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The Analysis Of Tense In Writing A Recount Paragraph Of University Students Of ITP Markandeya Bali

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ABSTRACT

The study entitled "Tense Analysis of Tense in Writing Recount Paragraphs of University Students of ITP Markandeya Bali " aims to analyze the use of tense and the types of errors that commonly occur in writing recount paragraphs by ITP Markandeya Bali students in the second semester. Mastering tense is the most important thing for writing an English text. Especially in writing recount paragraphs that retell an event in the past. However, the results of previous research and theories found that many students still have difficulty in using the correct tense structure. In this study, the method used is a qualitative descriptive method involving 18 second semester students of the English Language Education Study Program at ITP Markandeya Bali.

In this study, data collection techniques were through interviews, documentation, and document observation. Data were obtained from the results of student writing, namely writing recount paragraphs. The data was analyzed to find the types of tenses used by students, then the errors were classified based on (Dulay et.al., 1982) theory (misinformation, omission, addition and misodering). Based on the research results, the most frequently used tense by students when writing recount paragraphs was the simple past tense (used 136 times). Although students correctly selected the tense, errors were still found. Of the 179 tenses used, 60 errors were found. The types of errors found were misinformation (47.3%), misordering (25%), omission (16.7%), and final addition (11.1%). To overcome this problem, practice in grammar and correct writing is required.

Keywords: *Recount Paragraph; Tense; Simple Past Tense; Writing Skill.*

ABSTRAK

Penelitian berjudul "Analisis Tense dalam Penulisan Paragraf Recount oleh Mahasiswa ITP Markandeya Bali" bertujuan untuk menganalisis penggunaan tense dan jenis kesalahan yang umum terjadi dalam penulisan paragraf recount oleh mahasiswa ITP Markandeya Bali semester dua. Penguasaan tense merupakan hal terpenting dalam menulis teks bahasa Inggris, terutama dalam penulisan paragraf recount yang menceritakan kembali suatu peristiwa di masa lalu. Namun, hasil

penelitian dan teori sebelumnya menemukan bahwa banyak mahasiswa masih kesulitan dalam menggunakan struktur tense yang tepat. Dalam penelitian ini, metode yang digunakan adalah metode deskriptif kualitatif yang melibatkan 18 mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris ITP Markandeya Bali.

Dalam penelitian ini, teknik pengumpulan data melalui wawancara, dokumentasi, dan observasi dokumen. Data diperoleh dari hasil tulisan siswa, yaitu menulis paragraf recount. Data dianalisis untuk menemukan jenis tenses yang digunakan siswa, kemudian kesalahan diklasifikasikan berdasarkan teori (Dulay et.al., 1982) (misinformation, omission, addition, dan misordering). Berdasarkan hasil penelitian, tenses yang paling sering digunakan siswa saat menulis paragraf recount adalah simple past tense (digunakan 136 kali). Meskipun siswa memilih tenses dengan benar, masih ditemukan kesalahan. Dari 179 tenses yang digunakan, ditemukan 60 kesalahan. Jenis kesalahan yang ditemukan adalah misinformation (47,3%), misordering (25%), omission (16,7%), dan final addition (11,1%). Untuk mengatasi masalah ini, diperlukan latihan tata bahasa dan penulisan yang benar.

Kata Kunci: *Paragraf Recount; Tense; Simple Past Tense; Keterampilan Menulis.*

INTRODUCTION

English is a very important language because there are many foreigners in Indonesia, so English is studied by many people. So learning English is mandatory in Indonesia, therefore from elementary school, English has been studied as a must. Although English learning is mandatory from elementary school, there are still many students who are lacking in speaking and writing correct English. The large number of students who are lacking in learning English makes their grades low and this needs to be followed up by providing more varied English learning materials.

Humans need language to talk to people around them and interact with each other. Language is a communication tool that provides various grammars to support interaction with others (M.Hamid et.al, 2024). English is an international language used in various fields, including education, business, and technology. Therefore, English language skills are very important skills for students, especially in academic contexts. One of the main aspects of mastering English is grammar, which includes various rules for using words and sentence structures (Handayani, 2024) In teaching English learning is not easy, but in general English has a different language structure than Indonesian. Language has 4 skills, namely, speaking, listening, writing and reading (Kline, 2022). Students' difficulties in writing English are caused by several factors, such as limited vocabulary, lack of skills in composing writing in a structured and systematic manner, and obstacles in understanding tense to solve problems in understanding tense to solve problems in writing (Rismawati, 2021). In order to strengthen the

importance of students' English writing skills, it is important to highlight their English language skills. English language skills, especially writing, are not only to meet academic requirements but also an important tool for communicating with interlocutors globally. Mastering the correct English writing procedures is a challenge for students, because they still consider English as a second or foreign language. Writing in English learning is widely considered a demanding skill, because it requires mastery of grammar, vocabulary, organization and creativity. Students consider writing to be troublesome because when writing they come up with new ideas (Demmeri, 2024). The common difficulty of students in writing English is that students often get mistakes in using grammar, tense, syntax and vocabulary. Minimal vocabulary mastery makes it difficult for students to write effective English (Putri & Tambusai et al., 2022). The influence of the first language, namely the mother tongue, is one of the obstacles for students in mastering sentence structure and skills in writing English (Ghulamuddin & Mohari et.al., 2021).

In English, tense plays an important role because it functions to indicate the time and aspect of an action or event. However, in the process of learning English, many students have difficulty using tense correctly. Mistakes in the use of tense often occur due to various factors, such as lack of understanding of basic concepts, differences in grammatical structure between Indonesian and English, and lack of practice in applying tense correctly. These mistakes can affect students' ability to write and speak English effectively (Sari, 2015). English and Indonesian do have similarities in their alphabets and sentence rules, but tense makes it difficult for students to understand because the verbs in Indonesian are not the same as the tense verbs in English (Sianturi, 2022). Many studies confirm that many students often have difficulty applying the correct tense when writing recount paragraphs (Liony & Kusumadewi, 2022). In analyzing the tense structure when writing a recount paragraph, it is necessary to find common mistakes and find solutions to these mistakes (Saluman et al., 2019).). This study will discuss the structure of writing tense in writing Recount text. Recount text is a text that describes events that have occurred (Pardiyono, 2007). The importance of using tense when writing a Recount paragraph is in the events told in the paragraph. The purpose of a recount paragraph is to retell a story or experience in the past, so it must use the correct tenses, namely using Simple Past Tense so that readers can understand the clear storyline.

An important thing in learning English to grasp it faster is the ability to write (Hasani, 2005) states that writing is an activity that produces an idea, thought and mood of a person. So writing functions as

a means of speaking. Writing is a process of speaking to express an idea and a person's thoughts in writing. To write English sentences must follow the existing procedures so that the sentence is correct and understood by the reader. Therefore, writing English is not easy for students. Maybe students have a lot of difficulty in using English so they find it difficult to write it. So, there will definitely be mistakes in their writing. Writing correct English must master grammar first. So in writing English tense plays a very important role, because it shows a time and the event that happened. Writing is useful for students to develop an idea that is in their mind. (Huda, 2019) stated that students must develop their ideas and views in written form, as well as practice their grammar and writing process. So writing requires more skills than just knowing vocabulary or replacing parts of the language. There are many ways to get interesting and correct writing, namely by creating a text. There are many types of texts that are not the same in writing a text, namely descriptive text, recount text, narrative text, report text, news text, instruction text, and others. Recount text is a text that explains its own story or to train them in writing a text. That recount text is a text that aims to please the reader when reading the text which tells events in the past (Agustam, 2022)

Based on this background, the author wants to analyze the tense structure in writing Recount paragraphs which is carried out on 2nd semester students at ITP Markandeya Bali. This study aims to find errors in the tense structure in the Recount paragraphs they write. Because there are several difficulties encountered by students when writing Recount paragraphs. When checking their writing results, the lecturer found several students who made mistakes in writing Recount paragraphs. Based on the problems above, the researcher will conduct a study on "The Analysis of Tense In Writing A Recount Paragraph of University Students of ITPMarkandeya Bali".

THEORETICAL BASIS

Previous research by (Hasan Khalawi, 2022)) entitled "*The Analysis on the Use of Past Tense Found in The Students' Recount Writing*" which aims to find errors in English students at the STKIP PGRI Pacitan campus. So the lecturer looks for errors using qualitative research to find these errors. This study involved 40 students, namely by a) finding problems in this study, b) compiling titles, and how the research will occur, c) finding sample designs, d) collecting data, e) processing and conclusions. Data is obtained from collecting recount text writings that will be analyzed qualitatively. From the data, it was found that 422 or 96% of past simple were wrong, 13 or 2.98% of past perfect

were wrong, 1 or 1% of past continue were wrong, and 0 or 0% of past perfect continue were wrong. From the results of the data, it was found that most students were wrong in applying simple past tense. Thus, in order to no longer find many of these errors, lecturers must improve their approach to students and apply more interesting and appropriate methods to overcome errors that may occur. The similarity is that both examine tense errors in writing recount paragraphs. The main results are the same, namely errors in the use of simple past tense, in the results of this study also found errors in the use of simple past tense from the results of student writing. Then the difference lies in the results of errors in the use of simple past tense, which is 96% while in this study there were 32 errors in the use of simple past tense around 53.4%. In this study (Hasan Khalawi, 2022) does not explain errors in terms of misinformation, addition, omission or misordering, but only explains the number of errors in the use of tense.

Tense is a verb form that retells an event in the past. In writing a recount paragraph, the simple past tense is the most common tense used. According to (Dulay et.al., 1982) Common errors include deletions, additions, sequence errors, and information errors. Previous research also showed that students frequently make these errors. Therefore, the researchers used these errors to analyze the results of students' paragraph recount writing at ITP Markandeya Bali.

METHOD

Researchers use descriptive qualitative research methods, which aim to analyze the use of tense structures in writing recount paragraphs in students (Ndruru, 2023). This study uses a method of writing recount paragraphs that will be written by students at ITP Markandeya Bali which will be analyzed for their writing structure. In addition, error analysis is also used because it focuses on mistakes made by students regarding tense errors in writing recount paragraphs. In a study entitled "The Analysis of Tense In Writing a Recount Paragraph of University Students of ITP Markandeya Bali", this study was conducted at the ITP Markandeya Bali campus on 18 second semester students.

Data Collection Technique

1. Interview

When conducting the interview, the researcher first interviewed the lecturer regarding the students' writing skills and the mistakes that often occur when writing recount paragraphs. Then, the researcher interviewed the students regarding the learning method that the lecturer provided

when explaining the use of tense in writing recount paragraphs. The researcher interviewed the students regarding their level of understanding in using tense in writing recount paragraphs. Finally, how difficult it is for students to understand the learning about the use of tense to write recount paragraphs from the lecturer. Dalam wawancara ini mahasiswa di wawancarai mengenai kesulitan mereka dalam penggunaan tense dalam menulis recount paragraph (Ida Yanti, 2023).

2. Documentation

This documentation aims to collect data that has been written by students, namely recount paragraphs. This data is obtained from the results of assignments given by lecturers and from assignments given by researchers by making recount paragraphs about their daily lives or freely. Then after the data has been collected, the researcher stores the data document in the form of writing or documents (Firanda Dias Indah, 2020).

3. Document Observation

In the document observation technique, the data that has been collected is analyzed first. The analysis method starts from the use of tense used by students in writing recount paragraphs. The steps are: 1) analyze each student's writing one by one by reading it as a whole, 2) mark the tenses used by the students, 3) after marking, group the tenses used by the students in writing the recount paragraph such as simple past tense and so on, 4) finally after grouping them, write down the use of the wrong and correct tenses that they use in writing the recount paragraph (Liony & Kusumadewi, 2022).

Research Instrument

Research instruments are tools used to obtain data. In qualitative descriptive research, the researcher is the main character or human instrument, because the researcher carries out the process of collecting data, analyzing data, and interpreting the data. In this study, the researcher will directly collect data and analyze a student's writing. To support the analysis of writing, the researcher uses an instrument based on the Error Analysis theory.

1. Human instrument

In the human instrument, the researcher reads various tense theories, recount paragraphs and analyzes possible errors. The researcher makes observations related to the student's writing that will be used to collect data. In this study, analyzing the length of the writing, the topics used and the sentence structure are also analyzed, by recording each data analysis

process. In this instrument, students write a recount paragraph based on daily events. This instrument is a writing task that will later be analyzed for errors in the use of tenses. (firdausi, 2022).

2. Error analysis

To help the process of identifying and classifying errors in the use of tense in recount paragraphs, the researcher has compiled analysis guidelines, namely omission, addition, misinformatin, and misodering. The researcher has compiled these guidelines with the local context of students and applicable academic writing standards. With this instrument, the researcher can conduct analysis objectively and consistently. In this error analysis, errors found in students' writing were identified, namely: omission, addition, misinformation and misordering. (Hafizh E. M., 2019).

3. Instrument Validation

To ensure that the analysis guidelines used are correct and accountable, an initial trial was conducted on several students' recount paragraphs. The results were used to refine the instrument to better suit the characteristics of the data to be analyzed. Validation of this instrument is done by:

- a. Using the theory of linguistic error taxonomy to classify error types.
- b. Collecting data, namely guided writing and free writing.
- c. Testing the accuracy of the data collected (N.W.Y. Megantari, 2018).

Data Analysis Technique

In this data analysis technique, descriptive qualitative analysis is used, namely explaining the results of students' writing systematically in using tense in writing recount paragraphs. The data that has been collected from the results of students' recount paragraph writing will be analyzed first to determine the type of tense used and errors in writing it. The steps in data analysis are carried out systematically with the following stages:

1. Data reduction

From the results of data that have been collected from observation, documentation, and document observation, the next step is to analyze errors in the use of tense in writing recount paragraphs by students. In this data analysis, the method of collecting data is by collecting the

results of students' recount paragraph writing. The writings that have been collected, the researcher will read in their entirety to understand the contents of the students' recount paragraph writing. After reading them in their entirety, the researcher groups the tense errors and their use by noting them down. The researcher chooses the right and complete paragraph with the focus of the research, namely the use of tense structures in recount paragraphs (Ndruru, 2023).

2. Tense Clasification

In this tense classification, the researcher will analyze and then group the types of tenses used by students in writing recount paragraphs. The types of tenses grouped are simple past tense which is the most common tense used in writing recount paragraphs, present tense and past perfect tense. The presentation of data from the tense classification will be presented in a table.

3. Classification of errors

The data was then analyzed using the theory (dulay, 1982) namely by grouping the types of errors in using tense. The following is a classification of these errors:

- a. Omission: namely the loss of a part that actually exists, for example not using verb 2 in the past tense. Omission errors in writing recount paragraphs are 70 or 29.29% wrong (L.Alhamidi, 2024).
- b. Addition namely students often add things that are not important, such as adding inappropriate verbs. The addition errors obtained in one study were 18 or 38.2 wrong (Rina Hasanah, 2020).
- c. Misinformation Misinformation is the use of the first verb incorrectly when it should use the second verb form.
- d. Misordering is an error in the arrangement of words in a sentence.

4. Frequency and Percentage Calculation

After the analyzed data is collected, the data is then calculated using frequency and percentage to find out the exact number of errors obtained from the results of data analysis from student writing. How to calculate the frequency and percentage using the following formula:

- a. Percentage of tense usage

$$\text{Percentage} = \frac{\text{Number of part}}{\text{Total}} \times 100\%$$

Total number

b. Percentage error

$$\text{Percentage error} = \frac{\text{Number of part}}{\text{Total number}} \times 100\%$$

The formula above is a basic formula for descriptive statistics which is widely used in qualitative and quantitative research. The theory that uses this formula is: (Sugiyono, 2012).

5. Data presentation

From the results of collecting students' recount paragraph writing, the researcher classifies each writing based on the type of tense used in the recount paragraph writing. The data obtained is recorded what types of tenses are used by students. The data obtained is presented in the form of tables and narrative descriptions. Sentences that use simple past tense or others will be written in a table based on the type of tense used, especially the tense used in writing recount paragraphs, namely simple past tense. The data obtained from data reduction is then made into a table or percentage form (Alhamidi et.al, 2024)

RESULT

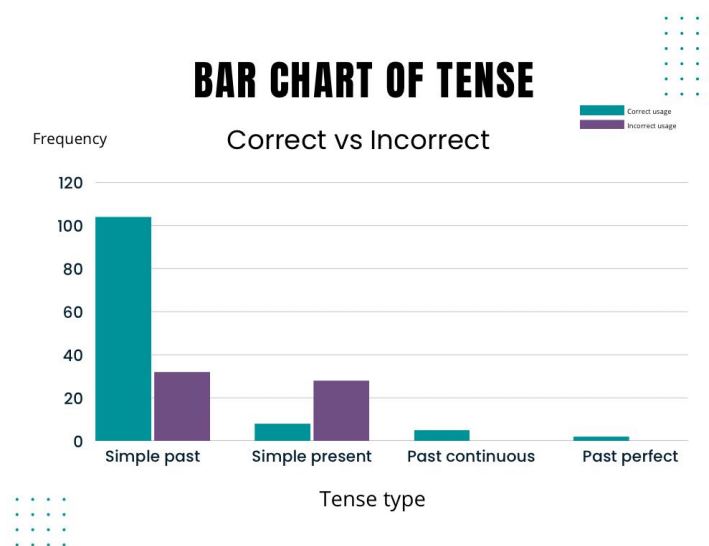
The tenses that are recognized are the use of simple past tense, present tense, past continuous tense and past perfect tense. The results of the identification of the writing results that have been collected by 18 recount paragraph writings from 18 students are in the following table:

No	Tense type	Total Usage	Correct Usage	Incorrect usage
1	Simple Past Tense	136	104	32
2	Present Tense	36	8	28
3	Past Continous Tense	5	5	0
4	Past Perfect Tense	2	2	0
	Total	179	119	60

Table 1 Types of Tenses Used and Their Level of Accuracy

The table above shows that the type of tense that is widely used by students in writing recount paragraphs is using simple past tense with a total of 136 times. This means that students know that the use of the main tense used in writing recount paragraphs is simple past tense. However, errors were also found in the use of tenses, namely 53.3% of errors, which shows that students still have difficulty in using tenses correctly when writing recount paragraphs

The following are the results of the use of tenses in writing recount paragraphs by students in the form of a bar chart:



Picture 1 Bar Chart of Tense Usage and Errors in Student Writing

It can be explained from the bar chart of tense above that the green line shows the correct usage tense obtained from the results of student writing, namely 104 correct writing using the correct simple past tense. While the purple line in the diagram above shows that the results of incorrect usage of the wrong tense are 32 errors in the use of simple past. In the use of simple present tense, the bar chart above shows that there are 8 correct in writing simple present and 28 errors in using simple present from the results of student writing. Next is the use of past continuous, from the bar chart above shows that 5 are correct in writing using past continuous while there are no past continuous errors in their writing results. Finally, the use of past perfect, from the results of the bar chart above

shows that students use past perfect 2 correctly from all the results of student recount paragraph writing and there are no errors. The total correctness of students in using simple present is 119 correct usage and 60 incorrect usage tense.

Dari hasil identifikasi tersebut menunjukkan bahwa walaupun mahasiswa sudah mengetahui pada saat menulis recount paragraph menggunakan simple past tense, tetapi masih ditemukan mahasiswa masih keliru dalam menggunakannya dan suka mencampuri dengan tense yang lain.

From 18 writings from 18 students, the data that has been analyzed is grouped based on the type of error. The types of errors are grouped into four based on the theory. (Dulay et.al., 1982) in the following table:

Error Type	Number of Errors	Percentage
Misinformation	17	47.3%
	6	16.7%
Omission		
Addition	4	11.1%
Misodering	9	25%
Total	36	99.99%

Table 2 Types of Tenses Usage Errors in Recount Paragraph

The table above shows that the type of error that is often made by students in writing recount paragraphs is misinformation with 17 errors (47.3%). Example of errors:

1. Misinformation (incorrect use of verb form)

"I Study diligently and nevergive up"

Should: *"I studied diligently and nevergive up"*

The reason: using the present tense even though the context is past.

2. Omission (omission of important elements, such as the verb to be)

"I was Senior High School"

Should : *"I was a Senior High School student"*

The reason: removing “a” and the complementary noun (student).

3. Addition (addition of unnecessary words or elements)

“we was arrived in Sumbawa..” should be “we arrived in Sumbawa...”

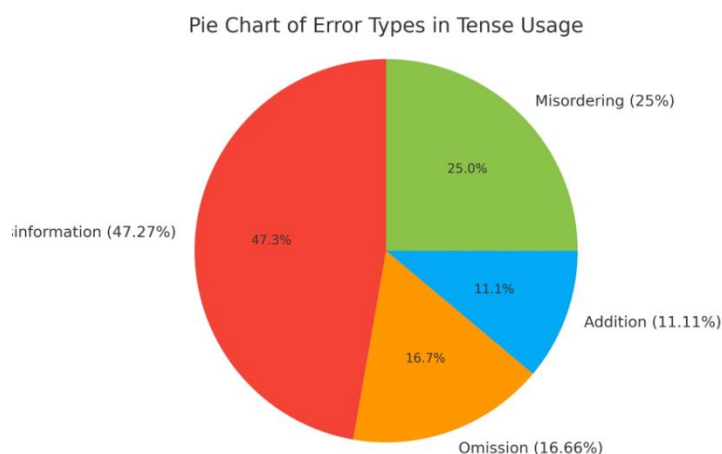
The reason: “Was” not needed because “arrived” already is a past tense verb.

4. Misordering (word order error)

“i yesterday went to the park.” Should be “yesterday, i went to the park.”

The reason: time adverbs should be placed at the beginning or end, not in the middle of the subject and predicate.

The following are the results of the types of errors in the use of tenses in writing recount paragraphs by students in the form of a pie chart:



Picture 2 Pie Chart of Error Types in Tense Usage

The table above is then presented in the form of a Pie Chart showing the results of errors in the results of students' recount paragraph writing. The first error is in misinformation as much as 47.3% wrong from the results of all student writing, then the error in omission is 16.7% wrong, the error in addition is 11.1% wrong, the last is the error of misordering 25% wrong. Of the four types of errors found in student writing, it can be seen that the error in misinformation is the most while the lowest or least is in addition.

DISCUSSION

From a study involving 18 2nd semester students of ITP Markandeya Bali to analyze their use of tense in writing recount paragraphs. Mastery of tense is very important in writing recount paragraphs, why can it be said so because the recount paragraph aims to retell an event in the past. Therefore, the use of simple past tense correctly in writing recount paragraphs is needed so that their writing has meaning and can be understood well by the reader. In this study, it was found that simple past tense is a sentence form that is often used by students according to the correct recount paragraph structure. In writing a recount paragraph, the tense commonly used is simple past tense because it is one of the characteristics of telling an event in the past. However, several theories prove that students are still found to make mistakes in using simple past tense in writing recount paragraphs. In this study, the errors found in students' recount paragraph writing were in the form of misinformation (use of verb forms) there were 17 errors (47.3%), omission (omitting important elements of verb 2, auxiliary, or to be) there were 6 errors (16.7%), addition (double marking) there were 4 errors (11.1%), and finally misordering (unstructured word order) there were 9 errors (25%). The causes of errors often made by students are due to several factors, namely; a) interlingual transfer; b) lack of mastery of grammar; c) lack of writing practice. So the need for recount paragraph writing practice with a focus on using simple past tense can also create recount paragraphs with personal experiences so that students find it easier to understand the correct use of tense.

Findings the Common Mistakes in Using Tense Structure in Writing a Recount Paragraph

In writing a recount paragraph in English, it is necessary to master the use of tense, especially the simple past tense. Students often have difficulty in applying the correct tense, which will affect the results of their writing. The type of error that often occurs is misinformation from the data results showing that misinformation errors are made the most, namely 17 errors (47.3%), omission errors 6 (16.7%), addition errors 4 (11.1%) and misordering 9 errors (25%). The cause of tense errors in writing a recount paragraph is the native language used by students so it affects the results of their English writing. Lack of mastery in understanding tense is also the main cause of students' difficulties in writing recount paragraphs. Limited vocabulary is one of the challenges in writing English. Students who often make mistakes in word forms in writing recount paragraphs, with errors in forming words and omitting words being the main problems. This error occurs because it is related to

the mother tongue, lack of vocabulary and translation habits. From the results of the research analysis, it was found that the use of tense to write a recount paragraph is the main challenge for students. Thus, this study will identify errors and find solutions so that students can improve their writing results. So the mastery of tense use must also be improved.

The results of the study showed that there were still students who had difficulty in using the correct tense when writing a recount paragraph, especially the use of simple past tense. The mistake that was often encountered was the difficulty in choosing the correct tense to suit the context of the time of the incident in an event, resulting in errors in sentence structure and verb forms (Pasaribu, 2024). From the results of the research analysis, it was found that 179 tense usages by students were found to be 136 students who used simple past tense from 136 who used simple past tense, 32 of them were found to be wrong. If presented, there are 53.3% errors in the use of simple past tense from their writing results, even though this tense is the main tense in writing recount paragraphs. Lack of understanding of tense in depth is also a difficulty for students so they often make mistakes in misinformation, omission, addition and misordering (Panggabean & Maisaroh, 2024).

Based on data analysis by 18 2nd semester students of ITP Markandeya Bali, it was found that the most dominant type of error made was an error in misinformation, there were 17 errors (47.3%) in student writing. In another theory, it was also found that errors that often occur in misinformation are the use of verb forms that do not match the simple past tense (Rina Hasanah, 2020). On theory (Simbolon, 2018) It was found that misinformation errors reached 65.85% of all errors made. In this study, errors in misinformation were less, namely 47.3%, which proves that the level of errors made by students at ITP Markandeya Bali was lower. The next error is in misordering, there are 9 errors (25%) in the students' recount paragraph writing. In the analysis of the results of student writing, errors in omission were also found, around 6 errors (16.7%) and the least errors found were in addition errors, namely 4 errors (11.1%).

Findings The Causes Students to Have Difficulty Using Tense Structure in Writing Recount Paragraph

There are several factors that cause errors in the use of tenses found in students' writing in this study, namely as follows:

1. Mother tongue interference

One of the factors that causes tense usage errors found in students' writing is the influence of their mother tongue on their writing. One of the influences is when the structure with rules in another mother tongue creates an English writing, so that students often translate or use the mother tongue pattern when writing or speaking English. (Alzahrani, 2020). The occurrence of errors in the use of tense in writing a recount paragraph that is influenced by the mother tongue because in writing an Indonesian text does not use the simple past tense form as in writing an English text. This results in the tense rules in English which will cause the sentence to be wrong in choosing the form of the verb and its order, resulting in most students having difficulty in distinguishing the use of simple past with present perfect, or using the present form to retell events in the past (Listyani & Al-Kadi, 2022). It is also often found that students translate sentences from their mother tongue into English directly without using the tense rules in English, which will cause the sentence to be wrong in choosing the verb form and its order. (Qomariana & Puspan, 2018). It was also found that students used their mother tongue with grammatical patterns, such as the use of verbs that did not comply with the rules of English writing. This study also found sentences that were influenced by the mother tongue, for example:

“i had a very meaningful experience. I Saw many people working hard...”

“ i thought it would be a boring activity...”

The sentence is correct, but there is a sentence pattern that follows the Indonesian sentence pattern which can affect the word order in certain parts.

2. Limited Vocabulary Mastery

Limited vocabulary is a common obstacle in learning English, especially when writing a recount paragraph that requires the use of the past tense correctly. Students who lack vocabulary often make mistakes in using verb forms, for example in applying regular verb rules to irregular verbs or creating a word that does not exist in English (setyawan, 2018). In a study also showed that the ability of students in understanding irregular verbs is still considered low. It was found that students felt confused when remembering the form of irregular verbs because the forms changed inconsistently and the number was so large (Triyogo & Syaprizal, 2019).

A strategy that can improve students' mastery of irregular verbs is by grouping the same form of irregular verbs to make them easier to remember (Luo, 2024). The use of more modern and effective learning methods can also be done by playing word cards which can increase students' motivation to learn and improve their vocabulary (Pradana & Marselina et al., 2023). There is also a need for extra practice in English sentences to hone students' abilities so that they are accustomed to applying the correct form in writing recount paragraphs. Examples of sentences that lack mastery of irregular verbs in students' writing results are:

"I study diligently and never give up..."

In the sentence above, the tense used is present tense, but the word "*study*" should be replaced with "*studied*". This error occurs due to a lack of mastery of the past tense of irregular verbs.

3. Incomplete Understanding of English Grammar

Most students understand the concept of tense only in theory, but when they apply it in writing, they often find mistakes in their writing. This happens because of the lack of English writing practice. Many students do not realize that in writing a recount paragraph, they must consistently use the simple past tense. There are difficulties experienced by students when writing a recount paragraph, namely in the use of tense. Many students make mistakes in verb forms, auxiliary verbs, and choosing the right tense, for example simple past, past continuous and past perfect tense (Agustam & Talib, 2022). The most common mistakes found in students' writing are in verb form errors, for example, not distinguishing between verbs 1, 2, and 3. Errors in sentence structure such as omission, addition, selection, and misordering. There are also errors in using unnecessary words, incorrect word order. So the source of these errors lies in the students themselves because of their lack of mastery in understanding the English grammar system in depth. Lack of mastery of grammar will make it difficult for students to convey their ideas in the form of recount paragraph writing. So it results in the low quality of their writing (Ariani, 2023). From this research, it was found that sentences lacking in grammatical understanding were obtained from the results of students' writing that had been collected.

"Although I didn't get further information about..."

Almost correct but there is inconsistency of tense in some other parts.

The way to overcome this is by doing extra writing exercises and studying grammar material, especially understanding tense and sentence structure of recount paragraph. Lecturers are also advised to provide exercises that focus on grammatical aspects that are the source of students' errors.

4. Direct Translation Habit

It was found that students are still accustomed to translating a sentence from Indonesian into English directly. This habit will result in the sentence being wrong in misordering or wrong word order. Direct translation habit is a habit of translating word for word from the first language into a second language without considering the structure, meaning and culture of both languages. This habit is often found in students who are just learning to write, especially when writing recount paragraphs. This habit will cause problems in the writing. Mistakes in sentence structure that are different between Indonesian and English sentence structures will result in ungrammatical sentences in English.

This habit also causes the meaning of the sentence to be lost or not make sense in the target language. In writing recount paragraphs, mastery of tense is very important to show an event in sequence. But the habit of translating sentences directly, students are often found to make mistakes in determining the correct tense to be used. Not only that, the habit of translating directly results in sentence structures that do not match the target language. To overcome this, students must be able to understand the differences in structure and grammar between Indonesian and English, students must improve their ability to use the correct tense, students must also often practice writing directly in English without translating from Indonesian, and students must often look for examples of recount paragraphs in English to study in order to know the correct sentence patterns.

5. Lack of Practice

Mistakes in writing recount paragraphs also occur due to lack of writing practice, especially writing using tense. Even though students have studied grammar and sentence structure, writing skills will not improve without regular writing practice. (Putri et al., 2022). One of the consequences of the lack of writing practice for students is that they are found to be unskilled in using good and correct tenses. In the results of the analysis of student writing, most errors were found in the use of simple past tense, which is the most common tense used in writing

recount paragraphs. This error is often found even though students already know that a recount paragraph is a paragraph that tells an event in the past. An example of a sentence from the results of student writing is mixing the use of present and past tense in one paragraph written by students, namely: "*I study diligently and never give up ...*" should be "*I studied diligently and never give up...*". These errors indicate that students need to practice writing and master the correct use of tense in a sentence. Without regular practice in writing, their understanding and writing skills will not develop. Students who are not used to writing are also one of the factors that cause these errors. They find it difficult to determine the correct tense in their writing. For example, they use simple past tense but unconsciously the next sentence uses present tense or mixes other tenses in one paragraph. This is due to a lack of writing practice. Students who do not practice or who rarely write result in them not paying attention to the mistakes in their writing. So the lack of writing practice results in students often being found writing because they will only complete their assignments without paying attention to the mistakes in their writing. Students who are not used to writing will result in a lack of confidence in the writing they write themselves. Then students will hesitate to choose the correct tense, students will be confused about what sentences to write, so that the sentences written are not structured. From the results of the analysis of student writing, it was found that some students had interesting writing ideas, but there were many mistakes in the use of tense and tense structure, this happened because of a lack of writing practice.

CONCLUSION

In English, tense plays an important role because it functions to indicate the time and aspect of an action or event. However, in the process of learning English, many students have difficulty using tense correctly. Mistakes in the use of tense often occur due to various factors, such as lack of understanding of basic concepts, differences in grammatical structure between Indonesian and English, and lack of practice in applying tense correctly. These mistakes can affect students' ability to write and speak English effectively (Sari, 2015). English and Indonesian do have similarities in their alphabets and sentence rules, but tense makes it difficult for students to understand because the verbs in Indonesian are not the same as the tense verbs in English (Sianturi, 2022).

Writing a recount paragraph in English requires mastery of tenses, especially the simple past, which is essential to accurately describe past events. College students often face challenges in using

tenses correctly, leading to various grammatical errors that affect the quality of their writing. The following discussion summarizes research findings on the use of tenses in recount writing among college and high school students. College students often struggle with the use of tenses in recount paragraphs, with errors of formation and omission being the most common. This problem is largely due to first language interference and limited grammatical knowledge. Improving tense mastery through focused instruction and practice is essential to improving students' recount writing skills.

Based on data analysis of the results of recount paragraph writing by ITP Markandeya Bali students in semester 2, it can be concluded that the use of the correct tense, namely Simple Past Tense, is still a difficulty for students in writing recount paragraphs. Although simple past tense is a tense that is widely used in writing recount paragraphs, there are still many students who are hesitant in choosing the correct tense. There is also a mixture between the use of tenses such as simple past tense and simple present tense in the same recount paragraph.

From the error analysis, it also shows that the most common mistakes made by students are in the misinformation section (47.3%), especially in the use of incorrect regular verbs. The cause of this error is the lack of understanding of students regarding irregular verb forms, lack of practice and lack of expertise in forming the right words in recount paragraphs. There are also a few students who use past continuous tense and past perfect tense but are accurate in their writing.

Although most students already understand the basic concept of writing recount paragraphs, their skills in using tenses are said to still require more learning, to ensure accuracy in their writing.

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