



## An Error Analysis of Using Simple Past Tense in Writing Recount Text at grade XI SMKS Harapan Simpang Empat Academic year 2023-2024

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### ABSTRAK

Selain digunakan untuk media komunikasi, juga digunakan untuk menghadapi tantangan teknologi, ilmu pengetahuan, dan budaya yang perkembangannya menuntut kita untuk belajar bahasa Inggris secara mendalam. Menulis merupakan salah satu kemampuan dasar yang mencakup kegiatan menciptakan tulisan atau media yang digunakan untuk berekspresi. gagasan, pemikiran, perasaan dan pendapat dalam bentuk tulisan. Siswa harus mampu menyusun kalimat yang baik. Bagi sebagian siswa, menulis dalam bahasa Inggris bukanlah hal yang mudah " Menulis adalah produk akhir dari beberapa tindakan terpisah yang sangat menantang untuk dipelajari secara bersamaan. Kadang-kadang, menulis digunakan untuk ujian siswa dalam mata pelajaran di sekolahnya. Menulis ulang oleh siswa adalah suatu cara untuk membuat siswa mau menulis dan Menulis Kesalahan yang mungkin disebabkan oleh kurangnya kemampuan berbahasa, Ketidakhadiran Pelajar memahami kaidah bahasa sasaran yang benar. Dalam proses belajar mengajar siswa selalu membuat kesalahan dalam mempelajari keterampilan produktif. Hal ini terjadi karena mereka menggunakan bentuk yang berbeda-beda dalam menyampaikan gagasan, perasaan atau pesan sehingga memerlukan waktu yang cukup lama untuk dapat menguasai bahasa sasaran dengan baik. Kesalahan yang dapat ditemukan pada Pembelajaran bahasa Inggris merupakan kesalahan penggunaan simple past tense yang terdapat dalam menulis teks recount.

### ABSTRACT

Besides that is used for communication media, it is also used for challenges of technology, sciences, and culture that development requires us to learn english deeply. Writing is one of the basic abilities which includes the activity of creating writing or a medium used to express ideas, thoughts, feelings and opinions in writing. Students must be able to compose good sentences. For some students, writing in English is not easy" Writing is the final product of several separate acts that are hugely challenging to learn simultaneously .Sometimes, writing is used for test student in their subject at their school. Writing student's recount is a way to make student want to write and write Errors that may be caused by a lack of language skills, Absence The learner understands the correct rules of the target language. In the teaching and learning process students always make mistakes in learning productive skills. It happens because they use different forms to delivers their ideas, felling or message so they need considerable amount of time to be able to master the target language well. The error that can be found in learning English is the wrong use of the simple past tense which can be found in writing recount text.

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## 1. INTRODUCTION

Language is a tool to communicate messages. People need language to express and show what they feel. By language we will know and get many kinds of information from the people all over the world who have different culture backgrounds. English is an international language which has important roles. Besides that is used for communication media, it is also used for challenges of technology, sciences, and culture that development requires us to learn English deeply. Learning English as a foreign language is an integrated process in that learner should acquire the four basic skills: speaking, listening, reading, and writing [1]. In order to use a language well, learners should learn the rules of the language or to know how they work. That means the introduction of learning English is taught from kindergarten to tertiary level, but in reality there are still many children who do not understand English well. In learning English, learning grammar is very important. Grammar is a skill that is closely related to using the language system both verbally and nonverbally by prioritizing the knowledge needed and expressing it using the correct meaning in pronunciation [1].

High school students in Indonesia study various types of texts, including descriptive, narrative, and persuasive texts. Procedures, reports, explanations, analytical expositions, news, reviews, discussions, anecdotes, and recount texts are examples of exposition [2]. Sub-learning materials consist of social functions, text structures, and grammatical features, including simple past tense, present perfect tense, adverbs of time, and conjunctions of time [3]. Mastering tenses in learning English might be a guide for students to understand future learning material, such as writing texts as an example [4].

Language use refers to the use of grammar and syntax to separate, combine, and classify ideas, whereas dynamics refers to the traditional graphic use of language. Instructions for composing letters, words, and paragraphs [5]. Mastering tenses in learning English might be a guide for students to understand future learning material, such as writing texts as an example [4]. Writing is one of the basic abilities which includes the activity of creating writing or a medium used to express ideas, thoughts, feelings and opinions in writing [6]. An article consists of a series of sentences. Sihombing and Burton in Afni [7] state that a regular sentence consists of at least one subject and one predicate [8]. Students must be able to compose good sentences. Good sentence unity is a good paragraph, good paragraph unity is a good text [9]. For some students, writing in English is not easy [10] Writing was product skill like made short story, poem, or another written. According to Trudy Wallace, Winifred E. Stariba “ Writing is the final product of several separate acts that are hugely challenging to learn simultaneously [11] . Sometimes, writing is used for test student in their subject at their school. Writing student’s

recount is a way to make student want to write and write Errors that may be caused by a lack of language skills, Absence The learner understands the correct rules of the target language [12]. In the teaching and learning process students always make mistakes in learning productive skills [13]. They cannot avoid errors because mostly occur in learning process. According to Brown error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.[14].It happens because they use different forms to delivers their ideas, felling or message so they need considerable amount of time to be able to master the target language well.

The error that can be found in learning English is the wrong use of the simple past tense which can be found in writing recount text. Recount is tells something happening in the past time, like: history, journey, autobiography, biography, diary, personal letter, etc. As it tells some events, it usually uses sequences word, such as: when, while, after, before, until, etc. Then tense uses in recount text is simple past tense, because it tells past event [15]. The use of past tense becomes very important when writing recount text.

Based on the results of research conducted at SMKS Harapan Simpang Empat, grade XI Accounting 1 students were not yet able to create good and correct recount texts, especially in writing simple past tense. There are errors in writing sentences using the simple past tense, especially in the use of linguistic text structures such as some vocabulary and simple formulations of past events. The simple past tense is used to express events that have occurred in the past. This happens because students don't understand what simple past tense is, students are able to think about a series of events in the past but they can't think about past sentences. They cannot write the sentences because they do not understand the formula for using simple past tense well and the students' lack of knowledge in using English vocabulary so that students make mistakes in writing past sentences. The errors found are in line with the error theory according to Dulay [2] , namely: Omission , Addition, Misformation, and Misordering.

Based on the explanation above, this research will analyze students' errors in using simple past tense in creating recount text. The title of the research taken is "An Erro Analysis of Using Simple Past Tense in Writing Recount Text in class XI Accounting 1 of SMKS Harapan, academic year 2023 -2024.

It is hoped that by conducting this research, we can find out how many mistakes students make in writing simple past tense in making recount texts, so that they can provide a solution to the problem to reduce the level of student errors so that in the future students can be better at writing.

## **2. METHOD**

### **2.1 Research Design**

Design of the research is qualitative content analysis, Content analysis represents an analysis method that is based on an emblematic form of material gathered through communication processes, for instance, images as well as written documents. Moreover, this analysis method provides the researcher with a structural and methodical procedure to evaluate collected data sets. Various requirements and evaluation principles ensure an accurate analysis process and the transparency of all assessment phases during the evaluation process to guarantee validity and comprehensibility [3].

This research was designed with a descriptive qualitative research which answer the problems of errors commonly in students' writing. Qualitative approach is about "describing individual or group life experiences which focus on how they interpret this experience". This research can be named as a descriptive research because the data is described using words that tell its condition. The purpose of the research is to understand about the phenomena that researched. It's analyzed about students' error in writing recount text at eleventh grade of SMKS Harapan Simpang Empat 2023-2024 Academic year [4].

## 2.2 Subject of the Study

The students of XI Accounting of SMKS Harapan Simpang Empat became the subject of this study that consists of 30 students and there is only one class chosen for knowing the students' error in using simple past tense in writing recount text.

## 2.3 Instrument of Data Collecting

Instrument of data collecting is a tool used by researchers to collect data in the research process. An instrument is a tool or facilities used by researchers to collect data to make their work easier and the results are better, so it is easy to process. According to Sumadi Suryabrata, data collection instruments are tools used for generally record quantitatively the state and activities of the psychologist's attributes [5]. Psychological attributes are technically usually classified into cognitive attributes and non-cognitive attributes.

The Research instrument that used in this study is a test. Is a test is a tools that researchers use as an assessment tool to measure the abilities, skills or talents of a person or group of people. In this study the types of the test that used is a written test, and usually the test often used by researchers to obtain data to support their research. The test can be a series of questions, a worksheet, or something similar that can be used to measure the knowledge, skills, talents and abilities of research subjects [5]. This instrument sheet in the form of a test contains questions consisting of question items. So that, the test that used in this research is the writing test, where students are asked to write a recount text about their unforgettable moments in their life using their own words.

## 2.4 Technique of Analyzing Data

The author employed qualitative research methodology in her study, describing and interpreting the results through descriptive analysis. The data will be computed and drawn up in a percentage table in order to obtain the qualitative result. The study examines the mistakes made by pupils when writing recount texts. It was retrieved from the students' worksheet and then it analysed through the following steps:

- a. Collecting data based on the students' test.
- b. Checking the error from test what they have done.
- c. Classification the errors in using simple past tense in writing recount text based on the types of errors by Dulay at all's Theory.
- d. Counting the errors in using simple past tense in writing recount text based on the types of errors by Dulay's Theory.

The formula for finding a percentage stated by Anas Sudijono:

$$P = \frac{F}{N} \times 100\%$$

### 3. RESULT AND DISCUSSION

#### 3.1 Research Findings

In this research, the findings are classified into several points consisting of students' lack of knowledge about grammar, especially Simple Past Tense and students having difficulty in writing recount text. Data collection, this research uses tests to analyze students' mistakes in writing recount texts. The test used is a writing test. The data collection process was carried out by offline data collection which was also assisted by the class XI English teacher. Researchers conducted tests in class XI accounting at SMK S Harapan Simpang Empat. There are 11 students in class XI accounting. In class, researchers asked students to write recount texts about their experiences and the results of the students' writing became data for this research. In this section the data obtained by the researcher will be analyzed. Students will be given 60 minutes to finish writing a recount text about their experiences, they are asked to write their answers on paper and then they submit the results to the researcher.

As stated in the data analysis technique, the procedure used by researchers after collecting data is collecting data based on students' tests, checking errors from the tests they have taken, classifying errors in using simple past tense in writing recount texts. based on types of errors according to Dulay's theory and calculating errors in using simple past tense in writing recount text based on types of errors according to Dulay's theory.

Based on the explanation above, there are many mistakes made by students when writing recount text. This happens because students at the school do not know and understand recount text, especially in the use of simple past tense, such as when changing the first verb to the second verb.

#### 3.1.1 Student Mistakes in Writing Recount Text

In the research findings, the results of data analysis are presented. In this study, 11 students were used as research subjects and there were also 11 data collected. Based on the results of students' writing, the researcher concluded that all subjects in this study made mistakes when they wrote recount text. There are four types of errors. These are omissions, additions, misinformation and structuring errors.

##### 3.1.1.1 Students' Name of Omission Errors

###### 1. DS

a. I **apply** those lessons to my life.

The sentence above should be : I **applied** those lessons to my life.

###### 2. RAM

a. There, we ate, drank and **rest** , and we **play**.

The sentence above should be : There, we ate, drank, **rested** and we **played**.

b. We **arrive** in house at 11 o'clock in the evening.

The sentence above should be : We **arrived** in house at 11 o'clock in the evening.

c. we leaving at 3 pm.

The sentence above should be: we **were** leaving at 3 pm.

### 3. RAS

a. I've been far from my parents for 2 years, I **live** in Parapat and my parents in Tanjungbalai.  
The sentence above should be : I've been far from my parents for 2 yaers, I **lived** in parapet and my parent in Tanjungbalai.

### 4. AP

a. When I **arrive** there it was around mid-eight o'clock.

The sentence above should be : When I **arrived** there it was around mid-eight o'clock.

b. Where we would apologize to our teachers and **thank** them for giving us such knowledge.

The sentence above should be : Where we would apologize to our teachers and **thanked** them for giving us such knowledge.

### 5. EN

a. If you meet it just say it **misses** you. The sentence above should be: If you meet it just say it **missed** you.

### 6. NF

a. But overall, I like this vacation so much.

The sentence above should be: But overall, I **liked** this vacation so much.

### 7. RZZ

a. It **encourage** me to learn how to make delicious fried rice.

The sentence above should be: It **encouraged** me to learn how to make delicious fried rice.

### 8. B

a. I **wat** to tell you about my childhood with my friends.

The sentence above should be: I **wanted** to tell you about my childhood with my friends.

I wat to tell you about my childhood with my friends.

### 9. A

a. In the middle of rice fields, We **stay** there.

The sentence above should be: In the middle of rice fields, We **stayed** there.

### 3.1.1.2 Students' Name of Addition Errors

#### 1. DS

a. The most unforgettable moment **was** when I was punished for cleaning the school field, because I came late to school.

The sentence above should be: The most unforgettable moment, when I was punished for cleaning the school field, because I came late to school.

#### 2. MP

a. We went by car **go** there.

The sentence above should be: We went by car there

#### 3. RAS

a. I've been far from my **parents** for 2 years.

The sentence above should be: I've been far from my **parent** for 2 years.

b. They are very happy to be **friends** with me.

The sentence above should be: They are very happy to be **friend** with me.

#### 4. AP

a. The first was **the** welcoming ceremony.

The sentence above should be: The first was welcoming ceremony.

**5. EN**

a. Falling in front of many pairs of eyes who can only see from a far.

The sentence above should be: Falling in front of many pairs of eye who can only see from far.

**6. RZZ**

a. Turns out,cooking was an exciting activity.

The sentence above should be: Turn out,cooking was an exciting activity.

**7. B**

a. We took the fruits without the person ready to take.

The sentence above should be: We took the fruits without the person.

**8. RA**

a. But we decided we were too tired so we drove to straight home.

The sentence above should be: But we were too tired so we drove to straight home.

**3.1.1.3 Students' Name of Misformation Errors.**

**1. DS**

a. The moment that I can't forget was when I was still in Aliyah.

The sentence above should be: The moment that I couldn't forget was when I was still in Aliyah.

b. My school is very organized and disciplined.

The sentence above should be: My school was very organized and disciplined.

**2. RAM**

a. After arrived, we feel slap

The sentence above should be: After arrived, we felt a sleep

**3. RAS**

a. I go to school and get a lot of new friends. My friends are very good to me.

The sentence above should be: I went to school and got a lot of new friends. My friends were very good to me.

b. They are very happy to be friend with me.

The sentence above should be: They were very happy to be friend with me.

c. I become more independent, although sometimes, there is an envy when I see my friends who are always delivered by her parent.

The sentence above should be: I became more independent, although sometimes, there was an envy when I saw my friends who were always delivered by her parent.

d. When I 'm bored, I 'm going to tourist attractions.

The sentence above should be: When I was bored, I was going to tourist attractions.

e. Far from parent is not the reason to prevent us from learning.

The sentence above should be: Far from parent was not the reason to prevent us from learning.

**4. AP**

a. An experience that I will never forget.

The sentence above should be: An experience that I would never forget.

b. I will never forget

The sentence above should be : I would never forget

**5. EN**

a. This **is** not matter of pain but more of embarrassment.

The sentence above should be : This **was** not matter of pain but more of embarrassment.

b. Who **can** only see from far and then hearing their laughter **is** verry embarrassing.

The sentence above should be : Who **could** only see from far and then hearing their laughter **was** verry embarrassing.

c. When it **has** passed,it **is** still remembered until the moment,they **meet**.

The sentence above should be : When it **had** passed,it **was** still remembered until the moment,they **met**.

d. You **fell** in the middle of the field, right ?

The sentence above should be : You **fallen** in the middle of the field, right ?

#### 6. B

a. This **is** where the childrens **sotory ands im** sorry if there **is** more or less missing from your story.

The sentence above should be: This **was** where the childrens **story and was** sorry if there **was** more or less missing from your story.

#### 7. A

a. So we **can** also go home.

The sentence above should be : So we **could** also go home.

#### 8. RA

a. They were so **cutu** and playfull.

The sentence above should be : They were so **cute** and playfull.

b. At **lunc** time,that decided to cook a bbq.

The sentence above should be : At **lunch** time,that decided to cook a bbq.

### 3.1.1.4 Students' Name of misordering Errors

#### 1. MP

a. We were **there** for three days.

The sentence above should be: **There**, we were for three days

Based on the example of students' writting test classification of the errors .

Tabel 1. The Classification of students' errors.

No	Student's name	Kinds of student's errors				
		OM	AD	MF	MO	∑ Errors
1.	Desti Sagala	1	1	2	0	4
2.	Melani Putri	0	1	0	1	2
3.	Rezi Andrian Margolang	3	0	1	0	4
4.	Riry Arsita br. Situmeang	1	2	5	0	8
5.	Annisa Pjt	2	1	2	0	5
6.	Enjelika Nababan	1	1	4	0	6
7.	Nuraina Fitri	1	0	0	0	1
8.	Rafika Zauza Zahra	1	1	0	0	2
9.	Bella	1	1	1	0	3
10.	Anggun	1	0	1	0	2
11.	Reihan Alfarizi	0	1	2	0	3
Total of Each Errors		12	9	18	1	40

### 3.1.2 The Percentage of Students' Errors in Writing Recount Text

After collection data of students in writing recount text. The researcher identified the errors from each students by using Dauly's Theory. Tey are : Omission, Addition, Misformation, and Misordering, then the researcher classified the types of errors, the researcher used the following formula.

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = The precentage of errors.

F = The number of errors.

N = The number of total errors

#### 3.1.2.1 Omission

The table showed that there are 12 of the total number of omission errors. The students who made the omission errors were 9 students.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{40} \times 100\% = 30\%$$

#### 3.1.2.2 Addition

The table showed that there are 9 of the total number of addition errors. The students who made the addition errors were 8 students.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{9}{40} \times 100\% = 22.5\%$$

#### 4.1.2.3 Misformation

The table showed that there are 18 of the total number of addition errors. The students who made the misformation errors were 8 students.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{18}{40} \times 100\% = 45\%$$

### 3.1.2.4 Misordering

The table showed that there are 1 of the total number of addition errors. The students who made the misordering errors were 1 students.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{40} \times 100\% = 2.5\%$$

Based on data the analysis, the total number of error is 40 items. They were 12 items of omission errors, 9 items of addition errors, 18 items of misformation, and 1 item of misordering. After getting the data, the researcher made the percentage of the result of the analysis showed the highest percentage of error is misformation errors (45%). The lowest one is misordering errors (2.5%), when the oder types of errors were omission (30%) and addition (22.5%).

Table 2. The Percentage of students' Errors

NO	Types of Error	Frequency	Precentage
1	Omission	12	30%
2	Adition	9	22.5%
3	Misformation	18	45%
4	Misordering	1	2.5%
	Total	40	100%

## 3.2 Discussion

After collecting data from the students, the researcher got types if errors from their activity in writing recount text especially about experience of SMK S Harapan Simpang Empat, based on the data on the aspect of errors in writing.

Based on the result above, this research took 11 students at XI – Accounting of SMK S Harapan Simpang Empat. The found that there are 30% students who made omission errors for the example : I apply those lessons to my life. The sentence above should be : I applied those lessons to my life. There are 22.5% students who made addition errors. For example : We went by car go there. The sentence above should be: We went by car there. There are 45% who students made misformation errors . For example : The moment that I can't forget was when I was still in Aliyah. The sentence above should be: The moment that I couldn't forget was when I was still in Aliyah. And the last there are 2.5% students who made misordering errors. For example : We were there for three days. The sentence above should be: There, we were for three days.

## 4. CONCLUSION

Based on data analysed can be concluded that the theory from Dulay et al, 1982 states that the students usually made errors when they write the text especially in writing recount text at XI Accounting of SMKS Harapan Simpang Empat. This research has analysed and classified the types of students' errors in using simple past tense on writing recount text . It was found that the students do all the errors types (omission, addition, misformation, and misordering). There are 30 % students who did the omission errors with the total of 12 errors from 9 students,

there are 22,5% students who did the addition errors with the total of 9 errors from 8 students, there are 45% students who did the misformation errors with the total of 18 errors from 8 students, there are 2.5% students who did the misordering errors with the total of 1 from 1 student. From the explanation above, we can see that the errors that are often did by the students when they write recount text are misformation with the total of 45%.

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