ERROR ANALYSIS ON THE USE SIMPLE PAST SENTENCES IN THE STUDENTS’ RECOUNT TEXTS

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By :

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2019
DECLARATION

"In the name of Allah the Most Gracious and The Most Merciful"

Hereby, the writer declares that this graduating paper entitled: ERROR ANALYSIS ON THE USE SIMPLE PAST SENTENCES IN THE STUDENTS’ RECOUNT TEXTS is written by the writer himself. The paper does not contain any materials which have been published by other people and it does not cite any other people’s ideas except information from the references.

The writer is capable to account this graduating paper if in future it can be proved of containing other’s idea, of in fact, the researcher imitates the other’s graduating paper. In Addition, the writer really hopes that this declaration can be understood well.

Salatiga, March 16th 2019

The Writer

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Salatiga, April 8th 2019

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ATTENTIVE COUNSELOR’S NOTE
Case: Ari Sugiyanto’s Graduating Paper

Dear,
Dean of Teacher Training
and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Ari Sugiyanto’s graduating paper entitled “ERROR ANALYSIS ON THE USE SIMPLE PAST SENTENCES IN THE STUDENTS’ RECOUNT TEXTS.” I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counsellor,

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A GRADUATING PAPER

ERROR ANALYSIS ON THE USE SIMPLE PAST SENTENCES IN THE STUDENTS' RECOUNT TEXTS

WRITTEN BY:

ARI SUGIYANTO
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Has been brought to the board of examiner of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on 02 April 2019, and hereby considered to have completed the requirement for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

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I have marked below:

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declares that this graduating paper is written by the researcher and it does not copy from other research. Theories and citations are used code of ethics of writing for graduating paper. I give permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, March 16th 2019

The Writer

Ari Sugiyanto
113-12-124
MOTTO

إِنَّمَا يُوفِّىٰ أَلْصَبِرُونَ أُجْرَهُم بَعْيَرٍ حِسَابٍ

THOSE WHO PATIENTLY PERSEvere WILL TRulY RECEive A
REWARD WIHTOUT MEASURE

(Q.S AZ-ZUMAR:10)
DEDICATION

This graduating paper is whole intended dedicated for:

1. My beloved mom Ninah and my father Sriyanto, thanks for every things you gave to me; your praying, support, trust, love and so on. You are the best for me.

2. My beloved brother Agus Hariono, who always support me and remind me to be a good person.

3. My family of Muhammadiyah who always supported me by their love.

4. All teachers of SMA Muhammadiyah Plus Salatiga who always support me to graduate.

5. My beloved best friends who always support me to graduate.
ACKNOWLEDGEMENT

_Bismillahirrahmanirrahim_

_Anhamdulillahi rabbil `alamin_

In the name of Allah, Lord of night and day. Because of his blessing the writer could finish this graduating paper as one of the requirement for _Sarjana Pendidikan_ in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga. Secondly, peace and salutation be given to our prophet, Muhammad SAW who we are waiting for his help in the afterlife.

This graduating paper would not be success without support from individual or institution. The deepest gratitude the writer delivers for:

1. Mr. Dr. Rahmat Haryadi, M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Mr. Suwardi, M.Pd. as the Dean of Teacher Training and Education Faculty.
3. Mrs. Noor Malihah, Ph.D. as the Head of English Education Department.
4. Mr. Dr. Sa’adi, M.Ag as the counselor who has educated, supported, directed, and gave the writer advices, suggestions, and recommendation for this graduating paper from beginning until the end.
5. Mr. Hammam, S.Pd., M.Pd., Ph.D as an English lecturer who always supports me to graduate.
6. All the lecturers in English Education Department.
7. All staffs who helped the writer in administration.
8. Mrs. Farrah Zakiyah Anwar, S.PdI as teacher of SMA Muhammadiyah Plus Salatiga.

9. All tenth grade students of MIPA 1 of SMA Muhammadiyah Plus Salatiga.

   Thank for your cooperation.

The writer hopes that this graduating paper will be useful for everyone.

Salatiga, March 16th 2019

The Writer

Ari Sugiyanto
NIM. 11312104
ABSTRACT

Sugiyanto, Ari.2019. "Error Analysis on the Use Simple Past Sentences in the Students’ Recount Texts." A graduating paper. English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga. Counselor: Dr. Sa’adi, M.Ag

This research is about an analysis on the use of simple past tense in English recount text made by the tenth grade students of MIPA 1 of SMA Muhammadiyah Plus Salatiga in the academic year of 2018/2019. The objectives of this research were to find out errors of using simple past tense in recount text written by the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year 2018/2019 and to find out the dominant errors made by the students in using simple past tense in recount text written by the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year 2018/2019. The instrument of the research was test and documentation. The research approach was mix descriptive qualitative and quantitative method. The result of this research showed that there are four types of error that occur; error of omission, error of addition, error of misformation and error of misordering. The most dominant errors students made error of misformation with a total 51 errors or 54.26%. It is higher than half of the total of errors made by the students. The Error misformation is related to the use of the wrong form of the morpheme or the structure.

Keywords: Error, Writing, Recount text, Simple past tense.
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A. Background of the Study

In the process of teaching and learning English, the most difficult and complicated one is in writing ability. The difficulty is due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, paragraph organization and to turn such ideas into a readable text (Richards and Renandya, 2002:303). Writing is a subject that learns about how to express an idea in writing form. We have to think little bit hard about the right sentence which is appropriate to share our ideas in writing form. Some experts said that writing is not an automatic process and it is the hardest skill that should be mastered by students. Besides the process of writing that the students should follow, also they are required to learn spelling and grammar, because they are relating to correct use of words in a sentence. Then, students are intended to be capable to write based on the rules or convention of writing.

Gerot and Wignell (1994:2) state that grammar is a theory of language of how language is put together and how it works. Between Indonesian and English, the structural are different. It is easy for students to make grammatical errors. In other words, the Indonesian students may find difficulties in using the correct structure in English. This might mostly because the students are influenced by their mother tongue on the acquisition of the new structures. Since students’ learning English is still affected by their
mother tongue, they often find problems in grammar, vocabulary, spelling and so on. The students usually face a difficulty in English grammar, particularly in arranging words into correct utterances or sentences. It means that grammar is one of the most important parts of English to make clear in communicating with the other.

Structure is one of the most complicated rules in writing English for non-native learners, especially in grammar. It is not to be expected that study of the grammar, no matter how good a grammar it is or how carefully it is taught, will affect any enormous improvement in writing (Allen, 1992:107).

One of writing text that must be produced by learners is recount text. It is a piece of text that retells past event, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred. Some examples of recount text types are newspaper reports conversation, speeches, television interviews, and letters. There are two features of a recount: constructing a written recount and language features in a recount. The recount text type retell past events, usually in the order in which they happened. One of the steps for constructing a written recount is a first paragraph that gives background information about who, what, where and when (called an orientation). And one of the language features usually found in recount is the use of the tense to retell the events (Andeson, 1997:48).

Even though recount text had been studied since junior high school, sometimes we still made an error in using simple past sentences. It happened
because some factors. In our language there is no change about verbs we used (in the past, in the present or in the future) but in English especially in recounts. Verbs that show the past tense usually end in *ed*, for example: in the present tense “I jump” in the past tense become “I jumped”. And other verbs change their form, for example: in the present tense “sleep” in the past tense become slept. The difficulties may be caused by the ignorance of the rules of past tense makes the learners avoid to using them. And they are not able to arrange a well sentence with the misunderstanding concept of past tense. To solve the problems, they have to practice writing simple past tense over and over, so it will be easy for them to understand about the use of past tense in a sentence or text.

Based on the explanation above, in order to make this research consistent with the topic the writer intends to restrict the problem and purpose of this research in finding out the errors, entitles “**Error Analysis on the use Simple Past Sentences In the Students’ Recount Text.**”

**B. Limitation of the Study**

In this research to make focus, especially in the explanation, the writer limits the study. The researcher would like to use a test to know the students’ errors in using simple past tense in recount text made by the tenth grade students of SMA Muummadiyah Plus Salatiga in the academic year 2018/2019.
C. Problem Statements

To clarify the problems that are going to be analyzed, the statements of the problems are formulated as follows:

1. What are the types of errors that occur in using simple past tense in recount text written by the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year 2018/2019?

2. What are the dominant errors made by the students of using simple past tense in recount text written by the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year 2018/2019?

D. Objectives of the Study

The objectives of this research are as follows:

1. To know the errors of using simple past tense in recount text written by the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year 2018/2019.

2. To find out the dominant errors made by the students in using simple past tense in recount text written by the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year 2018/2019.

E. Benefit of the Study

The result of this research is expected to give contribution in some ways:

1. Practically

The result of this research can be used by English teacher especially in SMA Muhammadiyah Plus Salatiga, to help the students in learning
English especially in mastering simple past tense in recount text by happiness. Of course, they will success in mastering simple past tense in recount text with pleasure.

2. Theoretical

This research can be used an input to develop the knowledge of English, especially in writing skill. And the result of this research can be used as reference for other study.

F. Underlying Theory of Analysis

In order to make this paper can be understood easily, here is the description of some key terms:

1. Errors Analysis

Errors are sight that learner has not mastered the target language. Usually they make some mistakes or errors because they have not learned correctly and they consistently wrong. Error reflect gap in learner’s knowledge which arises because the learner does not know what is correct (Ellis, 1997 :17). For example:

a. I Ari Sugiyanto (The correct sentence: I am Ari Sugiyanto)

b. Two days ago he arrive (The correct sentence: he arrived two days ago)

2. Simple past tense

The past tense indicates definite time terminating in the past, the past tense may refer to:

1. One event completed in the past:
I met him last night.

We left two hours ago

2. Repeated events completed in the past and no longer happening:

   Last year it rained frequently in this area.

   When I was young, I went to swimming every day.

3. Duration of an event completed in the past:

   He lived in New York for thirty years and then he decided to return to Indonesia.

   In Columbus’ day, people believed that the earth was flat.

   The past form used as a subjunctive in if or as if clauses, and in that clauses after the verb wish, represent present time.

   If he studied harder now, he would get better grades.

   She wishes she were rich instead of beautiful. (Frank, 1972:73)

3. Text

   Human being lives in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When speaking or writing to communicate a message, there are constructing a text. When reading, listening or view a piece of text, there are interpreting its meaning. Creating a text requires us to make choice about the words we use and how we put them together. If we make the right choices then we can communicate with others. There are two main categories of text: literary and factual. Recount is one of factual categories (Mark Anderson and Kathy Anderson, 1997:1)
4. Recount Text

According to Anderson (1997:48), recount is a piece of text that retells past events, usually in the other in which they happened. The purpose of the recount is to give the audience a description of what occurred and when it occurred. Recount text begins by telling the reader who was involved, what happened, where the event took place and when it happened. The sequence of event is then described in some sorts of order, for instance a time order.

The generic structure of a recount consists of three parts: 1) Orientation, the background information answering who, what, when, where and why. 2) Events are where the students write about the things that happened, it is identified and described in chronological order. 3) Conclusion, the conclusion expresses a personal opinion regarding the events described. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tense. A recount describes events, so plenty of use is made of verb (action words), and of adverb (describe or add more detail to verb). It describes the events word which link event such as next, later, when, then, after, before, first. The lexicon grammatical features of recount focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and temporal sequence.
G. Graduating Paper Outline

This thesis consists of five chapters. Each chapter has different elements as follows:

Chapter I is introduction, the writer explains about background of the study, limitation of the study, problem statement, the objectives of the study, benefit of the study, definition of key term and graduating paper outline.

Chapter II is theoretical framework, it consist about writing, recount text, simple past tense, error and review of previous researches

Chapter III is method of research and data presentation about the general description of SMA Muhammadiyah Plus Salatiga, method of the research, technique of collecting data and technique of data analysis.

Chapter IV is data analysis; it consists of conducting the test, identifying the students’ errors, computing the percentage of errors, analyzing the errors.

Chapter V is Closure. The writer writes the summary of the research, which is about the conclusion and suggestion. For the attachment there are appendixes and references.
CHAPTER II
THEORETICAL FRAMEWORK

A. Writing

1. Definition of writing

Writing is natural thinking process and people share what they think to others with communicative language. They make their opinions and absolutely want their audiences accept or get the point. According to Gelb (1952:12), writing is not the same thing as what we do, Writing began at the time when we learned how to communicate our though and feeling by mean of visible signs, understandable not only to ourself but also to the other.

Heaton (1989:135) states that writing is a complex and difficult to teach and also to learn, requiring mastery not only of grammatical and theoretical devices but also of conceptual and judgmental elements (Rohmah, 2009:1). Writing is a process to transfer some purpose to the readers. When you transfer to your own writing the reasoning skills, knowledge, and sense of style that you develop through reading, you gain greater control over what you write and greater confidence in your ability to write (Beene, 2004:4). The authors have their style of how to share their ideas. It is according to their knowledge and their skill to write. Their background of mother tongue is also influence their writing.

Writing involves more than just producing words and sentences. To be able to produce a piece of writing, we should be able to write a
connected series of words and sentences which are grammatically and logically linked, so that the purpose we have in our mind will suit the intended readers. In this way, it means that the style of language used in a piece of writing designed for people living in the village who less about information and far from education, for example should be different from the one designed for educated people such as students, teachers, doctors, professors, etc. Therefore, in presenting a piece of discourse we should consider the correctness of form, the appropriateness of style, and the unity of topic (Harmer, 2004: 2).

Just like speaking, writing is a way of communicating a message with an intended audience. It is a means of expressing thoughts, ideas, and feelings. By writing we may flow out a burden occupying our mind offer our ideas and concepts to others, and share our knowledge and experiences (Kane, 2000:21). Writing is more than just public communication; it is also a way of thinking. Writing involves a range of writer’s consciousness. When we sit down, holding a pen and facing a piece of paper ready to write, apparently we are engaging in more than just one act of consciousness, such as the contents of thoughts, the style of thoughts, the organization of thoughts, the purpose of thought, and so on. Careful thinking which is strongly needed when we want to produce good words for sentences in writing. Because, writing is a continuous process of thinking and organizing, rethinking and reorganizing (Frydenberg, 2001:11).
Learners have to write in English although it is not their first language. Rod Ellis (1997:3) states that when communication between people has expanded way beyond their local speech communities, people have had to learn a second language, not just as a pleasing pastime, but often as a means of obtaining an education. So, in learning English they should use English vocabularies and its roles totally different from their basic language. They have to make a clear sentence and a fact. Learners are required to understand the roles before they began to write in English, and it is not easy for some learners.

2. Writing Process

Writing is a broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (again and again, as often as time will allow and patience will endure) (Kane, 2000:17).

a. Looking for subjects

People write for lots of reasons. In such cases the subject is given, and the first step is chiefly a matter of research of finding information. At other times we write because we want to express some things about ourselves, about what we have experienced or how we fell. Looking for subjects is to open ourselves to experience, to look around, to describe what we see, hear (Kane, 2000:20).
b. Exploring for topics

According to Thomas S. Kene (2000:23), before beginning a draft, we need to explore a subject, looking for topics. (Subject refers to the main focus of a composition: topic to specific aspects of the subject. The subject of this book is writing. Within that subject grammar, sentences style and so on, are topics. Any topic, of course, can itself be analyzed into subtopics)

c. Making a plan

Before writing, we should plan what we are going to write about and the purposes of the writing. After that, we can start to write. We may produce a number of writing (draft) and editing in order to get the good writing - that is the final draft.

Hermer (2004:4) states before starting to write or type, try and decide something that going to say. When planing, author has to think about three main issues. First, the purpose of writing since this will influence of the text, the language, and the information. Ede (2008:251) adds try to establish a controlling purpose. A controlling purpose reveals just not the topic but also the point and the effect to the readers. Second, the audience, since this will influence not only the shape of writing but also the choice of language. Thirdly, the content structure, that is how best to sequence the fact, ideas, or argument which they have decided to include. Ede (2008:250) adds planing activities described in generally require more discipline. Because much
of the crafting essay occurs as a result, however, this work can be intensely rewarding.

d. Drafting

This is not the end of writing. After we write the first draft we should edit and revise it. It could be the content, form, organization, cohesion and style, and grammar. In order to produce a good writing we should write more than just one draft. A good writing could be the fourth or fifth draft or even more.

The first version of a piece of writing is a draft. This first go at a text is often done on the assumption that it will be amended later (Hermer, 2004:5).

e. Revisions

A good deal of improvement can be made in the draft. First though, it would help to say something about revision in general, both drafting and revising are creative but they differ in emphasis. Drafting is more spontaneous and active: revision more thoughtful and critical. Ede (2008:282) adds that when revise a draft, begin by asking the big, important question about how well the essay has responded to rhetorical situation and how successfully the writer achieved the goals established by controlling purpose.
Brown (1994:335) states that several strategies and skills applied to the drafting or revising process in writing. They include the following activities:

a. Getting started (adapting the free writing technique).

b. Optimal monitoring of one’s writing (without premature editing and diverted attention to wording, grammar, etc).

c. Peer editing (accepting classmate’s comments).

d. Using the instructor’s feedback.

e. Reading aloud technique in small group, read almost-final draft for a final check on errors, flow of ideas, etc.

f. Proof reading.

3. Elements of Writing

The next step to improve our writing is to move beyond words and sentences. We must learn to consider how all of the sentences interact with each other and how our reader will relate to our paragraph. There are five elements of good writing; Purpose, audience, clarity, unity, coherence (Walker, 2011:4-14)

1. Purpose

Writers often create a purpose statement before they begin writing. A purpose statement is a short sentence that clearly defines the point of the paragraph. Reviewing the purpose statement while you write will help you to stay on topic and maintain the focus of your writing.
Purpose statements are simple and to the point. For example, if you are going to write a paragraph about how to clean your room, your purpose statement would read something like this: The purpose of this paragraph is to explain how to clean your room.

2. Audience

The second element of good writing is to keep our audience in mind as we write. The term audience refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph.

3. Clarity

Clarity refers to how easy it is for the reader to understand our writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language. There are two ways that you can improve clarity: Use descriptive (or precise) words and use clear pronoun references.

4. Unity

Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.
5. Coherence

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily. Three important features of coherence are: logical order, repetition of key words, use of transitional words and phrases.

B. Recount Text

Often we will want to tell other people about something that happened in our life. We might want to tell about what we did. It might be about exciting things that happened to us. Speaking or writing about past events is called a recount. According to Anderson (1997:48), recount is a piece of text that retells past events, usually in the other in which they happened. The purpose of the recount is to give the audience a description of what occurred and when it occurred.

Some examples of recount text types are: Newspaper reports, conversations, speeches, television interviews, eyewitness accounts, letter. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses; such as simple past, past perfect, past continuous, past perfect continuous tenses. The generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion. The setting or orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about. Events are where you write about the things that
happened and are identified and described in chronological order. And the conclusion expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by saying how things went, saying what we felt about the things that happened or mentioning something which will or may happen later.

The language features usually found in a recount based on Anderson (1997:50) are:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where and how.
3. The use of the past tense to retell the events.
4. Words that show the order of events (for example, first, next, then).

C. Simple Past Tense

1. Definition of simple past tense

We always use the simple past when we say when something happened, so it is associated with certain past time expressions. The past tense indicates definite time terminating in the past. Whether a time word is given or not. It is the required tense in statements about persons who are now dead (Shakespeare lived in England). Unless the statement has some relevance to the present (Shakespeare is the greatest playwright ever produced in England) (Frank, 1972:73).

According to Ed Swick (2010:11), the english past-tense conjugations consist of two forms that also exist in the present tense; 1). The simple past tense, which indicates a habitual, repeated, or complete
action. 2). The prograsive, which indicates an ongoing or incomplete action.

2. Form of simple past tense

a. The simple past tense of regular verb

The simple past tense of most verbs requires an –ed ending with regular verb. No other conjugational endings are needed for any of person in either the singular or plural (Swick, 2010:11).

<table>
<thead>
<tr>
<th>Subject</th>
<th>to help</th>
<th>to pull</th>
<th>to call</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>helped</td>
<td>pulled</td>
<td>called</td>
</tr>
<tr>
<td>You</td>
<td>helped</td>
<td>pulled</td>
<td>called</td>
</tr>
<tr>
<td>He/she/it</td>
<td>helped</td>
<td>pulled</td>
<td>called</td>
</tr>
<tr>
<td>We</td>
<td>helped</td>
<td>pulled</td>
<td>called</td>
</tr>
<tr>
<td>They</td>
<td>helped</td>
<td>pulled</td>
<td>called</td>
</tr>
<tr>
<td>The boy</td>
<td>helped</td>
<td>pulled</td>
<td>called</td>
</tr>
<tr>
<td>The boys</td>
<td>helped</td>
<td>pulled</td>
<td>called</td>
</tr>
</tbody>
</table>

This tense shows a habitual, repeated, or complete action:

1. I always helped my friends. (always = I helped my friends all of the time).
2. He often pulled a red wagon. (it was his habit to pull a red wagon).
3. They called me every day. (every day = they called me repeatedly).
b. The simple past tense of irregular verbs

Irregular verb form the simple past tense in more than one way. Some make a vowel change. Some make a vowel and consonant change. A few transform completely, and a small group of verbs in the past tense looks identical to the present tense verb;

<table>
<thead>
<tr>
<th>Subject</th>
<th>to know</th>
<th>to buy</th>
<th>to go</th>
<th>to put</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Knew</td>
<td>Bought</td>
<td>Went</td>
<td>Put</td>
</tr>
<tr>
<td>You</td>
<td>Knew</td>
<td>Bought</td>
<td>Went</td>
<td>Put</td>
</tr>
<tr>
<td>He/she/it</td>
<td>Knew</td>
<td>Bought</td>
<td>Went</td>
<td>Put</td>
</tr>
<tr>
<td>We</td>
<td>Knew</td>
<td>Bought</td>
<td>Went</td>
<td>Put</td>
</tr>
<tr>
<td>They</td>
<td>Knew</td>
<td>Bought</td>
<td>Went</td>
<td>Put</td>
</tr>
</tbody>
</table>

Although these verbs have an irregular formation in the simple past tense, they still show a habitual, repeated, or complete action.

1. Ari knew him in grade school. (a habit throughout grade school).
2. I always bought American coffee. (always= my habit was to buy American coffee.
3. Ari went home. (complete action).
4. She put on lipstick every day.

There are two English verbs that require a special look in the simple past tense (Swick, 2010:11);
Subject to be to have
I Was Had
You Were Had
He/she/it Was Had
We Were Had
They Were Had
The boy Was Had
The boys Were Had

These two verbs also show a habitual, repeated, or complete action.
Note that adverbs are used to accentuate the habitual or repeated meaning;
1. I was a student at this school. (My regular activity was being a student).
2. They were seldom home. (their occasional habit was to be away from home)
3. She often had toast for breakfast.
4. I had five dollars. (Complete action = I no longer have the money).

When negating verbs in the simple past tense, the auxiliary did followed by the adverb not is required for most verbs. They both precede the negated verb (Swick, 2010:12);
1. Ari did not understand.
2. We did not finish our meal.

   When negating *to be*, the adverb not follows the past tense form of
   *to be*. When negating *to have* as a transitive verb, did is required
   followed by the adverb *not*;

1. I was not hungry at lunch.

2. I did not have your books.

3. We were not alone in the room.

4. Ari did not have any change.

c. Auxiliaries

   According to Ed Swick (2010:13), not all auxiliary can be formed
   in the past tense. The auxiliary *must*, for example, uses an auxiliary
   with a synonymous meaning for the past tense; *must* = had to. The
   auxiliary *can* has a past tense form but can also use an auxiliary with a
   synonymous meaning as its past tense; *can* = coul or was able to.

   Auxiliaries that are also used as transitive verbs (for example, *to
   want* or *to like*) can change to the past tense. Auxiliaries that are
   formed with the verb *to be* (for example; *to be able to*) change the verb
   to the past tense;

<table>
<thead>
<tr>
<th>Subject</th>
<th>may</th>
<th>to want to</th>
<th>to be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>might</td>
<td>Wanted to</td>
<td>Was able to</td>
</tr>
<tr>
<td>You</td>
<td>might</td>
<td>Wanted to</td>
<td>Were able to</td>
</tr>
<tr>
<td>He/she/it</td>
<td>might</td>
<td>Wanted to</td>
<td>Was able to</td>
</tr>
</tbody>
</table>
We  might  Wanted to  Were able to
They  might  Wanted to  Were able to
The boy  might  Wanted to  Was able to
The boys  might  Wanted to  Were able to

When an auxiliary is used with another verb, the other is in its infinitive form. The conjugated verb in the sentence is the auxiliary. For example:

1. He **had to explain** his behavior.
2. No one **wanted to go** to my party.
3. We **were able to communicate** with them.
4. She **was supposed to arrive** at noon.

When negating auxiliary, based on Ed Swick (2010:14) there are three types of auxiliaries follow different patterns:

1. Auxiliaries such as *might* and *could* are simply by not;
   a. You might not agree with me.
   b. She could not hear me.

2. Auxiliaries that also function as transitive verb (want to, like to) use not to form the negative;
   a. I did not want to complain.
   b. Ari did not like to surf anymore.

3. Auxiliaries that are formed with the verb *to be* (to be able to, to be supposed to) place the adverb *not* after the verb *to be*;
a. I was not able to reach the switch.
b. You were not to supposed to touch that.

d. The progressive conjugation

The progressive past tense is composed of a past tense conjugation of the verb *to be* and accompanying verb formed as a present participle (singing, making, talking, and so on) it is only the verb *to be* that requires any conjugational changes in the past tense. This tense shows an action that was in progress or was not completed. It is often incomplete because of an interruption (Swick, 2010:14).
a. I was helping Ari. (my helping Ari was ongoing task).
b. She was running in a race. (she was in a race but may not have finished it).
c. Ari was putting milk in the glass but dropped the glass. (this action was interrupted by the glass’s being dropped).

e. Questions

Both the simple past tense and progressive formation of the past tense can be stated as question. The auxiliary did is frequently used in the structure of questions. According to John Eastwood (2008:58), in questions we use *did* + *base form*. We do not use *did* with *was* or *were*.

1. *Did* they *finish* their meal?
2. How fast *did* they *run*? (Not *how fast run they*?)
3. *Were* you tired last night? (Not *Did you be tired last night*)
Most verbs in a simple past tense sentence can be used to ask a question by means of the auxiliary verb did:

**Past tense statement**  
**Past tense question**  
1. Ari spoke two languages.  
   *Did Ari speak two languages?*  
2. The woman earned enough money.  
   *Did the women earn enough money?*

If the verb in the past tense statement is the verb *to be*, the question formed from the verb begins with the verb itself (Swick, 2010:16):

**Past tense statement**  
**Past tense question**  
1. She was sick again.  
   *Was she sick again?*  
2. There was a problem here.  
   *Was there a problem here?*  
3. The workers were angry  
   *Were the workers angry?*

D. Error

1. The definition of error

According to Richard (1974:1), learners’ errors are indicative both of the state of the learner’s knowledge and of the ways in which a second language is learned. The errors they made showing the result of their study before. They are able to get the point of the material or not. Errors are not the biggest problem in the learning process, but it just shows the effect of the strategy used in their learning.

Studying the errors made by learners of a second language needs no justification. It is something which teachers have always done for
purely practical reasons. Along with the results of test and examinations, the errors that learners make are a major element in the feedback system of the process we call language teaching and learning. It is on the basis of the information the teacher gets from errors that he varies his teaching procedures and materials, the pace of the progress and the amount of practice which he plans at any moment. For this reason it is important that the teacher should understand the psychological reasons for their occurrence. The diagnosis and treatment of errors is one of the fundamental skills of the teacher (Corder, 1981:35)

In learning language especially foreign language, the learners have their mother tongue and also their language that could not be avoided influence the target language in their process of learning. Mother tongue and the language have an important influence in the learning process. The learners absolutely adopt their first language in the rule of target language and it is one of the factors they made a grammatical errors. It is of course true that the application of linguistic and psychological theory to the study of language learning added a new dimension to the discussion of errors; people now believed they had a principled means for accounting for these errors, namely that they were the result of interference in the learning of a second language from the habits of the first language (Richards, 1973:19)

2. Error analysis

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics. These errors can be divided
into three sub-categories: overgeneralization, incomplete rule application, and hypothesizing of false concepts, reflected a learner’s competence at a certain stage and thereby differed from learner to learner (Rustipa, 2011:21). Based on Corder (1981:35), error analysis confirms or disproves the predictions of the theory lying behind bilingual comparison. In this sense error analysis is an experimental technique for validating the theory of transfer.

Human will make some problems or mistakes in learning something new. The learners get difficulties in their writing with another language. According to Brown (1980:164), second language learning is process that is clearly not unlike first language learning in its trial and error nature. Inevitably the learners will make mistakes in the process of acquisition and indeed will impede that process if they do not commit errors and then benefit in turn from various forms or feedback on those errors.

According to Brown (1980:164) the fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within learner, led to a surge of study of learners’ errors, called error analysis. There are some steps in errors analysis based on Corder (1974) in Ellis (1994:48). They are:

a. Collecting of sample of learner language.
b. Identification of errors.
c. Description of errors.
d. Explanation of errors.

e. Evaluation of errors.

A key finding of error analysis is that many errors are made by learners making faulty inferences about the rules of the new language.

3. Mistakes and errors

Distinguish between mistakes and errors is important, in order to analyze learner’s language and apply error analysis, where the former is seen as resulting from learner’s lack of proper grammatical knowledge and the latter as being failed to utilize a known system correctly. Brown (1994:205) defines error as “a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner”. Then “a mistake refers a performance error that is either a random guess or a ‘slip’ in that is failure to utilize a known system correctly” (Brown, 1994:205).

However, native speakers are generally able to correct themselves quickly. Such mistakes include slip of the tongue and random ungrammatical formations. On the other hand, errors are systematic in that they occur repeatedly and are not recognizable by the learner’s interlanguage and the learner does not generally consider them as errors. The errors are only from teachers’ and others’ perspectives who are aware of the possible grammatical deviation. So, mistake can be self-corrected with or without being pointed out to the learners but errors cannot be self-corrected.
4. Types of error

According to Dulay, Burt and Krasen (1982:154-162), there are four types of error, they are (1) omission, (2) addition, (3) misformation, (4) misordering.

1. Omission

This type of error is characterized by the absence of an item, which must appear in a well-formed utterance. Certain linguistic forms may be omitted by the learner because of their complexity in production. Generally, there are two main kinds of omission; they are omission of content morphemes and omission of grammatical morphemes.

a. Omission of Content Morphemes

This type of omission is related to the major constituent of a sentence such as: nouns, verbs, adjectives, and adverbs. For example: She ...him nothing. In this sentence, the learner omits a needed verb and the third singular marker –s. It should be, “She gives him nothing”.

b. Omission of Grammatical Morphemes

This type of omission does not carry the burden meaning. In other words, it plays a minor role in conveying the meaning of sentence. It includes noun and verb inflections (e.g. the –s in birds, the –s in mother’s, the –ed in looked, the –ing in laughing, etc); preposition (in, on, at, under, etc); conjunction (and, or, but, because, if, although, etc); verb auxiliaries (is, will, can, etc); and
article (a/an, the, those, these, etc). For example: Marry is beautiful girl. In this sentence, indefinite article before a singular countable noun is omitted. It should be, “Marry is a beautiful girl”.

2. Addition

This type of error is characterized by the presence of an item, which must not appear in a well-formed utterance. It means that learners not only omit elements, which they regard as redundant, but they also add redundant elements.

This error type is divided into subcategories namely: double markings, regularization, and simple addition.

a. Double Markings

This error is described as the failure to delete certain items which are required in some linguistic construction but in others. For example, He doesn’t knows your name. This sentence shows the failure of deleting third singular person marker –s where the auxiliary does is required. This sentence should be, “He doesn’t know your name”.

b. Regularization

There are both regular and irregular in language in which students sometimes get confused to apply the correct in certain construction. Sometimes, they apply the rule used to produce the regular ones to those that are irregular. This type of errors is called errors of regularization. For example, I putted my bag on the table.
The word putted is the example of regularization in which the regular past tense –ed has been added to the items. It should be, “I put my bag on the table”.

c. Simple Addition

This error is one of subcategories of addition that is neither a double marking nor regularization. For example: We stay in over there. The addition of preposition „in” is not appropriate used before over. It should be, “we stay over there”.

3. Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. This error has three subcategorized, namely: regularization, archi-forms, and alternating forms.

a. Regularization

A regular marker is used in place of an irregular one. For example, “She runned so fast”. The correct form of this sentence is “She ran so fast”.

b. Archi-forms

The selection of one member of a class of forms to represent others in class is often made by the learners. The form chosen by the learners is called as archi-forms. For example, a learner may temporarily select just one of the English demonstrative adjective this, that, these, and those. For example (Dulay, 1982, p.161):

That dog \(\quad\text{That dogs}\)
c. Alternating forms

Having his vocabulary and grammar grow and by using archi-forms, the learner can choose various members of class as an alternative to choose with each other. Thus, finding demonstratives is a need, as an example: *Those dog, This cats.*

4. Misordering

This type of error is characterized by the incorrect placement of a morpheme in an utterance. For example: *What daddy is doing? This question is incorrect. It should be, “what is daddy doing?”*

E. Review of Previous Researches

The writer reviews related researches from other research papers as principle or comparative in this research. First previous research was done by Evayani (2013) conducting a research on “An Analysis on Grammatical Errors in Students’ Recount Text Writing (A Case Study at Second Grade Students of MAN 10 Jakarta). She analyzed that based on the finding in her research, the most common errors made by the second grade of MAN 10 Jakarta in the level of grammar were verb tense, capitalization and word form. The frequency of verb tense is 75 errors under the percentage of 22.2% of total errors. The total error of capitalization is 74 errors under the percentage of 22%. And the least common error is word form with the total errors 34 or under the percentage of 10%. The causes of errors were made by the students of MAN 10 Jakarta were intralingual transfer is 197 errors or 58.1%, interlingual transfer is 128 errors or 37.8%,
communication strategies is 8 errors or 2.3%. And the last is context of learning with the total errors 6 or 1.8%.

The second previous research was done by Nur Anita the student of state institute for Islamic studies (IAIN) Salatiga, entitled “An Error Analysis on using Simple Past Tense In Recount Text By The First Grade Students of SMA Negri 2 Salatiga In The Academic Year of 2014/2015”. She found 130 various kinds of errors; error of misformation with a total 89 or 68.46%, the other types are 30 or 23.08% error of omission, 8 or 6.15% error of addition, and 3 or 2.31% error of misordering.

The third, Thoniharyanto (2007) conducted a research on “Grammatical Error Analysis in Students’ Recount Text (The Case of the Twelfth Year Students of SMA N 1 Slawi, Tegal in the Academic Year of 2006/2007)”. He analyzed that based on the finding in his research, it shows that the students made total of 235 errors which consists of 153 or 65 % errors in using verb forms, 3 or 1.3 % errors in agreement between subject and verb, 10 or 4.3 % errors in the use of article, 30 or 12.8 % errors in the use of preposition, 12 or 5.1 % errors in pluralization, 23 or 9.8 % errors in the use of pronoun, and 4 or 1.7 % errors in the use of conjunction.

The fourth, Kun Aminah (2016) conducted a research on “Error Analysis on The Use of Simple Past Tense in English Narrative Text Writen by The Students of SMK 1 Tengaran in The Academic Year of 2016/2017”. She analyzed that based on the finding in her research, it
shows that the students made total of 106 errors. The most dominant error students made is error of misformation with the percentage is 65.09% or amount 69 errors. The other percentage of errors are 20.73% or 22 for error of addition, 11.32% or 12 for error of omission and 2.83% or 3 for error of misordering.

Based on review of previous researches above, the writer used the same method, but the focus of research is different. That is the recount text in simple past tense.
CHAPTER III
RESEARCH METHOD AND DATA PRESENTATION

In this chapter, the researcher would like to present several data dealing with the research such as the general description of SMA Muhammadiyah Plus Salatiga and the research methodology used by researcher. The research conducted on Wednesday, 30 of January 2019.

A. The General Description of SMA Muhammadiyah Plus Salatiga

1. School Profile
   b. NPSN : 20328395
   c. Address : Jl. KH. Ahmad Dahlan Soka Salatiga, RT/9 RW/7,
                        Ds/KelSidorejoLor, Kec. Sidorejo, Salatiga City,
                        Central Java.
   d. Ownership Status : Foundation of Muhammadiyah Salatiga.
   e. SK : 619/II/UM.2/77
   f. Telp. : 322358
   g. Email : smamplussalatiga@yahoo.co.id
   h. Website : http://semamplussalatiga.webs.com
   i. Stand : 1997-03-07

   (Source: Document of SMA Muhammadiyah Plus Salatiga, 2019)

2. The building condition of SMA Muhammadiyah Plus Salatiga

   The building condition of SMA Muhammadiyah Plus Salatiga can be seen in the table below:
Table 1.1, the building condition of SMA Muhammadiyah Plus Salatiga.

<table>
<thead>
<tr>
<th>NO.</th>
<th>Kind of Room</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>1</td>
<td>Headmaster room</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Teacher room</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Classroom</td>
<td>6</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Counseling room</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Teacher's toilet</td>
<td>2</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Student's toilet</td>
<td>8</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Biology Lab</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Computer Lab</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>English lab</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Library</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>Small mosque</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Waiter's room</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Administration room</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Security guard room</td>
<td>2</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>Security office</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>Field</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>Multifunction room</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>Health service room</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>OSIS room</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>Canteen</td>
<td>1</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Source: document of SMA Muhammadiyah Plus Salatiga 2019*

3. The students of SMA Muhammadiyah Plus salatiga

In order to reach the common goal of education, several forces are needed. Besides having good students, the presentation of qualified
teachers and staffs officers is important to make better in teaching and learning in SMA Muhammadiya Plus Salatiga. There are 127 students in this school, that can be seen in the table below:

Table 1.2, the students’ recapitulation list of

<table>
<thead>
<tr>
<th>No</th>
<th>Department</th>
<th>Class</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>XI</td>
</tr>
<tr>
<td>1</td>
<td>MIPA</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>IPS</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: document of SMA Muhammadiyah Plus Salatiga 2019

Table 1.3, the list of X MIPA class group of

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AFI</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>ARH</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>ARP</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>AY</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>BS</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>CCA</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>DK N</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>FI</td>
<td>Female</td>
</tr>
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<td></td>
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<td>---</td>
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<tr>
<td>10</td>
<td>RF</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>SAP</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>SNAA</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>SS</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>VR</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>WFA</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>WA</td>
<td>Female</td>
</tr>
</tbody>
</table>

*Source: document of SMA Muhammadiyah Plus Salatiga 2019*

**B. Research Method**

1. Research Approach

   In this research, the researcher used a mix descriptive qualitative and quantitative method, descriptive qualitative is collecting data, arranging data and interpreting the data. Qualitative research is approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The quantitative method to find the frequency of each errors types. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars or general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (W.Creswell, 2014:14).
According to Moleong (2003:3) a qualitative research deals with a kind of research which does not use statistic procedures in analyzing the data. In qualitative research, the researcher tends to prior in accurate explanation to analyze and present what have been found.

Data analysis technique that the researcher used is descriptive. It will be used as guidance to conduct the research from beginning to the end of the work quantitatively. The researcher will describe the types of errors made by the students on the use of simple past tense in English recount text. To get the data from the students about recount text, the researcher asked to the students to make recount text based on their unforgettable experience.

2. Population and Sample

A population is a set (or collection) of all elements processing one or more attributes of interest (Arikunto, 2010:173). The population of this research was all of students in class X MIPA of SMA Muhammadiyah Plus Salatiga in 2018.

Sample is partially or representative of the population of the research. Sampling process is to clearly define target population. Taking a subset from chosen sampling frame or entire population is called sampling. Sampling can be used to make inference about population or to make generalization in relation to existing theory. Probability or random sampling has the greatest freedom from bias but may represent the most costly sample in terms of time and energy for a given level of sampling
error (Taherdoost, 2016:20). Random sampling is technique or tool that produces essentially a miniversion of the initial population. Random sampling is conducted in such a way that every person in the population has an equal and independent chance of being selected. Meanwhile, the samples of the research are 16 students from X MIPA of SMA muhammadiah Plus Salatiga.

C. Technique of Collecting Data

Data collection is very important in this research, the method used in this research to collect the data are test and documentation. According Arikunto (2002:198) test is used to measure the basic capabilities and achievements. Especially for learning achievement, test commonly used in school can be divided into two general categories:

a. Test Created by Teacher

Test made by the teacher with particular procedure, but no trials have repeatedly then is not yet known features and benefits.

b. Standardized Test

It is test that is usually already provided in the testing agencies, which are already guaranteed quality. And standardized test trial has been experienced repeatedly so it can be said good enough.

Test as instrument as data collection will help the writer easily collect the data. The researcher gave test to the students in order to be done. They had to make a letter to tell their past experiences. Before it, the researcher reminded
them about the role of recount text: about simple past tense, generic structure, etc. after that, they did their task to write.

Documentasion method is looking for data about variables like note, transcript, book, newspaper, magazine, epigraphy, etc. this method is not difficult since if there is an error the source data is still not change (Arikunto, 2002:206). In this research, the researcher used media to take some photos of the students’ activities in class in order to get valid data. The media was a camera.

D. Technique Data Analysis

This research will analyze the grammatical errors in using simple past tense in recount text to know the dominant errors made by the students and what is the kind of the errors commonly.

In analyzing the students’ errors, the writer will use descriptive analysis. A descriptive research is used to know the students’ type of errors in using simple past tense. In descriptive technique the writer will analyze the observation sheet which has been made by the students.

According to Carden’s Model (1987:173) as quoted by Anam (2013:30) quoted by Nur Anita (2015:46) the first step in process analysis is the identification of errors. After identifying the errors, the total number of errors made by learners was counted, and the value each errors was 1 (one). The writer classified and identified the data based on the theory of the description of the using of simple past tense. And account the data.
To analyze how many percent of errors made by the students, the researcher used percentage formula as Sudijono (1997:4) stated:

\[ P = \frac{F}{N} \times 100\% \]

- \( P \) = Percentage of the error
- \( F \) = Frequency of the error
- \( N \) = Total number of the error
CHAPTER IV
DATA ANALYSIS

A. Data Presentation

In this chapter, the researcher would like to present the result of the research to answer the problem statements in chapter one. The researcher will analyze the errors made by the tenth grade students of SMA Muhammadiyah Plus Salatiga in using simple past tense in recount text. There are four types of error; error of omission, error of addition, error of misformation and error of misordering.

From the analysis of the data, the percentage of students’ errors can be seen in the table below:

Table 3.1
The percentage of student’s errors

<table>
<thead>
<tr>
<th>No</th>
<th>Types of error</th>
<th>Total of error</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Error of Omission</td>
<td>25</td>
<td>26.60%</td>
</tr>
<tr>
<td>2</td>
<td>Error of Addition</td>
<td>14</td>
<td>14.89%</td>
</tr>
<tr>
<td>3</td>
<td>Error of Misformation</td>
<td>51</td>
<td>54.26%</td>
</tr>
<tr>
<td>4</td>
<td>Error of Misordering</td>
<td>4</td>
<td>4.25%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>94</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above the researcher found 94 numbers of errors made by the tenth grade students of MIPA 1 of SMA Muhammadiyah Plus Salatiga in using simple past tense in recount text. The most dominant error made by
students is error of misformation with amount 51 errors. It is higher than half of the total of errors made by the students.

B. Discussion

Based on the data presentation and data analysis, the researcher is going to extend the findings of the research as follows:

1. General Findings

As the results, the researcher found four kinds of error made by the student; 26.6% in error of omission, 14.89% in error of addition, 54.26% in error of misformation, 4.25% in error of misordering. The common errors made by learners is error of misformation. They wrote incomplete or ungrammatical sentences. Most of them made errors in selecting the correct to be or verb to complete their sentences. They forgot to use verb two in their past sentences or to be is, am and are.

2. Individual Findings

2.1 SAP

She wrote about her happiness. She met Ernando in Pancasila Salatiga. Ernando is one of her favorite idol. In her writing she made some errors. There are three types of error she made; 1 error of misordering, 1 error of omission and 1 error of misformation.

a. Wrote : Like a dream it seemed (misordering).

It should be : It seemed like a dream.

b. Wrote : His concern for others (omission).

It should be : His concern was for others.
c. Wrote : This commando was one of the main goalkeepers in the U-16 national team (*misformation*).

It should be: The commando was one of the main goalkeepers in the U-16 national team.

2.2 WFA

He wrote about his holiday in East Java. In his writing he made some errors. There are three types of error found; 3 errors of omission, 1 error of addition and 3 errors of misformation.

a. Wrote : I had a study tour went East Java (*omission*).

It should be: I had a study tour went to East Java.

b. Wrote : When it arrived at the location (*misformation*).

It should be: When we arrived in the location.

c. Wrote : I couldn’t picking apples (*addition*).

It should be: I couldn’t pick any apples.

d. Wrote : I can only bought it (*misformation*).

It should be: I could only buy it.

e. Wrote ; We continue the journey to the souvenirs place (*omission*).

It should be: We continued the journey to the souvenirs place.

f. Wrote : I buy some souvenirs for the family at home (*misformation*).

It should be: I bought some souvenirs for my family at home.
2.3 WA

She wrote about her experience of study tour to Jakarta Bandung. In her writing she made some errors. There are two kinds of error she made; 1 error of omission and 6 errors of misformation.

a. Wrote : We visited one of the attractions in Jakarta, is national monument (omission and misformation).

   It should be : We visited one of the attractions in Jakarta, it was national monument.

b. Wrote : There are a lot of lessons that we can take.

   (misformation)

   It should be : There were a lot of lessons that we could take.

c. Wrote : There are a lot of historical objects.

   (misformation)

   It should be : There were a lot of historical objects.

d. Wrote : There is also a Garuda Indonesia, that is big.

   (misformation)

   It should be : There was also Garuda Indonesia, it was big.

e. Wrote : So, we can take pictures together. (misformation)

   It should be : So, we could take pictures together.

f. Wrote : All the rides are full of visitors. (misformation)

   It should be : All the rides were full of visitors.
2.4 VRH

He wrote about his holiday. In November 2018 he went to Kuta (one of beautiful beaches in Indonesia). In his writing, he made some errors. He made 7 errors of misformation.

a. Wrote : That place is awesome. (*misformation*)
   
   It should be : That place was awesome.

b. Wrote : he is really nice and awesome. (*misformation*)
   
   It should be : he was really nice and awesome.

c. Wrote : We has a good time together. (*misformation*)
   
   It should be : We had a good time together.

d. Wrote : He told me everything that he know. (*misformation*)
   
   It should be : He told me everything that he knew.

e. Wrote : The food that he gave to me is a pork meat. (*misformation*)
   
   It should be : The food that he gave to me was a pork meat.

f. Wrote : There is no food around me. (*misformation*)
   
   It should be : There was no food around me.

g. Wrote : Pork meat is really nice. (*misformation*)
   
   It should be : Pork meat was really nice.
She wrote about hiding an animal. In her writing, she made some errors. There are three kinds of error she made; 6 errors of misformations, 2 errors of addition and 1 error of omission.

a. Wrote : There are too many tasks. \textit{(misformation)}

   It should be : There \underline{were} too many tasks.

b. Wrote : We \textcolor{red}{feel} hungry. \textit{(misformation)}

   It should be : We \textcolor{red}{felt} hungry.

c. Wrote : We have dinner together. \textit{(misformation)}

   It should be : We \textcolor{red}{had} dinner together.

d. Wrote : After eat, we continued to pray together. \textit{(misformation)}

   It should be : After \underline{ate}, we continued to pray together.

e. Wrote : I has arranged pillow and bolster. \textit{(addition and omission)}

   It should be : I arranged the pillow and bolster.

f. Wrote : There are scaly animals. \textit{(misformation)}

   It should be : There \underline{were} scaly animals.

g. Wrote : I felt \underline{surprised}. \textit{(addition)}

   It should be : I surprised.

h. Wrote : That animal is lizard. \textit{(misformation)}

   It should be : That animal \underline{was} lizard
2.6 SNAA

She wrote about the first time when she joined in junior high school. In her writing, she made some errors. There are three types of error found; 2 errors of misformation, 2 errors of addition and 3 error of omission.

a. Wrote : I chose to continued at SMP N 3 Bringin.

   (misformation, addition and omission)

   It should be : I chose to continue in SMP N 3 Bringin.

b. Wrote : I thought the school was the closest. (addition)

   It should be : I thought the school was the closest.

c. Wrote : I was escorted by my brother. (omission)

   It should be : I escorted by my brother.

d. Wrote : What we would do for three days forward.

   (misformation)

   It should be : What we should do for three days forward.

e. Wrote : I was did not in the same class with my best friend. (omission)

   It should be : I was not in the same class with my best friend.

2.7 RF

She wrote about she and her friends went to Goa Rong. In her writing, she made some errors. There are three types of error found; 2 errors of omission, 1 error of addition and 4 errors of misformation.
a. Wrote : There I began to get nervous and anxious.  

(omission, addition and misformation)  

It should be: In there I got nervous and anxious.  

b. Wrote : There are three motorbikes. (misformation)  

It should be: There were three motorbikes.  

c. Wrote : My friend talked yes. (misformation)  

It should be: My friend said yes.  

d. Wrote : I turned around looking for him.  

(omission and misformation)  

It should be: I turned around to look for him.  

2.8 FI  

She wrote about horror experience. She saw a ghost in Café Ole. In her writing, she made some errors. There are two types of error found: 1 error of omission and 1 error of misformation.  

a. Wrote : I asked my brother if he could see ghost.  

(omission)  

It should be: I asked to my brother if he could see the ghost.  

b. Wrote : I almost got possessed and alhamdulillaah, I’m not. (misformation)  

It should be: I almost got possessed and alhamdulillah, I was not.
2.9 AFI

He wrote about his vacation in Jakarta. In his writing, he made some errors. There are two types of error found: 4 errors of misformation and 3 errors of omission.

a. Wrote : November 2018, I \textbf{want} to Jakarta.

\textit{(misformation)}

It should be : November 2018, I \textbf{went} to Jakarta.

b. Wrote : I \textbf{want} to Jakarta with my family. \textit{(misformation)}

It should be : I \textbf{went} to Jakarta with my family.

c. Wrote : At my sister’s house I was very happy because there is a computer for game play.

\textit{(misformation and omission)}

It should be : At my sister’s house I was very happy because there was a computer for \textbf{a} game.

d. Wrote : My busy life in Jakarta only \textbf{plays} game.

\textit{(misformation and omission)}

It should be : In Jakarta I only \textbf{played} game.

e. Wrote : There I \textbf{watch} movie a lot. \textit{(omission)}

It should be : \textbf{In} there I \textbf{watched} movie a lot.
2.10 CCA

She wrote about joining a competition. In her writing, she made some errors. There are three types of error found: 1 error of addition, 2 errors of omission and 3 error of misformation.

a. Wrote : In December I was representing the Sasana Dojo Schreuder Indonesia at the PTPN IX championship.

*(addition, misformation and omission)*

It should be: In December I represented to the Sasana Dojo Schreuder Indonesia at the PTPN IX championship.

b. Wrote : Each team is required to carry out bunkai movement. *(misformation)*

It should be: Each team was required to carry out bunkai movement.

c. Wrote : A judge sounds a whistle and the other judge raised the flag. *(misformation, omission)*

It should be: A judge sounded a whistle and the other judges raised the flag.

2.11 BS

He wrote that he was invited by his friend to ride a bicycle. In his writing, he made some errors. There are three types of error found;
2 errors of addition, 2 errors of misformation and 1 error of misordering.

a. Wrote : I was visited by my friend to ride a bicycle. 
   
   (addition)

   It should be : I visited by my friend to ride a bicycle.

b. Wrote : I getfalling from a bicycle. 
   
   (addition and misformation)

   It should be : I fell from a bicycle.

c. Wrote : That is my pleasant experience and sad. 
   
   (misformation and misordering)

   It should be : That was my pleasant and sad experience.

2.12 AY

She wrote about her experience in new school. In her writing, she made some errors. There are four types of error found; 4 errors of misformation, 2 error of omission, 1 error of addition, and 1 error of misordering.

a. Wrote : The things that makes me happy is sleep with friends and roof with them. (misformation)

   It should be : The things that made me happy is sleep on the roof with my friends.

b. Wrote : We are very Happy. (misformation)

   It should be : We were very happy.
c. Wrote  : **Sometime** expectation **don’t** match reality.

   *(omission and misformation)*

   It should be : **Sometimesthe** expectations **didn’t** match with **thereality**.

d. Wrote  : one **and** one my friends **going to leave** house **it** and **move** to **place other**.

   *(misformation, omission, addition and misordering)*

   It should be : one **by** one of my friends **left from the** house and **moved to the other place**.

2.13 ARP

She wrote about worst experience. In her writing, she made some errors. There are four types of error found; 1 error of misordering, 3 errors of addition, 1 error of omission and 1 error of misformation.

a. Wrote  : I **was** invited to go to with **my grandmother** to the wedding. *(misordering)*

   It should be : **My grandmother** invited **me** to go to the wedding **with her**.

b. Wrote  : I **were escorted** by my uncle.

   *(misformation and addition)*

   It should be : I **was** escort by my uncle.

c. Wrote  : We **could stop** trip. *(addition and omission)*

   It should be : We **stopped the** trip
d. Wrote: I *was* carried by my grandmother to the front of WismaMulia. *(addition)*

It should be: I carried by my grandmother to the front of WismaMulia.

2.14 AS

He wrote about harvest the rice. In his writing, he made some errors. There are two types of error found; 2 errors of omission and 1 error of misformation.

a. Wrote: I only *help* my father *harvest* rice in the fields. *(omission)*

It should be: I only *helped* my father *in harvesting* the rice in the fields.

b. Wrote: *It’s* not easy to harvest rice. *(misformation)*

It should be: *It was* not easy to harvest *the* rice.

c. Wrote: We *use* sharp objects. *(omission)*

It should be: We *used* sharp objects.

2.15 DKN

She wrote about her childhood when she was in elementary school.

In her writing, she made some errors. There are two types of error found; 3 errors of misformation and 2 errors of omission.

a. Wrote: At *his* friend’s house did not study but played and *eat*. *(misformation and omission)*
It should be: At my friend’s house I did not study but played and ate.

b. Wrote: There were playing keeponwalking around the village together with his friends.

*(misformation)*

It should be: We were keep playing by walked around the village with our friends.

c. Wrote: That is the afternoon.

*(misformation and omission)*

It should be: That was in the afternoon

2.16 ARH

He wrote about his struggle in learning to get a good rank in his class. In his writing he made some errors. There are three types of error found: 1 errors of addition, 1 error of omission and 3 errors of misformation.

a. Wrote: In the second semester thought I about being able to master the lesson. *(misformation)*

It should be: In the second semester I thought about being able to master the lesson.

b. Wrote: I could master math because learning was the easiest for me. *(misformation)*

It should be: I could master mathematics because of the lesson was easy for me.
c. Wrote : I like math because every day I am taught mathematics by my brother. *(misformation)*

   It should be : I like math because every day I was taught mathematics by my brother.

d. Wrote : I was very *surprised* because *was called to* rank three. *(addition and omission)*

   It should be : I was very *surprise* because *I got* rank tree.
CHAPTER V
CLOSURE

A. Conclusion

After finishing the research which entitled “Error Analysis on the use Simple Past Sentences in the Students’ Recount Texts.”, the writer can draw some conclusions as follow:

1. There are four types of error that occurs on the use of simple past tense in recount text written by the tenth grade students of MIPA 1 of SMA Muhammadiyah Plus Salatiga. There are error of omission, error of addition, error of misformation and error of misordering. Based on the research finding in chapter four, it shows that the students made total of 94 errors. 25 or 26.60% in error of omission, 14 or 14.89% in error of addition, 51 or 54.26% in error of misformation, 4 or 4.25% in error of misordering.

2. The most dominant errors that students made is error of misformation with a total number 51 or 54.26%. It is higher than half of the total of errors made by the students. Error of misformation related to the use of the wrong form of the morpheme or the structure. Most of the students forgot to use second verbs form in their past sentences or they still used to be is, am and are.
B. Suggestion

1. To the students

According to the findings, it can be said that the students still have some difficulties in using simple past tense. Therefore they should enrich of vocabularies, pay more attention on their study of grammar, especially simple past tense in the way of using regular or irregular verb as it became an aspect of most dominant error they mad. Practicing is the most important thing to improve our skill.

2. To the teachers

The teacher should give more exercises to the students in applying simple past tense in a recount text not only giving them the theory.

a. The teacher should teach the students about simple past tense well.

b. The teacher should explain to the students about the use of simple past tense in the sentences.

c. The teacher can give a clear example in a text, so that the students can understand about the use of simple past tense in a recount text.

3. To the researcher

To be a good researcher, the researcher should give any suggestion to the students in learning process to increase their ability. The researcher should also analyze another aspect of students’ grammatical rule in recount text.
REFERENCES


Make a recount text (2 paragraphs, with approximately 50 words for each paragraph) based on your unforgettable experience!

"New Year's Eve Tragedy"

During the new year, I along with my friends and women wanted to go to Eco Rong to see the land from the top of the cave. I went with my friends to go to Eco Rong by using 4 motorbikes. Until the were released we were still 4 motorbikes, that continued the journey again. Not long after I looked back it turned out that there were only 3 motorbikes and there began to get nervous and anxious, then I called my friends, my friends in front all stopped, then I talked to my friends, we stayed 3 motorbikes, now there are only 3 motorbikes.

Then my friend talked, yes, just wait first, already waiting for me to go to home, then I turned around looking for him arrived already arrived in a dark place. Someone fell, I thought was my friend, the closer I see it turns out was not my friend. It turns out he fell in a roadside gutter, he was both sitting on the side of the road waiting for people to pass by and lament the rice and the new right fell then I went home.
Nama: Ferlin Jezali
Kelas: XI MIIPA 1

Make a recount text (2 paragraphs, with approximately 50 words for each paragraph) based on your unforgettable experience:

--- I Saw a Ghost ---

When I was in grade 8, I went to celebrate with my parents and my father's friends to have a dinner. My father's friends went to their house, and we sat in a quiet place and full of plants. We talked normally until I felt something wrong.

I just saw a ghost was sitting at the floor with big hands, sharp nails, blood on her dress, and pale arm (tired) to touch my little brother, and then I started to look at her but she was gone. I asked my brother if he could see the ghost. Yes, he did. But the ghost wanted to touch me, on the way home, I almost got possessed. And Alhamdulillah, I'm not.
Table 2.1 The types of the students’ error

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Code</th>
<th>Identification of Error (Reconstruction)</th>
<th>Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SAP</td>
<td>Like a dream <em>it seemed</em> <em>(It seemed</em> like a dream)</td>
<td></td>
</tr>
</tbody>
</table>

*This* commando was one of the main goalkeepers in the U-16 national team. *(The commando was one of the main goalkeepers in the U-16 national team.)*

His concern for others. *(His concern was for others.)*

| 2  | WFA            | When *it* arrived *at* the location *(When we arrived in the location.)* |

I *can* only *bought* it *(I could only buy it.)*

I *buy* some souvenirs for *the* family at home. *(I *bought* some souvenirs for *my* family at home.)*

I had a study tour went East Java. *(I had a study tour went to East Java.)*

We *continue* the journey to the souvenirs place. *(We *continued* the journey to the souvenirs place.)*

We *continue* the journey home. *(We *continued* the journey *back to* the home.)*

I couldn’t *picking* apples. *(I couldn’t *pick* any apples.)*

| 3  | WA             | We visited one of the attractions in Jakarta, *is* national monument. *(we visited one of the attractions in Jakarta, it *was* national monument.)* |

There are a lot of lessons that we *can* take. *(There *were* a lot of lessons that we *could* take.)*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Error of misformation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Error of omission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Error of addition</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>There <strong>are</strong> a lot of historical objects. (There <strong>were</strong> a lot of historical objects)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There <strong>is</strong> also a Garuda Indonesia, <strong>that</strong> <strong>is</strong> big. (There <strong>was</strong> also Garuda Indonesia, <strong>it</strong> <strong>was</strong> big.) So, we <strong>can</strong> take pictures together. (So, we <strong>could</strong> take pictures together.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All the rides <strong>are</strong> full of visitors (All the rides <strong>were</strong> full of visitors.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We visited one of the attractions in Jakarta, <strong>is</strong> national monument. (We visited one of the attractions in Jakarta, <strong>it</strong> <strong>was</strong> national monument.)</td>
<td>Error of omission</td>
</tr>
<tr>
<td>4</td>
<td><strong>VRH</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>That place <strong>is</strong> awesome. (That place <strong>was</strong> awesome.)</td>
<td>Error of misformation</td>
</tr>
<tr>
<td></td>
<td>he <strong>is</strong> really nice and awesome. (he <strong>was</strong> really nice and awesome.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We <strong>has</strong> a good time together. (We <strong>had</strong> a good time together.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He told me everything that he <strong>know</strong>. (He told me everything that he <strong>knew</strong>.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The food that he gave to me <strong>is</strong> a pork meat. (The food that he gave to me <strong>was</strong> a pork meat.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There <strong>is</strong> no food around me. (There <strong>was</strong> no food around me.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pork meat <strong>is</strong> really nice. (Pork meat <strong>was</strong> really nice.)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>SS</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There <strong>are</strong> too many tasks. (There <strong>were</strong> too many tasks.)</td>
<td>Error of misformation</td>
</tr>
<tr>
<td></td>
<td>We <strong>feel</strong> hungry. (We <strong>felt</strong> hungry.)</td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td></td>
<td>We <strong>have</strong> dinner together. (We <strong>had</strong> dinner together.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After <strong>eat</strong>, we continued to pray together. (After <strong>ate</strong>, we continued to pray together.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There <strong>are</strong> scaly animals. (There <strong>were</strong> scaly animals.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>That animal <strong>is</strong> lizard. (That animal <strong>was</strong> lizard)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I <strong>has arranged</strong> pillow and bolster. (I <strong>arranged the</strong> pillow and bolster)</td>
<td><strong>Error of omission</strong></td>
</tr>
<tr>
<td></td>
<td>I <strong>has arranged</strong> pillow and bolster. (I <strong>arranged the pillow and bolster</strong>)</td>
<td><strong>Error of addition</strong></td>
</tr>
<tr>
<td></td>
<td>I felt <strong>surprised.</strong> (I <strong>surprised.</strong>)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SNAA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I <strong>chosed</strong> to continued at SMP N 3 Bringin. (I <strong>chose to continue in</strong> SMP N 3 Bringin.)</td>
<td><strong>Error of misformation</strong></td>
</tr>
<tr>
<td></td>
<td>What we <strong>would</strong> do for three days forward. (What we <strong>should</strong> do for three days forward.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I chosed to continued at SMP N 3 Bringin. (I chose to continue <strong>in</strong> SMP N 3 Bringin.)</td>
<td><strong>Error of omission</strong></td>
</tr>
<tr>
<td></td>
<td>I <strong>was</strong> escorted by my brother. (I escorted by my brother.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I was <strong>did</strong> not in the same class with my best friend. (I was not in the same class with my best friend.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I chosed to <strong>continued</strong> at SMP N 3 Bringin. (I chose to <strong>continue</strong> in SMP N 3 Bringin.)</td>
<td><strong>Error of addition</strong></td>
</tr>
<tr>
<td></td>
<td>I <strong>thoughted</strong> the school was the closest. (I <strong>thought</strong> the school was the closest.)</td>
<td></td>
</tr>
</tbody>
</table>
| 7 | RF | There I began to **get** nervous and anxious. (In there I **got** nervous and anxious.)  
There are **are** three motorbikes. (There **were** three motorbikes.)  
My friend **talked** yes. (My friend **said** yes.)  
I turned around **looking** for him. (I turned around **looked** for him.) | Error of misformation |
|---|---|---|
|  | | There I began to get nervous and anxious. (**In** there I got nervous and anxious.)  
I turned around looking for him. (**I turned around to** look for him.)  
There I began **to** get nervous and anxious. (**In** there I got nervous and anxious.) | Error of omission  
Error of addition |
| 8 | FI | I almost got possessed and alhamdulillah, **I’m** not. (I almost got possessed and alhamdulillah, **I was** not)  
I asked **to** my brother if he could see ghost. (I asked **to** my brother if he could see the ghost.) | Error of misformation  
Error of addition |
| 9 | AFI | November 2018, I **want** to Jakarta.  
(November 2018, I **went** to Jakarta.)  
I **want** to Jakarta with my family. (I **went** to Jakarta with my family.)  
At my sister’s house I was very happy because there **is** a computer for game play. (At my sister’s house I was very happy because there **was** a computer for play a game.)  
**My busy life** in Jakarta only **plays** | Error of misformation |
<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>game. (In Jakarta I only played a game.)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>At my sister’s house I was very happy because there is a computer for game play. (At my sister’s house I was very happy because there was a computer for play a game.)</td>
<td></td>
<td>Error of omission</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>There I <strong>watch</strong> movie a lot. (In there I <strong>watched</strong> movie a lot.)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>CCA</td>
<td>In December I was <strong>representing</strong> the Sasana Dojo Schreuder Indonesia at the PTPN IX championship. (In December I <strong>represented</strong> to the Sasana Dojo Schreuder Indonesia at the PTPN IX championship.)</td>
<td></td>
<td>Error of misformation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each team <strong>is</strong> required to carry out bunkai movement. (Each team <strong>was</strong> required to carry out bunkai movement.</td>
<td></td>
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<tr>
<td></td>
<td>A judge <strong>sounds</strong> a whistle and the other judge raised the flag. (A judge <strong>sounded</strong> a whistle and the other judges raised the flag.)</td>
<td></td>
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<tr>
<td></td>
<td>In December I was representing the Sasana Dojo Schreuder Indonesia at the PTPN IX championship. (In December I represented to the Sasana Dojo Schreuder Indonesia at the PTPN IX championship.)</td>
<td></td>
<td>Error of omission</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>A judge sounds a whistle and the other <strong>judge</strong> raised the flag. (A judge sounded a whistle and the other <strong>judges</strong> raised the flag.)</td>
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<tr>
<td></td>
<td>In December I <strong>was</strong> representing the Sasana Dojo Schreuder Indonesia at the PTPN IX championship. (In December I represented to the Sasana Dojo Schreuder Indonesia at the PTPN IX championship.)</td>
<td></td>
<td>Error of addition</td>
<td></td>
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<tr>
<td>Page</td>
<td>Source</td>
<td>Original Text</td>
<td>Errors</td>
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<tr>
<td>11</td>
<td>BS</td>
<td>I get <strong>falling</strong> from a bicycle. (<strong>fell</strong> from a bicycle.)</td>
<td>Error of misformation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>That <strong>is</strong> my pleasant experience and sad. (<strong>was</strong> my pleasant and sad experience.)</td>
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<td></td>
<td></td>
<td>I <strong>was</strong> visited by my friend to ride a bicycle. (<strong>visited</strong> by my friend to ride a bicycle.)</td>
<td>Error of addition</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>I <strong>get</strong> falling from a bicycle. (<strong>fell</strong> from a bicycle.)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>That <strong>is</strong> my pleasant experience and <strong>sad</strong>. (<strong>was</strong> my pleasant and sad experience.)</td>
<td>Error of misordering</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>One <strong>by one</strong> of <strong>my friends</strong> <strong>left</strong> from the house and moved to the other place.</td>
<td></td>
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<tr>
<td>12</td>
<td>AY</td>
<td>The things that <strong>makes</strong> me happy is sleep with friends and roof with them. (<strong>made</strong> me happy is sleep on the roof with my friends.)</td>
<td>Error of misformation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>We <strong>are</strong> very Happy. (<strong>were</strong> very happy)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Sometime expectation <strong>don’t</strong> match reality. (<strong>didn’t</strong> match with the reality.)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>one <strong>and</strong> one of <strong>my friends</strong> <strong>going to leave</strong> house and move to place other. (<strong>by one</strong> of <strong>my friends</strong> <strong>left from the</strong> house and moved to the other place.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometime expectation don’t match reality. (<strong>Sometimes the</strong> expectation didn’t match with the reality.)</td>
<td>Error of omission</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>one and one of <strong>my friends</strong> going to leave house it and move to place other. (<strong>by one</strong> of <strong>my friends</strong> <strong>left from the</strong> house and moved to <strong>the</strong> other place.)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>One and one of <strong>my friends</strong> <strong>going to leave</strong> house it and move to place other. (<strong>One</strong></td>
<td>Error of addition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>ARP</td>
<td>I were escorted by my uncle. (I was escort by my uncle.)</td>
<td>Error of misformation</td>
<td></td>
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<td>----</td>
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<td>--------------------------------------------------------</td>
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<tr>
<td></td>
<td></td>
<td>We could stop trip. (We stopped the trip)</td>
<td>Error of omission</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I were escorted by my uncle. (I was escort by my uncle.) Error of addition</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>We could stop trip. (We stopped the trip)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>I was carried by my grandmother to the front of the Wisma Mulia. (I carried by my grandmother to the front of Wisma Mulia.)</td>
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<tr>
<td></td>
<td></td>
<td>I was invited to go to with my grandmother to the wedding. (My grandmother invited me to go to the wedding with her.)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14</th>
<th>AS</th>
<th>It’s not easy to harvest rice. (It was not easy to harvest the rice.)</th>
<th>Error of misformation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I only help my father harvest rice in the fields. (I only helped my father in harvesting the rice in the field)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>We use sharp objects. (We used sharp objects.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Error of omission</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15</th>
<th>DKN</th>
<th>At his friend’s house did not study but played and ate. (At my friend’s house I did not study but played and ate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>There were playing keep on walking around the village together with his</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Error of misformation</td>
</tr>
</tbody>
</table>
friends. (*We were keep playing by walked* around the village with our friends)

That *is* the afternoon. (That *was* in the afternoon)

<table>
<thead>
<tr>
<th>16</th>
<th>ARH</th>
<th>In the second semester <em>thought I</em> about being able to master the lesson. (In the second semester <em>I thought</em> about being able to master the lesson)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I could master <em>math</em> because <em>learning</em> was the <em>easiest</em> for me. (I could master <em>mathematics</em> because of the lesson was <em>easy</em> for me.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I like math because every day I <em>am</em> taught mathematics by my brother. (I like math because every day I <em>was</em> taught mathematics by my brother.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I was very surprised because was called to rank three. (I was very surprise because I got rank three.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I was very <em>surprised</em> because was called <em>to</em> rank three. (I was very surprise because I got rank three.)</td>
</tr>
</tbody>
</table>

Total of errors made by the students are 94 errors; 25 error of omission, 14 error of addition, 51 error of misformation, 4 error of misordering. To analyze how many percent of errors made by the students, the researcher used percentage formula as Sudijono (1997:4) stated:
\[ P = \frac{F}{N} \times 100\% \]

P = Percentage of the error

F = Frequency of the error

N = Total number of the error

1. \[ 26.6\% = \frac{25}{94} \times 100\% \] (Error of omission)

2. \[ 14.89\% = \frac{14}{94} \times 100\% \] (Error of addition)

3. \[ 54.26\% = \frac{51}{94} \times 100\% \] (Error of misformation)

4. \[ 4.25\% = \frac{4}{94} \times 100\% \] (Error of misordering)
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Lingkar Selatan, No.2 Telp. (0298) 6031364, Fax. (0298) 323433 Salatiga 50712
http://www.iainsalatiga.ac.id email : administrasi@iainsalatiga.ac.id

Nomor : B.1.3.071/B1/D1.1/PN.03.00/ 03/2017
Lamp : -
Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Kepada
Yth. Dr. Sa’adi, M.Ag
di Tempat

Assalamualikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : ARI SUGIYANTO
NIM : 113-12-104
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi :

AN ANALYSIS OF THE SIMPLE PAST SENTENCES IN THE STUDENTS' RECOUNT TEXTS (THE STUDY OF TENTH YEAR STUDENTS OF SMA MUHAMMADIYAH PLUS SALATIGA IN THE ACADEMIC YEAR OF 2017/2018)

Apabila dipandang perlu Saudara diminta mengoreksi terna skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 17 Maret 2017
a.m. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

Mubaq. S.Ag., M.Phil.
NIK. 35090617 199603 1004

Tembusan : 1. Dosen Pembimbing
Nomor: B-108/In.21/D/1.1/PN.03.1/01/2019

Salatiga, 14 Januari 2019

Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada

Yth. Kepala SMA Muhammadiyah Plus Salatiga
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Ari Sugiyanto
NIM : 113-12-104
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelenggaraan studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:

AN ANALYSIS OF THE SIMPLE PAST SENTENCES IN THE STUDENTS’ RECOUNT TEXT (THE STUDY OF TENTH YEAR OF SMA MUHAMMADIYAH PLUS SALATIGA IN THE ACADEMIC OF 2018/2019)

Dosen Pembimbing : Dr. H Sa’adi, M.Ag

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMA Muhammadiyah Plus Salatiga.

Demikian, atas pemborhan izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A. P. Dekan,

Dekan Bidang Akademik

[Signature]

[Name]

NIP. 19690917 19903 1004

[Signature]

[Name]
SURAT KETERANGAN

Kepala Sekolah Menengah Atas (SMA) Muhammadiyah (Plus) Salatiga menerangkan bahwa:

Nama: ARI SUGIYANTO
NIM: 113-12-104
Program Studi: TBI
Fakultas: Tarbiyah dan ilmu Keguruan

Benar-benar telah mengadakan Penelitian di SMA Muhammadiyah (Plus) Salatiga pada tanggal 14 Januari 2019 sampai selesai, dengan judul Penelitian:

"AN ANALYSIS OF THE SIMPLE PAST SENTENCES IN THE STUDENTS' RECOUNT TEXT (THE STUDY OF TENTH YEAR OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC OF 2018/2019)."

Demikian harap menjadi maklum bagi yang berkepentingan dan untuk dapat dipergunakan sebagaimana mestinya.

Salatiga, 18 Maret 2019

[Signature]

Drs. Indrihartani, S.Sos., M.Pd
NIP 19710924 200312 2 002
<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10-09-18</td>
<td>Proposal</td>
<td>to be revised and</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>completed</td>
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<tr>
<td>2</td>
<td>13-09-18</td>
<td>Proposal</td>
<td>Be revised</td>
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<td></td>
<td></td>
<td>Be continued</td>
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<td>3</td>
<td>20-09-18</td>
<td>Chapter 1</td>
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<td>4</td>
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<td>Chapter 2</td>
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<td>Chapter 3</td>
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<td>Chapter 4</td>
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<td>20-10-18</td>
<td>Chapter 5</td>
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<td>8</td>
<td>25-10-18</td>
<td>Chapter 6</td>
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Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat
Panunjuk Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen
Pembimbing Skripsi.

Dr. Sa’adi, M.Ag
NIP. 196304201962031003
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<th>NO</th>
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Salatiga, 06 Februari 2019
Mengetahui,
Wakil Dekan Kemahasiswaan dan

[Signature]

[Stamp]

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Nasionality : Indonesia
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Faculty : English Education Department

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2006-2009 : SMP Muhammadiyah Salatiga
2009-2012 : SMA Muhammadiyah Salatiga

Salatiga, 10 April 2019

AriSugiyanto
NIM.11312104