

**ERROR ANALYSIS OF USING SIMPLE PAST TENSE
AT TENTH GRADE OF SMA 1 KUOK**



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LIST OF CONTENTS

APPROVAL SHEET	Error! Bookmark not defined.
ACKNOWLEDGEMENT	Error! Bookmark not defined.
LIST OF CONTENTS	ii
LIST OF TABLE	Error! Bookmark not defined.
LIST OF FIGURES	Error! Bookmark not defined.
CHAPTER 1	4
INTRODUCTION	4
1.1 Background Of The Problem.....	4
1.2 Focus of the Research	5
1.3 Research Question	6
1.4 Purpose of the research	6
1.5 Significance of the Research	6
CHAPTER II	7
REVIEW OF RELATED LITERATURE	7
2.1 Error Analysis.....	7
2.2 Review of Related Finding.....	21
2.3 Conceptual Framework	23
CHAPTER III	24
METHOD OF RESEARCH	24
3.1 The Location and Time of the Research	24
3.2 Type of Research	24
3.3 Subject of the Research.....	25
3.4 Instumen of Research.....	25
3.5 Technique of Collecting Data.....	26
3.6 Validity of the Research.....	27
3.7 Technique of Analyzing Data.....	27
BIBLIOGRAPHY	1

CHAPTER 1 INTRODUCTION

1.1 Background Of The Problem

English is a foreign language in Indonesia. It is crucial because it helps us in understanding the language. According to (Kurniawan, 2016) language is a set of rules used by human as a tool of their communication. Every language has its own grammar. Learning tenses and grammar is not easy for student. Grammar is central to the teaching and learning of language that also becomes one of the more difficult aspects of language to teach as well as to learn well. (Sihombing, 2013) states that grammar often taught isolate, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they learned in actual situations. (Hewings & Rodesma, 2020) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. According to (Apriliani, 2017) grammar is a theory a language, how language put together and how it works. In addition grammar is important, especially when the learners communicate with others.

According to (Bowers and Brumfit) quoted in (Maisaraoh, 2013) say that grammar is a language. Its means if students learn a language, they will also learn its grammar. Thus, learning grammar becomes an inseparable part of the language and an important aspect if students want to speak and write English well. Grammar or structure is one of the components in learning English. This can be called the basis for producing sentences and capture ideas from the sentences they read and hear. One of the important components in grammar is tenses. It can be said that making good sentences is the most important thing

Grammar will be important if it is used to organize ideas and communicate them, and is meaningless if used in isolation. The application of grammar in this context is a combination of grammatical knowledge with the grammatical skills needed to use language. According to (Long 1990) grammar has an important role in other skills, such as listening, speaking, reading and writing. In fact, according to (Larsen-Freeman 2003), grammatical skill is the fifth skill, although according to researchers it should be the first skill because without grammar skills students as EFL learners cannot do anything.

There are 16 kinds of tense, namely Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, Simple Past Tense, Past Continuous Tense, Past Perfect Tense Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous Tense, Simple Future Tense, Continuous Tense, Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous Tense, Simple Past Future Tense, Past Future Continuous Tense, Past Future Perfect Tense, and Past Future Perfect Continuous Tense. In this research, the researcher will focus on Simple Past Tense.

Based on the researchers experience in teaching this topic during PPL (Teaching Practice) at SMA 1 Kuok, there some of students still do not understand with simple past tense. The researcher found some problem such as first, the student have difficulties in memorize the formula of simple past tense. Second the students do not understand the formula of simple past tense. And third, the student still confused in implementing the formula of simple past tense.

Therefore, the research intends to analyze the students ability in learning the simple past tense under the title **Error Analysis Of Using Simple Past Tense At Tenth Grade Of SMA 1 Kuok.**

1.2 Focus of the Research

The focus of this research is on analyzing the students error in using the simple past tense which learned in the first grade. Beside this research is also focused on how student understanding and implementing the formulas of simple past tense. The researcher has concludes the question such as :

1.1 How is the students error analysis in using simple past tense at SMA 1 Kuok.

1.3 Research Question

Based on the background, the research question how is the Error Analysis of Using Simple Past Tense at Tenth Grade of SMA 1 Kuok.

1.4 Purpose of the research

This title has the purpose as to know the error analysis of students in learning simple past tense in Vocation High school. Through this research, the research can find how extent the students error in learning simple past tense.

1.5 Significance of the Research

Based on the explanation before, the findings of the research are expected to give theoretical and practical. Theoretically, finding of this research is expected to increase research data sources and references. Practically, this research is expected to motivate and make students interest in English learning. These research finding is also expected to be useful for students to increase their error in using simple past tense and teacher of SMA 1 Kuok for their future in learning process. This research is aimed to fulfill one of the requirements for the research to complete the bachelor degree program in University of Pahlawan Tuanku Tambusai.

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Error Analysis

2.1.1 The Definition of Error Analysis

Analysis is an activity to explain the origin or structure of complex problems by selecting them one by one (Kitahara, 2020). Errors are defects in students speech or writing, (Ade Fitria et al., 2022). From the definition above, it can be concluded that error analysis is an activity to explain or describe the parts of errors contained in the learners speech or writing. (Triyono, 2022) states that error analysis is part of the composition that deviates from several standard rules. Just as “ there is no student who has never made studying at shcoll.” So do smart people who never make mistakes.

(Triyono, 2022) states that error analysis is a work procedure. As a work procedure, error analysis has certain steps. These specific steps are what is meant by error analysis “methodology”

As David and Pearse state that errors are integral part of language learning and not evidence of failure to learn. Those errors should be analyzed because they give a contribution in understanding the process of language learning. From their errors,

learners can get feedback which can be used to find new attempts to achieve the goal of learning. It contains information on strategies that learners use to acquire language and can play an important role in the study of foreign language (Davies, 2020)

Corder established the field of error analysis in the 1970 (Sawalmeh, 2019). According to (Mertosono & Erniwati, 2023), error analysis is a kind of linguistic analysis and is a qualitative approach which is a reliable method because of its focus on the linguistic interference of the errors occurring in learners' language usage while learning a second language. Brown (2000) identified error analysis as the process of observing, analyzing, and classifying the differences between the learners' language use and that of the standard language. In other words, error analysis refers to analyzing the errors of the second language learners and then presenting the system of errors to teachers and teacher educators. Further, Crystal (1987) defined error analysis as a technique and way of identifying, classifying and systematically interpreting the errors within the language of the second language learners through any rules and principles theorized by the linguists. (Salehi & Bahrami, 2018)

1) The Cause of Error

Based on Richard (1974) and Tarigan (2013:89), the factors that cause analysis of language errors that occur by language learners are differentiated into interlingual errors and intralingual errors. Interlingual errors are errors caused by the interference of the first language (L1) with the second language (L2), while intralingual errors are errors that reflect the characteristic of learned rules such as generalization errors, imperfect application of the rules and failure to study the conditions for the application of the rules.

Students' lack of ability to understand English grammar and interference from the use of their mother tongue causes students to make mistakes in their writing. In

English the terms error and error are known. Errors are mistakes that occur repeatedly because someone does not fully understand the language system, while errors are mistakes that occur once in a while because they forget something, mispronounce it, and usually language learners can correct the mistakes themselves. Dulay in Brown (1994) suggests that errors are visible deviations from the grammar of a native speaker, which means that language learners make errors because they have limited knowledge of the rules of the English language. (Hamzah, 2012)

Errors can also arise due to interference from the first language that has been acquired. (Raymond et al., n.d.) revealed that source of errors in learning a language can occur due to system intervention from the learners native language and the general characteristics of language learning patterns. These errors occur due to a lack of understanding of language rules, especially language rules that are very different from their mother tongue. However, errors in language acquisition are natural part. Every language learner will definitely make mistakes and from those mistakes they learn the correct sentence structure.

2) The Kinds of Errors

According to Corder, errors divided into four categories: omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of element. And here are the explanation:

a. Omission

Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme –s, the plural marker –s and the past tense inflection –ed. A learner could say, for example:

“I watch the movie last night:. Instead of: “I watched the movie last night”.

b. Addition

Learner not only omit elements which they regard as redundant but they also add redundant element. For example:

I swims

The books is here

Instead of "I swim" and "The book is here"

c. Selection

Learners commit errors in pronunciation, morphology syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item. For example:

"Rini is smartest than Fika".

Instead of "Rini smartest than fika".

d. Ordering

Miss-ordering can occur in morphology level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example "He is got upping now", the learners attaches the inflection - ing to the particle of the two words verb "get up". Students errors may be distinguished as follow:

1. Errors Performance is unsystematic and not very serious, because the students themselves can correct them when their attention is draw to them. These errors are attributed to carelessness, lapse of memory, ill health, emotional health, and they should not worry us.
2. Errors Competence is persistent and systematic and in consequence serious, and their treatment calls for careful analysis to discover their cause. These errors represent the learners traditional competence.

3) The Procedure of Error

A great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. There are a number of steps taken in conducting an analysis.

- a. Identify errors, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc)
- b. Classify errors. Is it an error of Tense? Is it an error in sentence pattern?
- c. Quantify errors. How many errors of Tense occur?
- d. Analysis of source/causes.
- e. Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out Susan M. Gass, Larry Selinker (2010).

4) Indicator of Grammar

This section addresses the reason why the participants selected a particular feature as the best indicator of grammatical knowledge and error. For this purpose, this study focused on the three most commonly selected best indicators of grammar: the relative pronoun, subject-verb agreement, and the subjunctive.

The participants' reasons were diverse, but they were coded into several broader categories. Table 4 shows the given reasons were diverse, but they were coded into several broader categories. Some chose the relative pronoun because it indicates sentence structure awareness and involves L1-L2 differences, on the other hand, the students chose it because it is difficult to understand and use, and because relative pronouns often appear on tests.

2.1.2 The Simple Past Tense

Simple past tense is a verb tense that is used to talk about things that happened or existed before now. Simple past tense is the most common tense in English. Simple

past tense indicated action that occurred in the past and did not extend to the present. It started in the past and ended in the past. The simple past tense is formed by using the simple past form of the verb. Firstly, for the regular verb, the past form is formed by add-ED to the verb. The examples are played, opened. Secondly, for irregular verb is formed by irregular ways, for example eat/ate, buy/bought, sit/sat, etc. And non-verb using to be was or to be were. According to (Sapti et al., 2019) the simple past tense means that the action ended in the past. Simple past can be used for most past actions, we can use it for actions that happens quickly, actions that happened over time, or action that were habits in the past. According to Greenbaum and Quirk (2003) Simple past tense is used to express an event in the past time. It is also can be used to express an activity which is a habitual activity in the past time. In addition, they mentioned that the stated past is used to refer a single unbroken state of affairs in the past: I once liked reading novels. However, simple past tense also can be used for special uses, as Greenbaum and Quirk (2003) said, the simple past tense are used to indirect and direct though, attitudinal past and hypothetical past. Moreover, according to (Maleong, 2013) states that Tense is used to show the relation between the actions or state described by the verb and the time, which is reflected in the form of the verb, and used to locate an event or state to a point of time.

Simple past tense is used for a completed action that happens at one specific time in the past Michael A Pyle (2005). Then, Betty Schramper Azar stated simple past tense is used to talk about activities or situation that began ended in the past Betty Schampfer (1992). Those are the definitions of simple past tense according to many experts. So, the research concluded that simple past tense is the action that happened in the past in simple form with certain adverbs, There are the kinds of simple past tense as follows.

In learning Indonesian and English there are differences in the form of tenses. Indonesian does not have tenses, while in English there are tenses which are used in sentences to differentiate between present, future and past times. As stated by Lado (Sri Handayani & Salija, 2022) that ‘ Tenses can be interpreted as changes in the form of the verb in a sentences caused by changes in the form of time or time information.’ In line with Lado, Ali (Sri Handayani & Salija, 2022) stated that tenses can be interpreted as a description or explanation of when an event, incident or action occurs in a sentences that corresponds to the situation between: present, past or future. This difference makes students often make mistakes in writing foreign languages

2.1.3 Form of Simple the Past Tense

According Milda Broukal cites in (Maisaraoh, 2013) the formulates form of simple past tense into three types, they are affirmative, negative and interrogative.

a. Affirmative or Positive

All regular verbs take an –ed ending in the past tense. This form is used for all subjects, both singular and plural.

The verb other than be:

S + V2 + Complement

Note: S = Subject, V2 = Verb 2, or Past Verb

Example:

- He bought a car.
- Your cat ate fish

The verb of be:

S + was/were + Complement

Example:

- She was hungry.
- He was sick yesterday

They were here last night some auxiliaries verb are used in the simple past tense consist of two kinds:

- Was, the use of “was” is only used for the singular noun and the uses of “were” is only for the plural noun.
- Did, the use of did are not only used as part of the sentence structure for questions but also part of the sentence structure for negative statement. It is followed by verb 1 (V1). The use of did is used for all pronouns. It means used for singular noun and plural noun.

b. Negative

For negative part tense verbs, use did not before the simple past form of the main verb. The contraction for did not is “did not”, the contraction for was not is “was not” and the contraction for were not is “were not”.

The verb other than be:

S + did + not + Verb 1 + Complement

Example:

- He did not buy a car.
- Your cat did not eat fish.

The verb of be:

S + was/were + not + Complement

Example:

- She was not hungry.
- He was not sick yesterday
- They were not here last night

c. Interrogative

- a.) Yes/no questions when forming a question, one must place the auxiliary or the verb **be** before the subject of the sentence. There is no final –ed ending in the question form.

The positive form of verb other than **be**:

Did + S + Verb 1 + Complement

Example:

- Did he buy a phone?
- Did Rudy and Fred watch movie last moon?
- Did your bird eat worm?

- b.) The negative form of verb other than **be**:

Did + not + S + Verb 1 + Complement

Example:

- Did not he buy a phone?
- Did not Rudy and Fred watch movie last moon?
- Did not your bird eat worm?

- c.) The positive form of **be**:

Was/were + S + Complement

Example:

- Was she angry?
- Was he sick yesterday?
- Were they here last week?

d.) The negative form of be:

Was not/were not + S + Complement

Example:

- Was not she angry?
- Was not he sick yesterday?
- Were they here last week?

Based on the explanation about the form of simple past tense above, it can conclude that, the formula of simple past tense as follow:

Table 2. 1 The Concluded Form of Simple Past Tense

Form	Formula		Example
Positive	Verbal	S + V2 + Complement	She bought a new book yesterday
	Nominal	S + was/were + Complement	The case was hard to solve
Negative	Verbal	S + did + not + Verb 1 + Complement	She did not buy a book yesterday
	Nominal	Did + not + S + Verb 1 + Complement	The case was not hard to solve
Interrogative	Verbal	did + S + V1 + complement	Did she buy a new book yesterday?
	Nominal	Was + S + V1 + complement	Was the case hard to solve?

2.1.4 Grammatical

According to Geoffrey Leech (1982:3), grammar is the structural rules that regulate the composition of clauses, phrases and words in any given natural language. Grammar is a science that studies how a language works to communicate.

Quoted from the book English Grammar in University by Agus Salim Marpaung, grammar is a set of structural rules that regulate the composition of clauses, phrases

and words in la language. This term also refers to the study of rules in the filed of language which includes syntax, morphology and phonology.

Grammatical has an important role because grammar regulates how to write a sentence so that it is coherent and can be understood. This is because language is a form of communication, so its use must be appropriate so that two-way communication can be established. Therefor, understanding grammar is important when learning English or other languages. (Mertosono & Erniwati, 2023)

Hermer (2007) states that grammar is a description of words that can change form and be combined into sentences. Meanwhile, Thornbury (2002) sees grammar as an explanation of the rules for building sentences that convey language meaning. (Kitahara, 2020)

1) Grammatical Error

Grammatical is a set of language rules governing the sound, words, sentences, and other element. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding lexical and pronunciation. Furthermore, grammatical errors is the errors in combining words into larger unit, such as phrases, clause, and sentences.

Grammatical errors in foreign languages are unavoidable and naturally occur. This error is caused by several factor, Including: the influence of the original language, excessive generalization, not knowing grammatical rules, or grammatical rules being misunderstood. “Errors (errors) are deviations from correct grammar because they do not understand the rules of grammar. Therefor, these speakers usually cannot immediately correct the error, Errors usually occur systematically and often occur repeatedly, Speakers will realize their mistakes if notified by other speakers or teachers.

2) Taxonomy of Error

The data was collected by document analysis in the form of the grammatical error the Talent Scouting students made in their writing test. The research collected, documented, and read the students assignments carefully. After data collection, the research then classified and analyzed it using the surface strategy taxonomy theory. Ellis and Barkhuizen (2005), as quoted by Meliana (2013), the procedure of error analysis consists of five steps as follows: (1) Collecting the sample of learner language, (2) Identifying The errors, (3) Describing the errors, (4) Explaining other errors, and (5) Evaluating the errors. The steps in analyzing data in this research were done using the following procedures: *Firstly*, the research collected the students writing assignments to be interpreted according to Surface Strategy Taxonomy. *Secondly*, the research classified the into four sub-categories of surface strategy taxonomy, including omission, addition, misordering, and misinformation, and then identified the errors in the writing. *Thirdly*, the data were interpreted and described systematically regarding the errors types. The fourth was explaining the error cause of the error from the students. The last is errors evaluation by tabulating the errors in the error in getting percentage of each sub- category.

According to Surface Taxonomy, the grammatical errors made in consist of 4 types that can be classified as follows:

a. Omission errors

It means that an item that must appear to form a good utterance is absent. Even though a morpheme of the sentence is a potential to be omitted, the omission of the morphemes can be more then others.

b. Addition Errors

Opposite of omission errors are addition errors. They can be identified by the existence of a component that is required for an utterance to be well-formed. When the learner has already mastered a few rules in the target language and is in the later phases of L2 acquisition, addition errors typically occur.

c. Misinformation errors

The incorrect use of the morpheme or structure is a hallmark of misinformation errors. While the item is absent in omission mistakes, the learner supplies something in misinformation errors, even though it is false.

d. Misordering error

A misordering error is the erroneous placement of a morpheme or a collection of morpheme in an utterance.

2.2 Review of Related Finding

1. The thesis entitled "*The Error Analysis on the Use Simple Past Tense in Writing Recount Text at Eight Grade Students of SMP N 2 Adimulyo in the Academic Year of 2025/2016*". The research tries to analysis the error on the using of simple past tense. The research chooses the tenth grade to take the data, which considered 35 students. The researcher use written test to collecting the data. The result shows that the highest percentage of error is 88%, the lowest percentage of error is 6%. The students still confuse on the use of tense.
2. The thesis entitle "*The Students Ability In Using Simple Past Tense In The Second Grade of Mts Hidayatussibyan Wadaslintang In The Academic Year of 2012/2013*:" by Mahmuda (2013). This research is descriptive text quantitave research which conducted on second grade of MTs Hidayatussibyan Wadaslintang in the academic year of 2012/2013. The researcher took 30 students as the simple. The instrument of this research is test. It is multiple choice forms which consist of 30 items. The result of this research is to know the students ability and to know what the students difficulties in using simple past tense.
3. The thesis entitled "*The Grammatical Error Analysis on Using the Simple Past Tense in Writing Recount Text*" by Bayinah (2013). The researcher analyzes and classifies

errors in using the simple past tense in writing recount text. The researcher classified error with Corder`s theory. The result of the analysis show that the students make error into four types: omission, miss selection, addition, and ordering.

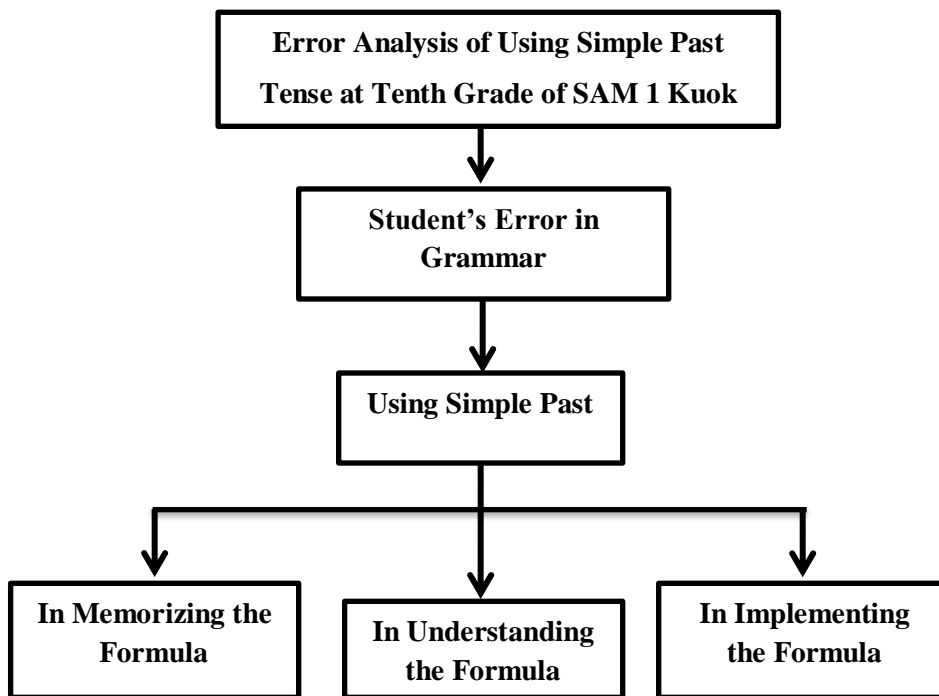
Based on description above, it can be seen that there are similarity and differences between previous the researcher with this research. First, the similarities this research with are the researcher use test to measure the students error and the researcher uses grammar qualitative method to analysis this research . Second, the diffrences between this research with the previous research, there is a research use quantitative research to analysis his research and also have diffrences with the result of this research. The result of this research is to know the students error in using simple past tense especially for the students at second grade of SMA 1 Kuok, consist with 32 students.

2.3 Conceptual Framework

This research focuses on analyzing the student's error in using simple past tense. The researcher proposed a conceptual framework entitled

“Error Analysis of Using Simple Past Tense at Tenth Grade of SMA 1 Kuok”.

Figure 2. 1 Conceptual Framework



The conceptual framework (Adopted from Greenbaum and Quirk, 2003)

CHAPTER III METHOD OF RESEARCH

3.1 The Location and Time of the Research

3.1.1 Location of Research

The research “Error Analysis of Using Simple Past Tense At Tenth Grade of SMA 1 Kuuok” was conducted at SMA 1 Kuok. The author took this place as place for research because students of SMA 1 Kuok still les in mastering grammar, so the author wants to know how students English in Identifiying noun grammar tought simple past tense. The las in mastering grammar is because some studens think that mastering grammar is difficult, although some of the students can master the grammar.

3.1.2 Place and Time of the Research

This Research was conducted in Agustust 2023 at SMA 1 Kuok, which located in Jl. Sei Maki kec Kuok. The duration of this research can be considered for being one month.

The researher observes the place and population of the research before starting the research. Type of Research

This study uses a qualitative simple past tense because the reseacher belives that the problems studied are very comple and dynamic so the data obtained from informants is captured through a more natural method, namely direct interviews with sources, resulting in natural answers. In addition, the researcher intends to again insight into social conditions and find patterns, hypotheses, and theories that are following the data obtained in the field.

According to (Dr. Saul McLeod, 2019) qualitative research is the most common way of gathering, breaking down, and deciphering non-mathematical information, like language. Subjective exploration can be utilized to comprehend how an individual abstractly sees and gives significance to their social reality. (Shank 2002) in (Manchester, 2011) defines qualitative research as “a form of systematic empirical inquiry into meaning”

3.2 Subject of the Research

The subject of this research is 32 of the second grade students of SMA 1 Kuok the academic year 2023. The target population was the whole group of (individuals) to which we can legitimately apply our conclusions. So the population of this research is the second grade at SMA 1 Kuok. The population numbers consisted of 30 students from the class X, using a purposive sampling to collect the data.

3.3 Instrument of Research

3.4.1 Observation

According to (Sugiyono, 2010) observation is a complex research process, a cycle consisting of biological and psychological cycles. Observation is also not limited to people, but also other natural objects. Observation is research using observations and recordings based on various biological and psychological processes personally and impersonally that appear in the signs in the object of research (Tohirin, 2013)

3.4.2 Test

According to (Naga, 1992) in (Suharman, 2018) The test is a tool to measure aspects of human behavior, such aspects of knowledge (cognitive), attitudes (affective), as well as aspects of skills (psychomotor). The cognitive field can be measured using test tests, the affective field is measured through questionnaires, interviews, and observations, and the psychomotor field can be measured using actions and observations.

The test aims to determine a persons talents and abilities academically (Santi & Rosalina, 2017).

Based on the explanation above, it can be concluded that at test is a tool for measuring student academic scores.

Table 3. 1 The Criteria of the Scores

NO	ITEMS	CRITERIA
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	0-59	Low

(Arikunto, 2009)

3.4.3 Documentation

According to (Bowen, 2009) documentation is an appropriate methodology for exploring or assessing both printed and electronic dokuments. Like any other strategy in subjective exploration, the axamination of reports expects information to be analyzed are further elaborated to generate significance, gain understanding, and make appropriate archive information contains text (words) what more, the imeges were recorded without the intervention if the research.

3.4 Technique of Collecting Data

According to Creswell (2012:205), there are five interrelated steps in the process of qualitative data collection. These steps should not be seen as linear approaches, but often one step in the process does follow another, The five steps are as follows:

1. Identifying participants and sites to be studied and to engage in a sampling strategy that will best help you understand your central phenomenon and the research question you are asking.
2. Gaining access to these individuals and sites by obtaining permissions.
3. Considering what types of information will best answer your research questions.

4. Designing protocols or instruments for collecting and recording the information.
5. Administering the data collection with special attention to potential ethical issues that may arise.

Collecting the data is a part of research as systematic procedure. In collecting data, the researcher uses test, namely multiple choices. By using test the researcher will take the students' answer in the printed form. Test is a method or means to conduct investigation that use problem, question or other task. Arikunto's (2013:193) states that test is question or exercise used to measure the knowledge and ability to understand individual or group.

The steps of data collection of this study are described as follows:

1. Preparing the research instrument
2. Consulting the instrument to the expert.
3. Giving instrument to the students.

In doing the data of this study was used test, namely multiple choices which will give on the SMAN 1 Kuok especially at Class X.

3.5 Validity of the Research

Examination of the validity of data is basically, apart accusations against qualitative research which say it is not scientific, it is also an inseparable element of the body of qualitative research knowledge. (Meleong, 2007)

The validity of the data carried out is to prove whether the research as well as to test the data obtained. Testing the validity of data in qualitative research includes testing, credibility, transferability, dependability, and confirmability.

3.6 Technique of Analyzing Data

The score at the test will analyzed by using Arikunto's formula:

$S = R/T \times 100$, Where:

S: score

R: right answer of the students

T: total number of items

After giving the score to the students, the writer calculated the mean of the test score to measure the improvement of the students' score in each test. The following formula from (Maisaraoh, 2013) was used:

$M = \Sigma x / n$, Where:

M: the mean score of the students

Σx : the sum of all score

n: the number of students

In order to classify student's scores in using simple past tense, the criteria proposed by (Arikunto 1993) cites in (Mursalin et al., 2015) was used in this study, as described as follow:

Table 3. 2 Criteria of Correct Result Score

No	Classification	Score
1	Excellent	81 – 100
2	Good	61 – 80
3	Fair	41 - 60
4	Less	21 – 40
5	Poor	0 – 20

The researcher used the descriptive analysis technique (percentage) to analyze the data. The data is taken from the documentation those are going to be analyzed based on the answers to the test. The researcher analyzed the students' answers and counted them by using percentage. The formula of percentage:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage,

F = Frequency of correct or incorrect answer, and

N = Number of sample which is observed

After knowing the percentage of students' ability, the researcher determined the level of students' ability based on table below:

Table 3. 3 List of Classifying the Data

Percentage (%)	Criteria	Grade
80-100	Excellent	A
66-79	Good	B
56-65	Fair	C
40-55	Less	D
<39	Low	E

CHAPTER IV

FINDINGS AND DISCUSSION

1.1 Findings

After collecting the data from the test, the researcher found some errors made by the students in writing narrative text using Simple Past Tense.

The Identification of the Errors of Students

No.	Students	Errors Identification	Error Correction	Types of Error
1.	Student 1	I just stay at home for two weeks to did the same activities.	I just stayed at home for two weeks to do the same activities. (The student did not use the verb 2 in this sentence, in simple past tense it used verb 2.)	Misformation
		I felt that was the worst day I ever passed .	I felt that was the worst day I ever had . (It is true, but the phrase is flawed)	Misformation
		I woke up earlier and did subuh prayer.	I woke up earlier and did a subuh prayer. (The student did not put an "a" here, has a meaning to describe what the student done)	Omission
		I had breakfast with my family in the morning.	I had breakfast with my family in this morning. (The student used a	Misformation

			phrase that does not fit the sentence)	
		I turned on computer and played many games.	I turned on the computer and played many games. (The student supposed to have in the sentence but the student delete or forget to write it.)	Omission
		I rushed to take a bath to freshen my body.	I rushed to take a bath to refresh my body. (The student used the wrong morpheme)	Misformation
		I watched my favorite TV programs until it almost midday.	I watched my favorite TV programs until almost midday. (The student added an unnecessary word, the sentence already right, but because the student added the word here, he student made an error)	Addition
		I went to my bathroom to ablution and immediately did zuhur prayer.	I went to my bathroom to ablution and immediately did a zuhur prayer. (The student did not put "a" here, "a" here to make the sentence perfect)	Omission
		I had lunch and helped my mother to clean the house.	I had lunch and helped my mother clean the house. (The student added	Addition

			an unnecessary word, the student put “to”, the student can just directly write the sentence without “to” here.	
		I felt asleep on the couch.	I fell asleep on the couch. (The student wrote the wrong verb 2, felt is for feel.)	Misformation
		Although just a home holiday.	Although it’s just a home holiday. (The student supposed to have in the sentence but the student delete or forget to write it.)	Omission
2.	Student 2	We stayed at my city because of the covid pandemic.	We stayed in my city because of the covid pandemic. (The student put the wrong morpheme, at is for addresses, and in for cities, countries.)	Misformation
		So, me and my friends	So, my friends and I (The student wrote the text in the wrong order)	Misordering
		Nayya and Rista decided to watch a movie at cinema.	Nayya and Rista decided to watch a movie at the cinema. (The student supposed to have in the sentence but the student delete or forget to write it.)	Omission
		Rista take us straightly to the clothes shop.	Rista took us straight to the clothes shop.	Misformation

			(The student supposed to use verb 2 in this text)	
		We spent almost 1 hour only to get one T-shirt.	We spent almost 1 hour only getting one T-shirt. (The student used the wrong morpheme)	Misformation
		I need a new earphone.	I need new earphone. (The student added an unnecessary word, the student put “a”, the student can just directly write the sentence without “a” here.)	Addition
		I need new earphone.	I need new earphones. (The student did not put “s” here, the word “earphones” is plural)	Omission
		It’s not a big deal anyways.	It’s not a big deal anyway.	Addition
		I’ve booked tickets online.	I’ve booked an online tickets. (The student wrote the text in the wrong order)	Misordering
		We can get the comfort sit.	We can get the comfortable seat. (The student used the wrong morpheme, seat is the right word for this sentence)	Misformation
		After that we went to our home.	After that we went home.	Addition

			(The student added an unnecessary word, the sentence already right, but because the student added the word here, he student made an error)	
3.	Student 3	It was on 23 December 2021.	It was on December 23 2021. (The student wrote the text in the wrong order)	Misordering
		We decided to went to Jakarta.	We decided to go to Jakarta. (Decided here means the student still plan what are they going to to, so we can use verb 1 on this sentence.)	Misformation
		We want to visited my dad.	We want to visit my dad. (Want here means the student still plan what are they going to do, so we can use verb 1 here)	Addition
		Which was works at there.	Which works there. (The student put a words that actually we do not need that, the sentence is right, but the students put more than 1 words that must not appear here)	Addition
		We stayed in our apartment at Jakarta Pusat.	We stayed in our apartment in Jakarta Pusat.	Misformation

			(The student put the wrong morpheme, at is for addresses, and in for cities, countries.)	
		Me and my brother met my cousins and played together.	My brother and I met my cousins and played together. (The student wrote the text in the wrong order)	Misordering
		We also went to many restaurant and café.	We also went to many restaurants and cafés. (If we write a word start with many the following word must plural or you have to add “s” there)	Misformation
		Me and my brother had to go to school.	My brother and I had to go to school. (The student wrote the text in the wrong order)	Misordering
		That short holiday after one year of quarantine because of pandemic is really made me refreshed.	That short holiday after one year of quarantine because of pandemic is really made me feel refreshed. (The student supposed to have in the sentence but the student delete or forget to write it.)	Omission
4.	Student 4	On last Friday	Last Friday (It is fine if the student did not put “on” here, because it did not change the meaning of the	Addition

			sentence)	
		Gave me a surprise for me on my birthday.	Gave me a surprise for my birthday.	Addition
5.	Student 5	I can relieve my stress after doing exam for 9 days.	I can relieve my stress after doing exams for 9 days. (The student put the wrong morpheme)	Misformation
		I also filled my free time by played online games with my friends around my home, listened some musics, and watched some series.	I also filled my free time by playing online games with my friends around my home, listening some musics, and watching some series. (The student put the wrong morpheme)	Misformation
		My parents took my report card at school.	My parents took my report card to school. (The student put the wrong morpheme, at is for addresses.	Misformation
		I succeeded to finish the game.	I succeeded in finishing the game. (The student put the wrong morpheme)	Misformation
6.	Student 6	It is located in approximately 10 km to the south of the city center.	It is located approximately 10 km south of the city center. (The student put a word that we do not need in this text)	Addition
		We arrived about 13.45.	We arrived at 13.45. (It is better for the	Misformation

			student if they use at here, because at shows the time)	
		I immediately ran towards the beach.	I immediately run towards the beach. (The student put the wrong morpheme, the student used one grammatical form replaces another grammatical form or the learner gives something)	Misformation
		I didn't forget to take a selfie with the background of beautiful beach.	I didn't forget to take a selfie with the background of the beautiful beach.	Omission
		I suddenly feel hungry.	I suddenly felt hungry. (Because narrative text used simple past tense, so we must use verb 2 here)	Misformation
		The food is finally served.	The food was finally served. (The student used to be "is", that is for present. In simple past tense we use was)	Misformation
		Before went to home.	Before went home. (The student added an unnecessary word, the sentence already right, but because the student added the word here, he student made an error)	Addition
7.	Student 7	I guessed that was a good time for me and my family.	I guessed that was a good time for my family and I.	Misordering

			(The student wrote the text in the wrong order)	
		To get full refreshing.	To feel refreshed. (The student put the wrong morpheme, it is better for the student if the sentence look like this)	Misformation
		While we were enjoying a cup of tea and coffee made me feel peaceful and relaxing.	While we were enjoying a cup of tea and coffee made me feel peaceful and relaxed. (The student put the wrong morpheme, the student did not use verb 2)	Misformation
8.	Student 8	Many weeks ago, I and my family went to the beach.	Many weeks ago, my family and I went to the beach. (The student wrote the text in the wrong order)	Misordering
		When we arrived in the beach.	When we arrived at the beach. (The student put the wrong morpheme, at is for addresses, and in for cities, countries.)	Misformation
		We should haved.	We should have. (Haved have no meaning, it should be have)	Addition
		My mother gived my sister and I a hat.	My mother gave my sister and I a hat. (The student put -ed	Addition

			in give, here we used verb 2)	
		To protect our had .	To protect our head . (The student put the wrong morpheme)	Misformation
		My father gived me and idea.	My father gave me and idea. (The student put -ed in gived, here we used verb 2)	Addition
9.	Student 9	It would be nice if we spend time together at Jamtos.	It would be nice if we spent time together at Jamtos. (The student did not use verb 2)	Misformation
		We also eat together there while chatting.	We also eat there while chatting. (The student do not need to put together, cause there is "we" here, that word already show us that they were together at that time)	Addition
10.	Student 10	We didn't forget to take pictures to capture the moment the .	We didn't forget to take pictures to capture the moment. (The student put "the" in the end of word, it must not appear here.	Addition

To find out the results of the tests that have been carried out, the researcher made a table containing students errors that had been taken from data analysis. And the results obtained from the results of data calculations, the errors that most

often occur in class IPA 1 are misformation errors. With the number of misformation 49 errors, for example *to protect our had*, it must be *to protect our head*. The student put the wrong morpheme on their text. Misordering 12 errors, for example *I guessed that was a good time for me and my family*. It must be *I guessed that was a good time for my family and I*. The student wrote the text in the wrong order. Omission 14 errors, for example, *that short holiday after one year of quarantine because of pandemic is really made me refreshed*. It must be *that short holiday after one year of quarantine because of pandemic is really made me feel refreshed*. The student supposed to have in the sentence but the student delete or forget to write it. And additional 27 errors, for example *we didn't forget to take pictures to capture the moment the*, it must be *we didn't forget to take pictures to capture the moment*. The student put “the” in the end of word, it must not appear here. The table below is the students' recapitulations analysis that can be seen.

A. Table 8

The Recapitulation of Students' of Error

Students	Addition	Omission	Misformation	Misordering
Student 1	2	4	5	-
Student 2	3	2	4	2
Student 3	2	1	3	3
Student 4	2	-	-	-
Student 5	-	-	4	-
Student 6	2	1	4	-
Student 7	-	-	2	1
Student 8	3	-	2	1
Student 9	1	-	1	-
Student 10	1	-	-	-
Student 11	2	3	5	-

Student 12	3	-	2	1
Student 13	-	1	-	-
Student 14	-	-	4	-
Student 15	-	-	1	-
Student 16	-	-	-	-
Student 17	2	-	1	-
Student 18	1	-	3	1
Student 19	-	-	1	1
Student 20	-	-	-	-
Student 21	-	-	2	-
Student 22	-	-	1	-
Student 23	-	2	3	-
Student 24	1	-	-	-
Student 25	2	-	1	2
Total	27	14	49	12
Total (N)	102			

The table above shows the total errors that made by the students. Misformation is the most frequent error made by the tenth grade students of Senior High School 1 Jambi City, with 49 total of error. The second is addition with 27 total or errors. The next is omission with 14 total of errors. And the last is misordering with 12 total of error. And the total error that the students made were 102 errors.

1.1.1 Kind of Error on the Use of Simple Past Tense

After data was collected by the researcher, the researcher analyzed the data, identified whether it contained error or not. The first step of identifying errors was underlined the error word, and the researcher classified the errors into the kinds of errors. The result of the students' error in writing narrative using simple past tense can be seen in the following table:

B. Table 9

Kinds of Error Made by the Students

No.	Kind of Error	Number of Error
1.	Omission	14
2.	Addition	27
3.	Misformation	49
4.	Misordering	12
Total		102

It shows the total errors of the tenth grade students of 1 in their writing narrative text in using simple past tense. From the data, the researcher found 102 errors. 14 omission errors, 27 addition errors, 49 misformation errors, and 12 misordering errors.

1.1.2 The Dominant Error Made by the Students

We can see the percentage from each kinds of errors in writing narrative text using simple past tense that made by the students. As mentioned in the explanation above, misformation is the most common error. Where the meaning of misformation is to form a phrase or sentence that does not match the rules of the language.

C. Table 10

Percentage of Students' Error

No.	Kind of Error	Percentage
1.	Omission	13,73%
2.	Addition	26,47%
3.	Misformation	48,04%
4.	Misordering	11,76%

Total	100%
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The table above shows the percentage of errors made by students in their writing narrative text. Misformation with 48,04% of total errors. The second with 26,47% total of errors is addition, and omission with 13,73% total of errors, the last one is misordering with 11.76% total of errors.

1.2 Discussions

1.2.1 Kinds of Error on the Use of Simple Past Tense

Based on the instrument used in this study, namely the test. The researcher found that students of X IPA 1 SMAN 1 Kuok made errors in the omission 13.73%, the addition 26.47%, the misordering errors 11.76%, and misformation errors 48.04%. From this percentage, the researcher saw that students understood using the simple past tense in writing narrative text, but they did not understand the use of irregular verbs and the use of forms (misformations), namely errors in the use of singular nouns, plural nouns, subjects, objects, prepositions. , verbs and word spelling. even so the total errors they made did not reach 50%, in contrast to the results of previous studies which got more than 50% of errors made by students.

According to dulay's theory about types of error, the researcher found some errors made by the tenth grade of IPA 1 of Senior High School Kouk. The errors are:

a. Miformation

The students used the wrong form of the morpheme or the structure, the students used to be in present from for past sentence, irregular and regular verbs,

and using modals in present form for past tense, verb 2 after modals. The picture below is an example of a narrative text made by students from class x mipa 1, we can see that the error he made was writing verb 2 incorrectly, and found several words in the text.

b. Misordering

This error occurs because the students make errors in the placement of morphemes or a group of morphemes in sentences. This means that the sentence can be true in the elements presented, but the order is wrong. There were 12 (11.76%) misordering errors made by students found in their narrative texts.

The text below shows misordering errors that are very often students made, for example like *me and my brother*, it looks like there is no error in this word, but actually the placement of the words is not right, it should be *my brother and I*.

c. Omission

This omission error occurs when the student does not produce an item that should appear in a well-formed utterance. In this error the students made the mistake of omitting some words and making incomplete sentences in their narrative writing. There were 14 (13.73%) omission errors made by students. This omission is the second least error after misordering, this error does not reach 50% or even 15%, but even so we still have to pay more attention to students and explain more about narrative text and simple past tense , with that errors found will be more reduce.

d. Addition

This addition error occurs when students produce an item that should not appear in a well-formed utterance. The student makes the mistake of adding some elements in the sentence that should not appear. There were 27 (26.47%) addition errors made by students. The researcher also found the addition errors in students' text "-ed" at the end of the sentence that the student should not do. The text below is an example students' narrative text, it can be seen that the sentence is actually correct, they added unnecessary words, and became an error.

1.2.2 The Dominant Error Made by the Students

In the findings the researcher have listed the number of errors made by students, and the researcher also calculated the percentage of each type of error found in the students' narrative text in using the simple past tense. Based on the percentage of types of errors above, the dominant error made by students in the use of the simple past tense in narrative texts is misformation, with a total errors of 49 (48.04%). Misformation is errors in using one grammatical form to replace another grammatical form or the student gives something, even it is not true. Despite being the most errors made by students, this error does not exceed 50%, in contrast to previous studies, the percentage for misformation errors exceeds 50%. From the explanation above, the researcher concluded that most of the students made mistakes in the incorrect formation of irregular verbs. This shows that most students have difficulty with the irregular verb. They don't use verb 2 in writing narrative text, they have to use it. For example, in a writing test, students mostly write unnecessary words, forget the words they should write, and write in the present tense rather than in the simple past tense.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

After the researcher conducted research and analyzed data using the selected instrument to the students in class X IPA 1 Senior High School Kuok . Based on the findings and discussions in the previous chapter, it can be concluded as follow:

1. The errors that made by the tenth grade students of MIPA 1 of Senior High School 1 Jambi City in writing narrative text using simple past tense are error of addition with 27 or 26,47%, errors of omission with 14 or 13,73%, errors of misordering 12 or 11,76%, and errors of misformation 49 or 48,04%. The students made such error because they are still confused with the formula of simple past tense, as well as regular and irregular verbs which are still found errors because of this. And also adding the -ed word that they should not do.
2. Based on the data analyzed above, the researcher found that the dominant error made by students is misformation with 48,04% total of errors. Although the percentage figure does not reach 50%, but from the data, we can see that the tenth grade students of IPA 1 still have a problem about using simple past tense in writing narrative text, especially in irregular verbs. They were confused in using simple past tense in paragraph was applied. This misformation error is the most difficult for students because they do not really understand the movement of verbs and from infinitive to past tense.

5.2 Suggestions

Based on the conclusions above, the researcher gave the following suggestions:

1. Teachers

The teaching teacher should explain more about how to apply simple past tense in the sentence. And the teacher should give more practices to the students in changing the form of the verb, especially regular and irregular verb in order to make them understand the materials and reduce the error in their sentence.

2. Students

The students need to practice more in writing narrative text in order to get them understand the use of simple past tense. The students should learn the rules of grammar in sentence and pay more attention to the grammar material in writing a text.

3. For the Next Researchers

For the next researcher, hopefully, this research can be useful and the other researcher can make this research as their reference to conduct other research in different aspect of grammar. The researcher hopes that the future researcher can prepare everything in doing research and can follow up this research as good as possible.

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