
AN ERROR ANALYSIS OF LANGUAGE USE IN WRITING RECOUNT PASSAGES CONDUCTED BY THE TENTH GRADE L2 LEARNERS

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Abstract

Writing is the most difficult one among four skills, since it requires more effort to produce meaning through writing rather than organized meaning through listening and reading. This study aims to analyze the error in reference to Dullay Taxonomy and find the origins of errors in reference to Richard in language use of recount passage at the tenth grades of SMAN 10 Banjarmasin in academic year 2018/2019. This study used a descriptive qualitative design. This study's subjects were the tenth grades L2 learners in SMAN 10 Banjarmasin, from two class, X MIA 1 and X MIA 2. The sample of this study is 60 students. The data were gathered from students' writing and interview. The test was held three times with three different topics. Afterwards, the data were collected, identified, then classified in reference to Dullay Surface Structure Taxonomy. The researcher and the L2 teacher analyzed the data. In reference to the outcome of all of three tests, it can be concluded that the L2 learners made all of errors in reference to Dullay Surface Structure Taxonomy such as: omission, misformation, addition, as well as misordering. In reference to the interview outcome of five students, the origins of errors that L2 learners made were found Interlingual Errors and Intralingual errors.

Keywords: *Error, Dullay Taxonomy, Recount Text*

INTRODUCTION

English L2 teacher has a responsibility to equip his or her L2 learners with the skills of listening, speaking, reading, and writing. Dixon and Nessel (cited from Cahyono, 2001, p. 44) referred that writing is the most difficult one among the four skills, since it requires more effort to produce meaning through writing than organized meaning through listening and reading. In writing, the writers must understand and master several components to get good results.

The components as reported by Raimes (1983, p. 6) are grammar, mechanic, organization, word choice, purpose, audience, the writer's procedure, content, and syntax. In reference to the standard and basic English curriculum proficiency, there are several kinds of written passage that have to be learned in senior high school. In reference to the syllabus, recount passage is taught for tenth grade L2 learners in first semester. The L2 learners in this grade should master writing a short functional passage and simple essay in form of recount passage related to the surrounding area or their experience and knowledge. Recount passage tells readers regarding the story, action, or activity and has the purpose of retelling past events or informing the readers.

There are some language traits in recount text. They are using a noun or pronoun, action verb, chronological connections, adjectives, and simple past tense. This study is focused on simple past tense which is the crucial trait of recount text. In contrast, if L2 learners want to write the recount text, they have to be able to use the correct grammatical of recount text

In reference to the researcher's experience as well as knowledge, while doing PPL 2 in SMAN 10 Banjarmasin, she found that only a few L2 learners got good scores in the evaluation of changing the verb from infinitive into past tense. It showed that the eleventh grade L2 learners are still confused to choose the right tense that they should use since there are infinitive and past tense verbs in English while in Indonesian language there is no any verb changes that affect the meaning of language whether the actions are not happened yet, still happened, or happened in the past. In using

tenses, which have to change into different form of verb like present tense into past tense, the difficulties arise from the nature of the structure and from the differences between English and Indonesian Language, the first language of the students.

The researcher is interested to analyze the students' error in implementing simple past tense. The researcher focuses on recount passage since it involves L2 learners interest and also in reference to syllabus they have learned. The researcher would take tenth grade L2 learners of SMAN 10 Banjarmasin since it is expected they have learned recount passage and how to use past tense in reference to curriculum. Therefore, the researcher conducted this study with title "Error Analysis in Language Use Recount passage Written by Tenth Grade L2 learners of SMAN 10 Banjarmasin"

In reference to the background of the research, the problem of this study is focused on the following questions :

1. What kinds of errors made in writing recount passage by tenth-grade L2 learners in SMAN 10 Banjarmasin?
2. What are the origins of the errors that L2 learners made?

In reference to the statement of the problem, the study's objectives are to find the errors in reference to Dullay's Surface Structure Taxonomy and find the origins of errors regarding to Richard in writing recount passage conducted by tenth-grade L2 learners in SMAN 10 Banjarmasin.

In order to avoid discussion which is too general, the researcher makes some limitation :

1. The location of the study is at SMAN 10 Banjarmasin
2. The subjects of the study are tenth grade L2 learners of SMAN 10 Banjarmasin in academic year 2017/2018
3. The researcher focuses on surface errors in reference to Dulay's Classification the errors found in recount text.
4. The errors are categorized in reference to Dullay surface structure taxonomy: omission, misformation, addition, as well as misordering.
5. The origins of errors categorized in reference to Richard: Interlingual Errors along with Intralingual errors.

THE CONCEPT OF ERRORS

The Definition of Errors

Errors arise when the L2 learner has lack of have knowledge education L2 (English). As reported by Brown (1980, p. 166), error is a discernible deviation from adult grammar of first speaker reflects the proficiency of the L2 learner. It means error comes from the L2 learner's proficiency in education the language. L2 learner's error can be have knowledge ofn from their consistency in making mistakes. The L2 learners will always make errors since they do not know what is correct or incorrect, and the L2 learners cannot self-correct their errors.

Harmer (2001, p. 100) also says that errors are constituent of the L2 learners interlanguage (obstruction). In education second language, L2 learners often found difficulties since the rules of the L2 are different from their first language. Therefore, making errors is a natural procedure of acquiring language, so L2 learners will make some errors.

The Origins of Errors

By determining the origins of errors, the L2 teacher will understand how the L2 learners made errors. Richard (2008, p. 124) states that the origins of errors in process of acquiring a language might be taken from the generalizations of the rule education are called the intralingual error and the errors due to the obstruction of the L2 learners' first language are called interlingual errors. So there are two distinct origins of errors :

1. Interlingual Errors (Obstruction)

Interlingual errors are due to the L2 learners' first language. Brown (1980, p. 173) state that the beginning phases of grasping L2 are especially unprotected from interlingual transfer from the first language, or obstruction. In this stage before the L2 is accustomed to the L2 learner, the first language is the only linguistic structure mastered by the L2 learner. When writing or conveying thoughts using the L2 (English), L2 learners have tendencies to rely on their first language structures to produce a response if the structure of two languages are distinctly diverse, then one could be anticipated to have a high frequency of L2 error, thus indicating an obstruction of first language on L2 (English). Since this fact, it is easier for L2 teachers to analyze the errors from the L2 learner if the L2 teacher has been accustomed to the L2 learner's first language. for example

I breakfast and then i go to the park last week

The sentence supposed to write

I had breakfast and then I went to the park last week

To identify an interlingual error, the researcher can translate the grammatical form of either L2 learner's phrase or L2 learner's sentence into the the native language to perceive the similarity. From the sentence above, it can be have knowledge ofn that the L2 learner did not put *had* and did not change the verb *go* into *went* since there is no rules to change the verb in L2 learner's first language.

2. Intralingual errors

Intralingual is the main factor in education second language. In this stage, the errors come from partial education rather than transfer itself. Intralingual errors occur as an outcome of L2 learners effort to build up the concepts and hypotheses regarding the L2 (English) from their limited experience and knowledge with it. L2 learners may commit errors due to this cause in many ways. In contrast, the error is a outcome of the fault's concept and hypotheses of the L2 learner in education second language. The origins of errors which are viewed from intralingual origins can be divided into four kinds, they are: Over-generalization, Ignorance of Rules Constraint, Incomplete Application of Rules, and False Concept Hypothesized.

Over-generalization is the outcome of the implementation of previous have knowledge ofledge in a new situation. It means that when the L2 learners apply the target language rules of the target language, they generalize the rules in reference to their previous understanding to construct a new form of sentences. For example, the L2 learners have been introduced the sentence "*I go to school*" then the L2 learners create the sentence "*she go to school*". The L2 learners over-generalized that all personal pronouns have the same verb form in the present tense. They do not notice that the third singular person ends with *-s/-es* for the present tense verb.

Ignorance of Rules Constraint is still related with over-generalization. In this case, L2 learners disobey the constraints of available structures. It is an application of the rules to the conpassage where the L2 learners do not apply. Therefore, ignorance of rules constraint is the students' failure to observe the constraint of available structures. For example: *Both Tika is beautiful and Adinda is beautiful girl*. The correct form is *Both Tika and Adinda are beautiful girls*.

Some rule constraint errors may be due to analogy. It take places mostly in the implementation of preposition. The L2 learners who find a particular preposition with certain kinds of verbs have tendencies to use the same preposition with different verbs by analogy. For example: *He said to me* results *heasked to me*.

Incomplete Application of Rules portrays the degree of growth of the rules needed to convey acceptable utterances. For example the creation of a question "*How longit takes?*" Here the L2 learners omit the auxiliary *does* to form a question. The correct form is "*How long does it take?*" Therefore, the L2 learners do not complete the rules in applying them to produce acceptable sentences.

False Concept Hypothesized is taken from invalid comprehension of the rule distinction in the L2 (English). In this case, L2 learners usually misinterpret the implementation of certain structures of the L2 (English). They might not have knowledge of the distinctive function of certain structures of the L2 (English). For example: the form *was* may be interpreted as a marker of the past tense and *is* is a marker of the present tense. The function of the past continuous tense (*was/were + V-ing*) is used only when a single event is extracted from sequence. Meanwhile, the present tense (*is*) is used for sequence of events occurring at the moment. When the L2 learners are given the contrast of simple present tense and continuous tense forms: *is* = present state, and *is + V-ing* = present action. The contrast in fact is quite false to English. When the past is introduced, it is often introduced as a past state. *He was sick*, this lays the learners' concept to complete the picture of present and past in English by analogy: *is* = present state, and *is + V-ing* = present action, *was* = past state, *was + V-ing* = past action. Therefore, *was* or *was + V-ing* may be used as past markers. Used together with the *verb + -ed*, this produces such sentences as *he was climbed the tree* as well as the rendition of the form for past actions' results *I wasgoing down town yesterday* instead of *I went down town yesterday*.

As a conclusion, errors in process of acquiring a language might be taken from interlingual and intralingual sources. It is crucial to have knowledge of the origins of the students' errors in order to get the solution in solving their problems.

The Kinds of Error

Dulay (1982, p. 146) states that some linguists are encouraged to study regarding errors conducted by the language L2 learners as follows: Linguistic Category Taxonomy, Surface Structure Taxonomy, Linguistic Category Taxonomy categorizes errors as reported by either the language components or the

particular linguistic constituent of either both or each component. The language components comprised of phonology, semantic and lexicon, syntax and morphology, last but not least discourse. Meanwhile, constituent comprises each language components. For example, within syntax one may ask whether the error is in the main or subordinate clause.

Dulay (1982, p. 150) states that Surface Structure Taxonomy highlights the ways surface elements of language are altered by the L2 learners. The L2 learners omit necessary items, add unnecessary ones, misformation and misordering the items in the L2 (English). There are four kinds of errors in this taxonomy as follows:

a. Omission

Error of omission is the lack of a part that should be incorporated. The L2 learner omits the item that should be included in the good utterance. In this case, morpheme contents are omitted more likely than others. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs. Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition. For example: "*I visit my grandmother's house yesterday*". In the sentence, the morpheme *-ed* is omitted. The correct form is "*I visited my grandmother's house yesterday*".

b. Addition

Addition is the contrary of omission. Addition is the existence of an item that must not be included in well-formed utterances. In Addition, the L2 learners add the utterance which is not needed in a sentence, or the L2 learners add some unnecessary element. For example: *She didn't studied yesterday*. She has knowledge of how to tell the past event, she has to use the past verb but she puts two items for the same features, the right sentence is "*she didn't study yesterday*"

c. Misformation

This error could be characterized by the implementation of wrong form of the structure or morpheme. There are three misformation error types, they are:

1. Regularization is an item in which a marker in regular is used in the irregular form. For example: *childs* for *children*.

2. Archie forms. The excerpt of a member of particular class of forms to represent others. For example: *that cats for those cats*.
3. Alternating forms. The L2 learners have knowledge of more regarding various members of particular class of words and the different usages among them. However, this fact sometimes makes them confused in its usages correctly. For example: *I have saw them for I have seen them*.
- d. Misordering
This error is categorized by the misplacement of a particular morpheme or morpheme groups in an utterance. For example: *Where you are going?* The word order is confusing. It should be *Where are you going?*

The Definition of Error Analysis

Error analysis can be implemented to analyze the errors that are conducted by the L2 learners. Brown (1980, p. 173) states that error analysis is the fact that L2 learners do conduct errors, and these errors can be analyzed, observed, as well as classified to reveal the structure operated by L2 learner, led to surge of study of L2 learners' errors. The errors can help the L2 teacher in teaching and education procedures since the L2 teacher can observe the cause or background why the L2 learners do the errors. The L2 teacher realizes that the errors which are conducted by the L2 learner in language education procedure should be analyzed carefully since the teacher of L2 can identify the difficult areas that are faced by the L2 learners, so it can be used in making education materials and strategies.

PREVIOUS STUDIES

The researcher takes two previous studies of error analysis using past tense. There are from Santi Iswahyuni (2014), as well as from Siti Bayinah (2013). Santi Iswahyuni (2014) conducted a study of eighth grade L2 learners. She took the data from 19 L2 learners who have good score in English. The study focused on error in implementing simple past tense. The outcome of the study is L2 learners were made errors such as omissions (24%), Additions (7%), misformations (65%) and misordering (4%). Misformation was the highest type of error take placed.

As for Siti Bayinah (2013), she chose all of the L2 learners in X-1 class of a particular school in Jakarta as the subject of study. The class consists of 31 students. From the calculation of the data, *error of selection* is the most frequent one conducted with the percentage 53.4%. Moreover, it is followed by *error of omission* with percentage 41.1%, and *error in addition and ordering* fewer than 5%.

From two previous studies above we can compare that on the first study the common errors L2 learners made is misformation. The second study had error of selection as the most frequent error that done by the students.

The previous studies above can be a good reference for researcher doing her research. The researcher focused on what is the dominant errors that L2 learners made. The researcher conduct a study regarding the error analysis in language use of recount passage constructed by the tenth grade L2 learners of SMAN 10 Banjarmasin.

STUDY METHODOLOGY

Descriptive quantitative was implemented as the method for this study, during the period of study the purposive sampling was employed for sampling technique. There exist six classes in total, where the researcher took two classes for the study, which are X-1 and X-2.

For collecting the essential data, a writing test was distributed and interview was conducted. In the writing test, the L2 learners are requested to write a recount passage which contains 100 - 120 words in reference to the topic which was given by the researcher. If the L2 learners write more than 120 words then examiners only focus on the first 120 words on the text. In this test, the researcher

gives different topic in every test. The test will be held three times. The topics are regarding “what did you do last weekend”, “Holiday”, and “unforgettable moment”. Since the L2 learners had been accustomed with those topics which are closely related to students’ life, the L2 learners should be easier to make their own passage in reference to their experience as well as knowledges.

Interview obtained more information by interviewing the students. The researcher choose five L2 learners using random sampling to be interviewed in reference to the origins of error by Richard. Interview is very crucial for the researcher to get information regarding the origins of errors that L2 learners made. Cohen (2011, p. 150) stated that interview expresses participants’ feeling and give information what the participants’ situation have from their point of view. The researcher asked several questions related to this study concerns. The researcher used open-ended interview since it has sequences of question and exact wording. The questions are to show the possible cause what the origins of errors that L2 learners made are.

To make sure that the instruments are valid, content validity was implemented. In reference to the syllabus, the eleventh grade L2 learners of senior high school have been taught regarding recount text. It is also obtained by interviewing the English L2 teacher in that school. He stated that recount passage have already been taught in the class. Therefore, the instrument used in this study is written test of writing a recount text. As for checking the reliability, test-retest reliability is used to make sure the data of errors is constant and stable. In this research, the data also analyzed by two examiners; the English L2 teacher in SMAN 10 Banjarmasin and the researcher. Two examiners analyze the students’ writing using Dullay’s Surface Structure Taxonomy which the researcher and English L2 teacher had discussed before the test taken. If the two examiners have same results of students’ errors, it means that the instrument is reliable.

To measure students’ ability, the writer takes writing in the blank paper that is given as the test to the tenth grade student of SMAN 10 Banjarmasin. Writing test that L2 learners made indicates their understanding in using the simple past tense in recount text. Before the L2 learners do the test, the writer gives the explanation and direction regarding what the L2 learners should do with the test. The purpose of giving the test is to ask the L2 learners to produce their language through writing recount passage spontaneously. It means that it does not allow the L2 learners to look up their note or copy other students’ writings. Finally, the L2 learners submit their writing to the researcher.

The test has been conducted three times to get the data needed. The L2 learners were requested to write a simple recount passage with three different topics in the different times. The topics of the paragraph for each test are: what did you do last weekend (1st test), holiday (2nd test), and my unforgettable moment (3rd test). In this case, test does not measure the student’s ability in the writing skill, but it analyzes the student’s errors in implementing simple past tense in recount text.

There are some steps in analyzing the data. The steps are:

1. Identifying the errors that the L2 learners made in their writing.
2. Classifying their errors in reference to the surface structure taxonomy.
3. Describing the data and giving some examples of students’ work.
4. Drawing conclusion.

FINDING AND DISCUSSION

Description of the Data

The study population was the tenth grade L2 learners of SMAN 10 Banjarmasin in academic year 2018/2019. As the researcher stated in the previous chapter, there were 72 L2 learners from two classes, but only 60 L2 learners did all the tests. So the researcher took 60 L2 learners as the sample. The L2 learners are listed as S1 to S60 in reference to their presence list. The researcher has collected the writing test as the data and identified students’ error implementing simple past tense in recount text. From the data, the researcher found some errors in reference to Dulay’s Taxonomy (1982), such as Omission, Misformation, addition, as well as misordering.

The researcher collected the data by giving the written test to the students. The tests ordered them to make a simple recount passage in reference to the topic given. The L2 learners made three recount passages with a different topic and each topic was given in three different times. The first test was issued on Thursday, October 11th 2018 with the topic “What Did You Do Last Weekend”. The second test was issued on Thursday, October 18th 2018 with the topic “Holiday”. The last test was issued on Thursday, October 25th 2018 with the topic “Unforgettable Moment”.

The researcher has collected the writing test as the data and identified students’ error implementing simple past tense in recount text. The data was counted one error if there was found error in a sentence. The errors were categorized in reference to Dulay Taxonomy (1982).

The Study Finding

In order to get description of the students’ error implementing simple past tense in recount text, the errors conducted by L2 learners were classified into four types in reference to Dullay Taxonomy: (1) Omission, (2) Addition, (3) misformation, and (4) misordering. The data had collected was analyzed by the researcher and the English L2 teacher.

The Description of Data Analysis of the First Test

The first test was issued on Thursday, October 11th 2018. The topic was “what did you do last weekend”. 60 L2 learners were presented in the first test. The students’ errors were explained below:

1. Omission

The researcher found errors of omission on the first test. Here were the errors:

Table 1. The Students’ Errors of Omission

No	Sample	Errors	Correct Form
1.	S5	<i>Then had breakfast.</i>	<i>Then I had breakfast.</i>
2.	S12	<i>And play hide and seek.</i>	<i>And we play hide and seek.</i>
3.	S59	<i>Ready to go.</i>	<i>I was ready to go.</i>
4.	S 26	<i>After woke up.</i>	<i>After I woke up.</i>
5.	S16	<i>Before leaved.</i>	<i>Before I left.</i>
6.	S45	<i>When say hello.</i>	<i>When I said hello.</i>
7.	S16	<i>I vacation with family.</i>	<i>I had vacation with family.</i>
8.		<i>I home.</i>	<i>I went home.</i>
9.	S4	<i>My vacation often stadium.</i>	<i>My vacation often went to stadium.</i>
10.	S57	<i>All not available.</i>	<i>All was not available.</i>
11.	S49	<i>He friendly.</i>	<i>He was friendly.</i>
12.	S49	<i>They tired.</i>	<i>They were tired.</i>
13.	S13	<i>My ability so less.</i>	<i>My ability was so less.</i>
14.		<i>He Friendly people.</i>	<i>He was friendly guy.</i>
15.	S40	<i>I very happy.</i>	<i>I was very happy.</i>
16.	S5	<i>My mom taking.</i>	<i>My mom was taking.</i>
17.	S34	<i>That lot of people.</i>	<i>That was a lot of people.</i>
19.	S45	<i>we talking.</i>	<i>We were talking.</i>
20.		<i>I buying drink.</i>	<i>I was buying drink.</i>
21.	S31	<i>I cleaning.</i>	<i>I was cleaning.</i>
22.		<i>We also plan want competition.</i>	<i>We also planned want competition.</i>
23.		<i>Our basketball reduce with cause.</i>	<i>Our basketball reduced with cause.</i>
24.	S4	<i>I exercise jogging.</i>	<i>I exercised jogging.</i>
25.	S46	<i>I play futsal.</i>	<i>I played futsal.</i>
26.	S46	<i>I play with my friend.</i>	<i>I played with my friend.</i>
27.	S46	<i>I watch football on tv.</i>	<i>I watched football on tv.</i>
28.	S12	<i>I play football.</i>	<i>I played football.</i>
29.	S47	<i>I play online game.</i>	<i>I played online games.</i>
30.	S23	<i>We play badminton.</i>	<i>We played badminton.</i>
31.	S29	<i>I finish our homework.</i>	<i>I finished our homework.</i>
32.	S45,	<i>they show.</i>	<i>They showed.</i>
33.	S24, S23, S51	<i>I watch tv.</i>	<i>I watched tv.</i>

34.	S55	<i>I walk around.</i>	<i>I walked around.</i>
35.	S57	<i>I follow ekskul.</i>	<i>I followed ekskul.</i>

Number 1 to 6 omitted the subject. The sentence should be at least had subject and predicate. The sentence subject could be pronoun (*I, you, we, they, he, she, and it*) or name of someone or something. Missing the subject means missing the part crucial of sentence. For example in number 1, *then had breakfast*. The sentence missed the subject, making it difficult to know the idea of the sentence. It should be put the subject, *then I had breakfast*.

Number 7 to 9 omitted the predicate in the sentence. The student omitted the verb after the subject. The sentence was incomplete so it makes difficult to understand the idea of the sentence. For example, *I vacation with my family*. The sentence should be put verbal word as predicate to me it understandable, the right sentence should be *I had vacation with my family*.

Number 10 to 36 omitted the predicate “to be” (*was/were*). The predicate “to be” was added after the subject then followed by noun or adjective. Missing “to be” made L2 learners failed to make correct sentence. For example, *I very happy*. The sentence omitted the predicate “to be”, it should be *I was very happy*.

Number 23 to 36 omitted *-ed* to the verb when those should be change into past form. Regular verb should be added *-ed* a past form if it was used in past tense. For example *I watch movie*, it should be *I watched movie*.

2. Addition

Addition was found on the first test. Here were the errors:

Table 2. The Students’ Errors

No	sample	Errors	Correct Form
1.	S21	<i>My friend is come to my house.</i>	<i>My friend came to my house.</i>
2.	S21	<i>My friend is invited me.</i>	<i>My friend invited me.</i>
3.	S21	<i>I am slept.</i>	<i>I slept.</i>
4.	S27	<i>My friend is went home.</i>	<i>My friend went home.</i>
5.	S27	<i>I am and my friend be a concern.</i>	<i>My friend and I were a concern.</i>
6.	S45	<i>I am woke up.</i>	<i>I woke up.</i>
7.	S48	<i>I am turn on the cellphone.</i>	<i>I turned on the cellphone.</i>
8.	S48	<i>I am went warnet again.</i>	<i>I went to warnet again.</i>
9.	S57	<i>we to must to appear in front public.</i>	<i>We must appear in front of public.</i>
10	S7	<i>we relax relaxed.</i>	<i>We relaxed.</i>

It can be seen from the errors L2 learners put unnecessary element in the sentences. Number 1 to 8 added “to be” before verb, those are unnecessary since it does not need to put “to be” in simple past tense. Number 9 added word “to” before predicate. “to” in the sentence doesn’t have useful purpose. It caused the reader misinterpret the idea of the utterance. Number 10 added verb word twice. It is unnecessary since it’s not effective.

3. Misformation

Misformation was found on the first test. Here were the errors:

Table 3. The Example of Student’s Errors

No	Sample	Errors	Correct Forms
1.	S18	<i>I chose to play hp.</i>	<i>I chose to play hp.</i>
2.	S18	<i>I don’t do it.</i>	<i>I did not do it.</i>
3.	S21	<i>I take shower.</i>	<i>I took shower.</i>
4.	S27	<i>I go to the kitchen.</i>	<i>I went to the kitchen.</i>
5.	S18	<i>We spend our time.</i>	<i>We spent our time.</i>
6.	S7	<i>We go to Gramedia.</i>	<i>We went to Gramedia.</i>
7.	S48	<i>We eat at the hypermart.</i>	<i>We ate at hypermart.</i>
8.	S17	<i>We also carry out.</i>	<i>We also carried out.</i>
9.	S20	<i>We sing together.</i>	<i>We sang together.</i>

10.	S8	<i>We also feel sorry for the beggar story.</i>	<i>We also felt sorry for the beggar story.</i>
11.	S34, S53	<i>I go home.</i>	<i>I went home.</i>
12.	S34	<i>I sit there.</i>	<i>I sat there.</i>
13.	S53	<i>I take basketball.</i>	<i>I took basketball.</i>
14.	S43	<i>Me and my friend also feel very happy.</i>	<i>Me and my friend also felt very happy.</i>
15.	S54	<i>I and friend go to school.</i>	<i>I and friend went to school.</i>
16.	S57	<i>I get news.</i>	<i>I got news.</i>
17.	S34, S47	<i>I sleep.</i>	<i>I slept.</i>
18.	S47, S38, S10	<i>I wake up.</i>	<i>I woke up.</i>
19.	S33	<i>I do clean.</i>	<i>I did clean.</i>
20.	S25	<i>I get ready.</i>	<i>I got ready.</i>
21.	S45	<i>I go to SMP 26.</i>	<i>I went to SMP 26.</i>
22.	S49	<i>Our coach choosed boy team.</i>	<i>Our coach only chose boy team.</i>
23.	S45	<i>We see junior.</i>	<i>We saw Junior.</i>
24.	S60	<i>We do group work.</i>	<i>We did group work.</i>
25.	S44	<i>I go to bedroom.</i>	<i>I went to bedroom.</i>
26.	S21	<i>I have breakfast.</i>	<i>I had breakfast.</i>
27.	S35	<i>We feel very happy.</i>	<i>We felt very happy.</i>
28.	S38	<i>We rest in the Menara Pandang.</i>	<i>We rested in the Menara Pandang.</i>
29.	S38	<i>We meet stranger.</i>	<i>We met stranger.</i>
30.	S41, S16	<i>I feel very happy.</i>	<i>I felt very happy.</i>
31.	S31	<i>I eat in the morning.</i>	<i>I ate in the morning.</i>
32.	S31	<i>I sweep the floor.</i>	<i>I swept the floor.</i>
33.	S18	<i>I writed.</i>	<i>I wrote.</i>
34.	S20	<i>We taked some pictures.</i>	<i>We took some picture.</i>
35.	S40	<i>I dinnared.</i>	<i>I had dinner.</i>
36.	S8	<i>We are ready.</i>	<i>We were ready.</i>
37.	S34	<i>It is crowded.</i>	<i>It was crowded.</i>
38.	S47	<i>I am tired.</i>	<i>I was tired.</i>
39.	S45	<i>There is many activities.</i>	<i>There were many activities.</i>
40.	S60	<i>We are satisfied.</i>	<i>We were satisfied.</i>
41.	S42	<i>There are many kinds of ghosts in it.</i>	<i>There were many kinds of ghosts in it.</i>
42.	S16	<i>It is very pleasant.</i>	<i>It was very pleasant.</i>

Number1 to 32L2 learners did not use past form of verb in constructing simple past sentences. They have tendencies to use the infinitive verbs without changing them into past form. Transforming irregular verb into past form was difficult for L2 learners since they have to remember the words. For example *we see junior*. It should be *we saw junior*.

Number33 to 35L2 learners put irregular verb and added *-ed* in the end of the verbs. The sentences were incorrect form of past simple since irregular verb could not be added *-ed* in the last of their words. For example *we taked pictures*. It should be *we took pictures*.

Number36 to 42L2 learners put incorrect form of “to be” which was not agreement with the subject and also did not use past tense verb. Since the events happened in the past, “to be” (is, am, are) must be in the form of past tense. For example *it is very pleasant*. It should be *it was very pleasant*.

4. Misordering

Misordering was found on the first test. Here were the errors:

Table 4. The Students' Errors

No.	Sample	Errors	Correct Forms
1.	S21	<i>Is this my experience as well as</i>	<i>This is my experience as well as</i>

2.	S16	<i>knowledge.</i>	<i>knowledge.</i>
3.	S24	<i>Can I kidding laugh with my sister.</i>	<i>I could kid laugh with my sister.</i>
4.	S31	<i>You are busy?</i>	<i>Are you busy?</i>
5.	S6	<i>I have a nap in home his.</i>	<i>I had a nap in his home.</i>
6.	S46	<i>My friend going is my home.</i> <i>I tooth brush.</i>	<i>My friend was going to my home.</i> <i>I brushed my tooth.</i>

The errors take placered since the L2 learners have morpheme misplacement. Number 1 and 2 student put “to be” and “modal” in the first constituent of sentence after the subject. Number 3L2 learners put subject first part sentence. The interrogative sentence should be put “to be” and “modal” before the subject. Number4 the student put the possessive pronoun after the noun. Number 5 student put “to be” after the verb. Number 6L2 learners put the object before the predicate or the verb.

The Description of Data Analysis of the Second Test

The second test was issued on Thursday, October 18th 2018. The topic was “Holiday”. 60 L2 learners were presented in the second test. The students’ errors are explained below:

1. Omission

The omission was found on the second test. Here were the errors:

Table 5. The Students’ Errors

No.	sample	Errors	Correct Form
1.	S25	<i>This time to the father’s tomb.</i>	<i>This time we went to the father’s tomb.</i>
2.	S57	<i>Before get to the beach.</i>	<i>Before we got to the beach.</i>
3.	S59	<i>We vacation.</i>	<i>We had vacation.</i>
4.	S39	<i>I holiday.</i>	<i>I had holiday.</i>
5.	S16	<i>I also on the day week with my brother.</i> <i>I and my family vacation.</i>	<i>I also went out on the weekday with mybrother.</i>
6.	S2	<i>Family and friends riding a bus.</i>	<i>My family and I had vacation.</i>
7.	S12	<i>We waiting.</i>	<i>Family and friends were riding a bus.</i>
8.	S54	<i>They very happy.</i>	<i>We were waiting.</i>
9.		<i>We talking.</i>	<i>They were very happy.</i>
10.	S45	<i>We sitting.</i>	<i>We were talking.</i>
11.	S45	<i>My sister having fun.</i>	<i>We were sitting.</i>
12.		<i>I and friends in beach.</i>	<i>My sister was having fun.</i>
13.	S44	<i>We wait for regarding one hour.</i>	<i>My friends and I were in beach.</i>
14.		<i>I start activity.</i>	<i>We waited for regarding one hour.</i>
15.	S16	<i>We talk first.</i>	<i>I started activity.</i>
16.	S23	<i>We share.</i>	<i>We talked first.</i>
17.	S28	<i>I pick it.</i>	<i>We shared.</i>
18.	S43	<i>I walk out.</i>	<i>I picked it.</i>
19.	S43	<i>We play badminton.</i>	<i>I walked out.</i>
20.		<i>I pause to pick up.</i>	<i>We played badminton.</i>
21.	S57	<i>We play water.</i>	<i>I paused to pick up.</i>
22.		<i>We order.</i>	<i>We played water.</i>
23.	S45	<i>We watch film Dilan 1990.</i>	<i>We ordered.</i>
24.	S45	<i>I return to house.</i>	<i>We watched film Dilan 1990.</i>
25.		<i>We play sand together.</i>	<i>I returned to my house.</i>
26.	S55	<i>We harvest.</i>	<i>We played with sand together.</i>
27.	S57		<i>We harvested.</i>

Number 1 omitted the subject as well as the predicate, there was only adverb of time and place. Number 2 omitted the subject. Example 3 to 6 omitted the sentencepredicate. The student should put verb to make correct sentence. Number7 to 13 omitted the predicate “to be” after the subject. Example 14 to27 omitted –ed to the regular verbs to change them into past form.

2. Addition

Addition was found on the second test. Here were the errors:

Table 6. The Example of Student's Errors

No.	sample	Errors	Correct Form
1.	S7	<i>We were arrived.</i>	<i>We arrived.</i>
2.	S49	<i>We were so tired to studying.</i>	<i>We were so tired studying.</i>
3.	S48	<i>I take shelter on under tree.</i>	<i>I took shelter under tree.</i>

Number1 student put “to be” after subject which is unnecessary. Number2 student put the word “to” before gerund. Number3 student put the word “on” when there was another conjunction “under” after the word. It is unnecessary since it only needs one proper conjunction.

3. Misformation

Misformation was found errors on the second test. Here were the examples:

Table 7. The Example of Student's Errors

No	Sample	Errors	Correct Form
1.	S25	<i>We take a break.</i>	<i>We took a break.</i>
2.	S25	<i>Our school has a holiday.</i>	<i>Our school had a holiday.</i>
3.	S4	<i>I come to have knowledge of.</i>	<i>I came to have knowledge of.</i>
4.	S18	<i>I take shelter under tree.</i>	<i>I took shelter under tree.</i>
5.		<i>We have fun.</i>	<i>We had fun.</i>
6.	S18	<i>I sit.</i>	<i>I sat.</i>
7.	S26	<i>We spend the night there.</i>	<i>We spent the night there.</i>
8.		<i>We swim.</i>	<i>We swam.</i>
9.		<i>We get ready.</i>	<i>We got ready.</i>
10.	S49	<i>We rest.</i>	<i>We rested.</i>
11.	S19	<i>We also share the provisions.</i>	<i>We also shared the provisions.</i>
12.	S59	<i>We also eat.</i>	<i>We also ate.</i>
13.	S54, S49	<i>We go home.</i>	<i>We went home.</i>
14.	S58	<i>It doesn't feel like our dark day.</i>	<i>It did not feel like our dark day.</i>
15.	S54	<i>We eat typical food there.</i>	<i>We ate typical food there.</i>
16.	S57	<i>I see the scenery.</i>	<i>I saw the scenery.</i>
17.	S40	<i>You get us.</i>	<i>You got us.</i>
18.	S48	<i>I sleep again.</i>	<i>I slept again.</i>
19.	S53	<i>I eat and drink.</i>	<i>I ate and drank.</i>
20.	S2	<i>We eat together.</i>	<i>We ate together.</i>
21.	S59	<i>My family goes up around the lake.</i>	<i>My family went up around the lake.</i>
22.	S59	<i>I go to the beach.</i>	<i>I went to the beach.</i>
23.	S46	<i>We meet at parking duta Mall.</i>	<i>We met at Parking Duta Mall.</i>
24.	S44	<i>I feel tired.</i>	<i>I felt tired.</i>
25.	S44	<i>I wake up.</i>	<i>I woke up.</i>
26.	S52	<i>Dad nearly feel off.</i>	<i>Dad nearly fell off.</i>
27.	S38	<i>We have different activities.</i>	<i>We had different activities.</i>
28.	S53	<i>I am ready.</i>	<i>I was ready.</i>
29.	S13	<i>We are the sonsof Junior high school.</i>	<i>We were sons of junior high school.</i>
30.	S19	<i>brother's house is close to the river.</i>	<i>Brother's house was close to the river.</i>
31.	S26	<i>I am tired.</i>	<i>I was tired.</i>
32.	S26	<i>I am so happy.</i>	<i>I was so happy.</i>
33.	S30	<i>It is like to be in Jogja.</i>	<i>It was like to be in Jogja.</i>
34.	S30	<i>Which is very beautiful.</i>	<i>Which was very beautiful.</i>
35.	S27	<i>There are also some friends.</i>	<i>There were also some friends.</i>
36.	S39	<i>People are very crowded.</i>	<i>People were very crowded.</i>
37.	S34	<i>It is only a dream.</i>	<i>It was only a dream.</i>
38.	S57	<i>The meatball is so tasty.</i>	<i>The meatball was so tasty.</i>
39.	S59	<i>It is one class.</i>	<i>It was one class.</i>
40.	S48	<i>There is a motion.</i>	<i>There was a motion.</i>
41.	S55	<i>There are drunk people.</i>	<i>There was a motion.</i>

39.	S53	<i>We are also very happy.</i>	<i>There were drunk people.</i>
40.	S53	<i>I am going to hang out.</i>	<i>We were also very happy.</i>
41.	S53	<i>We are going by car.</i>	<i>I was going to hang out.</i>
42.	S3	<i>You are in my garden.</i>	<i>We were going by car.</i>
43.	S6	<i>I am very happy.</i>	<i>You were in my garden.</i>
44.	S11	<i>That's my precious experience as well</i>	<i>I was very happy.</i>
45.	S7	<i>as knowledge.</i>	<i>That was my precious experience as</i>
46.	S9	<i>It is on the beach.</i>	<i>well as knowledge.</i>
47.	S10	<i>The traffic is very long.</i>	<i>It was on the beach.</i>
48.	S39	<i>I am at home.</i>	<i>The traffic was very long.</i>
49.	S40		<i>I was at home.</i>
50.	S39		

Number 1 to 29L2 learners did not use past form of verb in constructing simple past sentences. Number 30 to 50 the L2 learners put incorrect form of “to be” which was not agreement with the subject and also did not use past tense verb.

4. Misordering

Misordering was found on the second test. Here were the errors:

Table 8. The Example of Student's Errors

No.	sample	Errors	Correct Form
1.	S27	<i>I did cross not log</i>	<i>I did not cross log</i>
2.	S6	<i>I went to house grandfather</i>	<i>I went to grandfather's house</i>
3.	S58	<i>Iwent to beach asmara</i>	<i>I went to asmara beach</i>
4.	S60	<i>Is it in ninth grade</i>	<i>It is ninth grade</i>

Misordering happened since the wrong placement of morpheme. Example 1 the student put the word “not” after the verb. It should be put before the verb. Example 2 and 3 the L2 learners put the wrong placement of noun after the pronoun. Example 4 student has changed the form of interrogative sentence by writing the subject first before “to be”.

The Description of Data Analysis of the Third Test

The third test was issued on Thursday, October 25th 2018. The topic was “Unforgettable Moment”. 60 L2 learners were presented in the third test. The students' errors will be explained below:

1. Omission

Omission was found on the third test. Here were the errors:

Table 9. The Students' Errors

No	Sample	Errors	Correct Form
1.	S1	<i>Nice seeing people.</i>	<i>It was nice seeing people.</i>
2.	S37	<i>Feeling touched.</i>	<i>I was feeling touched.</i>
3.	S9	<i>I vacation.</i>	<i>I had vacation.</i>
4.	S22	<i>My family to Amuntai.</i>	<i>My family went to Amuntai.</i>
5.	S21	<i>I singing.</i>	<i>I was singing.</i>
6.	S18	<i>Situation so hectic.</i>	<i>The situation was so hectic.</i>
7.	S18	<i>I sleepy.</i>	<i>I was sleepy.</i>
8.	S23	<i>His all family happy.</i>	<i>His all family were happy.</i>
9.	S4	<i>The moment feeling sad.</i>	<i>The moment was feeling sad.</i>
10.	S34	<i>Family at home.</i>	<i>Family was at home.</i>
11.	S47	<i>A dog chasing.</i>	<i>A dog was chasing.</i>
12.	S45	<i>We playing.</i>	<i>We were playing.</i>
13.	S38	<i>A thief beaten.</i>	<i>A thief was beaten.</i>
14.	S51	<i>A kuntilanak chasing.</i>	<i>A kuntilanak was chasing.</i>
15.	S51	<i>A nurse nagging.</i>	<i>A nurse was nagging.</i>
16.	S51	<i>Our light coming.</i>	<i>Our light was coming.</i>

17.	S19	<i>We listen.</i>	<i>We listened.</i>
18.	S18	<i>I want to back home.</i>	<i>I wanted to back home.</i>
19.	S14	<i>I celebrate.</i>	<i>I celebrated.</i>
20.	S2	<i>I want to have a match.</i>	<i>I wanted to have a match.</i>
21.	S11	<i>We listen and watch it.</i>	<i>We listened and watched it.</i>
22.	S17	<i>My friend wish me birthday wishes. I want at my friends house.</i>	<i>My friend wished me birthday wishes. I want at my friends house.</i>
23.	S46	<i>I play football.</i>	<i>I played football.</i>
24.	S47	<i>I learn bike.</i>	<i>I learned bike.</i>
25.	S60	<i>I want to go home.</i>	<i>I wanted to go home.</i>
26.	S42	<i>I lift it.</i>	<i>I lifted it.</i>
27.	S20		

Number1 and 2 omitted the subject as well as the predicate in the sentence. Number3 and 4 omitted the verb as the predicate in the sentence. Number5 to 16 omitted the predicate “to be” in the sentence. Number17 to 27L2 learners omitted *-ed* to the verb when they made simple past sentence. Regular verb should be added *-ed* as past form if they were used in past tense.

2. Addition

Addition was found on the third test. Here were the errors:

Table 10. The Students’ Errors

No.	sample	Errors	Correct/Form
1..	S54	<i>I was go to the mall.</i>	<i>I went to the mall.</i>
2.	S45	<i>That is Jumbo is located near my grandma’s house.</i>	<i>That Jumbo was located near my grandma’s house.</i>
3.	S7	<i>We ran running scared.</i>	<i>We ran scared.</i>
4.	S16	<i>My mama to come to kitchen.</i>	<i>My mama came to the kitchen.</i>

Number1 and2 the L2 learners added “to be” after the subject. Number3 the L2 learners put word “running’ which is unnecessary since it has added the verb after the subject. Number4 the student added *to* which has no useful purpose in those sentences. It caused the reader misinterpret the idea of the utterance.

3. Misformation

Misformation was found on the third test. Here were the errors:

Table 11. The Students’ Errors

No.	Sample	Errors	Correct form
1.	S19	<i>It contains 6 player.</i>	<i>It contained 6 players.</i>
2.	S19	<i>The drama tells regarding Cinderella.</i>	<i>The drama told regarding Cinderella.</i>
3.	S19	<i>The clock shows 1 o’clock.</i>	<i>The clock shows 1 o’clock.</i>
4.	S7	<i>We take pictures.</i>	<i>We took pictures.</i>
5.	S18	<i>I don’t like hectic.</i>	<i>I did not like hectic.</i>
6.	S16	<i>I think the happiest.</i>	<i>I thought the happiest.</i>
7.	S19	<i>That time refers at 22.00.</i>	<i>That time refer at 22.00.</i>
8..	S20	<i>I go fishing.</i>	<i>I went fishing.</i>
9.	S20	<i>My brother still want fishing.</i>	<i>My brother still wanted fishing.</i>
10.	S26	<i>I feel bored.</i>	<i>I felt bored.</i>
11.	S14	<i>I say vey pleasant.</i>	<i>I said very pleasant.</i>
12.	S27	<i>We have no mistakes.</i>	<i>We had no mistakes.</i>
13.	S5	<i>I gather to celebrate birthday.</i>	<i>I gathered to celebrate birthday.</i>
14.	S5	<i>I feel very happy.</i>	<i>I felt very happy.</i>
15.	S5	<i>It feels like in my home.</i>	<i>It felt like in my home.</i>
16.	S5	<i>We don’t have knowledge of.</i>	<i>We did not have knowledge of.</i>
17.	S5	<i>My friends gather together.</i>	<i>My friends gathered together.</i>
18.	S2	<i>I have knowledge of at that time.</i>	<i>I knew at that time.</i>
19.	S11	<i>It doesn’t feel like we are tired.</i>	<i>It did not feel like we were tired.</i>

20.	S34	<i>My brother do a married.</i>	<i>My brother did marry.</i>
21.	S43	<i>I come out.</i>	<i>I came out.</i>
22.	S54	<i>I don't have knowledge of.</i>	<i>I did not have knowledge of.</i>
23.	S1	<i>We don't go home.</i>	<i>we did not go home.</i>
24.	S9	<i>I don't pray.</i>	<i>I did not pray.</i>
25.	S53	<i>My parents don't make up.</i>	<i>My parents did not make up.</i>
26.	S47	<i>The dog come again.</i>	<i>The dog came again.</i>
27.	S44	<i>The river lies across our oil palm.</i>	<i>The river lay across our oil palm.</i>
28.	S40	<i>I feel scared.</i>	<i>I felt scared.</i>
29.	S42	<i>I throw it.</i>	<i>I threw it.</i>
30.	S45	<i>We go to Jumbo.</i>	<i>We went to Jumbo.</i>
31.	S38	<i>I go there alone.</i>	<i>I went there alone.</i>
32.	S39	<i>The coach warns us.</i>	<i>The coach warned us.</i>
33.	S29	<i>We leave.</i>	<i>We left.</i>
34.	S13	<i>It look like my food.</i>	<i>It looked like my food.</i>
35.	S21	<i>I ride banana boat.</i>	<i>I rode banana boat.</i>
36.	S28	<i>I am happy.</i>	<i>I was happy.</i>
37.	S19	<i>Headmaster is also welcome.</i>	<i>Headmaster was also welcomed.</i>
38.	S55,S1	<i>I am very happy.</i>	<i>I was very happy.</i>
39.	S21	<i>The day is an unforgettable day.</i>	<i>The day was in unforgettable day.</i>
40.	S14	<i>There are various kinds.</i>	<i>There were various kinds.</i>
41.	S23	<i>It is very sad.</i>	<i>It was very sad.</i>
42.	S1	<i>It is very nice.</i>	<i>It was very nice.</i>
43.	S1	<i>We are happy.</i>	<i>We were happy.</i>
44.	S30	<i>We are also ready.</i>	<i>We were also ready.</i>
45.	S29	<i>That is a fun.</i>	<i>That was a fun.</i>
46.	S10	<i>That is my past moment.</i>	<i>That was my past moment.</i>
47.	S34	<i>The program is over.</i>	<i>The program was over.</i>
48.	S58	<i>My parents are proud.</i>	<i>My parents were proud.</i>
49.	S43	<i>This is one.</i>	<i>This was one.</i>
50.	S49	<i>There are many activities.</i>	<i>There were many activities.</i>
51.	S60	<i>I am confused.</i>	<i>I was confused.</i>
52.	S42	<i>My body is very smelly.</i>	<i>My body was very smelly.</i>
53.	S53	<i>The person I love is not present.</i>	<i>The person I love was not present.</i>
54.	S39	<i>The field is so slippery.</i>	<i>The field is so slippery.</i>
55.	S12	<i>There is a pocong.</i>	<i>there was a pocong.</i>
56.	S26	<i>It is scary.</i>	<i>It was scary.</i>

Number 1 to 35 the L2 learners did not use past form of verb in constructing simple past sentences. They have tendencies to use the infinitive verbs without changing them into past form. Number 36 to 57 L2 learners put incorrect form of "to be" which was not agreement with the subject and also did not use past tense verb.

4. Misordering

Misordering was found on the third test. Here are the errors:

Table 12. The Example of Students' Errors

No.	sample	Errors	Correct Form
1.	S6	<i>we were all waiting in the class.</i>	<i>all of us were waiting in the class.</i>
2.	S58	<i>I have only been junior high school student.</i>	<i>I have been only junior high school student.</i>

Number 1 the student put pronoun after "to be", it should be put before "to be". Number 2 the student put the word "only" before "to be".

The Description of Interview Result

The researcher took five L2 learners who had done the writing test to be interviewed. The interview were transcribed to make it understandable. In the interview, the researcher discussed the origins of errors in reference to Richard, such as interlingual errors and intralingual errors.

These are the outcome of the interview:

1. Interlingual errors

Richard (2008, p. 124) states that interlingual error is error that due to the obstruction of the L2 learners' first language. Five participants of interview said that they were still affected by their first language or Bahasa Indonesia. It was stated by the first participant:

"Iyaa berpengaruh karena saya pikir bahasa indonesianya dulu barusaya terjemahkan"

(yes I am still affected since I think regarding bahasa Indonesia at first and then I translate the sentences)

And also the second participant stated:

"Iyaa kadang apa saya maksud dalam bahasa Indonesia susah untuk mencari bahasa inggrisnya"

(yes, sometimes what I meant in Bahasa Indonesia is difficult to find the right word in English)

The interview found that their first language, *Bahasa Indonesia*, is still affecting the L2 learners writing.

2. Intralingual errors

Origins of errors in process of acquiring a language might be taken form the generalizations of the rule of education called interlingual error stated by Richard (2008, p. 124). Some participants said that they were sometimes confused with the rule of simple past tense. The third participant states it:

"Iyaa sangat kesulitan.karena saya kira beberapa kata kerja ditambah -ed ternyata tidak."

(yes I found it difficult since I thought some of the verbs are put -ed at the end of the verb, but you can not)

Also the fourth participant said

"Iyaa kesulitan karena kurang ingat susunan kalimatnya.bingung karena ada yang pake was ada yang gak"

(yes, I found it difficult since I don't really remember the rule of the simple past tense, I get confused for the sentence, should you put "was" or not)

The interview found that some of L2 learners still get confused with rules of education from the second language. The third participant generalises the verb's changing form from present to the past form, the participant thought he should put -ed to the verb while the verb is an irregular verb.

Discussion of Study Finding

In reference to findings, L2 learners had made some errors in writing recount text. It was proven by the three tests given. The L2 learners were requested to make recount text. The researcher had collected the data and found every kinds of errors in reference to Dullay Taxonomy in students' writing. Dullay (1982, p. 150) states that this taxonomy highlights the L2 learners alter the ways surface elements of language. The L2 learners omit the necessary item, add unnecessary ones, misform, and misordering the items in L2 (English).

This study's finding has errors in reference to Dullay's Surface Structure Taxonomy in L2 learners writing from the first test to the third test. Most of the sample of tenth grade L2 learners in SMAN 10 Banjarmasin still made errors in writing recount text. The errors were found almost in every L2 learners writing. It is appropriate with Harmer (2001, p. 100) states that L2 learners often found difficulties since the rules of L2 are different from their first language.

Kinds of errors were explained using Dullay (1982, p. 150). Types errors of omission take placered since incomplete structure that the-*ed*. From the first test to the third test, the sample S2, S12, S16, S23, S34, S45, S46, S47, S51, S55, S57 and S59 made error of omission in their writing tests.

Types errors of addition, L2 learners put unnecessary elements in their sentences. From the first test to the third test, the sample S7, S48, and S45 made error of addition in their writing tests repeatedly.

Types errors of misformation occur since most L2 learners still lack understanding rule of transforming infinity verb into past form. It happened since of students' inability to transform verb and "to be" into past form. The L2 learners also were not accustomed yet with regular and irregular verb. The sample S2, S7, S9, S10, S11, S13, S16, S18, S19, S20, S21, S25, S26, S27, S30, S34, S38, S39, S40, S42, S43, S44, S45, S46, S47, S48, S49, S53, S54, S57, S58, S60 made error of misformation in their writing tests repeatedly.

Kinds of misordering errors occur since L2 learners put incorrect placement of morpheme or a group of morpheme. The sentence didn't write systematically as subject, predicate, and complement. The sample S6 and S58 made error of misordering in their writing tests.

In reference to the interview result, the researcher states that errors found in students' writing probably take place since of their incomplete mastery of education L2 (English) (interlingual errors) and Intralingual errors take place as an outcome of L2 learners effort to build up the concepts and hypotheses regarding the L2 (English) from their limited experience as well as knowledge with it.

The errors take place since of the sources, such as: Interlingual Errors along with Intralingual errors. Interlingual errors related to the effects of "transfer" and "borrowing", those facts also arised in the students' writing. The L2 learners wrote sentences without any intention to the target-language rule or semantic. For example: *I breakfast*. The student wanted to write down the meaning *saya sarapan*, while in English it should be added *had* after the subject as the predicate of the sentence. It should be *I had breakfast*. The student made the error since they might be still internalizing the structure of the second language.

Intralingual errors take placered as a outcome of L2 learners effort to build up the concepts and hypotheses regarding the L2 (English) from their limited experience as well as knowledge with it. For example: *I am woke up*. The student put *to be* while it did not need to put it on the sentence. In this case, the student misinterpreted the implementation of certain structure of the L2 (English). The L2 learners did not understand the distinctive function of certain structures of the L2 (English). The sentence should be *I woke up*.

The researcher compares the study's outcome with two previous studies that have been explained in the previous chapter. The first study is regarding an analysis on L2 learners error implementing simple past tense in recount passage written. Santi Iswahyuni (2014) did study of eighth grade L2 learners of SMPN 3 Probolinggo. The outcome of the study is L2 learners were made errors such as omissions 24%, Additions 7%, misformations 65% and misordering 4%. The second study is regarding the grammatical error analysis on implementing simple past tense in writing recount text. Siti Bayinah (2013) as the researcher took the data from the first grade L2 learners of MA Al-Khairiyah Jakarta Selatan. The calculation of the data and the error of selection are the most frequent errors done by the first grade L2 learners of MA Al-Khairiyah Jakarta Selatan, with the percentage 53.4%. Moreover, it is followed by *error of omission* with percentage 41.1%, and *error in addition and ordering* fewer than 5%.

Outcome from the researcher and outcome from two previous study could prove that the L2 learners still make errors. The highest number of errors is misformastion, then followed omission and the fewer is addition and misordering.

CONCLUSION AND SUGGESTION

Conclusion

In this research, researcher had two study problems. The first problem was seeking the types errors made in writing recount passage by the tenth grade L2 learners of SMAN 10 Banjarmasin. The second problem was seeking the origins of error that L2 learners made. To answer the study problems, the researcher had given tests and interviewed to the students.

As reported by the study conducted, we could draw two conclusions. The first conclusion summarises the first study problem, to find the kinds of errors in reference to Dullay's surface structure taxonomy. The second conclusion summarizes the second study problem, to find the origins of errors that L2 learners made in reference to Richard. The first conclusion is the L2 learners of SMAN 10 Banjarmasin still made errors from their writing. there were found four kinds of errors in reference to Dullay's Taxonomy in students' writing, such as: omission, addition, misformation, misordering. The second conclusion is from the interview, the researcher analyzed that the origins of errors that L2 learners made were interlingual errors and intralingual errors. The researcher concluded the L2 learners were still internalizing and investigating the structure of the L2 that is very different from their first language.

Suggestions

In reference to the conclusions above, the researcher would like to offer some suggestions:

1. Errors in teaching education procedure of foreign language are something unavoidable. L2 learners should learn more regarding grammatical function, especially the rules of transforming verb into past form in order to improve their writing skill
2. The English L2 teacher must consider information in this thesis as positive feedback for using other teaching methods, especially in studying writing.
3. The other researchers are suggested to conduct the further study regarding errors to explore more regarding field grammar.

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