Error Analysis on the Third Grade Students’ Narrative Writing at SMA Mandiri Balaraja

A’’Skripsi’’
Presented to the Faculty of Tarbiyah and Teacher Training
In Partial Fulfillment of the requirement for Degree of S.Pd
In English Language Education

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ABSTRACT

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Key words: Error Analysis and Simple Past Tense

This study purposes to find out the most type of common errors made by the third grade students in making simple past tense in narrative writing at SMA Mandiri Balaraja. It includes the common errors in using simple past tense and divided into two part are regular verb and irregular verb. Based on that purpose, the writer intends to answer this question “What kinds of error made by the third grade in writing narration using simple past?” In doing this study, the writer uses descriptive analysis in form of qualitative.

The finding of the study that (1) The most of the students make errors in irregular form, because almost all the students make the errors in this area. (2) The second level of error is regular form but it is the lowest that the students make the errors.

Based on the finding previously, it can be suggested that (1) the teacher should explain the irregular form clearly to the students and make sure that the students understood about it. (2) The teacher has to be creative in teaching writing, so it makes them interest to study more. (3) The teacher ought to motivate her students to be more relax in learning English, tell them that English is easy to learn, and do not be afraid to make mistake, because it is a process to reach a success.
NAJIAH, SYIFAUN. 2009, An Error Analysis on the Third Grade Students’ Narrative Writing at SMA Mandiri Balaraja, Skripsi, English Department, the Faculty of Tarbiyah and Teachers’ Training, UIN Syarif Hidayatullah Jakarta. Adviser: Dr. M. Farkhan, M.Pd.

Kata Kunci: Error Analysis and Simple Past Tense


Penemuan yang didapatkan dalam skripsi ini meliputi (1) Kebanyakan siswa melakukan kesalahan pada bentuk irregular, karena hampir seluruh siswa mengalami kesulitan, terutama perubahan kata kerja pertama menjadi kata kerja kedua. (2) Kesalahan kedua terjadi pada bentuk regular, namun lebih sedikit jika dibandingkan dengan sebelumnya.

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“Bismillahirrahmaanirrohim”

In the name of Allah SWT, the Most Gracious, the Most Merciful. All praise be to Allah SWT, the Lord of The Universe who has been giving and blessing until the writer can complete this “skripsi” with the title “An Error Analysis on the Third Grade Students’ Narrative Writing at SMA Mandiri Balaraja” without any awkward.

This paper is presented to the Department of English Education Faculty of Tarbiyah and Teacher’s Training, State Islamic University Syarif Hidayatullah Jakarta as a partial fulfillment of the requirement for the degree -1 (S-1).

The writer would like to express her great honor and deepest gratitude to her beloved parents H. Ahyad and Hj. Najwah, her sisters: Neli, Ijah, Lia and Sela and all families who always give support, motivation, and moral encouragement to finish her study.

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6. My best friend, Santi, ajeng, wini, erna, imas, pupung and roni, all of you the greatest friends in the world.
7. All who have given their help in writing this skripsi’ that the writer could not mentioned one by one.
May Allah SWT bless them all, Amieeen. Finally, the writer realizes that this “skripsi” still has some weakness and mistakes. Therefore, the writer would mind accepting any constructive suggestions and critics to make this “skripsi” better.

**May ALLAH grant our wishes, Amieeen !!!!!!**

Jakarta, 14 Oktober 2009

The writer
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CHAPTER I
INTRODUCTION

This chapter discusses about the background of study, limitation of study, statement of the problem, objective of the study and significance of the study.

A. Background of the Study

Language is means to communicate ideas, feelings and desires. Language is a communication tool among people. By language, we can communicate with other people.

Nowadays, English is an international language and the first foreign language that has to be learnt by the students in Indonesia. One of the ways to master English is by learning through formal education that generally consists of elementary, secondary school and university.

Commonly, there are some aspects which cannot be separated in teaching and learning process, such as student, the teacher, the subject, the objectives of instruction and the method. Overall, the most important is the objective, otherwise it can be achieved or not, because learning is a long process to achieve some goals of education.

Since English is regarded as a foreign language in Indonesia, in teaching and learning English it is needed many efforts not only from the teacher, but also from the student. There are four main skills, namely listening, speaking, reading and writing.

First, listening is one of the essential skills for students, and listening skill has not developed quickly. Nevertheless, listening is long process to achieve, and the students must more practice, for instance, listening the radio or the cassette.

Second, speaking is an activity that people can communicate with other people, the speaker can say directly and the listener can give response in a short time. Speaking is not need a much of time to give the information, but to be good speaker is hard, because need of practices.
Third, reading becomes important in language teaching, because there are many books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. As we know many kinds of newspaper, magazine and most scientific books available are written in English. In other words, reading is regarded as an important skill to the students.

Four, writing is one of the four language skills, which is taught in the school. By writing students can express their feelings, ideas, thoughts and their opinions. Penny Ur points out: “writing is the expression of idea, be seen as the most important aspect of writing”. However, writing in English is not easy and the students often find difficulties while they were writing.

And learning writing is different from learning other language skills because writing is thinking process and need more time. Writing can help you deepen your understanding of yourself. It can help you make sense of the information.

In human learning, making error is unavoidable. It can be regarded as an important part of learning. Errors are believed to be an indicator of the learner stages in their target language development. Errors give teachers valuable information on the strategies that people use to acquire or learn a target language.

In teaching learning process, the students cannot avoid errors. It is natural for every student to make errors and mistakes in teaching learning process. Errors and mistake are inherent parts in teaching learning process. These errors occurred in many aspects of language skill: speaking, listening, reading and writing. It is true that writing is a complex process, because it not only present the idea, expression, thought and our feeling, but it also needs to master grammatical rules like simple past tense. The simple past tense is used to report a state or activity which can be ascribed to a definite past time.

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A narrative is a short story taken from personal experience, using a chronological sequence of events. A narrative usually tells of an event and ends revelation, insight, lesson, or understanding. It might be funny or serious.3

Narrative is a telling of some true or fictitious event or connected sequence of events, recounted by a narrator to a narratee (although there may be more than one of each). Narratives are to be distinguished from descriptions of qualities, states, or situations, and also from dramatic enactments of events. A narrative will consist of a set of events, recounted in a process of narration, in which the events are selected and arranged in a particular order.

Simple past tense is used in narrative writing, because narration is writing about a succession of events in the past. Narrative writing usually find in novels, short stories, fairy tales, fables etc.

The fact that learners do make errors and these 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.4

In other words, as a students cannot avoid the error when they learned. Of course, the students have to know about English, and they much read a lot of book to help their comprehension.

Based on the reason above, the writer is interested to analyze the error in writing focused on simple past tense, this skripsi titled “An Error Analysis on The Third Grade Students’ Narrative Writing At SMA Mandiri Balaraja”. This study is conducted in third grade students of SMA MANDIRI Balaraja.

B. Limitation and formulation of the study

1. Limitation of the study

In this “skripsi”, the writer limits the study in analyzing errors made by students’ narrative writing focused on simple past. And the writer used the error analysis based on surface strategy taxonomy: omission, addition, misinformation and misordering .This study focuses on the third grade of senior high school.

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2. Formulation of the study

To make this research more focus, the writer would like to formulate research question as follows:

“What kinds of error in students’ narrative writing narration using simple past?”

C. Objective of the study

The objective of this study is to find the typical errors in the students’ narrative writing using simple past tense. Therefore, the writer would like to know the difficult of the students’ narrative writing.

D. The method of the study

The study based on both library study and field research. In library research, the writer looks for information related to this study from the textbook and on internet that are mentioned as references.

In field research, the writer gives the test to the students and asks them to write narrative writing that the topic has been held by the writer.

E. Significance of the study

The writer contributes many advantages to the students in comprehension of narrative writing, especially in simple past tense and they will develop their writing ability.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter explains about (A) Error divided into three, they are: (1) Definition of error and error analysis, (2) Cause of error, and (3) Types of error. (B) Writing divided into three, they are: (1) Definition of writing, (2) Types of writing, and (3) The purpose of writing. (C) Simple past tense divided into four, they are: (1) Definition of simple past tense, (2) The form of simple past tense, (3) The usage of simple past tense, and (4) The difficult in simple past tense.

A. Error

1. Definition of Error and Error Analysis

As we know, that learning the second language is different from learning first language. Therefore, the students often made errors while the teaching learning process. For the students foreign language, they get a new rules of language, vocabulary, grammatical patterns and pronunciation which different from their language. Error is natural for the students whom learned the second language; because of English is second language for them.

There are many definitions of error. According to S. P. Corder said “error is both an ancient activity and at the same time a comparatively new one.” While according to M. Farkhan “an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.”

In addition, Heidy Dullay stated that, “error is the flawed side of learner speech or writing.” In other word, there is something wrong that the students must repair when they studied.

And then Jeremy Harmer said, “the errors are part of the learner interlanguage 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.  

Then, it is important to make different between error and mistake. Otherwise, some people still misunderstanding about the definition of them. To clear between error and mistake, H. Douglas Brown says, “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.”  

From the definition above the writer concluded that people make mistakes in 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.”

According to Brown error analysis stands for two major purposes, they are: (a) provides data from which interference about the nature of language learning process can be made, (b) 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.

Besides that, 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

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10 Brown, *Principle of Language*….., p. 171

analysis the errors, because from that, the teacher able to correct the method while she teach.

From several statements above, we can take conclusion that the error and mistake are different. To know the errors made by students, the teachers make the analysis to classify the errors, in order the students did not make the same errors in their writing.

2. Cause of Error

Peter Hubbard mentions that causes of error are mother tongue interference, overgeneralization and errors encouraged by teaching material and method.

a. Mother tongue interference

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a 'foreign' pronunciation, faulty grammatical patterns and occasionally, to the wrong choice of vocabulary.

b. Overgeneralization

Errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner processes new language data in his mind and produces rules for its production, based on the evidence.

c. Errors encouraged by teaching material or method

Errors appear to be induced by the teaching process itself that it has any positive contribution to make to the learning of any skill. Error is evidence of failure, of ineffective teaching or lack of control. If material is well chosen, graded and teaching presented with meticulous care. There should never be any error. It is fairly easy to accept this in early stages of
language learning when controls are applied in the shape of substitution tables, conversion exercises of a mechanical nature and guided sentence patterns, but more difficult at later stages. However, it might be salutary for us to bear in mind the possibility of some of our students’ error being due to our own teaching. Unfortunately, these errors are much more difficult to classify.\(^\text{12}\)

According to Rod Ellis the sources of errors are:\(^\text{13}\)

a. Omission
   For example, they leave out the article a and the and leave the –s off plural nouns.

b. Overgeneralization
   The example, the use of eated in place of ate.

c. Transfer
   Transfer is reflecting learners’ attempts to make use of L1 knowledge.\(^\text{14}\)

From the cause of error above, in fact writing is more difficult, because not only vocabulary and grammatical patterns but also capability to express the students desire on the paper and able use their own language. In addition, the students should more practices and needs to read a lot of book using English writing to become good writer.

3. Types of Error

The error of students may be classified as errors of competence and errors of performance. Errors competence are systematic and continuously. Otherwise, errors of performance are unsystematic, and the students’ can correct by themselves.


\(^{13}\) Rod Ellis, Second Language Acquisition, (Oxford University Press, 1997), p. 19
To describe the types of error, Heidy Dulay said that there are four types of error:15

a. Error based on linguistic category taxonomy

Many error taxonomy has been based on the linguistic item, while is effected by an errors. These linguistics category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error effects.

Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language components. For example, within syntax one may ask whether the error is in the main or subordinate clause; within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjective and so forth.

b. Error based on surface strategy taxonomy

Surface strategy taxonomy highlight the ways surface a structure are altered: Students may omit necessary items (omission) or add unnecessary ones (addition); they may misinformation items (selection) or misorder them (misordering).

1) Omission

Omission errors are characteristic by absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types or morphemes are omitted more than others.

For example: Marwan headmaster new school.

2) Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item, which must not appear in a well-formed utterance.

For example: He doesn’t knows my name

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15 Heidy Dulay, et al, Language Two,..., p.146-192
3) Misinformation

Misinformation errors are characterized by the use of the wrong form of the morphemes or structure. While in omission errors the item is not supplied at all, in misinformation errors the student supplies something, although it is incorrect.

There are three types of misinformation namely:

a) Regularization errors

It is that all under the misinformation category are those in which a regular marker is used in place of an irregular one. For example; runned for run or goose for geese.

b) Archi-forms

The selection of one number of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the students an archi-form. For example a learner may select one member of the class of personal pronoun to function for several others in the class, Me hungry, give me that!

c) Alternating forms

As the student’s vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example: those dog

4) Misordering

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance. For example: *I don’t know what is that*

c. Error based on comparative taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language errors and certain others types of constructions.
1) Development error

These errors are similar to errors made by students learning the target languages as their first language. For example: Santi go to school.

2) Interlingua errors

Interlingua errors are similar in structure to a semantically equivalent phrase or sentence in the students’ native. For example: He has a book green.

3) Ambiguous errors

These errors reflect the students’ native language structure is called ambiguous error. For example: Santi no go to school.

4) Other errors

Other errors are the errors made by the student’s native using their native language structure on their second language developmental form, such as “she do hungry”, where “do” as verb for presents tense must add “s/es” for subject “she”.

d. Error based on communicative effect taxonomy

1) Global error

Global error hiders communication, it prevents the learners from comprehending some aspects of massage. For example: They amused that film very much.

2) Local error

Local error itself doesn’t interfere with understanding at an utterance, usually because there is only a minor violation of one segment of a sentence. “I hungry” will be local error since the meaning of apparent.

B. Writing

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.
1. Definition of Writing

Writing is one skill of language, like an athletic skill which comes more naturally to some people, but which improves with practice for everyone. Practice is necessity. Writing is important to express the idea without sound. However, the students can channel their desire by writing. In writing, people learn how communicate with the other people when the people is not around them.

There are many different definitions about writing given by experts of many resources. According to Barnet and Stubbs’s said, “Writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice”. 16

On the other side, Rise B. Axelrod and Charles R. Cooper said “Writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage”. 17

Students are expected to convey their ideas, feelings, desire and knowledge by writing. Sometimes the teacher feels difficult to ask the students to write. In fact, writing is more complicated because writing needs many aspects not only grammatical and vocabulary but more than that.

Moreover, according Charles W. Bridges and Ronald F. Lunsford said, “Writing is the stage in which the writer produces a rough draft of the paper”. 18

The important thing of writing for the students is to express their feelings and produce in their own language on the paper. To be good writer, the students must practice and try to write and to increase their capability. Writing is more complicated than other.

Considering of definitions above, the writer concluded, that writing is the important skill to improve the English knowledge, and also writing need full concentration and it is not easy to convey something and make the reader understanding about our writing.

2. Types of Writing

In general, kinds of writing is as follows: 19

a. Expository writing, where the writing serves to explain and inform.
b. Descriptive writing, writing that serves to show and describe.
c. Narrative writing, tells a story.
d. Persuasive writing, arguing for or against an issue.
e. Creative writing, interestingly, creative writing is a vague term, but it includes (while isn’t limited to) fiction (across the genres), poetry, drama, screenwriting autobiographies and more.

And also writing divided into three, they are:

a. Description
Description is one of the texts. Description is to describe a particular person, thing, and place.

b. Narration
Narration is a basic writing strategy for presenting action. 20 Narrative is telling story. The purpose of narration is to amuse or entertain the readers with actual or imaginary experiences in difference ways. Novel, fairy tales, short stories and myths are narratives because they are concerned with talking about the events.

c. Exposition
Exposition is usually the essay’s foundation. The essayist will narrate and describe, and by contrasting passages of exposition, he may argue. 21 Exposition is often used to explain how something works, how to do something. 22

20 Rise B. Axelrod and Charles R. Chooper The St.Martin;s Guide to Writing, ...,p. 386
22 Barnet and Stubbs’s, Practical Guide to Writing ……,p. 123
On the other hand T Hedge divided the types of writing into six categories, they are:\textsuperscript{23}

a. Personal writing is writing for oneself, and includes various kinds of aide-memories, as well as diaries and journals.

b. Study writing is also for oneself and may never be shown to others.

c. Public writing is writing as member of the general public to organizations or institutions, so that there are certain conventions to keep to in the writing.

d. Creative writing can include poems, stories, rhymes, drama all types of writing which again are mainly for oneself but which may be shared with others.

e. Social writing is a category which includes all the writing that establishes and maintains social relationships with family and friend; that is personal letters and invitations.

f. Instructional writing relates to professional roles and is needed by business executives, teachers, engineers, and students in these and other fields.

From the explanation above, the writer concluded that many type of writing, the student could make. Moreover, the students be able to improve their vocabulary, if they do not know the meaning of the word, they opened the dictionary.

3. The Purpose of Writing

According to Penny Ur “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect the writing”.\textsuperscript{24}


\textsuperscript{24} Penny Ur, \textit{A Course in Language Teaching: Practice and Theory}, (London: Cambridge University Press, 1996), p. 163
While according to Betty Matix Diesth “the general purpose of writing may be primary to inform, to persuade, to express, or to entertain. The specific purpose involves responding to a certain need for writing.”

C. Simple Past Tense

Simple past tense consists of three words: simple, past and tense which each word has its own meaning. The writer would like to explain them one by one according to oxford advanced learner’s dictionary current English, simple is unmixed; not divided into parts or easily done or understood. Past is gone by in time. And tense is verb from that shows time.

1. Definition of Simple Past Tense

Some grammarian defines the simple past tense, so there is several definition of it. Betty Schramfer Azar said “The simple past tense indicates that an activity or situation began and ended at a particular time in the past.” And according A S Hornby “to indicate activities or states in the past, without indicating any connexion with the present, the simple past tense may be used. If the situation or context is clear, each one of a succession of activities may be indicated by the use of the Simple Past Tense.”

Then Betty S Azar stated 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)

Example:

- Jhon played football yesterday

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27 A S Hornby, Oxford Advanced Learner’s Dictionary of Current English,…,p. 623
28 A S Hornby, Oxford Advanced Learner’s Dictionary of Current English,…,p. 908
I studied last night
She visited me two days ago
My sister was born in 1990

According A. J. Thomson and A. V. Martinet said, “the simple past tense is used for an action whose time is not given but which (a) occupied a period of time now terminated, or (b) occurred at a moment in a period of time now terminated. 32

As the same as George E. Wishon and Julia M. Burks idea that. “if the time is mentioned or implied, the past tense is usually used”. 33

Based on the definition above, the writer make the conclusion that simple past tense is used to express a definite event in the past. Then simple past shows the situation or activities in the finished time in the past and time is clear or mentioned.

2. The Form of Simple Past Tense

In English, a main or lexical verb is any word that can be conjugated, i.e., that can add the morphemes /ing/, /ed/, and /e/ to mark, respectively, present participle, past tense/past participle, and third person singular present 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 –<em>d</em> or –<em>ed</em> is added to the end of the base form. 34

- Yesterday I worked hard
- He finished the job an hour ago
- She washed the clothes last week

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33 George E. Wishon and Julia M. Burks, Let's Write English,....., p. 206
Irregular verbs do not have past tense forms that can be predicted by rules:

<table>
<thead>
<tr>
<th>Base form</th>
<th>Past form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bite</td>
<td>Bit</td>
</tr>
<tr>
<td>Buy</td>
<td>Bought</td>
</tr>
<tr>
<td>Put</td>
<td>Put</td>
</tr>
<tr>
<td>Eat</td>
<td>Ate</td>
</tr>
</tbody>
</table>

Based on Randolph Quirk and Sidney Greenbaum, they said “the past V – ed₁ and the –ed participle (V-ed₂) of regular verbs (spelled –ed unless the base ends in –e) have three spoken realizations:\(^35\)

/\id/ after bases ending in /\d/ and /\t/, eg

\textit{pad} – padded \quad \textit{pat} – patted

/\d/ after bases ending in voiced sounds other than /\d/, eg

\textit{mow} – mowed \quad \textit{budge} – budged

/\t/ after bases ending in voiceless sounds other than /\t/, eg

\textit{Pass} – passed \quad \textit{pack} – packed

 те abbreviation V-ed will be used where V-ed₁ has the same form as V-ed₂

Irregular verbs typically, but not necessarily, have variation in their base vowel:\(^36\)

\textit{Find} – found – found \quad \textit{write} – wrote - written

A. J Thomson and A. V Martinet said, “the simple past tense in regular verbs is formed by adding \textit{ed} to the infinitive……, verbs ending in e add \textit{d} only……, the negative of regular and irregular verbs is formed with \textit{did not} (\textit{didn’t}) and the infinitive……., the interrogative of regular and irregular verbs is formed with \textit{did + subject + infinitive}.\(^37\)
According to A. J Thomson and A. V Martinet the formula in simple past tense are: 38

Verbs other than to be

<table>
<thead>
<tr>
<th>Question word</th>
<th>Did</th>
<th>Subject</th>
<th>Did not Or didn’t</th>
<th>Past tense form</th>
<th>Base for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>He</td>
<td>They</td>
<td>waited</td>
<td>spoke</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>(When)</td>
<td>did</td>
<td>you</td>
<td>ring?</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>I</td>
<td>didn’t</td>
<td>didn’t</td>
<td>understand</td>
<td></td>
</tr>
</tbody>
</table>

With most verbs, the simple past is created simply by adding -ED. However, with some verbs, you need to add -ES or change the ending a little. Here are the rules: 39

<table>
<thead>
<tr>
<th>Verb ending in…</th>
<th>How to make the simple past</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>add-D</td>
<td>live – lived</td>
</tr>
<tr>
<td></td>
<td></td>
<td>date - dated</td>
</tr>
<tr>
<td>Consonant + y</td>
<td>Change y to i, then add-ED</td>
<td>try – tried</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cry - cried</td>
</tr>
<tr>
<td>One vowel + one consonant (but not w or y)</td>
<td>Double the consonant, the add-ED</td>
<td>tap – tapped</td>
</tr>
<tr>
<td></td>
<td></td>
<td>commit - commited</td>
</tr>
<tr>
<td>Anything else</td>
<td>Add-ED</td>
<td>boil – boiled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fill – filled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hand - handed</td>
</tr>
</tbody>
</table>

38 A. J. Thomson and A. V. Martinet, A Practical English Grammar,…p. 184
3. The Usage of Simple Past Tense

There are two elements of meaning involved in the commonest use of the past tense.\(^{40}\)

a. One basic element of meaning is: “the happening takes place before the present moment”. e.g. I lived in Sicily for ten years.

b. Another element of meaning is: “the speaker has a definite time in mind”. e.g. We visited Selfridges last week.

Another way to use of simple past tense, there are:

USE 1 Completed Action in the Past

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
</table>

Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

- I saw a movie yesterday.
- Last year, I didn't travel to Korea.
- Did you have dinner last night?

USE 2 A Series of Completed Actions

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
</table>

We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

- I **finished** work, **walked** to the beach, and **found** a nice place to swim.
- He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.
- Did you **add** flour, **pour** in the milk, and then **add** the eggs?

**USE 3 Duration in Past**

The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

- I **lived** in Brazil for two years.
- They **sat** at the beach all day.
- They **did not stay** at the party the entire time.
- A: How long **did** you **wait** for them?
  B: We **waited** for one hour.

**USE 4 Habits in the Past**
The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- I studied French when I was a child.
- He didn’t play the piano.
- Did you play a musical instrument when you were a kid?
- They never went to school, they always skipped class.

USE 5 Past Facts or Generalizations

The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the Simple Past is quite similar to the expression "used to."

Examples:

- She was shy as a child, but now she is very outgoing.
- He didn’t like tomatoes before.
- Did you live in Texas when you were a kid?  

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http://www.englishpage.com/verbpage/simplepast.html
4. The Difficult in Simple Past Tense

Many students usually have difficult in forming of simple past, they confused about regular and irregular form. Because they not memory all of the verb changing.

Because of that, the writer divided the difficult of simple past into two parts. There are difficult in the form and difficult in the usage.

a. Difficult in the form

according to Scott Thornbury, “typically, learners go through four, possibly five, stages in their acquisition of these forms:  
1. They use the one form for both present and past  eat (or eating) 
2. They start to produce correct past forms ate 
3. They attach the regular past ending to the verb eated 
4. They may even produce a mixture of regular and irregular ated 
5. They consisnently produce the correct form ate 

In other words learners may go through a phase of producing correct forms (stage 2), and then seem to regress – a case of two steps forward and one step back, or what is known as a U-shaped learning curve. What seems to be happening is that learners pick up the correct form (ate) simply through having been exposed to it, learning it as a word in its own right, not as the past tense of something else. Then they start to notice that many past tense verbs have –ed on the end. They overgeneralize this rule and apply it to irregular verbs: hence eated and ated (stages 3 and 4).

Moreover, Jhon Eastwood stated “we do not use a past form such as stopped or rang in negatives and question. Not (The car didn’t stopped) and not (Did you rang?).”  

Then, Mark S. LeTourneau said about suffixation that, “the second morphological context for main verbs is suffixation by the past tense 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. Although words that take the -(e)d suffix are all verbs, not all verbs form the past tense in this way. Verbs that do not inflect for past tense by suffixation are called irregular verbs.  

Randolph Quirk and Sidney Greenbaum have opinions that:

- Irregular verbs typically, but not necessarily, have variation in their base vowel:
  
  *Find – found – found  
  write – wrote – written

- 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 be listed for irregular verbs are the base (V), the past (V-ed₁), and the past participle (V-ed₂). Most irregular verbs have, 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>
<thead>
<tr>
<th></th>
<th>BASE</th>
<th>V-ed₁</th>
<th>V-ed₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>All alike</td>
<td>Cut</td>
<td>Cut</td>
<td>Cut</td>
</tr>
<tr>
<td>V-ed₁ = V-ed₂</td>
<td>Meet</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>V = V-ed₂</td>
<td>Come</td>
<td>Came</td>
<td>Come</td>
</tr>
<tr>
<td>All different</td>
<td>speak</td>
<td>spoke</td>
<td>spoke</td>
</tr>
</tbody>
</table>

From several opinions above, the writer get conclusion, that most of students, they confused about simple past tense, especially in the use of irregular, because irregular verbs are different from regular in forming. The students have to know the form of simple past tense and must be learned and memorized the irregular forms.

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45 Randolph Quirk and Sidney Greenbaum, …., p. 31
b. Difficult in the Usage

This is more a question of vocabulary than of grammar. The only real difference between regular and irregular verbs is that they have different endings for their past tense and past participle forms. For regular verbs, the past tense ending and past participle ending is always the same: -ed. For irregular verbs, the past tense ending and the past participle ending is variable.\(^{46}\)

**regular verbs:** base, past tense, past participle
- look, looked, looked
- work, worked, worked

**irregular verbs:** base, past tense, past participle
- buy, bought, bought
- cut, cut, cut
- do, did, done

When the students learn Indonesian language, they did not find the tenses, but when they study English, they found the tenses, because there is no tense in Indonesian language. Therefore, they must be able to distinguish every tense in English.

Huns P. Guth said in Concise English Handbook that “the past tense, which indicates that an action took place in the past and came to an end in the past. To form this “simple” past, regular verbs add ed or d to the plain form.\(^{47}\) And supporting by Nasrun Mahmud in English for Muslim University Students.

1. The simple past tense is used formed with the past form of the verbs which may be either regular,i.e. by adding –ed to the infinite form (incidentally, most verbs are regular) or irregular which must be learned and memorized in each case.

---


For example: He *played* football yesterday. (regular)
He *went* to Yogyakarta last week. (irregular)

2. The simple past tense is used to indicate an action that took place in the past (strictly speaking: before now) with emphasis on the time the action took place.

3. The common time signals for the simple past tense are: ‘yesterday’, ‘last……’, (last night, last week, last Monday, last month, etc), ‘……ago’, (two days ago, three weeks ago, six months ago, etc).

4. The auxiliary *did* is used in the negative and interrogative sentences.
   For example: He did not play football yesterday.
   Did he go to Yogyakarta last week?  

Marcella Frank stated that, “……simple past tense represent definite time, it refers to event that were completed before statement is made. It accompanied by such expression of definite past as yesterday, last year, two years ago etc.”

From the explanations above, the writer concluded that simple past tense is used to indicate the action that happened in the past and simple past tense use in the definite time, such as yesterday, last night, two days ago, etc.

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A. Research Methodology

This part explains about the purpose of research, place and time of research, method of research, instrument of research, respondent and technique of data analysis.

1. The Purpose of Research

The research is aimed to know the common errors in narrative writing using simple past tense made by the third students of SMA Mandiri Balaraja.

2. Place and Time of Research

The research was held at SMA Mandiri Jl. Raya Kresek KM. 0,5 Balaraja Tangerang on February 10, 2009 and February 16, 2009.

3. Method of Research

The writer uses the descriptive qualitative method and uses the procedures of error analysis itself. The research tries to describe the errors that made by the students when they write a subject. The writer tries to calculate the errors and make the reconstructions.

4. Instrument of Research

To collect the data of this research, the writer gives a test to the third year students of SMA Mandiri Balaraja. The writer asked the students to write English narrative writing using simple past tense in a piece of paper. The students are asked to make narrative writing and the topic has been held by the writer. Then, the student’s assignment is collected. From this, the writer knows the common error made by students in narrative writing focused on simple past tense.
5. Respondent

The respondent is the third year students of SMA Mandiri Balaraja Tangerang. In this research, the writer took two classes from nine classes as the sample. The class are 3 (third) IPA plus 1 (one) and 3 (third) IPA plus 2 (two) of SMA Mandiri. The writer just took 25 students as sample because when the test gave to students from 3 IPA plus 1 five students were absent and 3 IPA plus 2 five students were absent. The number of students 3 IPA plus 1 and 3 IPA plus 1 are 35 students.

6. Technique of Data Analysis

The data are qualitatively analyzed using the grammar of English. Besides, they are also analyzed using the percentage formula as follows:

\[ P = \frac{F}{N} \times 100\% \]

Notes: P: Percentage  
F: Frequency of wrong answer  
N: Number of sample

B. Research Findings

1. Data Description

To know the result of the test, the writer made the table of student errors that are taken from the Data Analysis. From the calculation of the data, the errors of misinformation area are the most frequent errors in which the third grade students at SMA Mandiri committed with 37 errors in regular verb. Moreover, it is followed by errors of misinformation with 21 errors, addition with 9 errors, omission with 4 errors and misordering with 3 errors. Then, 57 errors in irregular verb. Followed by errors in addition are 14 errors, omission with 5 errors, 1 error by misordering and 37 errors in misinformation.
The analysis below can be seen on the table of recapitulation of the students' writing.

**Table 1**
The students’ error in narrative writing focused on simple past tense using regular verb.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Error classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>addition</td>
</tr>
<tr>
<td>Student 1</td>
<td>-</td>
</tr>
<tr>
<td>Student 2</td>
<td>-</td>
</tr>
<tr>
<td>Student 3</td>
<td>-</td>
</tr>
<tr>
<td>Student 4</td>
<td>-</td>
</tr>
<tr>
<td>Student 5</td>
<td>1</td>
</tr>
<tr>
<td>Student 6</td>
<td>-</td>
</tr>
<tr>
<td>Student 7</td>
<td>-</td>
</tr>
<tr>
<td>Student 8</td>
<td>1</td>
</tr>
<tr>
<td>Student 9</td>
<td>1</td>
</tr>
<tr>
<td>Student 10</td>
<td>-</td>
</tr>
<tr>
<td>Student 11</td>
<td>1</td>
</tr>
<tr>
<td>Student 12</td>
<td>1</td>
</tr>
<tr>
<td>Student 13</td>
<td>-</td>
</tr>
<tr>
<td>Student 14</td>
<td>-</td>
</tr>
<tr>
<td>Student 15</td>
<td>-</td>
</tr>
<tr>
<td>Student 16</td>
<td>1</td>
</tr>
<tr>
<td>Student 17</td>
<td>-</td>
</tr>
<tr>
<td>Student 18</td>
<td>-</td>
</tr>
<tr>
<td>Student 19</td>
<td>-</td>
</tr>
<tr>
<td>Student 20</td>
<td>-</td>
</tr>
<tr>
<td>Student 21</td>
<td>-</td>
</tr>
<tr>
<td>Student 22</td>
<td>-</td>
</tr>
<tr>
<td>Student 23</td>
<td>-</td>
</tr>
<tr>
<td>Student 24</td>
<td>2</td>
</tr>
<tr>
<td>Student 25</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
</tr>
</tbody>
</table>

**Percentage of Students’ Error on Simple Past Tense using Regular Verb:**

a. addition : $\frac{9 \times 100}{37} = 24.33\%$

b. omission : $\frac{4 \times 100}{37} = 10.81\%$

c. misinformation : $\frac{21 \times 100}{37} = 56.76\%$

d. misordering : $\frac{3 \times 100}{37} = 8.1\%$

**Table 2**

The students’ error in narrative writing focused on simple past tense using irregular verb

<table>
<thead>
<tr>
<th>Sample</th>
<th>Error classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>addition</td>
</tr>
<tr>
<td>Student 1</td>
<td>-</td>
</tr>
<tr>
<td>Student 2</td>
<td>-</td>
</tr>
<tr>
<td>Student 3</td>
<td>-</td>
</tr>
<tr>
<td>Student 4</td>
<td>-</td>
</tr>
<tr>
<td>Student 5</td>
<td>-</td>
</tr>
<tr>
<td>Student 6</td>
<td>-</td>
</tr>
<tr>
<td>Student 7</td>
<td>-</td>
</tr>
<tr>
<td>Student 8</td>
<td>-</td>
</tr>
<tr>
<td>Student 9</td>
<td>-</td>
</tr>
<tr>
<td>Student 10</td>
<td>1</td>
</tr>
<tr>
<td>Student 11</td>
<td>4</td>
</tr>
<tr>
<td>Student 12</td>
<td>-</td>
</tr>
<tr>
<td>Student 13</td>
<td>-</td>
</tr>
<tr>
<td>Student 14</td>
<td>-</td>
</tr>
<tr>
<td>Student 15</td>
<td>-</td>
</tr>
<tr>
<td>Student 16</td>
<td>3</td>
</tr>
<tr>
<td>Student 17</td>
<td>-</td>
</tr>
<tr>
<td>Student 18</td>
<td>-</td>
</tr>
<tr>
<td>Student 19</td>
<td>-</td>
</tr>
<tr>
<td>Student 20</td>
<td>-</td>
</tr>
<tr>
<td>Student 21</td>
<td>-</td>
</tr>
<tr>
<td>Student 22</td>
<td>-</td>
</tr>
<tr>
<td>Student 23</td>
<td>2</td>
</tr>
<tr>
<td>Student 24</td>
<td>3</td>
</tr>
<tr>
<td>Student 25</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

**Percentage of Students’ Error on Simple Past Tense using Irregular Verb:**

a. addition : \( \frac{14 \times 100}{57} = 24.56\% \)

b. omission : \( \frac{5 \times 100}{57} = 8.78\% \)

c. misinformation : \( \frac{37 \times 100}{57} = 64.91\% \)

d. misordering : \( \frac{1 \times 100}{57} = 1.75\% \)
Based on the table of students’ errors in writing, it can be stated that:
1. Total errors of addition using regular verb are on percentage 24.33%
2. Total errors of omission using regular verb are on percentage 10.81%
3. Total errors of misinformation using regular verb are on percentage 56.76%
4. Total errors of misordering using regular verb are on percentage 8.1%
5. Total errors of addition using irregular verb are on percentage 24.56%
6. Total errors of omission using irregular verb are on percentage 8.78%
7. Total errors of misinformation using irregular verb are on percentage 64.91%
8. Total errors of misordering using irregular verb are on percentage 1.75%

**Students’ Error in Simple Past Tense**

*Table 3*

<table>
<thead>
<tr>
<th>No</th>
<th>Sample</th>
<th>Form</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Regular</td>
<td>Irregular</td>
</tr>
<tr>
<td>1</td>
<td>Student 1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 4
Percentage of students’ Narrative writing focused on Simple Past Tense

<table>
<thead>
<tr>
<th>No</th>
<th>Form of Simple Past Tense</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regular Verb</td>
<td>39.36%</td>
</tr>
<tr>
<td>2</td>
<td>Irregular Verb</td>
<td>60.64%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

a. Regular Verb : $\frac{37}{94} \times 100\% = 39.36\%$

b. Irregular Verb : $\frac{57}{94} \times 100\% = 60.64\%$

2. Analysis of Data

In preceding explanation, the data are taken from students answer sheet. Then, the writer classifies the students’ errors in narrative writing on simple past tense using regular verb and irregular verb, because simple past tense is used in narrative writing. The writer only focuses on:

a. Omission 

b. Addition 

c. Misinformation 

d. Misordering
<table>
<thead>
<tr>
<th>No</th>
<th>Identification of error</th>
<th>Category of error</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student one</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. I <em>flayed</em> internet and <em>ofen</em> friendster and chatting</td>
<td>misinformation</td>
<td>I <em>played</em> internet and opened <em>friendster</em> and chatting</td>
</tr>
<tr>
<td>2</td>
<td>Student two</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. I went home and <em>arrive</em> at 09:00 pm</td>
<td>misinformation</td>
<td>I went home and <em>arrived</em> at 09:00 pm</td>
</tr>
<tr>
<td>3</td>
<td>Student three</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. I *want _ go to course</td>
<td>misinformation and omission</td>
<td>I <em>wanted</em> to go to course</td>
</tr>
<tr>
<td></td>
<td>b. I <em>stay</em> in Bitung</td>
<td>misinformation</td>
<td>I <em>stayed</em> in Bitung</td>
</tr>
<tr>
<td></td>
<td>c. I <em>open</em> the mini market</td>
<td>misinformation</td>
<td>I <em>opened</em> the mini market</td>
</tr>
<tr>
<td></td>
<td>d. I <em>visit</em> to your minimarket</td>
<td>misinformation</td>
<td>I <em>visited</em> to your minimarket</td>
</tr>
<tr>
<td>4</td>
<td>Student four has no errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Student five</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Last weekend, <em>my friend visit to anggit’s home</em></td>
<td>misinformation and misordering omission</td>
<td>Last weekend, <em>my friend and I visited</em> to anggit’s home</td>
</tr>
<tr>
<td></td>
<td>b. We <em>at</em> meat ball</td>
<td>omission and addition</td>
<td>We <em>ate</em> meat ball</td>
</tr>
<tr>
<td></td>
<td>c. We <em>discussed and sharing</em></td>
<td></td>
<td>We <em>discussed</em> and <em>shared</em></td>
</tr>
<tr>
<td></td>
<td>d. We <em>walk</em> a round kompleks</td>
<td></td>
<td>We <em>walked</em> a round kompleks</td>
</tr>
<tr>
<td>6</td>
<td>Student six</td>
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</tr>
<tr>
<td></td>
<td>a. He <em>want</em> me to pay</td>
<td>misinformation</td>
<td>He <em>wanted</em> me to pay</td>
</tr>
<tr>
<td>7</td>
<td>Student seven has no errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Student eight</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. I <em>with my friend</em></td>
<td>misinformation</td>
<td>My friend and I</td>
</tr>
<tr>
<td>Student</td>
<td>Practice (Badminton)</td>
<td>and Misordering</td>
<td>Practiced (Badminton)</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>Student nine</td>
<td>We <strong>playing</strong> badminton</td>
<td>addition and misordering</td>
<td>My friend and I <strong>played</strong> badminton</td>
</tr>
<tr>
<td>Student ten</td>
<td>has no errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student eleven</td>
<td>We <strong>want</strong> to swim</td>
<td>misinformation</td>
<td>We <strong>wanted</strong> to swim</td>
</tr>
<tr>
<td></td>
<td>We <strong>jump</strong> to the water</td>
<td>misinformation</td>
<td>We <strong>jumped</strong> to the water</td>
</tr>
<tr>
<td></td>
<td>My friend was <strong>followed</strong> me</td>
<td>misinformation</td>
<td>My friend <strong>followed</strong> me</td>
</tr>
<tr>
<td>Student twelve</td>
<td>We <strong>are played</strong> in the anggit’s house</td>
<td>addition</td>
<td>We <strong>played</strong> in the anggit’s house</td>
</tr>
<tr>
<td>Student thirteen</td>
<td>Who <strong>stay</strong> at there</td>
<td>misinformation</td>
<td>Who <strong>stayed</strong> at there?</td>
</tr>
<tr>
<td>Student fourteen</td>
<td>has no errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student fifteen</td>
<td>I <strong>prepare</strong> to go to school</td>
<td>misinformation</td>
<td>I <strong>prepared</strong> to go to school</td>
</tr>
<tr>
<td>Student sixteen</td>
<td>I swept the floor and <strong>water</strong> the flower</td>
<td>misinformation</td>
<td>I swept the floor and <strong>watered</strong> the flower</td>
</tr>
<tr>
<td></td>
<td>I <strong>help</strong> her to <strong>prepared</strong></td>
<td>misinformation and addition</td>
<td>I <strong>helped</strong> her to <strong>prepare</strong></td>
</tr>
<tr>
<td>Student seventeen</td>
<td>We took a bath and <strong>clean</strong> room</td>
<td>misinformation</td>
<td>We took a bath and <strong>cleaned</strong> the room</td>
</tr>
<tr>
<td>Student eighteen</td>
<td>I <strong>prepare</strong> for <strong>went</strong> to school</td>
<td>misinformation</td>
<td>I <strong>prepared</strong> to go to school</td>
</tr>
<tr>
<td></td>
<td>I <strong>walk</strong> to see bazaar</td>
<td>misinformation</td>
<td>I <strong>walked</strong> to see bazaar</td>
</tr>
<tr>
<td>Student nineteen</td>
<td>has no errors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student twenty
a. We **share** our problems
b. We **watched** DVD

21 Student twenty one has no errors

22 Student twenty two has no errors

23 Student twenty three has no errors

24 Student twenty four
a. I **was helped** my father
b. I **was cleaned** home yard

25 Student twenty five
a. I **am sleep** and watching tv

<table>
<thead>
<tr>
<th>No</th>
<th>Identification of error</th>
<th>Category of error</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student one</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>a. Last week, I go to warnet</td>
<td>misinformation</td>
<td>Last week, I <strong>went</strong> to warnet</td>
</tr>
<tr>
<td></td>
<td>b. We <strong>eat</strong> soto mie and fruit ice</td>
<td>misinformation</td>
<td>We <strong>ate</strong> soto mie and fruit ice</td>
</tr>
<tr>
<td></td>
<td>c. We <strong>come</strong> seafood restaurant</td>
<td>misinformation and omission</td>
<td>We <strong>came</strong> to seafood restaurant</td>
</tr>
<tr>
<td>2</td>
<td>Student two</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. We <strong>chose</strong> “The Curious Case of Bejamin Battan”</td>
<td>misinformation</td>
<td>We <strong>chose</strong> “The Curious Case of Bejamin Battan”</td>
</tr>
<tr>
<td>3</td>
<td>Student three</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Where <strong>do</strong> you go?</td>
<td>misinformation</td>
<td>Where <strong>did</strong> you go?</td>
</tr>
<tr>
<td></td>
<td>b. Yes I <strong>know</strong></td>
<td>misinformation</td>
<td>Yes, I <strong>knew</strong></td>
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</tbody>
</table>

Table 6
Reconstruction student’s errors in irregular verb
<table>
<thead>
<tr>
<th></th>
<th>Student four</th>
<th>Student five</th>
<th>Student six has no errors</th>
<th>Student seven</th>
<th>Student eight</th>
<th>Student nine</th>
<th>Student ten</th>
<th>Student eleven</th>
<th>Student twelve has no errors</th>
<th>Student thirteen has no errors</th>
<th>Student fourteen</th>
<th>Student fifteen</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>a. We <strong>was</strong> happy</td>
<td>a. We <strong>at</strong> meat ball</td>
<td>a. We <strong>see</strong> house of my friend</td>
<td>a. <strong>I take</strong> activity</td>
<td>a. He <strong>bring</strong> to the yard</td>
<td>a. The dog <strong>wake up</strong></td>
<td>a. Last week, I <strong>go to</strong> Metropolis</td>
<td>a. We <strong>are go</strong> <em>take a train</em></td>
<td></td>
<td></td>
<td>a. They <strong>are</strong> so beautiful</td>
<td>a. I <strong>wake up</strong> at 04:00 pm</td>
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<tr>
<td></td>
<td>misinformation</td>
<td>omission</td>
<td>misinformation</td>
<td>misinformation</td>
<td>misinformation</td>
<td>misinformation</td>
<td>misinformation</td>
<td>addition and omission</td>
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<td>misinformation</td>
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<td>Student sixteen</td>
<td>Student seventeen</td>
<td>Student eighteen</td>
<td>Student nineteen has no errors</td>
<td>Student twenty</td>
<td>Student twenty one</td>
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<tr>
<td>a. We are take a bath</td>
<td>addition</td>
<td>We took a bath</td>
<td></td>
<td>We went around by motorcycle</td>
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<tr>
<td>b. We are get ready to prepare the equipment and go to Cipanas at 09:15 am</td>
<td>addition and misinformation</td>
<td>We got ready to prepare the equipment and went to Cipanas at 09:15 am</td>
<td></td>
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<tr>
<td>c. There is two location</td>
<td>misinformation</td>
<td>There were two location</td>
<td></td>
<td></td>
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<tr>
<td>d. We are happy ending on weekend</td>
<td>misinformation</td>
<td>We were happy ending on weekend</td>
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<td>e. The paramount importance is condiment</td>
<td>misinformation</td>
<td>The paramount importance was condiment</td>
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<tr>
<td>f. We are eaten until stomach full</td>
<td>addition</td>
<td>We ate until stomach full</td>
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<tr>
<td>g. We come back</td>
<td>misinformation</td>
<td>We came back</td>
<td></td>
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</tr>
</tbody>
</table>

| a. I go to bathroom | misinformation | I went to bathroom |
| b. I buy food in bazaar | misinformation | I bought food in bazar |
| c. I and my club show a dance in front of audience | misinformation | My club and I showed a dance in front of audience |
| d. I ^ happy | omission | I was happy |
| e. I take a bath | misinformation | I took a bath |

| a. I get up at 06:00 in the morning last weekend | misinformation | I got up at 06:00 in the morning last weekend |
| b. I make neat my bed and I take a bath | misinformation | I made neat my bed and I took a bath |
| c. I show dance | misinformation | I showed dance |
| d. I do the exercise | misinformation | I did the exercise |
| e. I buy food in bazaar | misinformation | I bought food in bazar |
| f. I break in the classroom | misinformation | I broke in the classroom |
| g. I feel happy | misinformation | I felt happy |

| a. The barber is full | misinformation | The barber was full |
3. Interpretation of Data

After classifying the errors of students’ narrative writing focused on simple past tense and explaining the frequency of errors in simple past tense, the following table describe on the high frequency of errors.

Table 7

The sequence of errors in narrative writing focused on simple past tense

<table>
<thead>
<tr>
<th>No</th>
<th>Form of Simple Past Tense</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Irregular Verb</td>
<td>60.64%</td>
</tr>
<tr>
<td>2</td>
<td>Regular Verb</td>
<td>39.36%</td>
</tr>
</tbody>
</table>

The table above shows that the highest frequency of errors was made by third grade students at SMA Mandiri Balaraja, the highest of errors in narrative writing focused on simple past tense is irregular verb 60.64% and the lower is regular verb 39.36%.
And having describe the two stages of error analysis which were the recognition and the reconstruction and found that the errors in misinformation areas was the most frequent errors committed by the third grade students of SMA Mandiri Balaraja Tangerang. Next, she would interpret what she considered as the cause and the effects of the errors committed in all areas.

a. Misinformation

Error in misinformation areas was the most frequent errors committed by the third grade students at SMA Mandiri. The writer found 21 errors in regular verb committed in this area with 56,76% and 37 errors in irregular verb committed in this area with 64,91%, it means that many errors in misinformation can be found in students’ writing. The writer can interpret that almost all of students’ had difficulty in misinformation; they are still confused to put the verb into the right place.

For example:

- Last week, I go to Metropolis (incorrect)
- Last week, I went to Metropolis (correct)
- I open the mini market (incorrect)
- I opened the mini market (correct)

The errors often occurred when the students wrote, because they are still confused to relate the verb and the time signal. In simple past tense are time signals for instance: yesterday, last weekend, last month and so on. Therefore, they are not memorizing all of the verb changes in simple past tense.

b. Addition

There are 9 errors using regular verb committed in this area with 24,33% and 14 errors using irregular verb committed in this area with 24,56%. The writer assumes that the students had not clearly understood which word they should put and which word they should omit. So, errors in this area could be found in most students’ writing, because they are still confused about the pattern of simple past tense.
For example:

- **We are take** a bath (incorrect)
  - We **took** a bath (correct)
- **I was helped** my father (incorrect)
  - I **helped** my father (correct)

When the students put the verb in their writing, they are still confused how to use the verb, because sometimes many students put *to be* between subject and verb, in fact simple past tense is not use *to be* for verbal sentence.

In addition, the pattern of simple past tense is S + V₂ + O/Complement for verbal sentence and for nominal sentence the pattern is S + TO BE + adj/adv/noun.

c. **Omission**

There are 4 errors using regular verb committed in this area with 10.81% and 5 errors using irregular verb committed in this area with 8.78%. The writer assumes that students had not clearly understood which word they should omit.

For example:

- **I ^ happy** (incorrect)
  - I **was** happy (correct)
- **We at** meat ball (incorrect)
  - We **ate** meat ball (correct)

In these errors, the students not make much of the errors. Moreover, the writer assumes that the student had understood and they must read a lot of book to increase their ability to write well.

d. **Misordering**

Only one error in misordering using irregular verb committed in this area with 1.75% and 3 errors using regular verb with 8.1%. It shows that the students had understood about the order. Although not all of the students understand well the order. They must read a lot of book written in English to increase their knowledge.
For example:

- I and my club show dance in front of audience (incorrect)
  
  My club and I showed dance in front of audience (correct)

In this part, the students only confused to put the correct sentence. Sometimes the students translate the sentence into English, and of course, the sentence is different.
CHAPTER IV

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestion to complete this skripsi.

A. Conclusion

Based on the analysis and the description of data in the previous chapter, it can be concluded that after analyzing through the research the writer got the data about students’ errors, which are commonly made in narrative writing using simple past tense. Their errors are misinformation, addition, omission and misordering.

The data described that frequency of errors in the average from students’ answer sheets, the errors in misinformation is the highest frequency. From 25 students more than half of them made the errors in this area of narrative writing using simple past tense and the lowest frequency from the students’ answer sheet is misordering.

B. Suggestion

Based on the research, the writer suggest that the students must improve their knowledge especially simple past tense, because simple past tense divided into two are regular and irregular. Usually they are confused of irregular form, because the change is different from regular form, they must memorize the rule of it.
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