# ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN WRITING RECOUNT TEXT

**(A case study of the eighth grade students of a Junior High school in Surabaya)**

**A THESIS**

**As Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in English Language Teaching Faculty**


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## LIST OF ABBREVIATIONS

CA: Contrastive Analysis
L1: First language
L2: Second Language

## ABSTRACT

Tarigan, Santa. A. 2017. Errors Analysis on the Use of Simple Past Tense in Writing Recount Text (A case study of the eighth grade students of Saint Joseph Junior High school). S1 Thesis. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya, 2017. Advisor:P.Hady Sutris Winarlim,M.Sc.

Key terms: Error analysis, Simple Past Tense and Recount Texts

English is as the primary foreign language that many people use English to communicate each other especially for students nowadays. Therefore, teaching English for junior high school level is expected to help them in expressing their ideas and feelings verbally with correct grammar. Simple past tense is one part of grammar, which expresses something that happened in the past. Past verbs are divided into two kinds: regular and irregular. A regular verb is a verb which has a normal inflection –d or –ed. An irregular verb is a verb which does not have a normal inflection of –d or –ed to the infinitive forms. Based on the writer's experience, the writer is interested in researching and learning more about students 'errors in the use of simple past tense in a recount text by the eighth grade students of Saint Joseph Junior High School, Surabaya of the academic year 2016/2017.

The writer used a descriptive-qualitative method. The instrument was used from the students' work of writing a recount text using simple past tense with the topic "My Holiday". The writer got 63 students' paper as the population of the study. The results show that the total errors made by the students were 458 errors: omission errors 162 (35, 37%), misformation errors 249 (54.37%), addition errors 47 (10, 26%), and misordering errors 0%.

Based on the total result types of errors, there are two possible causes (1) Interlanguage which is the interference of the mother tongue, the Indonesian language, and (2) Intralingual factors which were overgeneralization, ignorance of rules restriction, incomplete application of rules, and false concept hypothesized. The interference of mother tongue has 299 or 30, 11% source of errors, overgeneralization has 233 or 23,46% source of errors, ignorance of rules restriction has 350 or 35,25% source of errors, incomplete application of rules has 28 or 2,82% source of errors and false concept hypothesized has 83 or 8,36% source of errors. Even though the students have good score in their English, they still make a lot of errors and tend to apply the rules of their first language when they do not know the rules of the second language.