has error. It is misformation because it is in simple present tense.	I left home at 6 p.m	V	

2.	Half way to Jogja we stop for breakfast			V		The sentence has error. It is misformation because it is in simple present tense.	Half way to Jogja we stopped for breakfast	V	
3.	Solo-Jogja doesn't take long just a moment			V		The sentence has error. It is misformation because it is in simple present tense.	Solo-Jogja didn't took long just a moment	V	
4.	I feel happy after meeting my extended family			V		The sentence has error. It is misformation because it is in simple present tense.	I felt happy after meeting my extended family	V	
5.	I hope that next year's Eid			V		The sentence has error. It is misformation because it is in simple present tense.	I hoped that next year's eid	V	
6.	We can still gather together again			V		The sentence has error. It is misformation because it is	We could still gather together again	V	

						in simple present tense.			
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25st Student (Surya Arza Putra)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	I take some interesting pictures			V		The sentence has error. It is misformation because it is in simple present tense.	I took some interesting pictures	V	
2.	Even though it's not long			V		The sentence has error. It is misformation because it is in simple present tense.	Even though it wasn't long	V	
3.	But it brings a very pleasant experience			V		The sentence has error. It is misformation because it is in simple present tense.	But it brought a very pleasant experience	V	
4.	Can't be forgotten			V		The sentence has error. It is misformation because it is in simple present tense.	Could not be forgotten	V	

26st Student (Syafina Haninda Aulia)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	We see the beautiful scenery of the beach			V		The sentence has error. It is misformation because it is in simple present tense.	We saw the beautiful scenery of the beach	V	
2.	We are very happy to have a vacation on an amazing beach			V		The sentence has error. It is misformation because it is in simple present tense.	We were very happy to have a vacation on an amazing beach	V	

27st Student (Syifa Queen Latifa)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	And under the sea there is a lot of plankton			V		The sentence has error. It is misformation because it is in simple present tense.	And under the sea there was a lot of plankton	V	

2.	And there are jelly fish too			V		The sentence has error. It is misformation because it is in simple present tense.	And there were jelly fish too	V	
3.	After the time is up we go back to the hotel			V		The sentence has error. It is misformation because it is in simple present tense.	After the time was up we went back to the hotel	V	
4.	And eat our breakfast			V		The sentence has error. It is misformation because it is in simple present tense.	And ate our breakfast	V	

28st Student (Xanier Raka Usmani)

No	Sentences	Types of error				Explanation	Revised Sentences	Validation	
		Omi	Add	Misfor	Misor			True	False
1.	After taking a shower I help my mother cook			V		The sentence has error. It is misformation because it is in simple present tense.	After taking a shower I helped my mother cook	V	

2.	After I finish cooking I had breakfast			V		The sentence has error. It is misformation because it is in simple present tense.	After I finished cooking I had breakfast	V	
3.	Then I clean the house			V		The sentence has error. It is misformation because it is in simple present tense.	Then I cleaned the house	V	
4.	I rest while watching TV	V				The sentence has error. It is omission because the sentence missed one word	I took a rest while watching TV	V	
5.	It can refresh my mind from daily school activities			V		The sentence has error. It is addition because refresh include verb	It could refresh my mind from daily school activities	V	