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An error analysis of using simple past tense on student's writing recount text: A case of tenth grade of SMA N 1 Mranggen in academic year 2022/2023

Iis Faizah1), Muhammad Wahyu Widianto2), Maria Yosephin Widiarti Lestari3).
1Language and Arts Faculty, Universitas PGRI Semarang
email: iisfaizah0710@gmail.com
2Language and Arts Faculty, Universitas PGRI Semarang
email: wahyuwidiyanto930@gmail.com
3Language and Arts Faculty, Universitas PGRI Semarang
email: mariayosephin@upgris.ac.id

Abstract

Doing error analysis can be one of the best ways to determine and provide information on student needs in the learning process. This research aimed to identify and describe the causes of mistakes in students' recount text composition using the simple past tense. In this research, the researcher used descriptive and qualitative research. For collecting data, the writer used students' writing recount text test of tenth-grade students of SMA N 1 Mranggen. From the analysis, it was found that students made all types of errors. The total of students' errors was 167-word errors from 34 texts. It was divided into four different types of errors. Those were omission with 87 errors (52,09%), misformation with 67 errors (40,11%), addition with 67 errors (4,2%), and misordering with 5 errors (3,6%). The researcher also found that the most dominant writing error type made when employing the simple past tense is omission type with 87 errors (52,09%) of total errors under the categorization of irregular past.  In this case, the researcher found as many as 21 errors or 10, 16% in the omission of irregular past based on cause of error namely Interlingual and Intralingual cause of error.

## 1. Introduction

The most widely used foreign language that many people want to understand and be fluent in is English (Ilyosovna, 2020). English is a necessary foreign language in a society where everything is globalized. According to Hifni & Fahriany (2022), study-abroad participants will benefit from learning English since it will help them speak the language more naturally both inside and outside the classroom. One of the cores of human activity is language, which is utilized for both written and spoken communication (Maynard & Turowetz, 2013). Writing is one-way language might appear, and to effectively express a message, it must be structured (MacDonald, 2013).

Writing, specifically writing in English, is considered by language learners such as students as an essential skill for written communication (Sa'adah, 2020). Writing is an activity that requires the manifestation of imagination into real statements through a series of words ordered following grammar standards and regulations, making it a skill in and of itself. Moreover, according to Harmer (2003), writing is an approach of producing language and expressing thoughts, feelings, and opinions, it implies that writing is a skill that centers on language production and serves as a means of putting thoughts and emotions into writing. To generate fresh ideas and give the work greater meaning, writers should broaden their thoughts when writing (Astrid et al. 2023). Students can express their opinions and thoughts by using critical thinking skills. According to Fatsah, et al. (2020), it was widely believed that writing was the hardest skill for students to learn. It was because writing involved more than just knowledge of grammar and vocabulary skills. The primary factors that make writing challenging are punctuation, spelling, grammar, vocabulary, and more (Rahmadhani et al. 2022). Because of those difficulties, students' writing text got some errors. Therefore, writing becomes 11 one of the fundamental English language skills that students need to master. It needs a lot of focus since writing is not a spontaneous ability (Zuraini, et al. 2021).

Those statements match the researcher's observation results of 10th graders of SMA Negeri 1 Mranggen. According to the observation result at the school, the researcher believes that the students made several grammatical errors when they attempted to write recount text, especially when they utilized the simple past tense to produce recount texts. These mistakes also appear in the student's writing when he composes sentences, paragraphs, and text. When students make mistakes in their attempts to become as proficient as native speakers of the language they are studying, it negatively impacts their progress.

Therefore, for students to have excellent text-writing skills, they must restrict and reduce their mistakes. The researcher analyzed the writing errors created by Indonesian students studying English as a case study, considering the significance of error analysis in assisting language learners and identifying the writing error types that can be discovered in the writings produced by the learners.

Hence, this research was done 12 to determine the most common types of grammatical errors made by the 10th  graders of SMA Negeri 1 Mranggen in the 2022/2023 academic year. This is done by analyzing student errors in making sentences and then grouping them into four types of grammatical errors, namely: error of addition, error of omission, error of misformation, and error of misordering. The study was also carried out to examine the most common grammatical mistakes that students made when producing recount text, along with the factors that lead to such errors.


2. Theoretical Framework

As part of the four English language skills, writing functions to convey concepts, viewpoints, ideas, and emotions. Writing is a means of producing language and expressing ideas, feelings, and opinions (Harmer, 2004). Additionally, according to Abbas (2006), writing skill is the ability to convey thoughts, feelings, and opinions to other people through written language. Moreover, after speaking and listening skills, students must finally acquire writing skills (Nurgiyantoro, 2008). Tarigan (2008) states that one expressive and

useful language skill for both direct and indirect communication is writing.

Furthermore, writing is a productive skill, thus students who write must generate something during the writing process. 10 According to Nunan (2003: 88), it is the process of mentally harvesting ideas, figuring out how to convey them, and arranging them into sentences and paragraphs that the reader will understand. It means that when a writer expresses ideas through writing, they do it with the understanding that a reader, whether known or unknown, will understand their thoughts and interpretations in the form of good writing. Moreover, Atmowardoyo (2021) defines that writing generates or reproduces spoken messages into written language. It entails structuring, forming, and expanding concepts on paper so that readers can understand the writer's point of view. Writing abilities are also needed for precise and accurate vocabulary, capitalization, punctuation, grammar, and spelling. Students are proficient in crafting well-written concepts that are backed up by relevant supporting sentences. Students may strengthen their grammar by using proper noun phrases, adjectives, articles, and tenses using this skill.

Students can write everything both academic and non-academic. One of the academic writings for students is writing text genres 3 based on the English competencies at the school level. Writing recount text becomes of them. Based on School-Based Curriculum (2004) and Kurikulum Merdeka (2022), Senior High School students are expected to study this type of text. Husna & Multazim (2019) state that a recount text is a text that retells past events. Students are required to entertain readers by sharing their thoughts about their experiences through recount texts. Writers can utilize many sorts of text found in recount texts to create their writing. Sitorus and Sipayung (2018) divided two ways to view various types of recount texts: first, in the personal recount. This text functions by sharing the author's own experiences. The second type is a factual recount. It describes actual events, including those from law enforcement investigations or research experiments. The final one is evident in a creative retelling. This kind 3 of recount text tells an imaginative story (Mediska & Adnan, 2019). The recount text's generic structure includes orientation, events, and reorientation (Sianturi, et al. 2020). The language devices employed in a recount text

involve simple past tense and connectives such as before, after, first, when, next, later, and then.

However, it is usual to encounter minor writing errors in recount text such as omission, addition, misformation, and misordering. Omission refers to leaving off a necessary component for an utterance to be considered grammatically correct (Gulö, 2019). When important details are omitted from a written piece, it can become confusing or lacking in meaning. This is known as an omission error (Kusumawardhani, 2017). These mistakes can take many different forms: they can be complete phrases or sentences that are essential to communicating the intended meaning, or they can be missing words, punctuation, or other elements. For example, leaving off an article such as "a" or "the" might change the meaning of a statement and make it grammatically wrong or unclear. Similar to this, omissions of conjunctions or prepositions can cause confusion by interfering with the text's cohesion and flow.

Addition error is found when something is present in a statement or utterance that shouldn't be there (Yuliawati & Andayani, 2020). An additional error is redundancy and a lack of clarity result from the inclusion of extraneous words, phrases, or sentences in writing (Andansari, et al. 2019). These mistakes may clog the text, making it more difficult for readers to understand the important points. When writers feel compelled to overemphasize a topic or provide extraneous details that do not advance the main idea, they frequently commit additional errors. If a writer includes more information than is necessary, they run the danger of confusing the reader and lessening the effect of their writing.

Furthermore, one grammatical form being used in place of another is known as misinformation (Shinta et al., 2023). When one grammatical form is incorrectly used in place of another, it can cause confusion and even misunderstandings (Permatasari et al., 2018). This is known as misinformation in grammar. For instance, a sentence's meaning may change if the past tense is used when the present tense is needed. A sentence such as "She goes to the store yesterday" is misinterpreted because it employs the present

tense "goes" rather than the past tense "went," creating a temporal mismatch that distorts the meaning. Such mistakes are frequently inadvert, but they can have a big impact on how accurately and something is communicated.

Moreover, when a morpheme is placed in a sentence incorrectly, it is called a misordering error (Mufidah & Islam, 2022). The misalignment of a morpheme can cause a linguistic error that modifies the meaning of a sentence or makes it grammatically wrong (Limengka & Kuntjara, 2013). For instance, in English, a sentence can become grammatically incorrect and unclear if the morpheme "-ed," which denotes the past tense, is inserted incorrectly, as in "He walked has to the store." Because they shed light on the mental processes involved in sentence construction, misordering errors are especially important in the study of language learning and processing.

## 3. Research Method

The researchers employed descriptive qualitative research in this investigation. The primary focus of this study is the tenth-grade students at SMA Negeri 1 Mranggen, who made one recount text writing error during the academic year 2022–2023. In this study, the researcher is involved in several roles, including planning, data collection, analysis, and research origination. Error analysis involves several steps for the researcher to complete: data identification, error classification, error quantification, error source analysis, and error remediation.

## 4. Findings and Discussion

This study aims to characterize the most common error types, identify the common error types, and identify the error reasons in the simple past tense observed in recount texts composed by SMA N 1 Mranggen 10th-grade students.

Following data collection, the researcher examined the information using procedures or stages for analysis. The description that follows provides a detailed breakdown of the many

types of errors:

The Common 12 Types of Error in Using Simple Past Tense Found in Recount Text Written by Tenth Grade Students of SMA N 1 Mranggen

The researcher discovered various 6 errors in the student's recount text after examining it. Their recount passages contain 167 various errors in all. They included four different kinds of mistakes. They are addition, omission, misinformation, and misordering. The following table provides the specifics 5 of the error description:

Table 4.1 Types of Error in Writing Recount Text

| Type of Error | Frequency | Percentage |
|---|---|---|
| Omission | 87 | 52,09% |
| Addition | 7 | 4,2% |
| Misformation | 67 | 40,11% |
| Misordering | 6 | 3,6% |
| Total | 167 errors | |

Based on the table above, omission was the most frequent mistake made 3 in this study, with 87 errors (52,09%). Misformation came in second with 67 mistakes (4%). Addition 7 (4,2%) came next. The final one has a 6 (3,6%) order error. The study that follows focuses on addition, omission, misrepresentation, and disarray. 34 recount texts authored by 15 SMA N 1 Mranggen students in the tenth grade were obtained. 167 errors were detected in the recount texts, which were divided into 4 categories: omission, addition, misformation, and misordering. Grammatical morphemes and significant constituent omissions are categories in the error of the omission type identified.

87 6 errors in the omission type were discovered. Students recount writings contain a variety of omission errors, such as missing the subject (13 errors), main verb (2 errors), article (11 errors), preposition (4 errors), short plural(s) (9 errors), auxiliary (7 errors), normal past tense (-ed) (17), irregular past tense (21). 4 The detail is shown in the table as follows:

Table 4.2 Type of Omission Error

Type of Omission Error

Sentences Sample Compiled by Students

Correct Sentences Sample

Subject

At that time *also met my girlfriend names Kirana.

At that time, I also met my girlfriend named Kirana.

Main verb

until there **directly to the beach and then have coffee on the Sideline.

until there we went directly to the beach and then had coffee on the Sideline.

Article

I go there alone and bring *shopping list.

I went there alone and bring a shopping list.

Preposition

June 3, 2022,

On June 3, 2022,

Short plural (-s as plural marker)

Vacation on 3 one of the coast of Jepara with family.

Vacation on one of the coasts of Jepara with family.

Auxiliary / copula

and ready to sleeping.

and was ready to sleep

Regular past (-ed)

We stay in the classroom to rest.

We stayed in the classroom to rest.

Irregular past

I tell my family about my journey.

I told my family about my journey.


Secondly, the next writing error is addition.  The researcher discovered seven addition-type errors. Students add items that are unneeded 7 in a sentence. They frequently add conjunctions, articles, and prepositions. For instance, S11: On our day in Jogjakarta, we visited the Prambanan temple. Student number 11 adds a 4 definite article (the) in a proper word.

The third error is misinformation. 67 errors of misformation type were discovered by the researcher. These mistakes can be separated into two categories: alternate forms and regularization faults, or archetypes. Overgeneralization was one type of misinformation

error that was discovered. [16] 1) Regularization errors: they occur when an irregular marker is employed in place of a regular one; 2) Archetype errors: they occur when one number is selected from a collection of forms to represent the other numbers in the group. As a learner's vocabulary and grammar grow, they often make this type of error, which takes on several forms at every level of learning a second language.

Table 4.3 Type of Misinformation Error

Misformation

Total

Sentences Compiled [6] by Students

Correct Sentences

Regularization errors:


11

I and my big family taked a vacation in Jogja on Sunday.

I and my big family took a vacation in Jogja on Sunday.

Archetypes and alternating form

a. Auxiliary =35

b. preposition =9

c. subject pronoun = 8

d. Possessive pronoun=3

e. Quantifier=1



56

because Saturday and Sunday are my days off.

because Saturday and Sunday were my days off.

The air is very cool.

The air was very cool.

After returning to Bandungan,

After returning from Bandungan,

I went there to the beach in the morning or 07.00 and got to the beach at 11.00.

I went there 2 to the beach in the morning at 07.00 and got to the beach at 11.00.

me and my family went on a vacation to Yogyakarta

I and my family went on a vacation to Yogyakarta

Me and my family left 08.00 PM

I and my family left 08.00 PM

I didn't want to see her condition getting any worse so I called the police.

I didn't want to see his condition got any worse so I called the police.

Total

67

The fourth is misordering. Students make this mistake when they misplace one or more morphemes within a sentence. The researcher found five misordering errors.

Table 4.4 Type of Misordering Error

Type of error

Total

Sentences Compiled 6 by Students

Correct Sentences

Misordering

The sand really was pink, a soft shade of coral that seemed to glow in the sunlight

The sand was really pink with a soft shade of coral that seemed to glow in the sunlight.

I and my friend went to Magelang in September.

My friend 2 and I went to Magelang in September.

Total

6

The Dominant 8 Types of Error in Using Simple Past Tense Made by the Students in Their Recount Text Writing

To find out the most dominant type of error, the researcher utilizes the results of the percentage calculation. Additionally, 5 to determine the percentage, divide the total number of errors found by the number of errors found in each type of error. Sudjiono is the one who proposed this formula (2009).

Where:

P: Percentage of student's error

F: Frequency of student's error

N: Total of the whole error

The percentage of each type of error found in student recount text written 1 in the simple past tense is displayed in the following table:

Table 4.5 Percentage of The Findings Error

Type of Error

Frequency

Percentage

Omission

87

Addition

7

Misformation

67

Misordering

6

Total

167 errors or 100%

With the highest proportion of 52,09%, the error of omission was 4 the most common form of error committed by the SMA N 1 Mranggen 10th grade X-1 pupils. Misformation (40,11% in the second place), addition (4.2%), and misordering (3.6%) were the final three.

From least to largest, omission errors (number 87) accounted for 52,09%. The misformation mistake had the highest 5 number of errors, accounting for 40,11%. With 40,11% of all errors, the error of misformation had the largest number. The addition error accounted for 4.2 percent of all errors, which was the second-highest number. Then, with 3.6% of all faults, the misordering error had the lowest error rate.

The Causes of the Error Found in Written 6 Recount Text of the Tenth-Grade Students of SMA N 1 Mranggen

Using some of the discovered error kinds, the researcher further examined the root causes of errors. The errors were discovered according to their intralingual and interlingual causes.

The following table shows where the errors in the result were from.

Table 4.6 Cause of Error

| Cause of Error | Explanation | Sentences Compiled by Students | Correct Sentences |
|---|---|---|---|
| Interlingual Transfer | using Indonesian syntax pattern (misordering) in the sentence enough is an adverb placed after the adjective tired | ☐ When we felt enough tired… ☐ Setelah merasa cukup lelah… | When we felt tired enough,… |
| | Misordering | I and my friend went to Magelang in September. Saya dan teman saya pergi ke Magelang pada bulan September. | My friend and I went to Magelang in September. |
| | omission of auxiliary be | My family and I * on holidays. | My family and I were on holiday. |
| Intralingual Tranfer | Omission of suffix -ed in regular past verb | I visit the Tangkuban Perahu | I visited the Tangkuban Perahu |

Addition of article

On our day in Jogjakarta, we visited the Prambanan temple.

On our day in Jogjakarta, we visited Prambanan temple.

2 Based on the findings, the table shows that intralingual transmission was the source of 167 mistakes. It's because the pupils applied the rules incompletely, misanalysed the situation, and took advantage of repetition to make mistakes. Additionally, there are came interlingual mistakes.

In the study 3 of second language learning, the terms "transfer" and "interference," or interference more generally, are employed. While transfer generally 7 refers to the influence of L1 on L2 in either a positive or negative way, interference is usually used in a negative meaning, corresponding to a negative transfer Interference, which is an instance of a breaking of either language's rules that occurs in bilingual discussions as a result of the speakers' multilingualism, supports this theory (i.e., as a result of language contact). (Rozak & Solikha, 2020).

According to this perspective, transfer can be either positive or negative and describes how the first language (L1) affects the second language (L2). Here, interference is defined as a negative transfer—that is, the ignorance of a second language learner (L2) 9 resulting in the transfer of elements or rules from the first language (L1) to the second language (L2). (Rozak & Solikha, 2020). The author discovered that both intralingual and interlingual sources of error contributed to the mistakes committed by the pupils. Intralingual errors were the main cause of the pupils' difficulties understanding 1 the simple past tense.

5. Conclusions and Suggestions

After conducting the research, the researcher concludes that the first-grade students at SMA N 1 Mranggen committed 167-word errors in total when composing recount texts using the simple past tense out of 34 texts. It is separated into four categories of errors.

These errors consist of 87 omissions (52,09%), 67 misformations (40,11%), 67 additions (4,2%), and 5 misorderings (3,6%). They are omission with 87 errors (52,09%), misformation with 67 errors (40,11%), addition with 67 errors (4,2%), and misordering with 5 errors (3,6%).

Moreover, the omission type, accounting for 87 errors (52,09%) of the total errors classified as irregular past, 1 is the most prevalent type of error in the tenth-grade writing of SMA N 1 Mranggen. In this instance, the researcher discovered up to 21 errors, or 10,16%, in the past that had been omitted. It had the highest proportion and frequency.

In addition, the researcher discovered that both intralingual and interlingual causes contributed to the mistakes made by the students. Intralingual errors were the main cause of the student's difficulties understanding the simple past tense. That is the difference in target language complexity from their native language.

On the other hand, the researcher 4 would like to suggest that the practice of writing in this case is also further improved, because, in addition to providing the right material, one of the important aspects to be carried out to improve quality is to increase practice.

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