ABSTRACT

Setyaningsih, Ika. 2020. *An Error Analysis on Students' Simple Past Tense in Writing at SMA Muhammadiyah 3 Jember in 2019/2020 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Yeni Mardiyana Devanti, S.S., M.Pd (2) Indri Astuti, S.Pd.,.

Key Words: *Error Analysis, Writing, Recount Text*

Grammar is a foundation to construct acceptable sentence especially in written communication but grammar in writing is difficult to master by EFL students. In recount text, the main language feature is simple past tense but the students are still having errors in constructing sentence using simple past tense structure. Therefore, it is needed to conduct an investigation on students' simple past tense errors in writing recount text entitled "An Error Analysis on Students' Simple Past Tense in Writing at SMA Muhammadiyah 3 Jember in 2019/2020 Academic Year".

The problems were (1) what are the types of simple past tense errors in writing recount text? (2) what is the most dominant type of simple past tense errors in writing recount text? (3) what are the causes of simple past tense errors in writing recount text? This research was formulated to find (1) the types of simple past tense errors in writing recount text, (2) the most dominant type of simple past tense errors in writing recount text, and (3) the causes of simple past tense errors in writing recount text.

The method used was descriptive qualitative research method. The subjects of this research were the tenth-grade students at SMA Muhammadiyah 3 Jember in 2019/2020 Academic Year and comprised of 19 students. The instrument used was students' writing recount text. During pandemic of Covid-19, the data collection activity was conducted through Whatapps media. The researcher provided instruction to the class leader to inform class members to write recount text and submit to the class leader via Whatapps.

The categorization errors used was Surface Strategy Taxonomy by Deulay, Burt and Krashen which consisted of four errors those were omission, addition, misformation, and misordering.

The total number of students' simple past tense errors in writing recount text found were 152 errors. The types of simple past tense errors were omission with 55 errors, addition with 28 errors, misformation with 57 errors, and misordering with 12 errors. The most dominant of simple past tense errors in writing recount text was misformation errors especially Misformation of Simple Past Tense *Verb* that become the students' problem in learning simple past tense in writing recount text. The two sources of errors that cause simple past tense errors were interlingual transfer which happened because of students' knowledge in English is still growing up with 67 errors and intralingual transfer that happened because of influence of their first language with 85 errors. Therefore, the most factor happened was intralingual transfer.