Research Article

THE USE OF SIMPLE PAST TENSE VERB AND PERSONAL PRONOUN IN WRITING RECOUNT TEXT

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Abstract. The aim of the research is to know the use of simple past tense verb and personal pronoun in writing recount text. The method of this research is Dulay's Surface Strategy Taxonomy. The result of the classification was calculated by the frequency and the percentage of each error: 1) The error of simple Past Tense Verb is 247which consist of, the lowest is 14 errors or 5,6% % for Misordering, 18 errors or 38,2 % for addition, 59 errors or 23,8% for omission and The highest 156 errors or 63,1% for Misinformation. 2) The error of using Pronouns in writing recount text the writer found the total error is 17. The highest error is misordering which consists of 14 errors or 82,3%, the second error is misinformation consist of 2 errors or 11,7%. The third error is addition consist of 1 errors or 5,8%, and the last place is omission, it is there is no found error.
Keywords: Simple Past Tense, Verb, Personal Pronoun, Writing and Recount text

Introduction

Language is used to express human though, practically language is a means of communication with another people either orally or in written form. So that's why in mastering a language becomes very important for people to survive in their lives because a human is social creature, so they need a language to communicate each other.

Moreover, language is described as an important tool for communication. According to Oxford Advanced Learner's Dictionary of Current English (Oxford Advanced Learners' Dictionary, 2020), languages are "(l) The system of communication in speech and writing that is used by people of a particular country, (2) the use by humans of a system of sound and words to communicate, (3) a particular style of speaking or writing". It means people can express their ideas, thoughts, feelings, and desires by language.

The fact that there are many languages in the world that are spoken by people; Chinese becomes the biggest spoken languages by people in the world. However, English is one of the language that is used by most countries among other languages in the world beside Arabic. As Richards and Rodgers (2001, p. 19) said that "Latin was most widely studied as foreign language five hundred years ago." However, English has become the most widely studied foreign language today. For that reason, it is important for people to master English orally and in writing in order to communicate and socialize in the world community.

For the role of English as one of international language, it used by almost people around the world to communicate. Student who is learning English should master both of language components and language skills. The language components cover three aspects: grammar, vocabularies and pronunciation. Meanwhile, there are four skills of English, namely, reading, listening, speaking, and writing. So the learners of English language should understand and master both of language components and language skill.

According to the skill of English language, there are four skills to be mastered. They are listening, speaking, reading, and writing. All of these language skills are very important to everyone especially for students to become fluent in English. Writing is one of the four language skills which are very important to

learn. As it know, writing is not easy, because it needs hard thinking in producing words, sentences, and paragraph at the same time.

Writing is one of four skills (speaking, listening, reading, and writing) in English which is very necessary skill in English and difficult to learn because it needs hard thinking in producing words, sentences, and paragraphs at the same time. Writing is also the most difficult skill to be mastered by foreign language learners because it is not only generating and organizing ideas of our mind, but also exchanging their ideas from mother tongue into readable text in English (Renandya, 2002). Students commonly make error in writing because writing is not easy for them to do.

One of difficult skills that should be learned by student is writing. Students can express their feelings, ideas, and emotions when they are writing something. Writing is a mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader (Nunan, 2003: 88). Writing is a creative act; the act of writing is creative because it requires interpreting or making sense of something: an experience, a text, an event. Students ought to know component in writing; therefore, they can understand language well.

Writing is one of language skills that should be mastered and it has been taught from primary to junior high schools. Moreover, it has also been taught to play group students, although they only study to write and to pronounce a single word. It shows that this aspect is very fundamental, where the students start writing words and then arrange them into sentences and the last, making paragraphs. Surely, the students think that writing is not easy to be learned, because they should use correct dictions, chronologies, and spelling of word. The students have learnt English for years, they still find difficulties to express their ideas both in spoken and written forms.

In the process of teaching and learning English, writing is the most difficult and complicated language skill to be learned almost by the students in every level of education. This is true because writing consists of complex elements, such as: content is how the writer develop the idea related with the topic, organization deals with clarifying the ideas and making them clear, vocabulary means the selection of words which are suitable with the content, language use, it refers to the use of grammatical and syntactic pattern on separating, combining and grouping ideas and mechanic refers to the use of conventional graphic of the language, like the steps of arranging letters, words, and paragraph.

Writing also covers several elements, such as unity which means that entire paragraph should focus on one single idea and coherence which means establishing a relationship between the ideas presented in a paragraph. Therefore, writing is one of language skills that is hard to be mastered by the students, especially junior high school students. In addition, text writing is the ability of the students to arrange ideas from one paragraph to others and make efforts to connect the ideas cohesively and coherently. Sometimes, many students write a text, but not many of them are able to write the text based on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide them when they study to write.

Nowadays, everyone must have skills in English, particularly in writing skill, because writing skill is useful in daily life such as to find the best job, to get scholarship and it makes someone is easier to reach a good position in society. So, it can be concluded that in this era, mastery in writing skill is an important element to be successful in reaching success in the future. In addition, live in an era where print media is faltering, and people hand write and email letters out of novelty rather than necessity, writing skill is important part in English. People with poor skills face a much greater risk of experiencing economic disadvantage and are more likely to be unemployed and dependent on social benefits. Conversely, the higher their skills are the better their earnings, their changes of being employed, and of being engaged in society. In short, in this era without it someone may be left behind.

Writing is a method of moving concepts to a written form that is understandable. According to Sapkota (2013, p. 70) "writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey". In addition, Brown (2007, p. 336) states "writing is a process of thinking". this idea is supported by Nunan (2006, p. 88) which also explains that "writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly". It is because writing is a process of putting ideas in their mind on a paper to transform them in words and become sentences by using structure and coherent organization. It indicates that writers are expected to explore their ideas and arrange them into good sentences and paragraph that

have meaning. Because of that writing is not only the activity of producing symbols of language in written form, but also a mean to deliver ideas. When people start writing, they do not only write all their ideas. They need to convey and organize their ideas into a readable text that has some meanings. They have to think how to make their ideas can be understood easily.

Since writing is important, there are some types of text which are stated in syllabus for junior high school students. One of them is recount text. Recount text has been taught at junior high school and senior high school, so that grade ninth students of junior high school are expected to be able to produce this text. According to Anderson and Anderson (1997:48) "recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened". Similarly, Gerot and Wignel (1994:194) state "recount is retelling past events in order to inform or entertain about what and when it happened". Based on these theories, recounts are generally based on the direct experience of the author but it may also be imaginative or outside the author's experience. In recount text, a writer tells a reader about his/her personal experience or tells others experience to readers. In other words, recount text is a text which retells events or experience in the past.

In writing recount texts, students have to know the generic structure and language features of that text. According to Gerot and Wignel (1994:194), the generic structure of recount text is orientation, events and re-orientation. Moreover, Roison et.al (2004:45) state that "the organization of recount text is orientation and followed by series of events, and sometimes it has evaluation or reorientation at the end of the text".

Generally, recount texts begin with an orientation to introduce and give the background information that is needed to guide readers' understanding to next part of the story. Besides generic structure, students must aware about language feature of recount text. According to Gerrot and Wignel (1994:194) "language features of recount text are focus on specific participant, use of material processes (action verb), circumstances place, and time, use past tense, and focus on temporal sequence". Hardy and Klarwein (1990:4) add that "language features of recount text are use personal recount, use emotive to describe the events, use action verb and mental verb and use past tense". It can be said that writers will use action verb in past form in writing recount text.

In addition, Barwick (1999:6) states that there are some language features in recount texts. They are proper noun and pronoun to identify people, animal, or things. Then, the texts are written in past tense to retell past events. Writers can use varied action verb and adjective to show their feeling.

Moreover, writers should include adverbs and adverbial phrases sequence events in time and indicate place. Finally, writers have to use conjunction to combine clauses and connectives to sequence events. Due to the explanation from several experts above, it can be concluded there are some language features of recount texts. They are focus on specific participant, use simple past tense, use action verb, use linking verb, and use chronological conjunction.

The students' problem in writing is also caused by the difficulty of expressing ideas in writing. It is caused by their insufficient knowledge of language components such as vocabulary and grammar. Besides the difficulties in writing itself, writing problems also exist because of the students" reluctance in writing. Harmer (2004:61) stated the students are reluctant to write because they rarely write, even in their own language. Lack of writing practice tends to cause students to perform poorly in writing.

In addition, they are bored and uninterested in the conventional strategy of teaching recounting the text that has been applied. Because of this, the teacher should have some strategies in place to help students increase or even solve their difficulties. These strategies should be interesting in order to interest students to write. Because basically, the students or children enjoy experimenting with writing and putting their ideas down on paper. Students actually have had basic interest to write. So, the teachers just need to give some motivation or direction to develop it.

Students also have grammatical problems, especially with tenses. Tense will always be learned when students learn English. Tense is a verb used to express a relationship of time. Tense can also be defined as a change in the verb caused by a change in time in a sentence. In other words, tense is a grammatical one that aims to indicate the time when an action or event happens, such as adding the morph -ed to the walk verb, from the walk verb, we know that the case happens in the past. If the word "walk" is added to the form –ing, the word "walk" means that case is still going on because the form –ing is used to tell the ongoing process. (Friedrich, 2016).

There are so many other tenses that students learn to make them know what tenses they have to use based on the use of time relation when they want to write or speak. One of the tenses that researcher wants to discuss is simple past tense. Simple past tense is a tense which is used to describe, explain or indicate the activity or moment that happened at the specific time in the past. Simple past tense is strongly necessary to be learnt by students. Unlike simple present tense, this tense uses the verb 2 form, not infinitive. It also has time signals as the other tenses, such as yesterday, this morning, last night, just now and so on.

To date, simple past tense is used in certain types of texts, such as narrative text and recount text. Recount text is a kind of text that recounts something that has happened in the past, and there is no conflict like a narrative text. It prefers someone's experience, and it's basically written to make a story or report from a related event. (Knapp, 2005). The aim of the recount text is to inform and retell something that has happened before. It is also intended to entertain the reader. Like the narrative text, the recount text also has its generic structure and features that make it different from the narrative text.

As a result, it causes the students cannot produce some text types that have been determined by government to be mastered by junior high school students well in which one of those text types in recount text or paragraph. Errors is the students' signs who have not mastered the English rules. Harmer (2007:96) said that errors are mistakes which they cannot correct themselves and which, therefore, need explanation. The students will not understand the English rules without making errors first. Moreover, the classify types of errors into four types, they are: omission, addition, mis-formation and mis-ordering. Meanwhile, students make the errors because of some sources. The causes of error they are mother tongue interference, over generalization and error encouraged by teaching material or method. However, errors that are mostly made by the students should be identified, classified, or described which called error analysis.

In writing recount text student must know about generic structure and language features and social function of the text. In process to learn recount text sometimes or usually students make some errors in grammatical such as learning tenses, pronoun, preposition, and verbs. It is difficult for students to write recount text especially in matters such as vocabulary, spelling, grammar, and punctuation. Errors in grammatical that student faced to learn in recount text are unavoidable. Making error in recount text student can identify what kind of error in grammatical that they produced. Tenses used in recount text is simple past tense and verb in recount text is past form. Based on the background above, the writer wants to conduct a research with the tittle:" the use of simple past tense verb and personal pronoun in writing recount text". Based on the background of the problem above, then the following problem formulation can be made: the use of simple present verb and the use of personal pronoun in writing recount text

Method

The method of this study is qualitative method. The purpose in this method is to analyse some errors on the use verbs and personal pronoun that students produced in writing recount text. Descriptive research method is related to qualitative research design. Lambert (2012:255) stated that there are number of researchers who believe and support the fact that qualitative descriptive is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, they are not exclusively in the descriptive domain because they also tend to explain phenomena. Qualitative research is concerned with description.

The aim of the study only focuses to find the errors of simple past tense verb and personal pronoun use made by the students in their written work. In order to find out the error in using the simple past tense verb and personal pronoun in the students' writing, this research adapted descriptive qualitative approach. The descriptive qualitative approach is best suited to explore certain problem or phenomenon (Creswell, 2012). In other words, descriptive qualitative research approach is used to seek the information of several issues in a specific topic. In relation to the topic of the research, the aim of this research is to find out issues in a specific topic which is the use simple past tense verb and personal pronoun. The researcher explored the error that occurred in the use simple past tense verb and personal pronoun in the students' writing. In the end of the research, the researcher described about the finding of the study. The researcher used general explanation to deliver the result of error analysis of simple past tense verb and personal pronoun in the students' essay writing. Therefore, descriptive qualitative approach was best suited for this research.

Meanwhile, research is investigation undertaken to discover new fact, get additional information. The meaning of the research method in this study is the way to discover new fact, get additional information.

Every research has its own method which depends on the aim of the research and the nature of the topic. The writer classifies and identifies the use of simple past tense verb and personal pronoun in writing recount text.

The population is the entire of objects; it could cover the whole of population of individuals or specific groups. According to Cohen (2007:20) "the small group that is observed is called a sample and the larger group about which the generalization is made is called a population". In order words, sample is small group of participants taken from the greater group called population. According to Creswell (2012:142) stated that a population is a group of individuals who have the same characteristic.

The writer do the research on November 2019. This research the writer takes the population of all students in grade ninth conducted at two Islamic Junior High School. The first school is SMPIT Insan Mandiri and SMP An-Naja Boarding School. Furthermore, the writer also chooses the ninth grade because they have learnt how to construct the text.

In collecting the data, the writer applied one instrument to elicit students' errors. The instruments were writing task about their writing recount texts. The writer guided the writing task to collect the data. The writer explained about recount text such as language feature of recount text, and generic structure of recount text. The writer gave an example of recount text to the students. The students used their own idea to make a recount text. The students were asked to write a recount text in approximately 100-200 words or around in three paragraphs with at least three to seven sentences in each paragraph. To be clear, here is how the instruction of the research was developed.

The technique used in this research is descriptive analysis. It means that the data will be analyzed and described in detail. There are three steps to analyze the errors, which are identifying, describing, and counting or explaining. In this case to know what the types of error and what the dominant error on the use of simple past tense verb and personal pronoun in writing recount made by the ninth-grade students in two Islamic Junior High School.

Result and Discussion

In the previous discussion the writer has determined the purpose of the research in this research that is to know how the use of Past Tense Verb in writing recount text is and to know how the use of personal pronoun in writing recount text is that students of SMPIT Insan Mandiri and SMP An Naja Boarding School do when writing recount text. Therefore, the writer limits the problem by classifying errors that relate to the use of Past Tense Verb and the error of the use of personal pronoun, which include the types of errors consisting omission, addition, Mis-iformation (selection), Mis-ordering. So, the writer will not discuss the errors that are not related to the focus. This research being done, the writer in this section classify the types of errors in the use of Past Tense Verb and personal pronoun made by students of ninth grade in junior high school. In describing the data, the writer creates a table in this study to facilitate the obtain information from students' mistakes in the use of past tense verb and personal pronoun.

Table 1. The Total and Percentage Types of Error the Use Past Tense Verb in Students' Recount Text

Categories	Types of Error							
	Omission		Addition		Misinformation		Misordering	
	Total	%	Total	%	Total	%	Total	%
Past Tense Verb	59	23,8%	18	38,2	156	63,1%	14	4,6%

Table 2. The Total and Percentage Types of Error the Use Personal Pronoun in Students' Recount Text

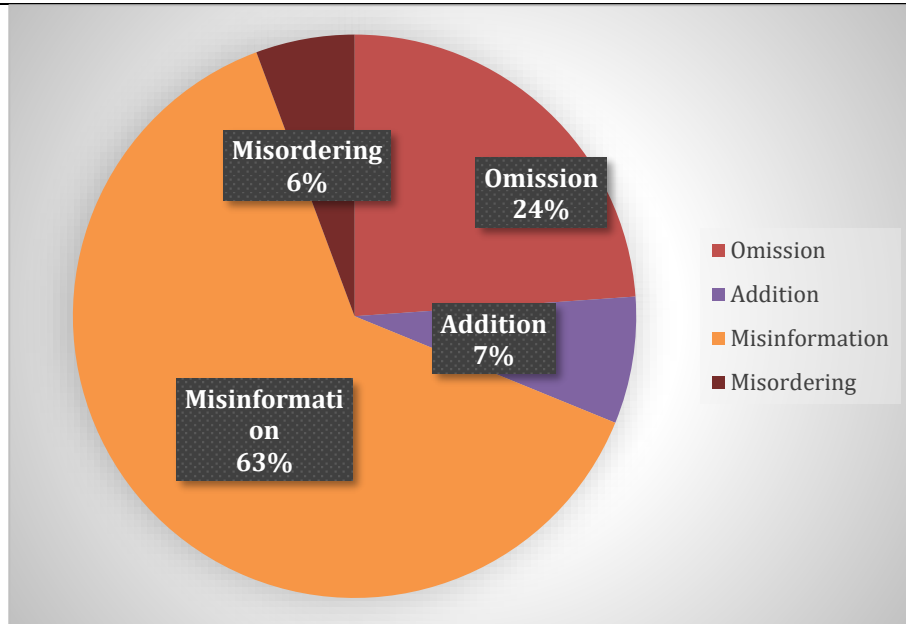| Categories	Types of Error							
	Omission		Addition		Misinformation		Misordering	
	Total	%	Total	%	Total	%	Total	%
Personal Pronoun	-	-	1	5,8%	2	11,7%	14	82,3%

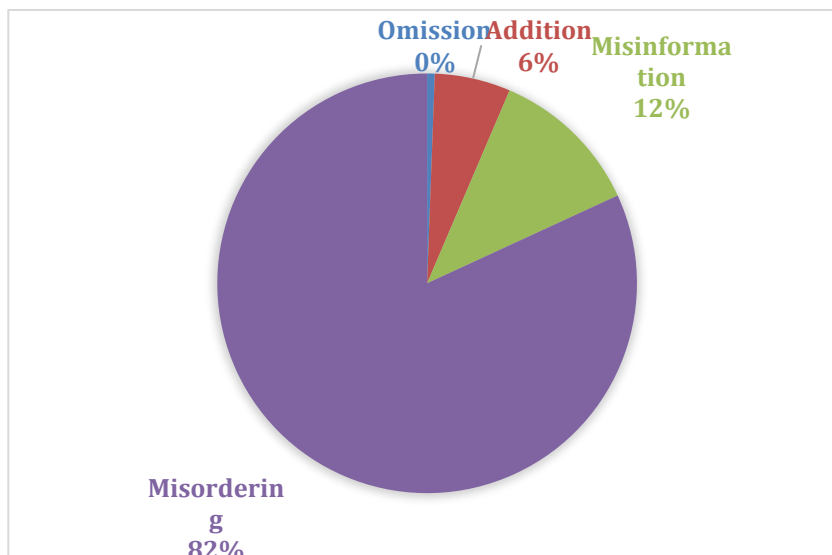Figure 1. The Chart of Error the Use Past Tense Verb in Students' Recount Text

Figure 2. The Chart of Error the Use Personal Pronoun in Students' Recount Text

Simple Past Tense Verb in Student's Recount Text

There are common errors produced the use of past tense verb in students' recount text. According to the Dulay's Surface Strategy Taxonomy, the taxonomy talked about many errors types that commonly found in second language learners' sentences. The types of errors are omission, addition, misinformation, and mis-ordering. If the sentences contained errors, they were classified according to the error type's taxonomy. The result of the classification was calculated by the frequency and the percentage of each error.

The writer found the total error is 247 errors of Past Tense Verb which consist of, the lowest is 14 errors or 5,6% % for Misordering, it is Misordering sentence, 18 errors or 38,2 % for addition, it is about addition of Past Tense Verb, 59 errors or 23,8% for omission, it found in the use of Past Tense Verb, and the highest 156 errors or 63,1 % for Misinformation,

Misinformation: misinfomation error is the highest number Jof errors made by student in writing recount text. The kinds of Misinformation error found were Overgeneralization: I) Regular past verbs; 2) Irregular verbs; 3) Past form of models; 4) Verb after models; 5) Verb after to infinitives, Archie/Alternating Form: 1) To be: was/were 2) Wrong usage of time signal. Students usually do mistakes for misinformation

in past tense verb mostly the errors forgot and confused when they have to use the Past Tense Verb form. Based on the result, the students were still confused in arranging and using the past tense verb in the sentence. Moreover, it is also supported by their lack of comprehension about part of speech in English especially about past tense verb rule. The other reasons they are predominant of lack vocabulary of students and their insufficient knowledge about language.

1. Omission: omission error is the second number of errors made by student in writing recount text. Omission errors found were 1) Omission of verbs; regular verbs, irregular verbs, and verbs after infinitives, 2) Regular past marker: -ed, 3) To be: was/were. Verbs omitted by the learners mostly in irregular verbs such as went, took, had, etc. Students usually do mistakes for omission in Past Tense Verb mostly the errors If Interlingua happened because of the interference of mother tongue, Intralingua errors happened mostly because the learner unable to perform good sentence in L2 during their low understanding of L2 rules. Sometimes they overgeneralized the sentence by mixing two different rules in one utterance, ignored the restriction of rules, made the incomplete application of rules, and hypothesized the false concept.

1. Addition: addition error is the second number of errors made by students in writing recount text. There were two kinds of Addition error: 1) Addition of to be in verbal sentence, 2) Verbs. Both these types were considered as double marking addition error while the other type of Addition. Students usually do mistakes for addition in Past Tense Verb mostly the students forgot and confused when they have to use the Past Tense Verb form both regular and irregular verb. Based on the result, the students were still confused in arranging and using the Past Tense Verb in the sentence.

2. Misordering: misordering error is the lowest number of errors made by student in. writing recount text. There are 3 kinds of Misordering error: 1) Subject-Verb order, 2) Verb-Object, 3) There was/were. Students usually do mistakes for misordering in Past Tense Verb mostly the errors Interlingua error came because of the role of First language or mother tongue. In this case, Bahasa Indonesia was their first language. Most of them made these errors because imitating the First Language rules, their habitual utterances, and sometimes incorrect translation from L1 to L2. The students forgot and confused when they have to use the Past Tense Verb form.

From that description above, it can be concluded that from the students' recount text writing, there were the total error is 247 errors of Past Tense Verb which consist of, the lowest is 14 errors or 5,6% % for Misordering, it is Misordering sentence, 18 errors or 38,2% for addition, it is about addition of Past Tense Verb, 59 errors or 23,8% for omission, it found in the use of Past Tense Verb, and the highest 156 errors or 63,1% for Misinformation. The result of the study showed that the most frequently error made by students was Misinformation, which consisted of 156 errors or 63,1%. They mostly made errors in the misinformation of irregular verbs in Simple Past tense.

The Use of Personal Pronoun in Student's Recount Text

Furthermore, the analysis of grammatical error of using Pronouns in writing recount text the writer found the total error is 17. The highest frequency of error in Pronouns happens in misordering which consists of 14 errors or 82,3%, on the second place is error in misinformation which consist of 2 errors or 11,7%. The followed failure is placed to addition which consist of 1 error or 5,8%, and the last place is failure to addition, it is there is no found error. From the numbers of the error above students usually do mistakes for misordering in Pronouns while writing recount text. The most predominant type of error is misordering or misplaced personal pronoun in this case was caused by insufficient students' knowledge about language sentence structure and grammar.

According to the result in this research the causes of grammatical error of using Pronouns in writing recount text, most students have difficulty in arranging words into sentences to be grammatically correct. Students' difficulties were affected by their first language and also the different rules between target language and the first language. As the result, some of students got difficulties to change the word into correct form. However, that condition is till understandable because it serves beneficial improvement for teachers and for students. For the students make errors as the process of learning to make some improvements and the teacher also should facilitate students in improving English mastery, so that the target language learning can be achieved.

Conclusions

There are common errors made in using Past Tense Verb in students' recount text. According to the Dulay's Surface Strategy Taxonomy, the taxonomy talked about many errors types that commonly found in second language learners' sentences. The types of errors are omission, addition, misinformation, and misordering. If the sentences contained errors, they were classified according to the error type's taxonomy. The result of the classification was calculated by the frequency and the percentage of each error.

The total error is 247 errors of Past Tense Verb which consist of, the lowest is 14 errors or 5,6% % for Misordering, it is Misordering sentence, 18 errors or 38,2 % for addition, it is about addition of Past Tense Verb, 59 errors or 23,8% for omission, it found in the use of Past Tense Verb, and the highest 156 errors or 63,1% for Misinformation. The result of the study showed that the most frequently error made by students was Misinformation, which consisted of 156 errors or 63,1 %. They mostly made errors in the misinformation of irregular verbs in Simple Past tense.

Mostly the errors because the students forgot and confused when they have to use the past tense verb. Based on the result, the students were still confused in arranging and using the subject and the object pronoun in the sentence. Moreover, it is also supported by their lack comprehension about part of speech in English especially about pronoun. The other reasons they are predominant of lack vocabulary of students and their insufficient knowledge about language. According to the fact, the students still made errors in writing recount text, the Writer concludes that the students did not really understand, and they were not able to use Past Tense Verb correctly in sentence. In other word, the more the students get practice the more the students perfectly understand.

The analysis of grammatical error of using Pronouns in writing recount text the writer found the total error is 17. The highest frequency of error in Pronouns happens in misordering which consists of 14 errors or 82,3%, on the second place is error in misinformation which consist of 2 errors or 11,7%. The followed failure is placed to addition which consist of 1 errors or 5,8%, and the last place is failure to omission, it is there is no found error.

From the numbers of the error above students usually do mistakes for misordering in Pronouns while writing recount text. The most predominant type of error is misordering or misplaced personal pronoun in this case was caused by insufficient students' knowledge about language sentence structure and grammar. According to the result in this research the causes of grammatical error of using Pronouns in writing recount text, most students have difficulty in arranging words into sentences to be grammatically correct. Students' difficulties were affected by their first language and the different rules between target language and the first language. As the result, some of students got difficulties to change the word into correct form. However, that condition is still understandable because it serves beneficial improvement for teachers and for students. For the students make errors as the process of learning to make some improvements and the teacher also should facilitate students in improving English mastery, so that the target language learning can be achieved

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