

**AN ANALYSIS OF STUDENTS' ERROR IN USING SIMPLE PAST
TENSE IN WRITING NARRATIVE TEXT AT THE SECOND SEMESTER
OF THE EIGHT GRADE STUDENTS AT SMP N SATU ATAP 7
PESAWARAN IN ACADEMIC YEAR 2019/2020**

(A Thesis)

Submitted in Partial Fulfillment of Requirements for Munaqosah

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ABSTRACT

Error Analysis is one of ways to evaluate students' ability to understand second language. The objective of this research: (1) to discover the common mistake that is made by the students in writing Narrative text in simple past tense, (2) to carry out the students' errors proportions (frequency and percentage) in writing Narrative text.

This research was conducted by using descriptive qualitative research method. The sample of the research was VIII A class in SMP N SATU ATAP 7 Pesawaran that consists of 21 students. The sample was conducted by purposive sampling technique. In collecting the data, the researcher used the documentation. It was students' task about Narrative paragraph.

This presents the highest level to the lowest of errors mostly made by students, and the researcher found that error of *misformation* is the most frequent error made by the second grade students of SMP N SATU ATAP 7 Pesawaran with 91 of total errors or 58,3 %. The second is *Omission* with 39 of total errors or 25 %. The next is *Misordering* with 17 of total errors or 11%. The last is *Addition* with 9 of total errors or 5,7%.

Keyword: *Error Analysis, Simple Past Tense, Surface Strategy Taxonomy.*

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MOTTO

﴿٨﴾ وَإِلَىٰ رَبِّكَ فَارْجِعْ ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْجِعْ ﴿٨﴾

(6)most certainly, there is ease with hardship (7) So, whenever you are free, strive in devotion (8) and turn to your lord with longing.¹

(Q.S. Al- Insyiraah, 6-8)



¹Tafheemul Quran Surah 94 Al-,Insyiraah, Ayat 1-8” (On-Line), Available on:<http://www.islamicstudies.info/>(October, 01 2018).

CURRICULUM VITAE

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DECLARATION

I hereby declare that this thesis entitled, “An Analysis of Students’ Error In Using Simple Past Tense in Writing Narrative Text At The Second Semester Of Eight Grade Of SMPN Satu Atap 7 Pesawaran” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, April 2021

Declared by,

Anggi Rama Putra



DEDICATION

1. My Greatest heroes in my life, My beloved Parents Mr. Geger Setia Putra and Mrs. Yeni Listia, who always pray to me, give the support and motivation to me.
2. My young sister is Tasya Meylinda Putri who also gives support to me.
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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, April 2021

Anggi Rama Putra



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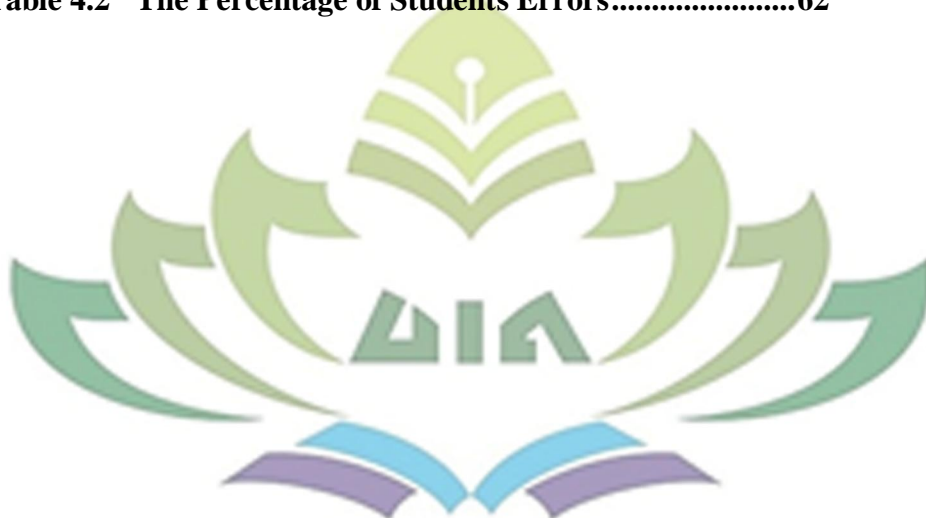
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CHAPTER I INTRODUCTION

A. Background of the Study

English is one of subject in junior high school. In English lesson there are four skill such as writing, listening, speaking, and reading. And one of the most difficult skill in english is writing. In writing, there are so many components that should be mastered by students in order they are able to write well. The difficulty in writing starts when the students have to establish the subject, verb (either transitive or intransitive), object, tense, active and passive voice, also logical thinking. This statement is supported by James C. Raymond in his book, writing is more than a medium of communication. It is a way of remembering and a way of thinking as well.¹ Writing in their first language can be something difficult for them, where as they often write in their first language in schools.

Moreover if they are asked to write in their target language, it can be something more difficult. Writing English for a foreign learner is difficult because English is different from Indonesian language in its structure, spelling and lexical meaning. Although students have been studying English from elementary school until senior high school, even university, they cannot write easily as we thought before. In Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, in Indonesia, Junior High School students have to master some types of paragraphs. The second grade students have to master recount, narrative, procedure, descriptive and news item text. The second grade students in need to master narrative, report, and analytical exposition text. Meanwhile, the third grade students have to master narrative, spoof, and hortatory exposition text.²

In writing narration, the students have to pay attention about simple past tense because it is commonly used in

¹James C. Raymond, *Writing is an Unnatural Act*, (New York: Harper & Row Publisher, 1980),p.2.

²Anonymous, *Silabus KTSP*, (Kurikulum Tingkat Satuan Pendidikan) 2006, (Jakarta: Departemen Pendidikan Nasional, 2006),p.3-44.

writing narrative. Hence, narrative writing is also the reason why writing becomes difficult for students. Therefore, the students often commit the errors especially using simple past tense. The errors can be influence to the content of their writing. In this case, students who are learning to write narration may produce many errors. Such as in structure, they often make errors in forming simple past tense. Based on the Englishteacher experience, when the teacher taught English at SMP N Satu Atap 7 Pesawaran most of them also get difficult when they have to make the correct form of simple past tense in writing narrative.

Based on preliminary research that was done on January, 24 2020. By interviewing to the Mrs.Yessi Apriantina,S.Pd, the teacher of English in SMP N Satu Atap 7 Pesawaran. Many students have problem in using simple past tense. The students in this school are not able to write the good english. The most difficult problem that always happens is they were having difficulties to learn english especially narrative text. They translated Indonesia into the english word by word and they did not attention the grammar of the sentences. They make errors because they do not master the grammar well, especially in simple past tense. They also make errors because their way of thinking is still affected by their first language. For example: Tono goes to Bandung yesterday, it should be Tono went to Bandung yesterday. Most students commonly make error in their learning, but it is logically acceptable. The teacher should be aware of this problem and prevent students from making some errors by analyzing the learners' error itself.

Error is an act statement that is not right or not true, Learning the second language is different from learning first language. Therefore, the students often made errors while the teaching learning process. For the foreign language, the students can get a new rules of language, vocabulary, grammatical patterns and pronunciation. The Error is natural for the students in learning the second language, because English is the second languagethem. There are many

definition of error. According to s. p. Corder said error is both an ancient activity and at the same time a comparatively new one.³ Jeremy Harmer states the errors are part of the learner Interlingua that is the version of the language which a learner has at any one stage of development and which is continually reshaped as he/she aims toward full mastery.⁴

It is important to differentiate between error and mistake. Otherwise, some people are still misunderstanding about the definition of them. To clarify between error and mistake, H Douglas Brown states a mistake refers to a performance error that is either a random guess or a “slip“ in that it is failure to utilize a known system correctly.⁵

From the definition above the writer concluded that people make mistakes both native and second language. The mistake is not result of a deficiency in competence but the result of some sort of annoying in the process of producing speech. In addition, error is deviation from the student grammar, reflecting to the competence of the student.

According to Brown the fact that learners do make errors and that errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners errors, called error analysis.⁶ According to Brown error analysis stands for two major purposes, they are: provides data from which interference about the nature of language learning process can be made, indicated to teacher and curriculum developers, which part of the target language students have the most difficulty producing correctly and which error types detract most from learners ability to communicate effectively.⁷

³ S. P. Corder, *Error Analysis And Interlingual*, (London:Oxford University Press, 1981), p.51.

⁴ Jeremy Harmer, *The Practice Of Language And Teaching*, (New York:Pearson Education Limited 2001),Third Edition,p.34.

⁵ H. Douglas Brown, *Principles Of Language Learning And Teaching*. (New York :Prentice Hall, Inc, 1987), p.170.

⁶*Ibid*,p.171.

⁷*Ibid*,p.215.

An error analysis is also important to describe what kinds of error that the students make, to know the causes of the error and how the students can learn from their mistakes and correct in their writing. Because every students will not make the same errors when they study. As the teacher must be able to analysis the errors, because from that, the teacher able to correct the method while she is teaching.

Definition of Simple Past Tense, Some grammarian defines the simple past tense, so there is several definition of it. Betty states the simple past tense indicates that an activity or situation began and ended at particular time in the past.⁸ And according Horby to indicate activities or states in past, without indicate activities or states in the past, without indicating any connection with the present, the simple past tense may be used.

According A.J.thomson and A.V. martinet states the simple past tense is used for an action whose time is not given but which occupied a period of time now terminated, or occurred at a moment in a period of time now terminated.⁹ Narrative writing is a kind of writings which becomes one of the lesson which is taught in Junior High School.

Betty states in fundamental English grammar that, “the simple past is used to talk about activities or situations that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990)¹⁰ Example: John played football yesterday. I studied last night. She visited me two days ago. My sister was born in 1990.

According to Corder in his book “The major contribution of the error analysis to language teaching was seen as an inventory of the areas of difficulty” which the learner would

⁸Betty Schramfer Azar, *Understanding and Using English grammar*, (California: Prentice Hall, Inc, 1989), p.24.

⁹A.J Thomson and A.V.martinet, *A practical English grammar*, (New York: Oxford University press, 1986), p.162.

¹⁰ Betty Schramfer Azar, *Fundamentals English Grammar*, (New Jersey: Prentice Hall, Inc, 1992) , 2nded, p.42.

encounter and the value of this inventory would be to direct the teacher's attention to these areas so that he might devote special care and emphasis in his teaching to the overcoming, or even avoiding, of these predicted difficulties.¹¹Therefore, an error analysis has an important role to solve the students' problems in writing narrative, to know the causes of the errors and to know how the students can learn from their mistakes in writing narrative. Thus, the students will not do the same error or make some errors repeatedly. Those are the reason why the writer is interested in analyzing students' narrative writing. In this case, the writer wants to find out the grammatical errors that were made by the first grade of senior high school in their narrative writing. By knowing the students' errors which are obtained from the test of their narrative writing focused on simple past tense, the writer would know what kind of errors and its causes commonly made by the students.

Based on the reasons above, the writer interest to analyzing the error in writing focuses on simple past tense, under the title *An Analysis Of Students' Error By Using Simple Past Tense In Writing Narrative Text At the Second Semester of the Eight Grade In Smp N Satu Atap 7 Pesawaran Academic Year 2019/2020*.

B. Identification of Problems

From the background above, the writer identified several issues relate to this title, as follow :

1. Find many students' errors in using simple past tense in writing narrative text.
2. Many students' have difficulty to understand the function of simple past tense in writing narrative text.

C. Limitation of Problem

Based on identification of problem above, the writer focused and limited the research study on the problem in using simple past tense for writing narrative text.

¹¹S. P. Corder, *Op.Cit*,p.5.

D. Formulation of Problem

Based on the background of the study above, the writer formulated the problems of the study:

1. What is the common error that is made by the students in using simple past tense?
2. What are proportions of errors by the students in using simple past tense?

E. Objective of the study

The Writer purpose in doing this research :

1. To discover the common error that is made by the students' in using simple past tense.
2. To carry out the students' errors proportion in using simple past tense.

F. The Significance of Study

1. Theoretically

Theoretically, the result of the research expected to be used to support the theory which will be explain in the next chapter about identify the student's error in using simple past tense on narrative text in order to know the problems faced make by students especially in using simple past tense.

2. Practically

a) For the students

The students will know their weakness and be able to study grammar easily especially on the use of simple past tense in narrative text.

b) For the teacher

To give information for the English teacher, especially at Eight Grade students at the second semester of Eight Grade at SMP N Satu Atap 7 Pesawaran in Academic Year 2019/2020 about the students" error in using simple past tense on narrative text.

c) For the writer

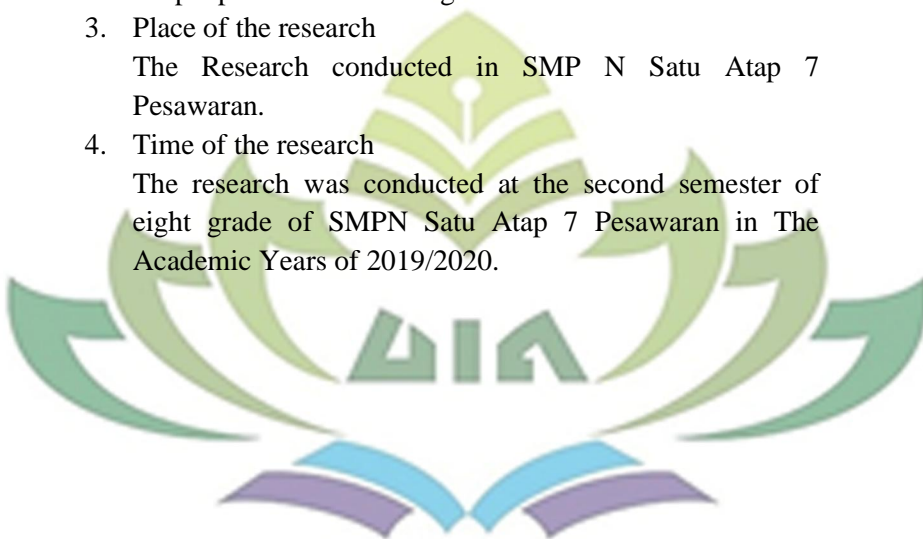
The writer hope this research will be useful for everyone who read this research especially those interested in English education. Beside that, for the

students, it could become a motivation to make better in the future.

G. Scope of the Research

Scope of the research is as follows:

1. Subject of the research
Subject of the research was the students at the second semester of the Eighth Grade in class A of SMP N Satu Atap 7 Pesawaran.
2. Object of the research
Object of the research was the students' error using simple past tense in writing Narrative text.
3. Place of the research
The Research conducted in SMP N Satu Atap 7 Pesawaran.
4. Time of the research
The research was conducted at the second semester of eight grade of SMPN Satu Atap 7 Pesawaran in The Academic Years of 2019/2020.



CHAPTER II REVIEW OF LITERATURE

A. The Concept of Error and Mistake

1. The Concept of Error and Mistake

Error is noticeable grammar from the adult of native speaker, reflecting the inter language competence of the students. This point out the there is a gap in students' knowledge, they occur because the students does not know the correct ones.¹ Furthermore, Dulay states that error resulting from lack of knowledge of the rules of the second language.² It means that the students make language deviation.

Error refers to language patterns which deviate from the standard rules of aspecific language. The error may also occur because the learners do not know well the language systems they learn. It means that the error is something that is caused because the students do not understand the rules the rules in the target language so that it causes students deviation in learning the target language. It means that the students make language deviation.

Error may occur because the learners are lack of the necessary information in the second language or the intentional capacity to activate the appropriate second language routine. Then, finally the errors made by the pupils indicate the difficulties faced by the pupils with certain aspect of language as well as spelling, vocabulary, pronunciation, grammar, and writing.³

It means that error is something that happens to targets language which has different rules with our mother tongue like grammar rules, vocabulary, pronunciation and others so that sometimes this differences cause errors in student.

¹H. DouglasBrown, *Principle Of Language Learning And Teaching*, (San Fransisco:State University, 1980), p.226.

²Hedi Dula,et al, *Language Two*, (Oxford: Oxford University Press, 1982),p.139.

³KavaliauskieniGalina, *Role Of The Mother Tongue In Learning English For Specific Purpose*, (ESP, World, Issue 1 (22), vol 8. 2009),p.4.

Based on the explanation, it can be concluded that is frequent occurrence of the student in the target language because students do not understand the rules in the target language and it is different from the mother tongue. So that error often occur in their writing or speech and this can not be correct by their own because of their lack of ability on target language.

2. The Distinction between Error and Mistake

There are two name that are commonly used to describe the inaccuracy in applying grammar, they are error and mistake. Furthermore, Corder in Larsen Freeman and long give more explanation about error and mistake. Corder makes a distinction between a mistake and error. Where as a mistake is a random performance slip cause by fatigue, excitement, etc., and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet master the rules of the second language. A learner cannot self correct an error because it is a product of reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevent, then errors were signs that learners were actively engage in hypothesis testing which would ultimately in acquisition of target language rules.⁴

It means, mistake related to the student's quality performance caused by some factors; fatigue, lack of attention and motivation, carelessness and some other factors, but it can be self-corrected. Because, actually the students know the language's rules when they focus. Meanwhile an errors is related to the students do not know about the knowledge of the language at all because they have not mastered it yet, therefore it cannot be self corrected.

Therefore error to the student's ability who does not know the right answer because they ignorance of the appropriate rule of the sturcture in the foreign language.

⁴Diane Larsen-Freeman, Michael H. Long, *An Introduction to Second Language Acquisition Research*, (London & NewYork: Longman Group IK, 1971), p.58-59.

Different from error, a mistake relates to slip or uncontrolled focus from student. Actually in mistake, the student knows what the correct answer is, so they can realize what the wrong is.⁵

Brown distinguishes between mistake and error. He explains that a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. It means that all people make mistakes in both native and second language situations. Which are not the result of a deficiency in competence but the result of some sort of temporary breakdown of imprecision in the producing speech.

Dulay states that error resulting from lack of knowledge of the rules of the second language.⁶ It means that error reveals the lack of learner knowledge of the target language so it makes the learner does not understand the rules in use in the target language. Furthermore Dulay some of second language literature performance errors have been called mistakes.⁷ It means that in performance we do activities repeatedly so we know what we do, exp: when we accept the gift of others, sometimes we forget say thanks. In this case, sometimes we realize that we are doing a mistake. There are two names that are commonly used to describe the inaccuracy in applying grammar, they are; error and mistake.

Based on the explanation above, it can be concluded that mistake is related to the students' quality performance caused by some factors such as exhaustion, lack of motivation and attention, carelessness and some other factors but it can be self-corrected because actually the students know the language's rule when they focus on error. Student's deficiency competence means that the pupils do not know about the knowledge of the language at all because they have not mastered it yet therefore it can not be self corrected.

⁵H.Douglas Brown, *Principle of language Learning and Teaching* (New York: Prentice-Hall Inc, 2000), p.217.

⁶Heidi Dulay, et al, *Language Two*, (Oxford: Oxford University Press:1982), p.139.

⁷*Ibid.*

B. The Concept of Error Analysis

1. Definition of Error Analysis

Error analysis is part of methodology of investigating the language learning process. In order to find out the nature of these psychology process, we have to have a means of describing the learner's knowledge of the target language⁸. Furthermore Sawalmeh Error analysis one of the most influential theories of second language acquisition. It is worried with the analysis of the errors commit by L2 learners by comparing the learners' acquir norms with the target language norms and explaining the identify the errors.⁹ It means that error analysis is a study or an attempt to observe, classify and analyze learners' errors in the second language and foreign language learners. It also means that a teacher should guide his or her students to understand what kinds of errors they make in the target language and then guide them to avoid making the same errors tehy have made.

Erros analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especilly a foreign language.¹⁰ It means that error analysis is a technique for identifying, sistematically classifying unacceptable forms produced by someone who studies a foreign language. As we know target language is very different from the language we use.

Error analysis is given by Brown in Murad. He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by students.¹¹ This means that error analysis is a process to observe what happens to the

⁸S.P. Corder, *Error Analysis and Interlanguage*,(Oxford University Press, 1981), p.53.

⁹Murad Hassan, Mohammad Sawalmeh, *Error Analysis of written English Essays: The of Students of the preparatory Year Program in Saudi Arabia*, (Saudi Arabia: Univesity of Ha'il, 2013),p.4.

¹⁰*Ibid.*

¹¹Murad Hassan, Mohammad Sawalmeh, *Error Analysis of written English Essays: The of Students of the preparatory Year Program in Saudi Arabia* (Saudi Arabia: Univesity of Ha'il, 2013),p.5.

target language because students often make errors in the target language. So it very necessary to know the errors made by students and the causes of the students make errors.

It means that error analysis approach is different from Contractive Analysis although both of them are approach in study of SLA (Second Language Acquisition) too. Contractive Analysis is the approach that using the comparison between L1 (First Language) and L2 (Second Language) that invovle a predicting and explaining learner problems to determine the differnces and similarities, where as error analysis focuses on internal; learners' creative ability to construct language by decripting and analyzing the actual learners error in Second Language.

2. The Important of Error Analysis

The study of error analysis takes a new importance and has its significane, concerning the use of error analysis, according to corder, error analysis has two function, they are:

- a. To investigate the language learning process. Therefore, by doing error analysis, teacher will get an overall knowledge about the students' ability to measure whether the learning process is sucesor not in classroom.
- b. Whether it is necessary or not for teacher to have remedial teaching. Learning foreign language for student can crean an error. Knowing the students' ability with low score can be consideration to do remedial or not.

Language can help us to able to commnicate well with the people around us and with the language we can follow the development of an era where technology is getting sophiscated in this case, the students error give some benefits, corder as follows :

1. Errors tell the teacher how far their students have progressed to reached the goals
2. Error Analysis has a role play in second language acquisition as well. It can help teacher to know how far the teacher's goal is reached.

3. Errors provide evidence of how language is learned and what strategies are being developed. By doing an analysis of students' errors, it can be a reference for the teacher in understanding the new ways of teaching by giving the feedback of the error made by the students or learners.
4. Errors can be used by the students to learn. It can be through information from the teacher to students about errors that have been made by the students in their work. The role of error analysis is very important in second language, not only for the teacher but also for the students themselves. The students can know their ability from their teacher, so the students can realize their errors.

Based on the importance of error analysis mentioned above, the writer feels sure that the study of error analysis will contribute many useful things in language teaching. At least, by using this research, teachers of language teaching will be able to measure and know how far the materials have been mastered by his/her students, which has not been effectively taught and which teaching should be improved.

3. Classification of Error Analysis

Errors can be classified into four types. Dulay, et al. there are four classifications of error in taxonomy, there are :

1. Error Types Based on Linguistic Category

These linguistic category taxonomies classify errors pursuant to either or both the language component or the particular linguistic constituent the errors affect. Language components include the phonology, syntax and morphology, semantics and lexicon and discourse.¹²

2. Surface Strategy Taxonomy

Pupils may omit necessary any morphemes or words, add unnecessary ones, misform items, or misorder them. Therefore, Heidi Dulay, et al state divide the error based

¹²Heidi Dulay, et al, *Language Two*, (Oxford: Oxford University Press, 1982), p.146.

on surface strategy taxonomy into four categories. There are Omission, Addition, Misformation and Misordering.¹³

3. Communicative Effect Taxonomy

Communicative effect taxonomy is the classification deals with errors from the perspective of their effect on a listener or reader. It distinguish between errors that cause miscommunication and those that do not investigate the communicative effect of synform errors.¹⁴

4. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of second language errors and certain other kinds of constructions.¹⁵In this case, the writer focussed on the analysis by using the second classification that is surface strategy taxonomy.

4. Surface Strategy Taxonomy

The writer use surface strategy taxonomy. Because surface strategy taxonomy has been chosen because errors in surface strategy taxonomy can help us to dignose student's learning problem at any stage of their development and to design how changes in error patterns occur over time. Therefore, a surface strategy taxonomy highlights the way surfaceres are altered learners may omit necessary items or add unnecessary ones; they may misformation items or misorder them. Many writers have noticed, however that the surface elements of a language are altered in specific and systematic ways. It show the cognitive process that underlined the leaner's reconstruction of the learned. It also makes aware that learner's error some logic.

Surface strategy taxonomy is altered. Learners may omit necessary items or add unnecessary ones, they may misform an item or misorder them. Thus, the errors may be in the form of omission, addition, misformation, and misordering. It

¹³*Ibid*,150.

¹⁴*Ibid*,p.163.

¹⁵*Ibid*,p.169.

means that surface strategy that sometimes students always eliminate word or morphemes and add something unnecessary.

Based on explanation above, it can be concluded that surface strategy taxonomy is the way the surface structures are changed, which is caused by the add of unnecessary word or morphemes, eliminates the words or morphemes needed, the wrong form in the structure or morpheme and the wrong placement of group of morphemes in the sentence.

The classification of error in this research divided into some aspect as noted by Dulay based on the surface strategy taxonomy. The classification on the surface strategy taxonomy included the error of omission, error of addition, error of misformation, and error of misordering. The writer will focus on the error of grammatical features in writing narrative text. The error consisted of error in using simple past tense, using verb two and to be.

a) **The Use of Simple Past Tense**

In making a narrative text, the tenses use is simple past tense. This related with the purpose of the narrative text which is to retell the past event. The understanding on the grammatical features in every kinds of text absolutely needed by the student to make a good writing. This some example of the errors:

a. **Omission**

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, Verbs, Adjective, Adverbs. Language learners omit grammatical morphemes much more frequently than content words.

The Error of Omission:

(a) **Omitting d/ed**

1. They live in small village
2. They were expect it

The sentences above should be revised as below:

1. They lived in small village
2. They were expected it

(b) Omitting “to be”

1. They are a loving person
2. I in the third grade

The sentences above should be revise as below:

1. They were a loving person
2. I was in the third grade

(c) Omitting verb

1. We to arround the building
2. We to the canteen

The sentences above should be revised as below:

1. We went arround the building
2. We went to the canteen

(d) Omitting auxiliary

1. I not found
2. My family diner

The sentences above should be revised as below:

1. I did not found
2. My family had dinner

b. Addition

Addition error are the persence of an item with must not appear in a well form utterance. Error of addition is where some element is present which should not be there. It is the opposite of omission error. Learners do not only omit element which they regard as redundant but they also add redundant element.

The error of addition :

a. Adding “to be”

1. We are went
2. I am ate fried chicken

Which the correction of the sentences above is :

1. We went
2. I ate fried chicken

c. Misformation

Misformation errors are characterized by the used of the wrong from the morpheme or stucture. In misformation errors pupils supplies somthing even though it is incorrect. For example error in using “to be”

in making sentence. In making narrative text, students usually got wrong in the using of “to be”. Some of them put “to be” in the wrong place as found in the data. Here are some example :

1. There are animals
2. It is very beautiful
3. I am so happy

The sentences above should be revised as below :

1. There were animals
2. It was very happy
3. I was so happy

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. for example, in the utterance.

For the example :

1. I bought a car new
2. I was please very

The sentences above should be revised as below:

1. I bought a new car
2. I was very please

5. The Procedure of Error Analysis

It needs some steps or stages of procedure in conducting Error analysis. Theo Van Els, et al Hermeni, states that there are five procedures in Error Analysis, namely :

- a. Identification of errors. The first step in the process of analysis is identification of error. In this step, teacher recognize the learners’ errors from the task ven by the teachers.
- b. Description of errors. The next step is describing errors; it begins when an identification stage has taken place. The description of learners errors implicates classification of kinds errors made by the learners.
- c. Explanation of errors. The third step in the process of analysis is the explanation of error that can bge regarded as a linguistic problem. This step try to account for how and why the learners’ errors occur.

- d. Evaluation of errors. In this step, the writer gives evaluation from the done by the learner depends on the task that the writer will be giving to the learners.
- e. Correcting of errors. The last step is correcting of errors, the writer checks the errors and gives the correct one. It is done to make learners realize with their errors in order to avoid the students make the same errors later.¹⁶

Based on the explanation of the error analysis above it can be conclude that actually in the procedure of error analysis has stage to conduct, firstly is collecting data, next the data is identified to find the errors made by the learners, the writer describe the error based on the error classification and then he/she explain the source the students error and the last stage the errors are counted to get the total of errors made by students as evaluation.

6. The Causes of Error

Jhon Norrish states that are three causes of errors:

- a. Carelessness: It is often closely relate to lack of motivation. Many teacher will admit that is not always the students' fault if they loses interest; perhaps the materials and the style of presentation do not suit him/her.
- b. First Language Interference: Learning a language (mother tounge or a foreign language) is a matter of habit information. The learners' utterances are though to be gradully shaped' towards those of the language he was learning.
- c. Translation: Probably the most students make errors in translation. This happens baecause a student translates his/her first language sentence of idiomatic expression in to the target language word by word.¹⁷

¹⁶Hermi, *Grammatical Error Analysis Text Made by the Students of Cokroaminoto University of Palopo*, (University of Palopo: Ethical Lingua Vol. 2 No. 1, 2015), p.94.

¹⁷Jhon Norrish, *Language Learners and Their Errors* (London: Macmillan Press, 1983), p.137.

7. The Goal of Error Analysis

It implies that the aim of error analysis is evidently education remediation. Norris states that “error analysis can give a picture of type of difficulty learners are experiencing. If carried out on a large scale such a survey, it can be helpful in drawing up a curriculum.”¹⁸

It means that error analysis can give benefit information to fix students’ problems in learning English. It can indicate problems to a big group or a particular group.

C. The Concept of Writing

1. Definition of Writing

According to Barnet and Stubbs “Writing as a physical act, it requires material and energy. And like most physical act, to be performed fully, to bring pleasure, to both performer and audience, it requires practice”.¹⁹ In writing, writers are asked to present their works powerfully; they have to make the readers satisfy with their writing. It is important for writers doing practice to improve their writing skill, not only that they also have to expand their knowledge to develop their skill in writing because more knowledge is for better writing.

Based on Rise B. Axelrod and Charles R. Chooper writing makes a special contribution to the way people think. When we write, we compose meanings, we put together facts and ideas and make something new.²⁰ It means that writing can make people reconstruct their thought, and then they will make new thoughts through facts and ideas that have occurred they try to combine and compare both of them until they are getting new conclusion as a new thought.

In addition, Raymond states the writing is more than a medium of communication. It is a way of remembering and a way of thinking as well.²¹ Writing is a way of finding out what

¹⁸*Ibid.*

¹⁹ Barnet and Stubbs’s, *Practical Guide to Writing*, (Canada: Brown company, 4th edition, 1983),p.3.

²⁰ Rise B. Axelrod and Charles R. Chooper, *The ST. Marline’s Guide to Writing*,(Boston:Houghton Mifflin Company, 1986),p.1.

²¹ James C. Raymond, *Writing is an Unnatural Act*, (Harper & Row Publisher: New York, 1980),p.2.

we know and what we need to learn. Spoken words disappear as soon as they are spoken; but writing freezes our thought, makes them visible and permanent so we can examine and test their quality. Writing is also a way of learning. None of us can write much of interest without thinking, probing, observing, asking questions, experimenting, and reading.

To sum up, writing can be said as a media for students to develop their language skill because from writing they can use their knowledge of the target language that they have been learnt. Writing is the most difficult skill because it combines receptive skills and productive skills. Writing is also the way to make spoken language permanently.

2. The Purposes of Writing

Whenever writing something, the writer needs some clear purposes to guide the reader. The purpose of writing Ur points out that “The purpose of writing in principle is the expression of idea, the conveying message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing.”²² Meanwhile, Kaister and Dietrich said “when writing for other audiences, generally has one of the following purposes in mind.”²³

a. Sharing feeling and thoughts.

Writing is not only to share the personal feelings and thoughts with close friends and loved ones but also, on certain occasion, with colleagues or associates. These include letters of all kinds from valentine notes to formal expression of congratulation. To express a feeling and sense of the world when create some poetry and fiction.

b. Providing information

In writing to give information, try to organize and present as much explanation and detail as are

²² Penny Ur, *A Course in Language Teaching*, p.163.

²³ Julia Dietrich and Marjorie M. Kaester, *WRITING Self-Expression and Communication*, (New York: University of Louisville, 1986), p. 40.

necessary to leave the particular audience with few questions on the subject.

c. Moving others to thought, feeling and action

A writer giving information may often include expressions or feeling as a means of developing a point or drawing in the reader.

Finally, the most successful writing for others makes its basic purpose clear and appeals most effectively to its readers.

3. Types of Writing

According to James A. W. Heffernan and John E. Lincoln in their book “Writing A College Handbook”, there are three types in writing development:

a. Description

Description is writing about the way persons, animals, or things appear. It normally takes one of three forms. Description is divided into three parts there are Informative Description, Analytical or Technical Description and Evocative Description.

b. Exposition

Exposition is writing with a referential aim. It seeks to explain someone or something in the world outside the writer. The exposition gives the reader information or explains something.²⁴

c. Narration

Narration or story telling is writing about a succession of events. The simplest kind of narration follows chronological order: the order in which the narrated events actually occurred or could have occurred. The writer can use events out of the chronological. It means that the writer uses the flash back story.

²⁴ James A. W. Heffernan & John E. Lincoln, *Writing a College Handbook*, (W. W. Norton & Company, 1982),p.422-424.

D. Definition of Text

A text is a meaningful linguistic unit in a context. A text both a spoken text and written text. A spoken text is any meaning spoken text. It can be a word or phrase or sentence or a discourse.²⁵ It means that text is a arranging of words to give a message to somebody in written or spoken. A text is any completed act of communication such as greeting friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.²⁶ Furthermore, Anderson states that text is when these words are put together to communicate a meaning, a piece a text is created.²⁷

It means that text is arranging of word in sentences to create a paragraph of a text. The text is one of the ways that the people do to communicate with the other people in order to share information, knowledge in written or spoken. From the explanation above, it can be concluded that text is arranging of words in written or spoken that should provide appropriate true information based on kinds of text written. It has function to give information or information about something to readers.

E. Concept of Narrative Text

1. Definition of Narrative text

Betty states narration is used not only in fiction writing but also to relay news of a neighborhood or news of a nation, to share research data, to write reports and other documents.²⁸ Histories, biographies, journals, college papers, magazines, and even advertisements include narrative. Narration is a powerful tool that can captivate an audience – stirring the

²⁵SanggamSiahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta:GrahaIlmu, 2008),p.1.

²⁶Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*, (Sydney: University of New South Wales Press Ltd, 2005),p.29.

²⁷Mark Anderson and Kathy Anderson, *Text Type in English*, (South Yara:Macmillan, 1997),p.1.

²⁸Betty MattixDietsch, *Reasoning & Writing English Well*, (New York: Mc Graw-Hill,2003),p.123.

imagination, eliciting empathy, and lending weight to opinion. Narration or storytelling is writing about a succession of events. The simplest kind of narration follows chronological order: the order in which the narrated events actually occurred or could have occurred.

In addition, Hogins states narration tells story, the story of a sequence of events. Something happens over period of time.²⁹ Meanwhile, Axelrod and Cooper gave their opinion about narration, narration is a basic writing strategy for presenting action.³⁰ The writer use narration for a variety of purposes: they illustrate and support their ideas with anecdotes, entertain readers with suspenseful stories, predict what will happen with scenarios, and explain how something should happen with process narrative.

Based on discussions above, the writer concludes that narrative writing is a writing which tells about the story of events in a period of time. Narrative writing is not only about fiction writings, but also about scientific writing can be written in a narration. It presents action with variety of purposes.

2. The Purpose of Narration

Every kind of writing has a purpose, narration also has a purpose. According to Barbara Fine Clouse, obviously, a narration can entertain because a good story can amuse readers and help them forget about themselves for a time.³¹ This statement is supported by Mark Anderson and Kathy Anderson, they states that the purpose of narrative that is to present a view of the world that entertains or informs the

²⁹ James Burl Hogins, *Contemporary Exposition*, (J. B. Lippincott Company, 1978), p.66.

³⁰ Rise B. Axelrod and Charles R. Cooper, *Guide to Writing*, (New York: St. Martin's Press, Inc., 1985), p.386.

³¹ Barbara Fine Clouse, *Patterns for a Purpose: A Rhetorical Reader*, (New York: McGraw-Hill, 2003), p.160.

reader or listener.³² In addition, Barbara gave three purposes of narration there are to express your feeling,

To inform your readers and to persuade your readers. To sum up, actually the purpose of narration is to amuse and entertain the readers. Make them feel including in the story while they are reading and also to inform and persuade the readers about the story.

3. Element of Narration

Betty states that every narrative has six elements – the *who, where, when, what, why, and how* of the event. The point of view from which the story is told also influences its effect on the audience”. Who was involved? Where did the action take place? When? What happened? How did it happen? Why did it happen? Who is the narrator? It means that in writing narration, we have to consider those things. It will make us easier in writing narration. And also it makes us easier in analyzing the narrative writing.

4. Narrative Time Signal

The writer use three methods to signal shifts in narrative time: clock time, temporal transitions, and verb tense. Those things are important to make narrative writings are easy to understand and read.³³

a. Clock Time

Many writers use clock time to orient readers and to give a sense of duration. The clock time serves the writer’s purpose by making readers aware of the speed with which actions were taken. Ex: 9: 10 P. M. John came to my house, a split second later, within seconds, etc.

b. Temporal transitions

Temporal transitions mean the words and phrases that locate a point in time or relate one point to another. Some familiar ones include then, when, at

³²Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra; Macmillan, 1977),p.3.

³³MattixDietsch, *op. cit.*, p. 124.

that time, before, after, while, next, later, first, and second.

c. Verb tense

Verb tense also plays an important role in presenting time in narrative. It indicates when the actions occur and whether they are complete or in a progress. For example, “when my son and I “arrived” at the pig yard, ... the pig “had emerged” from his house and was “standing” in the middle of his yard ..”. it shows that there are three past tenses in one sentence, simple past, past perfect, and past progressive.

The example of Narrative text :

A Hungry Crocodile

Orientation

One day, there was a hungry crocodile waiting a prey near the lake in the jungle.

That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink.

That crocodile was so cruel and thus it had no friend and the other animals hate it so much.

Complication

At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground.

But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all.

Not long after the falling branch, finally there was a buffalo coming to the lake to drink.

The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help.

The buffalo felt sad about it and decided to help the crocodile.

But after helping the crocodile, the buffalo got something unexpected.

The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it.

Kancil that was at the way to go to the Lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo.

Near the lake, kancil saw the buffalo and the crocodile.

Kancil asked: "what happened?"

And the buffalo answered: "the crocodile bite my leg after I help to remove the big branch from its neck".

The crocodile also said: "I'm hungry and you are at my territory, therefore I bit you poor buffalo."

The crocodile laughed at the buffalo.

Kancil said to buffalo, "It is impossible you had helped the crocodile, thus the crocodile had the right to bite you."

The buffalo said, "I'm not telling a lie. I can prove it."

Kancil said, "I believe that crocodile is right, but then you can try to prove your telling. But first crocodile must release your bite, okay?"

Crocodile said, “Okay, it is easy, but after that I will eat the buffalo.”

Kancil said, “Okay, deal.”

Resolution

The buffalo laid the big branch at the former position, upon the crocodile’s neck. After that suddenly kancil said, “Lets run buffalo, lets run!”

The buffalo and kancil run as fast as possible and the crocodile had realized that it is had been fooled by kancil.

The crocodile was still trapped there and there was no one helped it.

F. Concept of Simple Past Tense

Simple past tense is a tense that often used in writing narrative texts. The students need to understand the structure and how to use it correctly in writing a narrative text.

a. Definition of Simple Past Tense

Some grammarians define the simple past tense with many ways. Betty states simple past tense indicates that an activity or situation began and ended at particular time in the past.³⁴ Douglas and friends in *Grammar of Spoken and Written English* stated that, Past tense most commonly refers to past time via some past point of reference, especially in fictionally narrative and description, where the use of the past to describe imaginary past happening is a well- established convention.³⁵

³⁴ Betty SchramferAzar, *Fundamentals English Grammar*, (New Jersey: Prentice Hall, inc, 1992), 2nd ed,p.24.

³⁵Douglas Biberet al., *Grammar of Spoken and Written English*, (Edinburg: Longman, 1999),p.456.

This opinion is supported by the statement of Betty SchramferAzar in her book, *Fundamental English Grammar* that the simple past is used to talk about activities or situations that began and ended in the past (e.g yesterday, last night, two days ago, in 1990).³⁶ Example: Jhon played football everyday. She visited her grandfather last week. I was watched movie yesterday. My sister was born at 2000.

Based on the definition above, it shows that the simple past tense is used to express a definite event in the past. And also the simple past is used to define the situation in the specific time. The simple past shows the situations or activities that began and ended in the past.

b. The Form of Simple Past Tense

English verbs are divided into two classes; they are regular form and irregular form. These classifications come from the way the verb forms, its simple past and past participle. Regular verbs have predictable past tense form, ie- d or – ed is added to the end of the base form.³⁷

for example : Yesterday I worked in Jakarta.

Irregular verbs do not have past tense forms that can be predicted by rules:

Table 2.1

Examples of Irregular Verbs

Base Form	Past Form
Catch	Caught
Go	Went
Eat	Ate
Drink	Drank
Teach	Taught

³⁶ Azar, *Op. Cit.*,p.42.

³⁷KamChuan and Kam Kai Hui, *Longman Dictionary of Grammar and Usage*, (Singapore: Addison Wesley Longman, Inc, 1999),p.297.

Furthermore, Nasrun Mahmud in *English for Muslim University Students* argued that Simple past tense is formed with past form of the verbs which may be either regular, e.g. by adding *-ed* to the infinitive (incidentally, most verbs are regular) or irregular must be learned in each case.³⁸

The simple past tense in regular verbs is formed by adding “ed” to the infinitive..., verbs ending in “e” only added by “d”, the negative of regular verbs is formed with “did not (didn’t)” and the infinitive..., the interrogative of regular verbs is formed by “did + subject infinitive”.

a) **Concept of Nominal Sentence in Simple Past Tense**

Nominal sentence is a linguistic term that refers to a nonverbal sentence. As a nominal sentence does not have a verbal predicate, it may contain a nominal predicate, an adjectival predicate, in semitic languages also an adverbial predicate or even proportional predicate. And nominal sentence in simple past tense is sentence who use adjective and using to be 2. The Example of nominal sentence in simple past tense :

- She was sad last night
- He was not happy yesterday
- Were you angry last morning?

c. **Some Difficulties of Simple Past Tense**

Many students usually have some difficulties in forming simple past, they are confused about regular and irregular form because they do not memorize all of the verbs changing. That’s why, the writer divides the difficulties of simple past tense into two parts. There are difficulties in the forms and in the usages.

a) **Difficulties in the form**

According to Scott Thornbury, typically, learners go through four, possibly five, stages in their acquisition of these forms:³⁹

³⁸Nasrun Mahmud, *English for Muslim University Students*, (Jakarta: PT. SiwinaktiDarma, 2003),p.8.

³⁹Scott Thornbury, *Uncovering Grammar*, (New York: Macmillan Publishers Limited, Inc, 2001),p.46.

1. They use the one form for both present and past eat (eating)
2. They start to produce correct past forms of are
3. They attach the regular past ending to the verb eaten
4. They may even produce a mixture of regular and irregular ated
5. They consistently produce the correct form ate

In other words, many students have some difficulties in forming simple past tense especially in forming irregular verb. To produce the correct form, they need to analyze the changing of the verb. Sometimes they over generalized the rule by adding *-ed* at the end of the verb which can cause an error. This theory is similar with Rod Ellis's theory about sources of error; she said that in the second point in her theory that generalization is one of error sources in explanation before. John East Wood states we do not use a past form such as *stopped* or *rang* in negatives and questions. Not (the car didn't stopped) and not (did you rang?).⁴⁰

Mark S. Le Tourneau said about suffix *-(e)d*. A word that can be inflected for past tense with *-(e)d* is a main verb: for example, *appear-ed* is a verb, but *appearance-d* is not inflected for past tense by suffixation is called irregular verbs.⁴¹

- a. Irregular verbs typically, but not necessary, have variation in their base vowel:

Find-Found-found	Write-
Wrote-Written	
- b. Irregular verbs have a varying number of distinct forms. Since the *-s* and *-ing* forms are predictable for regular and irregular verbs alike, the only forms that need to be listed for irregular verbs are the base (*v*), the past (*Ved1*), and the past participle (*v-ed2*). Most irregular verbs have,

⁴⁰John Eastwood, *Oxford Practice Grammar*, (New York: Oxford University Press, Inc, 1999), p.18.

⁴¹Mark S. Le Tourneau, *English Grammar*, (Orlando: Harcourt College Publishers, 2002), p.36.

like regular verbs only one common form for the past and the-ed participle, but there is considerable variation in this respect, as the table shows:

Table 2.2
The variations of irregular verb

	Base	V-ed 1	V-ed 2
All alike	Cut	Cut	Cut
V-ed 1 = V -ed 2	Meet	Met	Met
V = V -ed 2	Come	Came	Come
All different	Drink	Drank	Drunk

From several opinions above, it seems that most of students, they get confused about simple past tense, especially in the form of irregular verbs because they are different from regular verbs in forms. The students have to know the form of simple past tense, and they have to memorize the irregular forms because there are many changes in forms cannot be predicted.

a. Difficulties in The Usage

When the students learn Indonesian Language, they did not find the tenses, but when they study English, they will find the tenses. This will be a big problem for them. Therefore, they have to be able to distinguish every tense in English, especially simple past tense. Based on the writer's experience in teaching, sometimes it will be difficult to differ between simple past tense and present perfect tense in usage.

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