

## AN ANALYSIS OF STUDENTS' SIMPLE PAST TENSE ERRORS IN WRITING NARRATIVE TEXT AT GRADE OF X SMA NEGERI 1 SEI BALAI

By:

<sup>1</sup>Lisa Maya Sari, <sup>2</sup>Putri Lidiana Permata Sari, <sup>3</sup>Lis Supiatman

<sup>1,2,3</sup>English Education Study Program, The Faculty of Teacher's Training  
and Education, Universitas Asahan

<sup>1</sup>lisamayasaki56@gmail.com, <sup>2</sup>putrilidiana88@gmail.com, <sup>3</sup>lis15121984@gmail.com

### ABSTRACT

This research is about an analysis on the use of simple past tense in English narrative text made by students at grade X IPA 1 of SMA Negeri 1 Sei balai in the academic year of 2019/2020. The objectives of this research were to find out errors of using simple past tense and the dominant error in narrative text written by the X of grade students at SMA Negeri 1 Sei balai in the 2019/2020 Academic Year. The instrument of the research was documentation of the test. The research method was descriptive. The result of this research showed that there were four three of error that occurred; error of omission, error of misformation and error of misordering. The most dominant errors students made error of misformation with a total 101 errors or 72%. It is higher than half of the total of errors made by the students. The Error misformation is related to the use of the wrong form of the morpheme or the structure.

**Keywords:** *Error, Writing, Narrative Text, Simple past tense*

### Introduction

Language is one of the important in communication. By using language everyone can communicate with others people. They can express their ideas, express their thought, opinions and whatever exists in their minds. English is a tool of communication in the world. By using English, people can share information for each other. Realizing the important of English, our government has determined that English must taught in school. Based on the English curriculum, the language learners should master four language skills. They are reading, writing, speaking, and listening.

Writing is one of four skills in English and important since writing can make us to express anything in a paper, writing can help us to remain our idea after we read information. The most important, we can share the information to other people. Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once. Therefore, we need accuracy to make paragraph because the information that we deliver to reader can easy to understand. By writing, the students will be able to write various texts based on the purpose of the writing. It is also benefit the students in mastering the structure of the English language well.

In this research focused on error analysis the used of simple past in narrative text. Simple past tenses explain the accident that happened in the past time. Futhermore, simple past used regular and irregular verb or they can using verb be (was, were). According to azar in Wati (2011) “ The simple past is used to talk about activities or situations that began and ended in the past.

Based on experience while doing the third internship in SMA Negeri 1 Sei balai,the problems often faced by the students in writing was many students still get difficulties to express their ideas in written language. This research found that most of the students were not correct in using the verb of past tense and some other grammatical rules when this research gave them a task to write a narrative text based on their own words. This research thought that the students’ mistakes was caused by some factors; first they translated their idea Indonesian sentences word by word into English sentences and it often made their sentences read unusual and wrong in English way.

For example, when learning narrative text the students can imagine a story that given by the teacher but they cannot organize the ideas into a good paragraph. They didn’t know how to arrange sentences into a good way or the use of punctuation, the generic structure and so on. Beside that, they didn’t know what tenses they want to used to make a good paragraph and students said that they were still confused about the differences between regular verb and irregular verb or they did not know the correct changing from verb one to verb two in simple past tense.

## **Research Methodology**

This research used qualitative research. According to Arikunto (in Afifatul 2016:33) stated that descriptive qualitative research which answers the problems of errors commonly found in students’ writing. This research could be named as a descriptive research because the data was described using words that tell its condition. According to Moleong (2004:2) states that descriptive qualitative research is a type of research that does not include calculation or number.

The descriptive qualitative method also employs technique of seeking, collecting and analyzing data. As stated by Bodgan and Taylor in Moleong (2004:3) qualitative methodology is as a research procedure that procedures the descriptive data such written words or spoken words from people or activities that can be observed.

In summary, qualitative research is a research which relies primarily on the collection of qualitative data with the purpose to describe, to decode, and to analyze from naturally occurring phenomena that cannot be understood numbers.. Thus, the research wanted to analyze and describe the types of simple past tense errors and the dominant errors of simple past tense in students’ writing Narrative text at the grade X IPA-1 of SMA Negeri 1 Sei Balai in 2019/2020 academic year.

## **Research Finding and Discussion**

As the result, this research found four kinds of error made by the students; 21% in error of omission, 4 % in error of addition, 72% in error of misformation, and 3% in error of

misordering. The common errors made by learners is error of misformation. They wrote incomplete or ungrammatical sentences. Most of them made errors in selecting the correct to be or verb to complete their sentences. They forgot to use verb two in their past sentences or to be is, am and are.

Based on the data analysis of the research findings, it can be seen that the most common error is misformation error with 101 errors or 72%. This research concludes that the use of past forms is main aspect that causes this type of error. The students did not pay attention of these aspects when they made the writings. Especially in irregular verbs, they did not know how to change it in the past forms. It happens because in irregular verb so many rules that they have not known. In addition, when they produced a sentence in simple past, they often generalize the past forms rules. They are still confused to differ between regular and irregular verbs. It means the teacher needs to pay more attention to this problem. The second common error which is committed by the students is omission with 30 errors or 21%. The students committed this error because they omit a word or verb that should be present in correct constructions in Simple Past tense. They often omit the suffix -ed, whereas they need to put it due to they have to write in past forms. They did it because they were still confused how to write a correct sentence in Simple Past Tense. Therefore, the teacher should give more explanations about how to write a correct sentence in Simple Past Tense.

Another error is addition error with 5 errors or 4%.The students made addition errors because they put

the words that should not present in a correct sentence. The writer interprets that the students committed the error due to they did not pay attention of this aspect. They wrote because they did not realize that they should write Simple Past Tense. They are still confused to differ when they have to use Simple Past tense and when they have to use Simple Present Tense.

## **Conclusion and Suggestion**

### **Conclusion**

The aim of this research were to find out the dominant errors made by students of simple past tense in writing narative text at grade X IPA-1 of SMA Negeri 1 Sei balai in 2019/2020 Academic Year.

Based on the analysis and the interpretation in the previous chapter, it can be concluded that most of them made a error in simple past structure. They did not pay attention about changing of verb in past tense, this statement was supported by the data. Then, students also made errors in others type of errors. They are such as 21 % students made errors in omission parts, 4 % addition, 72% Misodering and 3% in misoordering part. From the data, we could know that students had a problem about using tenses in narrative text. They were confused if using tenses was applied in paragraph

### **Suggestion**

Based on the conclusion above, the researcher tries to give suggestions as follow:

#### 1. For the English teacher

The teacher should explain as clear as possible about narrative text. Besides that, the English teacher is able to use the interesting media like using audiovisual to improve the students'

ability in writing. After the teacher read this study they more careful to check using grammar that made by students. Therefore, teacher can found new method to teach grammar not only simple past. So, teacher can guide the students to make narrative text with correct tenses. Moreover, the English teacher should explain more about tenses and changing of verb in tenses structural. Then, teacher should motivate students to practice writing and asking the teacher if he finds it difficult.

## 2. For the students

This research can be used to help students in writing. It means student can practice to make narrative text. If students often practice to make narrative paragraph every day, students will accustomed to write with less mistake. Besides, students are more careful to use their tenses in their narrative text.

## 3. For other researcher

It is necessary to be other researcher to conduct further research with the same object and different perspective in other grammatical pattern and the other text of English because many students have lack of grammar.

## References

Adibah, (2013), *Big Bank soal + bahas Bahasa Inggris SMA/MA Kelas 1, 2, & 3: Bank soal 1500 soal bahasa Inggris Fresh Update Dibahas dengan cara wow oleh Tim Tentor Pakar*, Wahyu Media, Jakarta Selatan.

Allen, J. P. B. and S. Pit Corder. (1974), *Techniques in Applied Linguistics 3*. London: Oxford University Press

Athi"urrodliyah, "An Analysis of Grammatical Errors upon students Hortatoy Exposition Text at SMAN 1 Baureno Bojonegoro", Thesis, Surabaya: English Departement Faculty of Tarbiyah State Institute of Islamic Studies Sunan Ampel, 2012.

Brown, H. douglas.1980. *Principle of Language Learning and Teaching Fifth Edition*. New York: Longman.

Brown, H. Douglas.2000. *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*. New York: Paerson Education.

Cholipah (2014), *An Analysis of Students' Error in Writing Recount Text.*, Skripsi, Tarbiya and Teacher's Training Faculty Syarif Hidayatullah State Islamic University.

Declerck, Renaat, (2006), *The Grammar of The English Tense System*, Walter de Gruyter GmbH & Co. KG, 10785, Berlin.

Dulay, Heidi, et.al., *Language Two*, New York: Oxford University Press, 1982.

Ellis, Rod, *The Research of Second Language Acquisition*, Oxford: Oxford University Press, 1994.

Eastwood, John, (2008), *Oxford Learner's Pocket Grammar*, Oxford University, 2008.

Fadilah, Nurul, "An Error Analysis of Using Cohesive Devices in Writing Narrative Text at the Second Year Students of SMPN 5 Surabaya", Thesis, Surabaya: English Teacher

Education Department Faculty of Education and Teacher Training Sunan Ampel State Islamic University, 2014.

Harmer, J. 2001. *The Practice of English Language Teaching* Third Edition. Cambridge, UK : Longman.  
Harmer, J. 2004. *How to Teach Writing*. Cambridge, UK: Longman.

Hourani, Y.(2008), *An Analysis of The Common Grammatical Errors In The English Writing Made By Secondary Male Students In The Eastern (Dissertation, Institute of Education British University, Dubai)*. Retrieved from <http://bspace.buid.ac.ae/bitstream/1234/225/1/20050055.pdf>, Accessed on December, 2019

Inayatul Mustafidhah (108014000093), "An Analysis on Students' Errors in Understanding Simple Past Tense and Present Perfect Tense; A Case Research at the First Grade Students of SMK Dua Mei Ciputat", Thesis, Jakarta: Department of English Education Faculty of Tarbiyah and Teachers Training.

Maisaroh, Siti, (2016), *Analysis of the Students' Ability in Using the Simple Past tense.*,

Moleong, Lexy J. (2007), *Metodologi Penelitian Kualitatif*. Penerbit PT Remaja Rosdakarya Offset, Bandung

Pradiyono. (2007), *Pasti Bisa! Teaching Genre-Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif*. Yogyakarta: C.V. Andi Offset., 2007

Sa'diah, Zulida (2017), *An Analysis of Students' Errors in Using Simple Past Tense in Writing Recount Text.*, Skripsi, English Department of Raden Intan State Islamic University.  
Sugiyono, (2011) *Statistika untuk Penelitian*, Alfabeta, Bandung

Syahrum, Salim (2012), *Metodologi Penelitian Kuantitatif*, Cita Pustaka Media, Bandung