



AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE IN
WRITING NARRATIVE TEXT AT THE TWELFTH
GRADE OF SENIOR HIGH SCHOOL 1
MESUJI TIMUR**



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**STATE ISLAMIC COLLEGE OF (STAIN)
JURAI SIWO METRO**

1433 H/ 2012 M

**AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE
IN WRITING NARRATIVE TEXT AT THE TWELFTH
GRADE OF SENIOR HIGH SCHOOL 1
MESUJI TIMUR**

**Presented as a Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan Islam (S.Pd.I) in English Education Program**

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1433 H/ 2012 M**

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ABSTRAK

Oleh:

MAULANA MUHAMMAD YUSUF

Bahasa Inggris sebagai suatu bahasa internasional mempunyai peranan penting dalam mengembangkan ilmu pengetahuan dan teknologi. Selama bertahun-tahun, Bahasa Inggris menjadi bahasa asing yang banyak diminati oleh orang-orang di Indonesia untuk dipelajari. Baik dari Sekolah Dasar sampai ke Perguruan Tinggi. Selanjutnya mempelajari Bahasa Inggris harus meliputi empat keahlian: Mendengarkan, Berbicara, Membaca dan Menulis.

Permasalahan yang diangkat oleh penulis dalam penelitian ini erat kaitannya dengan kesalahan gramatika. Tujuan pokok dari penelitian ini, selanjutnya, adalah untuk menemukan kesalahan-kesalahan gramatika yang secara umum muncul pada penggunaan Past Tense di SMAN 1 Mesuji Timur. Khususnya, dalam penggunaan *To Be* dan *Verb* dalam bentuk Past Tense. Masih banyak siswa yang belum memahami tentang penggunaan *To Be* dalam bentuk Past Tense, dan juga dalam menggunakan *Verb* dalam bentuk Past Tense, baik itu dalam kalimat positif, negatif, dan kalimat tanya. Kemudian, pendeskripsian data dilakukan penulis secara kualitatif deskriptif. Data-data yang digunakan dikumpulkan dengan metode observasi, dokumentasi, wawancara, dan tes. Sementara itu, penulis menggunakan model *Miles and Huberman* untuk menganalisis data.

Berkaitan dengan penelitian ini, penulis, pertama-tama, mengumpulkan data dari SMAN 1 Mesuji Timur. Kemudian, penulis menganalisisnya dengan menemukan kesalahan yang di buat oleh para siswa dalam menggunakan bentuk Past Tense. Kemudian penulis menampilkan semua hasil penelitiannya. Hasilnya dapat dilihat dalam persentase analisis frekuensi kesalahan dalam menggunakan bentuk *To Be* yaitu 33%, dan *Verb* 56%.

Kesimpulannya, ini menunjukkan bahwa mayoritas siswa XII SMAN 1 Mesuji Timur masih kesulitan dalam menggunakan tenses bentuk Past Tense. Khususnya, dalam menggunakan kata kerja. Kebanyakan mereka tidak tahu bagaimana menggunakan kata kerja beraturan dan kata kerja tak beraturan, dan bagaimana menggunakan *Verb* dalam kalimat positif, negatif, dan kalimat tanya. Hal ini disebabkan karena, para siswa jarang menggunakan bahasa Inggris dalam kehidupan sehari-hari.

**AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE
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OF SENIOR HIGH SCHOOL 1 MESUJI TIMUR**

ABSTRACT

**By:
MAULANA MUHAMMAD YUSUF**

English as an International language has an important role to develop science and technologies. For many years, English has been the most important foreign language in Indonesia, which is taught from Elementary School to University. However, in senior high school. Language is the system of communication in speech and writing that is used by people of a particular country. We know that learn English must include four skills: listening, speaking, reading and writing.

The problem the writer had outlined in this research deals largely with the study of grammatical errors. The primary goal of this research, furthermore, was to figure out common errors which are grammatically done in using Past Tense in Senior High School 1 Mesuji Timur. Especially, in using of *To Be* and *Verb* in the form of Past Tense. Most of the students did not understand yet about using of *To Be* and *Verb* in Positive, Negative, and Interrogative sentences. Then, A qualitative descriptive was used to approach the data. The data were collected by observation, documentation, interview, and test. Miles and Huberman model was used to analyze the data.

Regarding to the process of researching, the writer, firstly, collected the data from Senior High School 1 Mesuji Timur. Then, the writer analyzed them by finding the errors in using simple past tense. After that, the writer displayed all the result of his findings. The result of analysis illustrated the frequency of errors in using *To Be* was 33%, and *Verb* was 56%.

In conclusion, it showed that most of the twelfth grades of Senior High School 1 Mesuji Timur still difficult in using Past Tense in writing narrative text. Especially, when they use *Verb*. Most of them don't know how use the regular and irregular verb, and how use verb in positive, negative and interrogative sentences. That caused because, they seldom use English in their life everyday.

Title : AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE
IN WRITING NARRATIVE TEXT AT THE TWELFTH
GRADE OF SENIOR HIGH SCHOOL 1 MESUJI TIMUR

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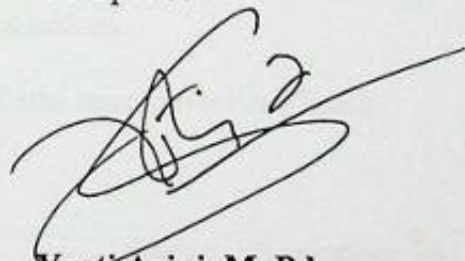
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Assalamu'alaikum Wr, Wb.

Setelah Kami adakan pemeriksaan dan bimbingan seperlunya maka skripsi yang telah disusun oleh :

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Sudah Kami setuju dan dapat diajukan ke Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro untuk dimunaqasahkan.

Demikian harapan Kami dan atas kerjasamanya, Kami ucapkan terima kasih.

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The undergraduate thesis entitle : AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT THE TWELFTH GRADE SENIOR HIGH SCHOOL 1 MESUJI TIMUR written by MAULANA MUHAMMAD YUSUF, Student's Number 0845657, English Education Program, has been examined (Munaqosah) in Tarbiyah Departement on January 7th, 2013.

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, August 2012

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

“Actually, there is easy after difficult. So, if you have been finished, do seriously the others. And you must only pray to Allah ”.

(Al-Qur'an : Al - Insyiraah : 6-8)

DEDICATION

This undergraduate thesis is dedicated to:

- ❖ My parents, father Royo Muslim and mother Warsi who have vigorously done everything for their children. The biggest thanks go to both of you. I highly love you very much.
- ❖ My best Sponsor Mr. Dr. Zainal Abidin, M. Ag. and Co-Sponsor Mrs. Yusti Arini, M. Pd. and who always give the help and guidance to me for finishing this undergraduate thesis.
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As human being, the writer completely realize that this undergraduate thesis still richly needs many corrections. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive coments and suggestions are extremely welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this undergraduated thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, September 2012


The Writer,

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. If a person cannot communicate, he will not talk to other people, and no other people will talk to him anything. So it would be impossible for him to learn anything. One of languages is English.

English as an international language has an important role to develop science and technologies. Many countries in the world use English as a medium of communication among people in different countries, and also many kinds of books in which those are spread in different countries. In Indonesia there are many kinds of foreign books written in English, whether they are Medical, Economical, Social, or other books, they claim Indonesian students to be able to learn and to use English in schools or in society in order that the books they read can be applied in various fields so that the development of science and technologies in Indonesia can be obtained.

For many years, English has been the most important foreign language in Indonesia, which is taught from elementary school to university. However, in senior high school. Language is the system of communication in speech and writing that is used by people of a particular country. We know that learn English must include four skills: listening, speaking, reading and writing.

Among the four skills above, writing is the most difficult one. Because it requires demonstrating the control of a number of variables simultaneously; they are control of content, format, sentence structure, vocabulary, punctuation spelling, etc.

Writing be one of the language use activity form in the form of written, of course demand different treatment in comparison with language use activity in the form of tongue. At the time of doing writing activity, language users, personate information producers are not in a condition face to face with information receivers. Therefore, properly if writing activity really assumed relative more difficult compared with speaking activity or conversing, language users unnecessary will worry possibility the happening of misunderstanding between listeners because all kind of misunderstanding or misinterpreting can easily be anticipated directly with strategic competence or rhetorical style. On the contrary, it isn't found in writing activity. Because between author with reader there is no direct contact, found bigger possibility to happen text misunderstanding by reader.

In speaking, you can do it although according to grammatical or according to structure secretary sentence form from irregular lip, but you can continuously speak to another person along your purpose perceivable, that thing language user can use body language, gesticulating and facial expression. Other the things of with writing, in writing activity we deal with listener not visible, in this our article reader candidate. If happen error and indistinctness structure, we can not overcome it with body language, facial expression or tone speaks. Inaccurate structure will affect in error or anomaly interpretation, and such matter very dangerous.

Therefore, to make a obligatory English-speaking article dominates various know-how and erudition in write. Actually principal troubleshoot in writing activity which during the time is faced by a large part English learners in Indonesia still the weak mastery structure and texture, two components text inseparable.

Writing is more difficult than others skill in English, it makes the learners often make mistakes and even errors in learning English, especially when they try to arrange sentences or use tenses in their writing. As a result, they will write sentences ungrammatically. Actually, ungrammatical sentences have great influence when the learners are writing sentences. That can be influenced by the first language which is different from the second language in written form.

The first language can interfere learners in the process of the second language. So, the second language linguistic process more sensitive towards first language influence.

From the statement above, it can be seen that errors in learning a second language are caused by the interference of the learners' mother tongue. In other words, errors made by the learners sometimes are caused by use of the first language.

Making errors are a natural and unavoidable part of the process of learning English. Many kinds of errors arise when the learners write because they do not master the English structure well. Also, errors are the inability of the students in using rules of the components and elements of the second language. That is why, a study of learners' errors describes what problems the learners are having now and help the teacher to plan remedial work. In addition, the teacher should not see negatively as a sign of failure but see them positively as an indication of what the teacher still needs to teach. So, if the teacher tries to prevent students' errors, he/she never finds out what they do not know.

There are four standard competences in curriculum based on competences in Curriculum Based on Competence 2004. One of them is writing. In writing students are hoped to be able to express many written meanings that have purposes in communicative, text structure etc. They can develop their writing in the forms of genre (kinds of text) such as: narrative, descriptive, exposition, argumentation, etc. as a means of communications.

One of genres is narrative. It is a paragraph in which a writer recounts an event to his readers, it can be about biographies, autobiographies, historical events, instruction, and process. As it tells some events, it usually uses sequence words

such as: When, while, after, before, until, etc. Then, tense used in narrative text is simple past tense, because it tells past events.

To make a good composition, the students must be able to master and apply the structure correctly, especially about tense used. In this case, the tense is used simple past tense. If they cannot do that, of course, errors will arise. Automatically their writing will cause misunderstanding for the readers, because the readers cannot receive the message or expression of their idea well. Most of the students still find problems in using it, because of their limited mastery, especially the differences between regular and irregular verb.

In reality, the problem happens at the Twelfth Grade in Senior High School 1 Mesuji Timur is when they used the Past tense. Based on the data pre-survey on November 7th, 2011, the writer got the data of writing narrative text among the Twelfth Grader of Senior High School 1 Mesuji Timur.

Here is the data of Pre-survey in Senior High School 1 Mesuji Timur:

Written by : NMP

" The Queen of The Southern Ocean "

Years ago, live a king, his name King Munding Wangi. He have one daughter, her name Kadita. She famous is Dewi Srengenge. Although he have a beautiful daughter, the King not happy, because actually he want have a son. And then, he deciding to married again. He marrying Dewi Mutiara and finally have a son. Of course that make him very happy. Some years later, DewiMutiara wish her son become a king replace her husband...

Based on the text above the researcher found several categories of error in using past tense in writing narrative text. Writer got the data from 30 respondents. Below is one respondent data of error analysis example.

The first is omission error:

1. *His name* King Munding Wangi, (Incorrect).*

His name was King Munding Wangi (Correct).

2. *Her name* Kadita, (Incorrect).*

Her name was Kadita, (Correct).

3. *The King* not happy, (Incorrect).*

The King was not happy, (Correct).

The second is addition error:

1. *He deciding* to married* again, (Incorrect).*

He decided to marry again, (Correct).

2. *He marrying*DewiMutiar...., (Incorrect).*

He marriedDewiMutiar...., (Correct).

The third is misformation error:

1. *He have* one daughter..., (Incorrect).*

He had one daughter..., (Correct).

2. *He have* a beautiful daughter, (Incorrect).*

He had a beautiful daughter, (Correct).

Refer to the error analysis data above, the writer found that the students low mastery in English, especially in using tense. They cannot use well grammar in their writing narrative text. And after the researcher analyzed the all of data from pre-survey, only 10 students (34%) get high score ≥ 60 and 20 students (66%) get low score ≤ 60 .

Therefore the researcher wants to analyze the errors made by the students and tries to give solutions to overcome their problems. The writer chooses the title "An Error Analysis in Using Simple Past Tense in Writing Narrative Text at the Twelfth Grade of Senior High School 1 Mesuji Timur."

B. Focus of the Study

Based on pre-survey, errors are commonly made by the students in using (to be) and (verb) in writing past tense in narrative text . In this research the writer focused on: What errors are commonly made by the students in simple past tense in writing narrative text at the Twelfth Grade of Senior High School 1 Mesuji Timur?

C. Objective and Benefits of the Study

1) Objectives of the Study

The primary goal of this research is:

To know what errors that commonly appear on the using of simple past tense in writing narrative text at the twelfth grade of senior high school 1 Mesuji Timur.

2) Benefits of the Study

Overall, this research is expected to be helpful to give good information to increase the quality on the using of simple past tense in writing narrative text at the twelfth grade of senior high school 1 Mesuji Timur. Specifically, it is expected to have the benefits as follows:

- a) For the students : the result of the research are to support them in learning process and to improve their achievement, especially in writing.
- b) For the teachers :
 - 1) To give information to the teachers about the types of errors in students' writing.
 - 2) To give contribution about English teaching, especially in writing.
 - 3) To support the teachers to increasing teaching learning process to get the maximally result of the study.
- c) For the school : the results of the research are to inform the errors that usually done by the students in writing and the data can use to improve the students' achievement in the future.

D. Prior Research

The researcher was found the abstract of prior research is "An Error Analysis on the Use of Simple past Tense Among the Ninth Year Students of SMPN 3 Pare. The objectives of this study are (1) to identify and classify the errors of the ninth year students of a SMPN 3 Pare in using simple past

tense, (2) to describe the frequency occurrence of the errors. The instrument used was a test on English simple past tense for Junior High school level.

The population of the study was the ninth year students of SMPN 3 Pare, which consisted of three classes. However, samples were used as the researcher could not cope with the whole population. The samples consisted of 50 students. Students errors identified in this study were categorized into three types, namely, errors of omission, errors addition, and errors misformation. The result of the analysis shows that there were in all, 1234 errors among 50 students.

The types of errors among the students in constructing and using English simple past tense consisted of 68 (5%) errors of omission, 95 (8%) errors of addition and 1071 (87%) errors of misformation. From the highest to the lowest, the errors were: misformation, addition, and omission. The result of further analysis shows that the students seemingly have problems in each category omission, addition and misformation. Thus, the students were often found to make errors in using those patterns high.

The average number of errors made of all the students was 46%. From the percentage, it can be concluded that the students' mastery in using English simple past tense was poor.

From the prior research above, the writer will focus on using simple past tense. It is about *To Be* and *Verb*.

CHAPTER II

REVIEW OF THE LITERATURE

A. General Description

1. Writing

a. Concept of Writing

Writing is the written productive language skill. It is a skill to convey information to a reader or a group of readers. It is realized by writer's ability to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind.¹ In conclusion, writing is not only just transforming our thought or idea in written form but also it relays to the process of monitoring any single word or feature that we have written and the process of rereading and revising our writing.

Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills are not every speaker develops naturally.² Because most of speaking skill sometimes cannot be developed or enlarged as well as writing skill.

So, the purposes for writing are to express all of your ideas and thoughts, to provide information for your reader to persuade your reader to do something, and to create a literary work. Hence, there are many kinds of

¹Sanggarn Siahaan.2008.*The English Paragraph*.Yogyakarta:Graha Ilmu.p 2

² Brown H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*, San Francisco State University, the second edition p. 335

written product such as descriptive, persuasive, expository, academic writing and many others. Depend on the aim of the writer in his writing.

b. Types of Writing

There are four main types of writing: Expository, Persuasive, Narrative, and Descriptive.³

1) Expository

Expository writing is defined as presenting reasons, explanations, or steps in a process. Logical order should be used with appropriate sequencing of ideas or steps in a process. Effective expository writing should contain a main idea, supporting details, and a conclusion.

2) Persuasive

Persuasive writing is defined as presentation of reasons and examples to influence action or thought. Effective persuasive writing requires a writer to state clearly an opinion and supply reasons and specific examples that support that opinion.

3) Narrative

Narrative writing is defined as relating a sequence of events which occurs over some period of time. Both what happens and the order in which the events occur are communicated to the reader. Effective

³<http://www.TheFourTypesOfWriting.com>, (April 29, 2012).

narrative requires a writer to give a clear sequence of events (fictional or non-fictional) and to provide elaboration for it.

4) Descriptive

Descriptive writing is defined as the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a complete sense of the subject being described. Details used are usually sensory ones selected to describe vividly what the writer sees, hears, smells, touches, and tastes.

From the explain above, the writer conclude that a person who make a paragraph must understand about what the type of paragraph. It will make them easy to understand what are kind and purpose a paragraph. That is why, the writer took a narrative text in his research.

c. Process of Writing

Often, when people think of writing, they think of texts. Understanding what writers do, however, involves thinking not just about what texts look like when they are finished but also about what strategies writers might employ to produce those texts. Knowledge about writing is only complete with understanding the complex of actions in which writers engage as they produce texts.

Writing was taught as a vehicle for creative expression and critical thought. Rather than focusing on spelling, grammar, and other writing conventions, the holistic process emphasizes the actual process of writing. It concentrates on writing as a recursive process in which writers have the opportunity to plan, draft, edit, and revise their work. The writer is taught to review and revise several drafts, which enables and encourages new ideas. Grammatical changes and conventional editing occur during the revision or editing stage.

Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping.

There are five steps of writing process:⁴

1) Pre-writing

Think to decide on a topic to write about and consider who will read or listen to your written work.

2) Drafting& Writing

Put the information you researched into your own words and write sentences and paragraphs even if they are not perfect. Then read what you have written and judge if it says what you mean and show it to others and ask for suggestions.

⁴ Kamehameha Schools, *The Writing Process*,pdf, Hawai, 2007, p.2.

3) Sharing& Responding

Share work to gain feedback.

4) Revising & Editing

Revise content and be sure all sentences are complete. Correct spelling, capitalization, and punctuation and change words that are not used correctly. Then Recopy it correctly and neatly.

5) Publishing

Read your writing aloud to a group and create a book of your work. Then send a copy to a friend or relative. Finally, congratulate yourself on a job well done!

From the explain above, the writer concludes that teaching students to use even one or two stages of the writing process enhances their writing abilities significantly. Together, these findings provide a compelling rationale for using the writing process as a method of instruction in all classrooms and in so doing, helping the children develop the skills they need to communicate for the future.

d. Teaching Writing

Writing skills is one of four English language skills in addition to listening, speaking and reading. Writing skills include productive or produce other than speaking skills. Writing learning in schools has not been through the correct process.

Writing is not the only activities' combine words. It's a process repeated, namely process of revising and rewriting. Teaching writing means that we create a science education that helps students see that writing requires steps to find, plan and create a draft text. Teachers often delegates the task of writing without giving proper steps to be able to produce good work. Teaching writing means we create a pedagogy that helps students see writing as continuous process of revising and rewriting as they invent, plan, their draft text.

So, from the statement above writer conclude that in teaching writing the teacher has role as a responder to students' writing. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her own thoughts on student writing.

2. Error

a. Concept of Error

An error is different from mistake, so we have to be careful to differentiate. Many linguists have defined differently what an errors and mistakes are based on their own concept. According to Brown in Hery Yufriзал's book said that " A mistakes refers to a performance error that is either a random guess or a 'slip', in that it is a failure to utilize a known system correctly. ... an error is noticeable deviation from the adult grammar

of native speaker, reflecting the inter language competence of the learner.”⁵

Other definition, “ Error usually means that the person who committed it did something wrong because they thought wrongly and judged incorrectly, Mistake refers to something that is more common.”⁶

From those definitions above, the researcher concludes that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation which is made by the learner because he does not know the rule and he /she will make it repetitively. So, in this present study the researcher prefer to use the definition of errors given by him on the consideration that this study is not intended to differentiate between errors and mistakes.

b. Error Analysis

Learning second language or English language does not the same as learning first language or mother tongue. Learning mother tongue or first language is not influenced by other language but it is different for students who are learning English; the process of learning is influenced by their mother tongue as their first language and it causes an error and mistake in learning. It is very normal and unavoidable to happen what mentioned during the learning process, as Hery Yufrizal said “... differences between the two languages led

⁵Hery Yufrizal, *An Introduction to Second Language Acquisition*, Pustaka Reka Cipta, Bandung, 2008. P.28

⁶<http://www.difference-between-error-and-mistake.com>, (November 28, 2011).

to interference, which is the cause of learning difficulties and errors.”⁷ Therefore, to achieve English acquisition, the students must get through some errors first, and then they can learn from their own errors.

According to Josefa J. Mardijono, to describe the errors, Surface Strategy Taxonomy is used to show the ways surface structures are altered. There are four categories proposed by Dulay, Burt and Krashen, namely, omission, addition, misformation, and misordering.⁸

Omission errors are characterized by the 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 of morpheme are omitted than others.

Additional errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well-formed utterance. Additional errors include double marking, regularization and simple addition that is an addition that is not double marking or regularization.

Misformation errors are characterized by the use of the wrong form of morpheme or structure, while in omission errors the items is not supplied at all, in miss-formation errors the learners. Supplies something although it is in correct.

⁷HeryYufrizal, *op.cit*, P.23

⁸<http://www.pdf.com>, *Indonesian EFL Advanced Learners' GrammaticalErrors*, (March 29, 2012), P.70.

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

From the statement above the writer conclude that the errors often did by the students when they use English writing. It can see in Pre-survey result.

3. English Simple Past Tense

The simple past tense is used to talk about activities or situations that began and ended in the past.⁹

Example:

- a. He was busy last night.
- b. I walked to school yesterday.

In the simple past tense there are two forms of sentence. They are Nominal and Verbal sentences.

a. Nominal Sentence

Nominal sentence is the sentence that has predicate no verb, but it is To Be.

b. Verbal Sentence

Verbal sentence is the sentence that has predicate Verb.

Sentence patterns of simple past tense:

Affirmative (+): S + V11 + c (complement).

Example:

⁹ Betty SchramperAzar, *Fundamentals of English Grammar*, Longman, U. S. A., 2006, p.39

- 1) He saw a film at Jaya theatre last night.
- 2) I played piano yesterday.

Negative (-): S + did not + infinitive +c.

Example:

- 1) He did not see a film at Jaya theatre last night.
- 2) I did not play piano yesterday.

Interrogative (?): Did + S + infinitive + c?

Example:

- 1) Did he see a film at Jaya theatre last night?
- 2) Did you play piano yesterday?

The use of this tense is limited to indicate that an activity, state or occurrence in the past without indicate any connection with the "yesterday" is one of the safe time signals for this tense.

In the simple past tense we must use verb II for all subjects.

The verbs in the simple past tense there are of two forms:

a. Regular verbs:

- 1) The simple past tense is regular verb is formed by adding "ed" to the infinitive:

Work *be* Worked, Cook *be* Cooked, Ask *be* Asked.

- 2) Verbs ending in "e" add "d" Only :

Analyze *be* Analyzed, Arrive *be* Arrived, Decide *be* Decided.

- 3) Verbs ending in "y" following consonant change the "y" into "i" before adding "ed":

Cry *be* Cried, Try *be* Tried, Supply *be* Supplied.

- 4) Verbs ending in "y" following vowel just adding "ed":

Play *be* Played, Enjoy *be* Enjoyed, Stay *be* Stayed.

- 5) Verbs that consist of one syllable with pattern (Consonant-Vowel-Consonant), where does vowel read short, so latest consonant is written double, then adding 'ed' :

Rub *be* Rubbed, Rob *be* Robbed, Wrap *be* Wrapped.

b. Irregular Verbs

These vary considerably in their simple past form:

Speak *be* spoke, Eat *be* Ate, See *be* Saw, Leave *be* Left, Come *be* Came, Fight *be* Fought, Find *be* Found, Make *be* Made, Do *be* Did, Take *be* Took, etc.

The simple past form of each irregular verb must therefore be learnt, but once this is done there is no other difficulty, as irregular verb no inflections in the past tense.

From the statement above, the writer conclude that in English we must master about Regular and Irregular verb when we write English Simple Past Tense.

4. Narrative Text

Narrative is a paragraph in which a writer recounts an event to his readers.¹⁰ It is an article form that used to connect story about various incident or event. Narrative sets out various event as according to the incident time and narrated what is going on as according to sequence the time. From the statement above we can conclude that narrative is a text focusing specific participants. Its social function is to tell stories or past events and the purpose of the text is to entertain or amuse readers or listeners about the story.

There are many types of narrative. It can be about legend, fable, fairy, science, etc.¹¹

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text are :

- 1) Sangkuriang
- 2) Malin Kundang
- 3) The legend of Tangkuban Perahu

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by

¹⁰Sanggam Siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2008, p.110

¹¹ <http://www.google.com/Understanding Types of Text>, (September 15, 2011).



means of animal characters who speak and act like human beings. The example of fable in narrative text are:

- 1) Mouse deer and crocodile.
- 2) The Ants and the Grasshopper
- 3) The smartest parrot

c. Fairy tale

A fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are:

- 1) Cinderella
- 2) Snow white
- 3) Pinocchio

d. Science fiction

A science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are:

- 1) To the Moon from the Earth by Jules Verne
- 2) Starship Trooper by Robert Heinlein

3) A Space Odyssey by Arthur C. Clarke.

For the structure, in a narrative text focus of the text is on a series of actions.

- a) Orientation: Introducing the participants and informing the time and the place.
- b) Complication: Describing the rising crises which the participants have to do with.
- c) Resolution: Showing the way of participant to solve the crises, better or worse.

To help students plan for writing of narratives, model focusing on Rebecca J. Lukens:¹²

- 1) Character : Who are the main characters ? What do they look like ?
- 2) Plot : what is going to happen ?
- 3) Setting : Where will the story take place ?when will the story take place?
- 4) Theme : What does it all mean ?
- 5) Point of View : What does it all opinion or attitude ?

From the statement above, the writer conclude that to help the students make a good narrative text, they can use model focusing on steps on model's Rebecca J. Lukens.

5. English Syllabus of the Eleventh Grade of Junior High School

¹²Rebecca J. Lukens, *A critical Handbook of Children's Literature*, Foresman and Company, USA. 1976, p.9

5. English Syllabus of the Eleventh Grade of Junior High School

This syllabus covered many aspects they are: Competency Standard is revealing a functional significant in written text and simple short essay narrative, report, and analytical exposition to interact in the context of daily life.

The other aspect is Basic Competences, expressing the meaning in the form of written text by using a narrative text as accurately, and to interact in the context of daily life.

And the other aspect is indicators, using grammar, vocabulary, punctuations, and other writes accurately and produce formed text narrative.

Based on the syllabus above the writer using document data from the Eleventh's studying process to take a research.

B. Theoretical Framework

The theoretical framework as the conceptualization about how the relation between theories by using factors that is identified as the important problem. The theoretical framework in a research has to suggested if the research about two variables or more. But, if the research has one variable, so, the writer just gives argument to variable that is researched.¹³

If canvassed as accurate from theories above, actually there is other troubleshoot more deepen which during the time may be forgotten , It is reality that show the activities writing basically be activities that make written text. For

¹³ P3M STAIN JuraiSiwo Metro, *PedomanPenulisanKaryallmiah*, Revisi,2010, P. 39

acceptance level fullness of information, ideas, or messages that submitted, a written text must be composed in such a manner. Commonly, It expresses in sentence and in paragraph, not only grammatical correctly but also fulfill criteria textually meaningful. Necessary understood thoroughly, that a written text not only stand in one sentence, but a written text more be a series form amount of good sentence and paragraph. It aims to submit information, argumentation, or message from author to reader.

The important matter that must be realized by students, teacher and lecturer in written text is two principal components inseparable the character, those are structure and texture. component structure threaten in sentence arrangement precision that used in text as according to norm in linguistic. While component texture threaten in sentence creation concept mutual related according to cohesive and coherent.

A troubleshoot in writing activity which during the time stills to faced by Indonesia students is the weak mastery in those components.

While the framework that the writer shows in this research is errors that are made by students in using simple past tense in writing narrative text at the Twelfth Grade of Senior High School 1 Mesuji Timur.

CHAPTER III

RESEARCH METHODOLOGY

A. Background Descriptions and Role of the Researcher

Research intrinsically be a efforts to find truth and prove it scientifically (objective, methodological and systematic).¹ Research in foreign language instruction divisible in general in two types, that are qualitative and quantitative research.²

That is why, the use of method in a research is very necessary, because it will be able to help a researcher to get data easily. There are some methods that can be used to do research. They are experiment, this survey method. It is a method used to describe phenomena of a case by taking its data that will be analyzed and generalized to the population of research.

This research is qualitative. Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm.³ It is different from quantitative research which identically uses numeric language.

¹Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M). *Pedoman Penulisan Karya Ilmiah*. STAIN Jurai Siwo Metro. 2010. p 20

²Ag. Bambang Setiyadi. *Metode Penelitian untuk pengajaran Bahasa Asing- Pendekatan Kuantitatif dan Kualitatif*. (Yogyakarta: Graha Ilmu. Cetakan pertama. 2006), p 1

³ Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M). *op.cit*, p 20

Qualitative research is fundamentally interpretive. This means that the writer makes an interpretation of the data.⁴ It's mean that includes developing a description of an individual or setting, analyzing the data for themes or categories, and finally making an interpretation or drawing conclusions.

The type of this research is descriptive qualitative. Terminologically, descriptive means describing to the fact or interpreting and describing clearly circumstantiated. Descriptive can also be defined as statement of what giving somebody or something is like and saying what somebody or something is like.

It is similar with terminologically explanation; descriptive qualitative research means narrating and interpreting data related to the acts, variables and phenomena that occur during the research conducted, and then reporting based on the real. It is something that can be observed both attitudes and ways of thinking now days. In other words, descriptive qualitative research will be more effectively make the researcher honest in conducting his research, because all datum related to his study should not be omitted or reduced.

Based on the best knowledge of main explanation of abstract as the instrument of the research, the writer focused to effort achieving solution for problem that came from phenomena of An Error Analysis in Using Simple Past Tense in Writing Narrative Text at the Eleventh Grade of Senior High School 1 Mesuji Timur.

⁴ John W. Creswell. *Research Design*. (USA: Sage Publication, Inc. 2003). the second edition.

B. Data Collection Instrument

In qualitative research, the researcher's ability in collecting the data is needed because the researcher's character very determine data quality that collected.⁵ So, for gathering the data, the writer used some instruments. Therefore, the writer offered instrument gathering the data are as follows:

a. Observation

The purpose of observation is to explain our situation that investigates, activities, individual that concerned in an activity and connection between situation,

between activity and individual.⁶

In this case the writer directly organized observation in the Senior High School 1 of Mesuji Timur.

b. Documentation

During the process of creating the research, the writer may collect documents. This data source is relatively narrative texts data. It is not reactive so that the subject can not hide something from the researcher.⁷

c. Interview

Interview that using in qualitative research is how to collect the data that using the open questions.⁸ In this research, the writer using an informal interview.

⁵ Ag. Bambang Setiyadi, *op.cit.*, p.237

⁶ *Ibid*, p.239

⁷ *Ibid*, p 249

d. Test

Test is a set of stimulus presented to an individual. order to elicit responses on the basic which on numerical score can be assigned. Test is the sequence of question or statement that used to measure the skills, knowledge, intelligence performance and talent. The important reason from use test in a research so that condition student to produces researcher desirable data. Test that used researcher is test to equip of sentence. This test is given by give imperfect sentences to students and students is ordered to finish it by using grammar correctly.

Based on the statement above, the writer gathered the data from documents and test of student essay result, and the writer hope will find error kinds that made student in write narrative text in Senior High School 1 of Mesuji Timur.

C. Data Validity Procedures

In qualitative research, there is also method usually used to approve that what the researcher found is real and suitable with the fact. The method usually used is triangulation.

Triangulation can be defined as combination of two or more methods to collect the data. The use of triangulation is to enrich data and make a more

⁸ *Ibid*, p 243

accurate conclusion. Triangulation is also used when the researcher is doubtful of the data he has got.

There are some kinds of triangulation offered by Cohen and Manion, namely:⁹

1. Time triangulation

Time triangulation can be in *cross-sectional* to collect the data from different sources in the same time. And can be in *longitudinal* to collect the data from the same sources in different time.

2. Place triangulation

Collecting data is conducted and use different place for one kind of data.

3. Theory triangulation

Here, the researcher collects the data based on different theory or analyze the same data by using the different theory.

4. Method triangulation

The researcher uses different methods for collecting one kind of data..

5. Researcher triangulation

Collecting the same data can be done by some researchers. In this research the writer does not use this triangulation, because he works alone.

6. Methodology triangulation

Collecting data from same study process use the different method.

⁹*Ibid*, p.246

From the statement above, the writer uses the method triangulation, because the writer uses observation, documentation and test method to collect a data.

D. Research Procedures

Case study is the method that the writer applied in this research. Because the writer aims at exploring errors analysis are commonly found in using Simple Past Tense in Writing Narrative Text created by the students in Senior High School 1 of Mesuji Timur.

The case(s) are bounded by time and activity, and the writer collects detail information using a variety of data collection procedures over a sustained period of time.¹⁰ Tellis indicated that case study data is collected by various approaches based on some sources. This research is considered as research methodology to describe a phenomenon totally.¹¹ It can be known that using various data to gain the data based on different sources, can make the aspect of validity and reliability of the research more describing the reality of daily activities.

Because the writer used case study, the writer applied step by step procedures in gaining the result of the research. Then, the writer adopted the procedures generally as follows:

¹⁰ John W. Creswell. *Research Design*. (USA: Sage Publication, Inc. 2003). The second edition. p. 15

¹¹Ag. Bambang Setiyadi, *op.cit*, P. 287

1. Determining focus of the research and formulating the questions.

The writer focused to collect the data taken from students' document. The writer did not formulate the questions because the writer did not use interview to gain the result of data.

2. Determining the case, collecting and analyzing the data

After finishing gaining data, the writer determined the case that would be analyzed.

3. Supplying collecting data instrument

The writer planned to determine instrument to collect the data, format and document the data.

4. Evaluating and analyzing the data

The writer evaluated the data, before he analyzed and interpreted the data. It was to ensure that data was complete.

5. Making report

The writer created the report to simply the data. The report can be summary and formal.¹²

¹²*Ibid*, p. 290

E. Data Recording and Analysis Procedures

1. Data Recording

Before entering the field, the writer planned his approach to data recording. This proposal identified what the writer recorded and the procedures for recording data.

The procedures that the writer used are:¹³

a. Observational protocol

This is for recording the observational data. The writer engaged multiple observations during the course of qualitative study and uses a *protocol* or form recording information. In this research the writer used this record data he had observed.

b. Documents and Visual materials

The writer used this procedure to note reflect information about the document or other materials as well as key ideas in the documents. For documents, it was helpful to note whether the information represents primary material (information directly from the people or situation under the study) or secondary material (secondhand accounts of the people or situation written by the others).

¹³ John W. Creswell, *Op.Cit*, p. 188-190

2. Data Analysis

Data analysis is process to organize data in order to get patterns or another orderliness forms in a research.¹⁴One of the analysis in qualitative research is inductive analysis. Inductive analysis is effort finds category based on data that gathered.¹⁵Furthermore, the researcher use the inductive analysis to analyze the data that collected. Data analysis technique is done by identification and analyzing in students' error in writing narrative text. Then, students' error is described as clear as possible. And then, the students error are identified and classified based on error categories. The researcher can determines that students' error in translating of writing narrative text can be done if they do not understand about procedures of writing narrative text using of simple past tense.

After the identification of the errors the researcher formed a reconstruction of the correction of the sentences in the target language, or on the other word, the researcher compared the original sentences and finally describe the differences.

The process of data analysis can make sense out text and image data. The writer would apply Miles and Huberman Model to analyze his data.

¹⁴Ag.BambangSetiyadi,*op.cit.*, p. 255

¹⁵*Ibid*, p. 260

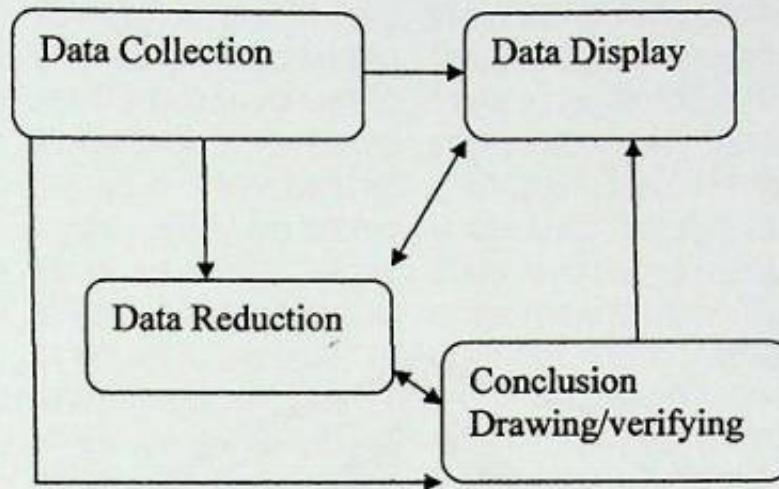


Figure 1. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:

- 1) Data collection is the step when the writer gather all data which are used to complete the research.
- 2) The writer reduces the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- 4) Lastly, the researcher verifies his research by making conclusion of data findings.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Setting

1. The History of the Establishment Of Senior High School 1 Mesuji Timur

Based on the information taken from the head of foundation on education that Senior High School 1 Mesuji Timur was build since July 2006. The building of Senior High School 1 Mesuji Timur caused of there are many graduates of Elementary School , Junior High School that are confused to continue their level of formally education, while the Senior High School that present is too far from Mesuji Timur. The place which present the senior High School is Senior High School 1 Tanjung Raya, it's about 30 Kilo Meters from Mesuji Timur. Senior High School 1 Mesuji Timur is one of the formally level education in Mesuji Timur, Mesuji.

Furthermore, Senior High School 1 Mesuji Timur has one headmaster until now, He is Drs. Darno.

2. The Condition of Senior High School 1 Mesuji Timur Building

Senior High School 1 Mesuji Timur has the nine Classrooms, one Principal Room, one Staff Room, one Library, two Teachers' Toilets, two Students' Toilets, one Laboratory, and three Canteens. Their condition is good.

Beside that, Senior High School 1 Mesuji Timur has also one Ceremony Field, two Parking Areas, one Badminton Field, and two Volley Ball Fields. Their condition is fair.

3. The Data of The Teachers and staff, and all of the students on Senior High School 1 Mesuji Timur

The Senior High School 1 Mesuji Timur consist of 25 teachers and three of them as a staff. To make it becomes clear, the writer informs in the table as follow:

Table 1
The Data of Senior High School 1 Mesuji Timur Teachers

No	Name	Function	Subject
1	Drs. Darno	Headmaster and Teacher	Chemistry
2	Riswo, S.E. M.Si.	Teacher	Economy
3	M. Zamzari, S.Pd.I.	Teacher	Islamic Religion

4	Salim S., S. Pd.	Teacher	PKN
5	Padilah, S. Pd.	Teacher	Indonesian Language
6	Elmapida, S. Pd.	Teacher	Sociology
7	Halomoan S., S.S	Teacher	English Language
8	Wahyuni, S. Pd.	Teacher	English Language
9	Budi Hendro, S. Pd.	Teacher	Physics
10	Renni P., S. Pd.	Teacher	Biology
11	Sigit H., S. Pd.	Teacher	Chemistry
12	Hernani, S. Pd.	Teacher	History
13	M. Rohmani, S. Pd.	Teacher	Geography
14	Dra. Siti Musiyam	Teacher	Sports
15	Arika P. W., S. Pd.	Teacher	Mathematic
16	Yati P., S. Pd.	Teacher	Art of Culture
17	Isa Makmun, S. Pd.	Teacher	Arabic Language
18	Eko F., A.Md.	Teacher	Computer
19	Dedi Susanto	Teacher	Agriculture
20	M. Utami, S. Pd.	Teacher	English Language
21	Murid P.A., A. Md.	Teacher	Art of Culture
22	A. Maya S., A. Md.	Staff	-
23	Purwati, A. Md.	Staff	-
24	Ani W., A. Md.	Staff	-
25	Sri Rahayu, S. Pd.	Teacher	Economy

While the data about situation of students on Senior High School 1 Mesuji Timur as bellow:

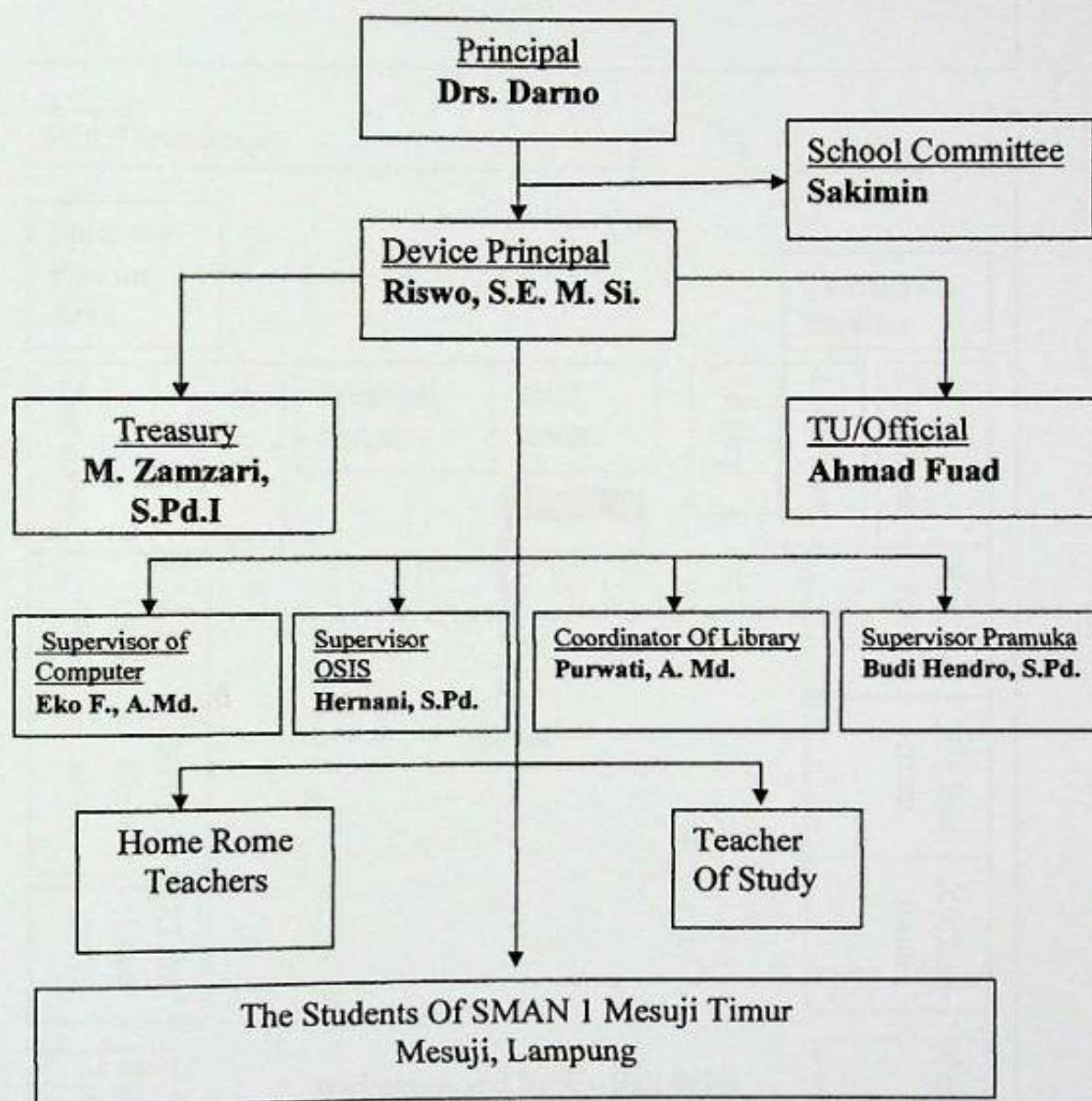
Table 2
The Data of Senior High School 1 Mesuji Timur Students in Academic Year
of 2012/2013

No	Students Class	Sex		Total Students
		Male	Female	
1.	X 1	18	14	32
	X 2	12	20	32
	X 3	19	13	32
	X 4	21	13	34
2.	XI IPA	7	23	30
	XI IPS ¹	12	16	28
	XI IPS ²	15	10	25
3.	XII IPA	16	20	30
	XII IPS	15	14	29
	TOTAL	125	147	272

Source: *Result data documentation of Senior High School 1 Mesuji
Timur*

4. The Structure of Senior High School 1 Mesuji Timur Organizations in Academic Year of 2011/2012

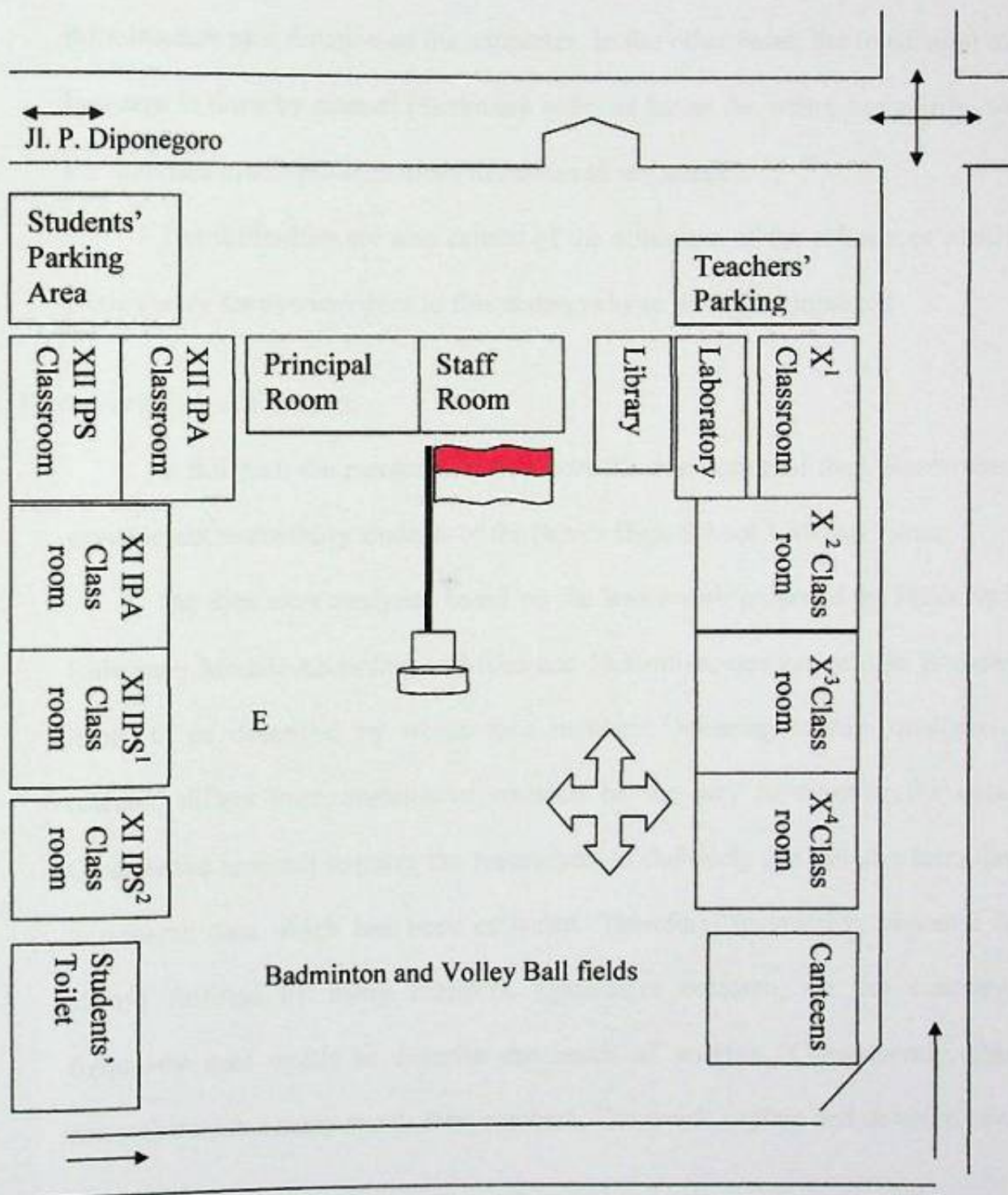
Figure II
The Structure of Senior High School 1 Mesuji Timur Organizations in
Academic Year of 2012/2013



Source : Documentation

The drawing or condition of the Senior High School 1 Mesuji Timur area will be explained in the drawing bellow:

Figure III
The Sketch Location of Senior High school 1 Mesuji Timur



B. Description of Data Analysis

In the writing process of this research, the writer faces a few of the difficulties either on the submission or the analysis the data, and the literature in writing in this research. This is caused of the minimum of the medium and infrastructure as a function as the supporter. In the other hand, the translation of language is done by manual (dictionary only) as far as the writer has ability, so the literature in this research looks minimum to say science.

The difficulties are also caused of the minimum of the references which relate theory for two variables so this undergraduate thesis is minimized.

C. Description of Findings

In this part, the researcher will report the description of data. Researcher gave the test to the thirty students of the Senior High School 1 Mesuji Timur.

The data were analyzed based on the framework proposed by Miles and Huberman Model. According to Miles and Huberman, qualitative data is more likely to be described by words than numbers. Meaning to say, qualitative research differs from quantitative research on the way to describe the data. Quantitative research requires the researchers to definitely use statistic formulas to analyze data which has been collected. Therefore, quantitative research is always fulfilled by many numbers. Qualitative research, on the contrary, frequently uses words to describe the result of analysis. Consequently, this research contains many words than numbers. The words explain and describe new

perspectives. To analyze the data, therefore, the writer applied Mile and Hubermen model.

This model consists of some steps to qualitatively analyze the data findings. The steps are:

1. Data collection

This is the first step before the data are lively analyzed. In line with that, the writer collected many data which are greatly needed for this research.

2. Data reduction

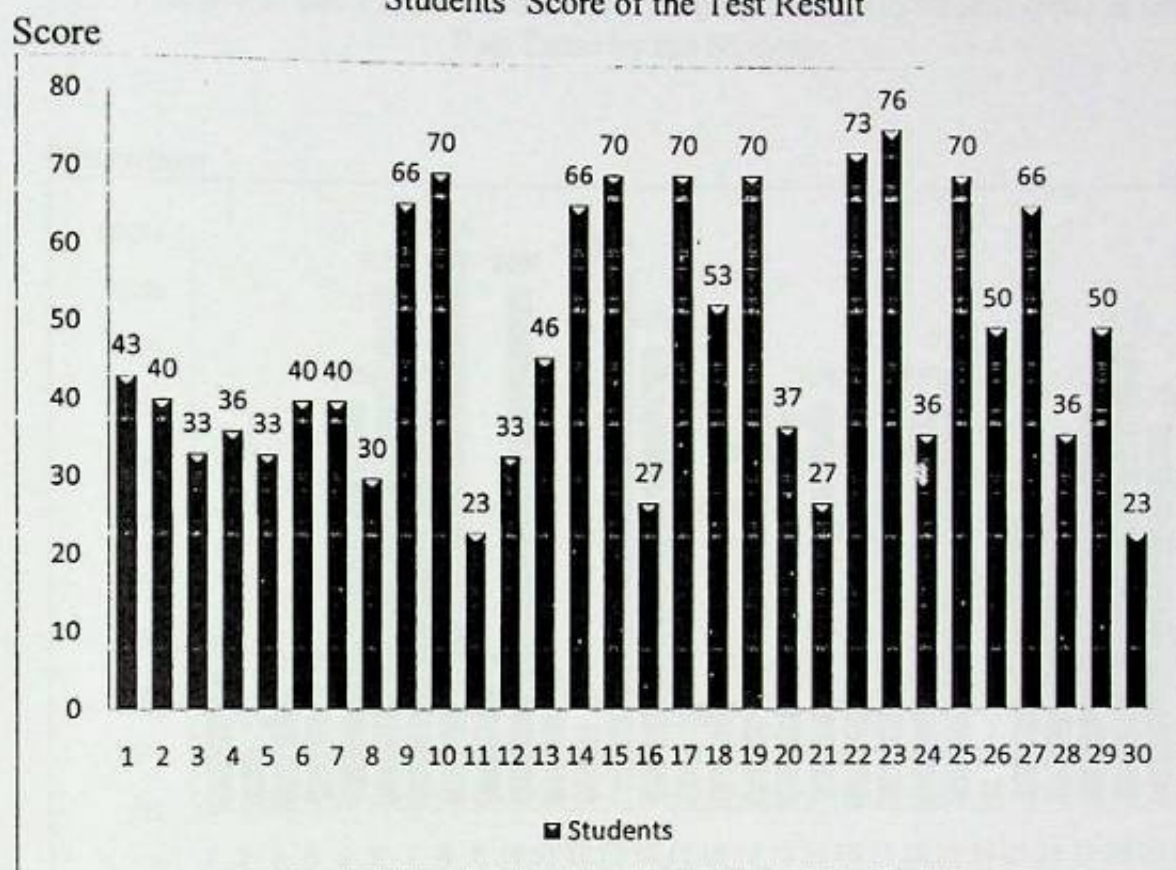
Data reduction means the writer selected the most important parts or the main points of all datum he had gotten by summarizing and choosing specific things. Data reduction is conducted to make this research scientifically vivid and easy to be understood.

3. Data display

Data display is classifying the data according to certain types or groups. Using graphics or charts to display the data can be very good to make the data easy to be read. In addition, it should be able to describe the whole or certain parts of the research.

After the researcher did the research by giving the test to the 30 students, the researcher had the English score. The following chart is to describe the analysis data result:

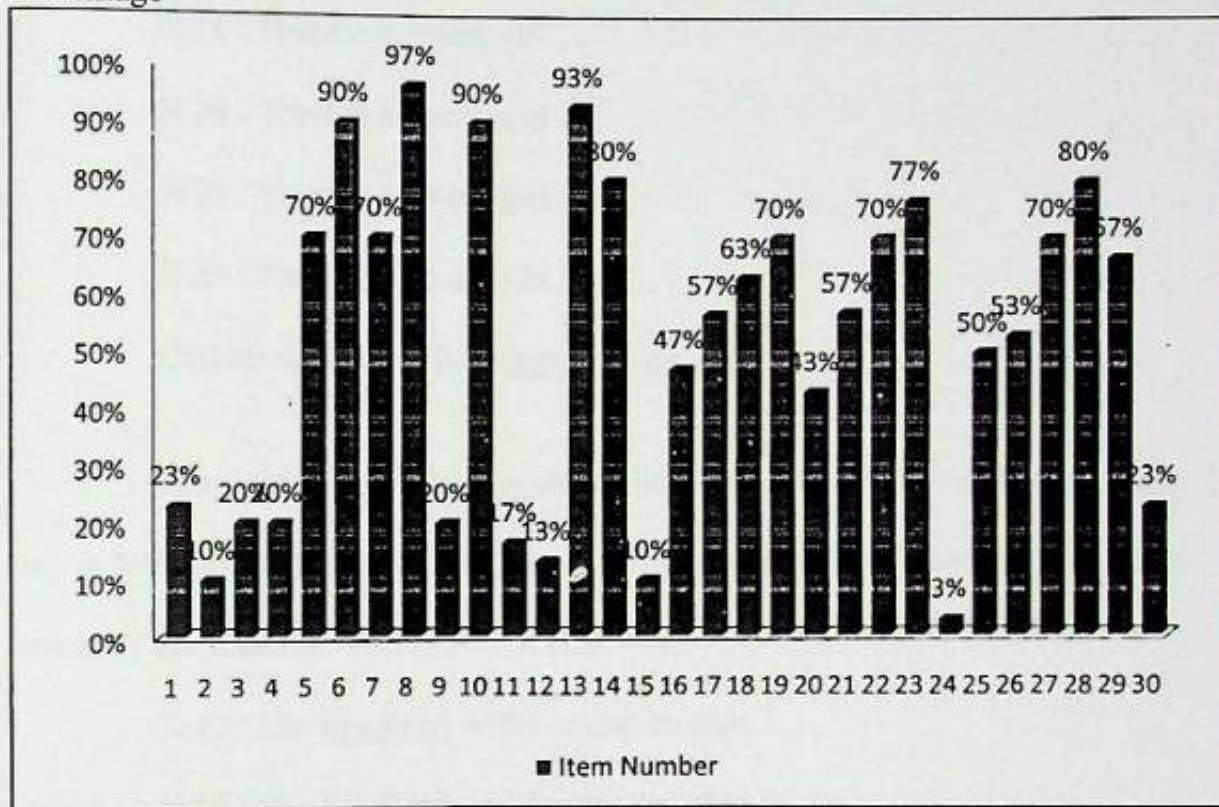
Figure IV.
Students' Score of the Test Result



Based on the chart above, the researcher would like to describe the score from the test. There are 20 (66,6%) students got low score (<60). The highest score was 76 and the low score was 23. It means that most of the students have low score. In this case, the researcher would to analyze those errors in using simple past tense.

Figure V.
Percentage and Frequency of Errors Made in Using (to be and verb) in Using
Past Tense by the Students

Percentage



The following description explain some examples of grammatical errors which are in the result of test in using simple past tense in writing narrative text:

The first item, the researcher tasted about how to use (to be). There are 7 students (23%) who made errors in item number 1. These are the errors made by the students:

N.8 : There **is** a young girl...

N.11 : There **is** a young girl...

N.12 : There **is** a young girl...

N.16 : There **is** a young girl...

N.20 : There **is** a young girl...

N.21 : There **is** a young girl...

N.30 : There **is** a young girl...

Correct sentence: There **was** a young girl...

The second item, the researcher tasted about how to use (verb). There are 3 students (10%) who made errors in item number 2. These are the errors made by the students:

N.12 : She **has lived** with her step mother...

N.16 : She **has lived** with her step mother...

N.30 : She **to live** with her step mother...

The correct sentence: She **lived** with her step mother...

The third item, the researcher tasted about how to use (to be). There are 6 students (20%) who made errors in item number 3. These are the errors made by the students:

N.8 : The step mother and sisters **are** conceited and bad tempered.

N.11 : The step mother and sisters **are** conceited and bad tempered.

N.16 : The step mother and sisters are conceited and bad tempered.

N.20 : The step mother and sisters was conceited and bad tempered.

N.21 : The step mother and sisters are conceited and bad tempered.

N.30 : The step mother and sisters was conceited and bad tempered.

The correct sentence: The step mother and sisters were conceited and bad tempered.

The fourth item, the researcher tasted about how to use (verb). There are 6 students (20%) who made errors in item number 4. These are the errors made by the students:

N.2 : They treat Cinderella very badly.

N.3 : They treat Cinderella very badly.

N.5 : They treat Cinderella very badly.

N.12 : They to treat Cinderella very badly.

N.16 : They to treat Cinderella very badly.

N.30 : They treat Cinderella very badly.

Correct sentence: They treated Cinderella very badly.

The fifth item, the researcher tasted about how to use (verb). There are 21 students (70%) who made errors in item number 5. These are the errors made by the students:

- N.1 : Her step mother makes Cinderella do the hardest...
- N.2 : Her step mother makes Cinderella do the hardest...
- N.3 : Her step mother make Cinderella do the hardest...
- N.4 : Her step mother makes Cinderella do the hardest...
- N.5 : Her step mother make Cinderella do the hardest...
- N.6 : Her step mother makes Cinderella do the hardest...
- N.7 : Her step mother makes Cinderella do the hardest...
- N.8 : Her step mother make Cinderella do the hardest...
- N.9 : Her step mother make Cinderella do the hardest...
- N.11 : Her step mother makes Cinderella do the hardest...
- N.12 : Her step mother makes Cinderella do the hardest...
- N.13 : Her step mother makes Cinderella do the hardest...
- N.14 : Her step mother make Cinderella do the hardest...
- N.16 : Her step mother makes Cinderella do the hardest...
- N.20 : Her step mother makes Cinderella do the hardest...
- N.21 : Her step mother to make Cinderella do the hardest...
- N.24 : Her step mother make Cinderella do the hardest...
- N.25 : Her step mother to make Cinderella do the hardest...
- N.27 : Her step mother make Cinderella do the hardest...
- N.28 : Her step mother make Cinderella do the hardest...
- N.29 : Her step mother make Cinderella do the hardest...
- N.30 : Her step mother to make Cinderella do the hardest...

Correct sentence: Her step mother **made** Cinderella do the hardest...

The sixth item, the researcher tasted about how to use (verb) in negative sentence. There are 27 students (90%) who made errors in item number 6. These are the errors made by the students:

N.1 : The two step sisters, on the other hand, did not **worked** about...

N.2 : The two step sisters, on the other hand, did not **worked** about...

N.3 : The two step sisters, on the other hand, did not **worked** about...

N.4 : The two step sisters, on the other hand, did not **worked** about...

N.5 : The two step sisters, on the other hand, did not **worked** about...

N.6 : The two step sisters, on the other hand, did not **worked** about...

N.7 : The two step sisters, on the other hand, did not **worked** about...

N.8 : The two step sisters, on the other hand, did not **worked** about...

N.9 : The two step sisters, on the other hand, did not **worked** about...

N.10 : The two step sisters, on the other hand, did not **worked** about...

N.11 : The two step sisters, on the other hand, did not **worked** about...

N.13 : The two step sisters, on the other hand, did not **worked** about...

N.14 : The two step sisters, on the other hand, did not **worked** about...

N. 15 : The two step sisters, on the other hand, did not **worked** about...

N.17 : The two step sisters, on the other hand, did not **worked** about...

N.18 : The two step sisters, on the other hand, did not **worked** about...

N.19 : The two step sisters, on the other hand, did not **worked** about...

N.20 : The two step sisters, on the other hand, did not workes about...

N.21 : The two step sisters, on the other hand, did not worked about...

N.22 : The two step sisters, on the other hand, did not worked about...

N.24 : The two step sisters, on the other hand, did not worked about...

N.25 : The two step sisters, on the other hand, did not worked about...

N.26 : The two step sisters, on the other hand, did not worked about...

N.27 : The two step sisters, on the other hand, did not worked about...

N.28 : The two step sisters, on the other hand, did not worked about...

N.29 : The two step sisters, on the other hand, did not worked about...

N.30 : The two step sisters, on the other hand, did not worked about...

Correct sentence: The two step sisters, on the other hand, did not work about...

The seventh item, the researcher tasted about how to use (verb). There are 21 students (70%) who made errors in item number 7. These are the errors made by the students:

N.1 : Their mother gived them many handsome dresses...

N.2 : Their mother given them many handsome dresses...

N.3 : Their mother gived them many handsome dresses...

N.4 : Their mother given them many handsome dresses...

N.5 : Their mother given them many handsome dresses...

N.6 : Their mother gived them many handsome dresses...

N.20 : The two step sisters, on the other hand, did not workes about...

N.21 : The two step sisters, on the other hand, did not worked about...

N.22 : The two step sisters, on the other hand, did not worked about...

N.24 : The two step sisters, on the other hand, did not worked about...

N.25 : The two step sisters, on the other hand, did not worked about...

N.26 : The two step sisters, on the other hand, did not worked about...

N.27 : The two step sisters, on the other hand, did not worked about...

N.28 : The two step sisters, on the other hand, did not worked about...

N.29 : The two step sisters, on the other hand, did not worked about...

N.30 : The two step sisters, on the other hand, did not worked about...

Correct sentence: The two step sisters, on the other hand, did not work about...

The seventh item, the researcher tasted about how to use (verb). There are 21 students (70%) who made errors in item number 7. These are the errors made by the students:

N.1 : Their mother gived them many handsome dresses...

N.2 : Their mother given them many handsome dresses...

N.3 : Their mother gived them many handsome dresses...

N.4 : Their mother given them many handsome dresses...

N.5 : Their mother given them many handsome dresses...

N.6 : Their mother gived them many handsome dresses...

N.7 : Their mother given them many handsome dresses...

N.8 : Their mother gived them many handsome dresses...

N.9 : Their mother given them many handsome dresses...

N.11 : Their mother given them many handsome dresses...

N.12 : Their mother give them many handsome dresses...

N.13 : Their mother gived them many handsome dresses...

N.14 : Their mother given them many handsome dresses...

N.16 : Their mother give them many handsome dresses...

N.18 : Their mother give them many handsome dresses...

N.20 : Their mother given them many handsome dresses...

N.21 : Their mother given them many handsome dresses...

N.23 : Their mother gived them many handsome dresses...

N.24 : Their mother given them many handsome dresses...

N.25 : Their mother given them many handsome dresses...

N.27 : Their mother given them many handsome dresses...

N.28 : Their mother given them many handsome dresses...

The correct sentence: Their mother gave them many handsome dresses...

The eighth item, the researcher tasted about how to use (verb). There are 29 students (97%) who made errors in item number 8. These are the errors made by the students:

- N.1 : Their mother gave them many handsome dresses wear.
- N.2 : Their mother gave them many handsome dresses to wears.
- N.3 : Their mother gave them many handsome dresses to wears.
- N.4 : Their mother gave them many handsome dresses wear.
- N.5 : Their mother gave them many handsome dresses wear.
- N.6 : Their mother gave them many handsome dresses wear.
- N.7 : Their mother gave them many handsome dresses to wears.
- N.8 : Their mother gave them many handsome dresses wear.
- N.9 : Their mother gave them many handsome dresses wear.
- N.10 : Their mother gave them many handsome dresses wear.
- N.11 : Their mother gave them many handsome dresses wear.
- N.12 : Their mother gave them many handsome dresses wear.
- N.13 : Their mother gave them many handsome dresses wear.
- N.14 : Their mother gave them many handsome dresses wear.
- N. 15 : Their mother gave them many handsome dresses wear.
- N.16 : Their mother gave them many handsome dresses wear.
- N.17 : Their mother gave them many handsome dresses wear.
- N.18 : Their mother gave them many handsome dresses wear.
- N.19 : Their mother gave them many handsome dresses wear.

- N.20 : Their mother gave them many handsome dresses wear.
- N.21 : Their mother gave them many handsome dresses wear.
- N.22 : Their mother gave them many handsome dresses wear.
- N.24 : Their mother gave them many handsome dresses wear.
- N.25 : Their mother gave them many handsome dresses to wearing.
- N.26 : Their mother gave them many handsome dresses wear.
- N.27 : Their mother gave them many handsome dresses wear.
- N.28 : Their mother gave them many handsome dresses wear.
- N.29 : Their mother gave them many handsome dresses wear.
- N.30 : Their mother gave them many handsome dresses to wears.

The correct sentence: Their mother gave them many handsome dresses to wear.

The ninth item, the researcher tasted about how to use (to be). There are 6 students (20%) who made errors in item no 9. These are the errors made by the students:

- N.8 : They are excited about this...
- N.11 : They are excited about this...
- N.16: They are excited about this...
- N.20 : They are excited about this...
- N.21 : They are excited about this...

N.30 : They are excited about this...

The correct sentence : They were excited about this...

The tenth item, the researcher tasted about how to use (verb). There are 27 students (90%) who made errors in item number 10. These are the errors made by the students:

N.1 : They were excited about that spend so much time...

N.2 : They were excited about that spend so much time...

N.3 : They were excited about that spend so much time...

N.4 : They were excited about that spend so much time...

N.5 : They were excited about that spend so much time...

N.6 : They were excited about that spend so much time...

N.7 : They were excited about that spend so much time...

N.9 : They were excited about that spend so much time...

N.10 : They were excited about that spend so much time...

N.11 : They were excited about that spend so much time...

N.12 : They were excited about and that spend so much time...

N.14 : They were excited about that spend so much time...

N. 15 : They were excited about that spent so much time...

N.16 : They were excited about that spend so much time...

N.17 : They were excited about that spent so much time...

N.18 : They were excited about that spend so much time...

N.19 : They were excited about that spent so much time...

N.20 : They were excited about that spend so much time...

N.21 : They were excited about that spend so much time...

N.22 : They were excited about that spent so much time...

N.23 : They were excited about that spend so much time...

N.24 : They were excited about that spend so much time...

N.25 : They were excited about that spend so much time...

N.26 : They were excited about that spent so much time...

N.27 : They were excited about that spend so much time...

N.28 : They were excited about that spend so much time...

N.29 : They were excited about that spent so much time...

N.30 : They were excited about and that spend so much time...

The correct sentence: They were excited about and spend so much time...

The eleventh item, the researcher tasted about how to use (verb). There are 5 students (17%) who made errors in item number 11. These are the errors made by the students:

N.8 : At last, the day of the ball come and away...

N.12 : At last, the day of the ball come and away...

N.13 : At last, the day of the ball come and away...

N.27 : At last, the day of the ball has come and away...

N.29 : At last, the day of the ball has come and away...

The correct sentence: At last, the day of the ball came and away...

The twelfth item, the researcher tasted about how to use (verb). There are 4 students (13%) who made errors in item number 12. These are the errors made by the students:

N.12 : At last, the day of the ball came and away go the sisters to it.

N.16 : At last, the day of the ball came and away go the sisters to it.

N.27 : At last, the day of the ball came and away go the sisters to it.

N.29 : At last, the day of the ball came and away go the sisters to it.

The correct sentence: At last, the day of the ball came and away went the sisters to it.

The thirteenth item, the researcher tasted about how to use (verb). There are 28 students (93%) who made errors in item number 13. These are the errors made by the students:

N.1 : Cinderella could not helped crying after...

N.2 : Cinderella could not helped crying after...

N.3 : Cinderella could not helped crying after...

N.4 : Cinderella could not helped crying after...

N.5 : Cinderella could not helped crying after...

- N.6 : Cinderella could not helped crying after...
- N.7 : Cinderella could not helped crying after...
- N.8 : Cinderella could not helped crying after...
- N.9 : Cinderella could not helped crying after...
- N.10 : Cinderella could not helped crying after...
- N.11 : Cinderella could not helped crying after...
- N.12 : Cinderella could not helping crying after...
- N.13 : Cinderella could not helped crying after...
- N.14 : Cinderella could not helped crying after...
- N. 15 : Cinderella could not helped crying after...
- N.16 : Cinderella could not helped crying after...
- N.17 : Cinderella could not helped crying after...
- N.18 : Cinderella could not helped crying after...
- N.19 : Cinderella could not helped crying after...
- N.20 : Cinderella could not helped crying after...
- N.21 : Cinderella could not helped crying after...
- N.22 : Cinderella could not helped crying after...
- N.23 : Cinderella could not helped crying after...
- N.24 : Cinderella could not helped crying after...
- N.26 : Cinderella could not helped crying after...
- N.27 : Cinderella could not helped crying after...
- N.28 : Cinderella could not helped crying after...

N.29 : Cinderella could not helped crying after...

The correct sentence: Cinderella could not help crying after...

The fourteenth item, the researcher tasted about how to use (verb). There are 24 students (80%) who made errors in item number 14. These are the errors made by the students:

N.1 : Cinderella could not help crying after they having left.

N.2 : Cinderella could not help crying after they having left.

N.3 : Cinderella could not help crying after they having left.

N.4 : Cinderella could not help crying after they having left.

N.5 : Cinderella could not help crying after they having left.

N.6 : Cinderella could not help crying after they having left.

N.7 : Cinderella could not help crying after they having left.

N.8 : Cinderella could not help crying after they has left.

N.11 : Cinderella could not help crying after they having left.

N.12 : Cinderella could not help crying after they has left.

N.13 : Cinderella could not help crying after they has left.

N. 15 : Cinderella could not help crying after they having left.

N.16 : Cinderella could not help crying after they having left.

N.17 : Cinderella could not help crying after they has left.

N.18 : Cinderella could not help crying after they has left.

N.19 : Cinderella could not help crying after they has left.

N.21 : Cinderella could not help crying after they having left.

N.23 : Cinderella could not help crying after they have left.

N.24 : Cinderella could not help crying after they having left.

N.26 : Cinderella could not help crying after they has left.

N.28 : Cinderella could not help crying after they having left.

N.29 : Cinderella could not help crying after they has left.

N.30 : Cinderella could not help crying after they has left.

The correct sentence: Cinderella could not help crying after they had left.

The fifteenth item, the researcher tasted about how to use (verb). There are 3 students (10%) who made errors in item number 15. These are the errors made by the students:

N.12 : "Why are crying, Cinderella?" a voice asking.

N.26 : "Why are crying, Cinderella?" a voice asking.

N.30 : "Why are crying, Cinderella?" a voice ask.

The correct sentence: "Why are crying, Cinderella?" a voice asked.

The sixteenth item, the researcher tasted about how to use (verb). There are 14 students (47%) who made errors in item number 16. These are the errors made by the students:

N.2 : She looked up and see her fairy...

N.3 : She looked up and see her fairy...

N.4 : She looked up and see her fairy...

N.5 : She looked up and see her fairy...

N.6 : She looked up and see her fairy...

N.7 : She looked up and see her fairy...

N.8 : She looked up and see her fairy...

N.11 : She looked up and see her fairy...

N.13 : She looked up and see her fairy...

N.18 : She looked up and look her fairy...

N.21 : She looked up and see her fairy...

N.24 : She looked up and see her fairy...

N.28 : She looked up and see her fairy...

N.30 : She looked up and seed her fairy...

The correct sentence: She looked up and saw her fairy...

The seventeenth item, the researcher tasted about how to use (verb).

There are 17 students (57%) who made errors in item number 17. These are the errors made by the students:

N.1 : Her godmother to tap Cinderella's raged dress...

N.2 : Her godmother to tap Cinderella's raged dress...

N.3 : Her godmother to tap Cinderella's raged dress...

- N.4 : Her godmother to tap Cinderella's raged dress...
- N.5 : Her godmother to tap Cinderella's raged dress...
- N.6 : Her godmother to tap Cinderella's raged dress...
- N.7 : Her godmother to tap Cinderella's raged dress...
- N.8 : Her godmother to tap Cinderella's raged dress...
- N.12 : Her godmother to tap Cinderella's raged dress...
- N.14 : Her godmother to tap Cinderella's raged dress...
- N.20 : Her godmother taps Cinderella's raged dress...
- N.21 : Her godmother to tap Cinderella's raged dress...
- N. 24 : Her godmother to tap Cinderella's raged dress...
- N.27 : Her godmother taps Cinderella's raged dress...
- N.28 : Her godmother to tap Cinderella's raged dress...
- N.29 : Her godmother taps Cinderella's raged dress...
- N.30 : Her godmother tap Cinderella's raged dress...

The correct sentence: Her godmother tapped Cinderella's raged dress...

The eighteenth item, the researcher tasted about how to use (verb). There are 19 students (63%) who made errors in item number 18. These are the errors made by the students:

- N.1 : and it to become a beautiful ball gown.
- N.2 : and it to become a beautiful ball gown.
- N.3 : and it to become a beautiful ball gown.

N.4 : and it to become a beautiful ball gown.

N.5 : and it to become a beautiful ball gown.

N.6 : and it to become a beautiful ball gown.

N.7 : and it to become a beautiful ball gown.

N.8 : and it become a beautiful ball gown.

N.11 : and it to become a beautiful ball gown.

N.12 : and it to become a beautiful ball gown.

N.13 : and it become a beautiful ball gown.

N.16 : and it to become a beautiful ball gown.

N.18 : and it becoming a beautiful ball gown.

N.20 : and it becoming a beautiful ball gown.

N. 21 : and it to become a beautiful ball gown.

N.24 : and it to become a beautiful ball gown.

N.27 : and it become a beautiful ball gown.

N.28 : and it to become a beautiful ball gown.

N.29 : and it become a beautiful ball gown.

The correct sentence: and it became a beautiful ball gown.

The nineteenth item, the researcher tasted about how to use (verb). There are 21 students (70%) who made errors in item number 19. These are the errors made by the students:

- N.1 : Then away she driving in her beautiful coach.
- N.2 : Then away she driving in her beautiful coach.
- N.3 : Then away she driving in her beautiful coach.
- N.4 : Then away she driving in her beautiful coach.
- N.5 : Then away she driving in her beautiful coach.
- N.6 : Then away she driving in her beautiful coach.
- N.7 : Then away she driving in her beautiful coach.
- N.8 : Then away she driving in her beautiful coach.
- N.11 : Then away she driving in her beautiful coach.
- N.12 : Then away she drive in her beautiful coach.
- N.13 : Then away she driving in her beautiful coach.
- N.16 : Then away she drive in her beautiful coach.
- N.18 : Then away she driven in her beautiful coach.
- N.20 : Then away she driving in her beautiful coach.
- N. 21 : Then away she driving in her beautiful coach.
- N.23 : Then away she driving in her beautiful coach.
- N.24 : Then away she driving in her beautiful coach.
- N.28 : Then away she driving in her beautiful coach.
- N.29 : Then away she drive in her beautiful coach.
- N.30 : Then away she driven in her beautiful coach.

The correct sentence: Then away she drove in her beautiful coach.

The twentieth item, the researcher tasted about how to use (verb). There are 13 students (43%) who made errors in item number 20. These are the errors made by the students:

N.1 : She dancing again and again with the king's son.

N.2 : She dancing again and again with the king's son.

N.3 : She dancing again and again with the king's son.

N.4 : She dancing again and again with the king's son.

N.5 : She dancing again and again with the king's son.

N.6 : She dancing again and again with the king's son.

N.7 : She dancing again and again with the king's son.

N.11 : She dancing again and again with the king's son.

N.20 : She to dance again and again with the king's son.

N.21 : She dancing again and again with the king's son.

N.24 : She dancing again and again with the king's son.

N.28 : She dancing again and again with the king's son.

N.30 : She dance again and again with the king's son.

The correct sentence: She danced again and again with the king's son.

The twenty first item, the researcher tasted about how to use (verb).

There are 17 students (57%) who made errors in item number 21. These are the errors made by the students:

N.1 : Suddenly, the clock begin to strike twelve.

N.2 : Suddenly, the clock begin to strike twelve.

N.3 : Suddenly, the clock begin to strike twelve.

N.4 : Suddenly, the clock begin to strike twelve.

N.5 : Suddenly, the clock begin to strike twelve.

N.6 : Suddenly, the clock begin to strike twelve.

N.7 : Suddenly, the clock begin to strike twelve.

N.8 : Suddenly, the clock begin to strike twelve.

N.9 : Suddenly, the clock begin to strike twelve.

N.10 : Suddenly, the clock begin to strike twelve.

N.11 : Suddenly, the clock begin to strike twelve.

N.12 : Suddenly, the clock beginning to strike twelve.

N.13 : Suddenly, the clock begin to strike twelve.

N.16 : Suddenly, the clock beginning to strike twelve.

N. 20 : Suddenly, the clock begin to strike twelve.

N.21 : Suddenly, the clock begin to strike twelve.

N.24 : Suddenly, the clock begin to strike twelve.

N.27 : Suddenly, the clock begun to strike twelve.

N.28 : Suddenly, the clock begin to strike twelve.

The correct sentence: Suddenly, the clock **began** to strike twelve.

The twenty second item, the researcher tasted about how to use (verb).

There are 21 students (70%) who made errors in item number 22. These are the errors made by the students:

N.1 : She **running** toward the door as quickly as...

N.2 : She **runs** toward the door as quickly as...

N.3 : She **running** toward the door as quickly as...

N.4 : She **runs** toward the door as quickly as...

N.5 : She **running** toward the door as quickly as...

N.6 : She **runs** toward the door as quickly as...

N.7 : She **running** toward the door as quickly as...

N.8 : She **run** toward the door as quickly as...

N.9 : She **run** toward the door as quickly as...

N.11 : She **runs** toward the door as quickly as...

N.12 : She **ruhs** toward the door as quickly as...

N.13 : She **run** toward the door as quickly as...

N.14 : She **run** toward the door as quickly as...

N.16 : She **runs** toward the door as quickly as...

N.20 : She **run** toward the door as quickly as...

N.25 : She **running** toward the door as quickly as...

N.27 : She **run** toward the door as quickly as...

N.28 : She running toward the door as quickly as...

N.30 : She runs toward the door as quickly as...

The correct sentence: She ran toward the door as quickly as...

The twenty third item, the researcher tasted about how to use (to be).

There are 23 students (77%) who made errors in item number 23. These are the errors made by the students:

N.1 : One of her glass slipper were left behind.

N.2 : One of her glass slipper were left behind.

N.3 : One of her glass slipper were left behind.

N.4 : One of her glass slipper were left behind.

N.5 : One of her glass slipper were left behind.

N.6 : One of her glass slipper were left behind.

N.7 : One of her glass slipper were left behind.

N.8 : One of her glass slipper is left behind.

N.9 : One of her glass slipper were left behind.

N.10 : One of her glass slipper were left behind.

N.11 : One of her glass slipper were left behind.

N.12 : One of her glass slipper is left behind.

N.13 : One of her glass slipper is left behind.

N.14 : One of her glass slipper were left behind.

N.16 : One of her glass slipper is left behind.

N.18 : One of her glass slipper are left behind.

N.20 :One of her glass slipper were left behind.

N.21 :One of her glass slipper were left behind.

N.24 :One of her glass slipper were left behind.

N.25 :One of her glass slipper are left behind.

N.27 :One of her glass slipper were left behind.

N.28 :One of her glass slipper were left behind.

N.30 :One of her glass slipper were left behind.

The correct sentence: One of her glass slipper was left behind.

The twenty fourth item, the researcher tasted about how to use (verb).

There are 1 students (3%) who made errors in item number 24. These are the errors made by the students:

N.30 : The king's son proclamation that he...

The correct sentence: The king's son proclaimed that he...

The twenty fifth item, the researcher tasted about how to use (verb).

There are 15 students (50%) who made errors in item number 25. These are the errors made by the students:

N.9 : He would married the girl whose...

N.10 :He would married the girl whose...

N.14 :He would to marry the girl whose...

- N.15 : He would married the girl whose...
- N.17 : He would to marry the girl whose...
- N.18 : He would to marry the girl whose...
- N.19 : He would married the girl whose...
- N.20 : He would to marry the girl whose...
- N.22 : He would married the girl whose...
- N.23 : He would married the girl whose...
- N.25 : He would to marry the girl whose...
- N.26 : He would married the girl whose...
- N.27 : He would married the girl whose...
- N.29 : He would married the girl whose...
- N.30 : He would married the girl whose...

The correct sentence: He would marry the girl whose...

The twenty sixth item, the researcher tasted about how to use (verb).

There are 16 students (53%) who made errors in item number 26. These are the errors made by the students:

- N.1 : Her step sisters tryed on the slipper...
- N.3 : Her step sisters tryed on the slipper...
- N.4 : Her step sisters tryed on the slipper...
- N.5 : Her step sisters tryed on the slipper...
- N.6 : Her step sisters tryed on the slipper...

N.7 : Her step sisters tryed on the slipper...

N.8 : Her step sisters tryed on the slipper...

N.11 : Her step sisters tryed on the slipper...

N.12 : Her step sisters to try on the slipper...

N.13 : Her step sisters to try on the slipper...

N.16 : Her step sisters to try on the slipper...

N.21 : Her step sisters tryed on the slipper...

N.23 : Her step sisters have tried on the slipper...

N.24 : Her step sisters have tried on the slipper...

N. 28 : Her step sisters tryed on the slipper...

N.30 : Her step sisters have tried on the slipper...

The correct sentence: Her step sisters tried on the slipper...

The twenty seventh item, the researcher tasted about how to use (verb).

There are 21 students (70%) who made errors in item number 27. These are the errors made by the students:

N.2 : She sticked out her foot and the page...

N.3 : She sticked out her foot and the page...

N.4 : She sticked out her foot and the page...

N.5 : She sticked out her foot and the page...

N.9 : She sticked out her foot and the page...

N.10 : She sticked out her foot and the page...

N.11 : She sticked out her foot and the page...

N.12 : She sticking out her foot and the page...

N.14 : She sticked out her foot and the page...

N.15 : She sticked out her foot and the page...

N.17 : She sticked out her foot and the page...

N.18 : She sticked out her foot and the page...

N.19 : She sticked out her foot and the page...

N.20 : She sticked out her foot and the page...

N.22 : She sticked out her foot and the page...

N.24 : She sticked out her foot and the page...

N.26 : She sticked out her foot and the page...

N.27 : She sticked out her foot and the page...

N.28 : She sticked out her foot and the page...

N.29 : She sticked out her foot and the page...

N.30 : She sticked out her foot and the page...

The correct sentence: She stuck out her foot and the page...

The twenty eighth item, the researcher tasted about how to use (verb).

There are 24 students (80%) who made errors in item number 28. These are the errors made by the students:

N.1 : Finally, she was drived to the palace.

N.2 : Finally, she was drive to the palace.

- N.3 : Finally, she was drove to the palace.
- N.4 : Finally, she was drove to the palace.
- N.5 : Finally, she was drove to the palace.
- N.6 : Finally, she was drove to the palace.
- N.7 : Finally, she was drove to the palace.
- N.8 : Finally, she was drove to the palace.
- N.10 : Finally, she was drove to the palace.
- N.11 : Finally, she was drove to the palace.
- N.12 : Finally, she was drive to the palace.
- N.13 : Finally, she was drive to the palace.
- N. 15 : Finally, she was drove to the palace.
- N.16 : Finally, she was drove to the palace.
- N.17 : Finally, she was drove to the palace.
- N.18 : Finally, she was drove to the palace.
- N.19 : Finally, she was drove to the palace.
- N.21 : Finally, she was drove to the palace.
- N.22 : Finally, she was drove to the palace.
- N.24 : Finally, she was drove to the palace.
- N.26 : Finally, she was drove to the palace.
- N.28 : Finally, she was drove to the palace.
- N.29 : Finally, she was drove to the palace.
- N.30 : Finally, she was drived to the palace.

The correct sentence: Finally, she was driven to the palace.

The twenty ninth item, the researcher tasted about how to use (verb).

There are 20 students (67%) who made errors in item number 29. These are the errors made by the students:

N.1 : The King's son was overjoyed to saw her again.

N.2 : The King's son was overjoyed to saw her again.

N.3 : The King's son was overjoyed to saw her again.

N.4 : The King's son was overjoyed to saw her again.

N.5 : The King's son was overjoyed to saw her again.

N.6 : The King's son was overjoyed to saw her again.

N.7 : The King's son was overjoyed to saw her again.

N.8 : The King's son was overjoyed to saw her again.

N.10 : The King's son was overjoyed to saw her again.

N.11 : The King's son was overjoyed to saw her again.

N. 15 : The King's son was overjoyed to saw her again.

N.16 : The King's son was overjoyed to saw her again.

N.17 : The King's son was overjoyed to saw her again.

N.18 : The King's son was overjoyed to saw her again.

N.19 : The King's son was overjoyed to saw her again.

N.21 : The King's son was overjoyed to saw her again.

N.24 : The King's son was overjoyed to saw her again.

N.26 : The King's son was overjoyed to saw her again.

N.28 :The King's son was overjoyed to saw her again.

N.29 :The King's son was overjoyed to saw her again.

The correct sentence: The King's son was overjoyed to saw her again.

The thirtieth item, the researcher tasted about how to use (verb). There are 7 students (23%) who made errors in item number 30. These are the errors made by the students:

N.8 : They are married and live happily ever after.

N.11 :They are married and live happily ever after.

N.16 : They are married and live happily ever after.

N.20 : They are married and live happily ever after.

N.21 : They is married and live happily ever after.

N.23 : They are married and live happily ever after.

N.30 : They are married and live happily ever after.

The correct sentence: They were married and live happily ever after.

D. Data of Interview

Based on interview in Senior High School 1 Mesuji Timur, the researcher got a many causes why the students in Senior High School 1 Mesuji Timur especially the Twelfth Grade got some errors in using Past Tense in writing Narrative Text.

The first cause is a media. There is no a printing or electronic media in Senior High School 1 Mesuji Timur. Because, there is no an electricity yet. So that was severely hampered the teachers to teach English to the maximum. The teachers and students have not been able to access the Internet just like the schools in the city.

The second cause is the mother tongue or first language that makes the teachers a bit of trouble when they teach English to the students. There, the students still prefer to use their mother tongue for conversation at school.

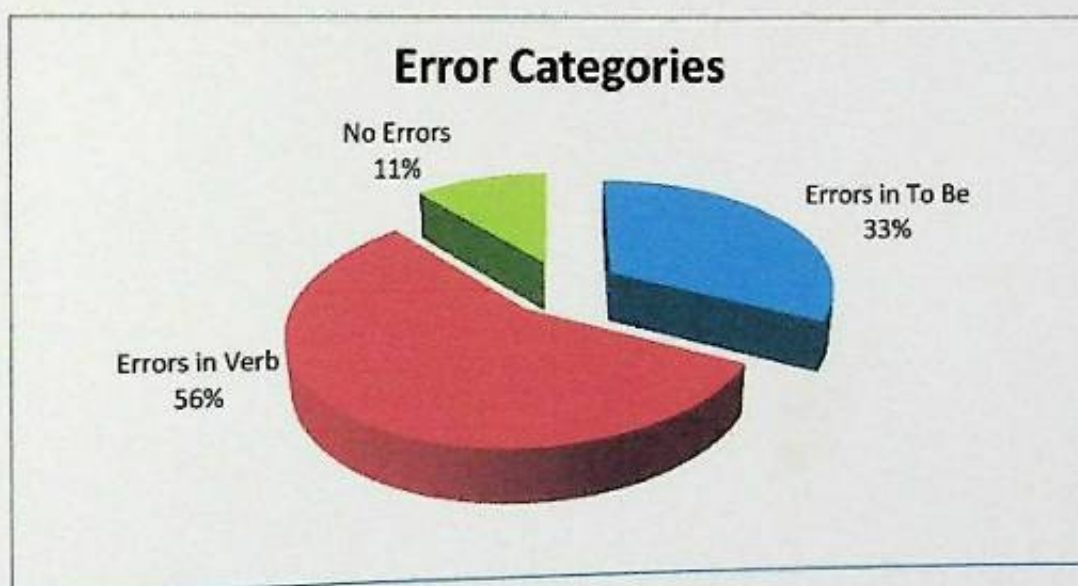
Then, the third factor is the environment around there. The students did not use English in everyday conversations. When there are some students use English dialogue, another friends laugh them.

The last cause is the students did not understand yet about Irregular Verbs. It make them difficult to writing Narrative Text. Most of the students still confused when they use Verb 1 changed to Verb 2.

E. Data Interpretations

After classifying the item into area tasted and analyzing the frequency of error in each item and possible cause of those errors. The researcher described the students' errors in using *To Be* and *Verb* in writing simple past tense in the percentage as follows:

Figure VI.



The calculation of error percentage per item was computed with

formula:

$$\frac{\text{Number of errors of each item}}{\text{Total number of tries for each item}} \times 100 \%$$

The chart above showed that many students made errors when they used tense of past. Especially when they use Verb. There are 33% students who made errors in using *To Be* and there are 56% students who made errors in using *Verb*.

Furthermore, the researcher can interpret the cause of those errors. Based on the result of the research, it showed that most of the twelfth grades of Senior High School 1 Mesuji Timur still difficult in using Past Tense in writing narrative text. Especially, when they use Verb. Most of them don't know how use the regular and irregular verb, and how use verb in positive, negative and interrogative sentences.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study had the aims of describing and analyzing the errors on the use of English simple past tense made by the Twelfth Grade Students of Senior High School 1 Mesuji Timur. As it had been done, the study was conducted to the Senior High School 1 Mesuji Timur. By studying the errors, as they existed in the students answer sheets, the student's difficulties in using in English simple past tense could be analyzed to know how far the students might have faced.

From the analysis it can be inferred that: The students' mastery on English simple past tense is poor. It can see from the result of analysis, It showed 33% students made errors in using *To Be*, and 56% students made errors in using *Verb*. Based on the result of the research, it showed that most of the twelfth grades of Senior High School 1 Mesuji Timur still difficult in using Past Tense in writing narrative text. Especially, when they use *Verb*. Most of them don't know how use the regular and irregular verb, and how use verb in positive, negative and interrogative sentences. The student's concentration can be focused to the practice.

Finally, The writer hopes that data analysis can motivate the students to study more diligent.

B. Suggestions

As mentioned in chapter I, the result of this study are meant indirect significantly to both the teachers and students.

1. For the teachers, the student's errors show how far they have understood the lesson and what remains for them to learn. By studying the students' errors and knowing the areas of difficulty, the teacher will get the clear picture of the student's knowledge of language, particularly in using English simple past tense. Furthermore, the teacher will be able to select the most appropriate technique and the teaching materials as well. Those can be done if the teachers of English pay more attention to the problems on English simple past tense and give more emphasis in their teaching process.
2. For the students, this research can make them to study hard. Especially, study in English Simple Past Tense. Because Simple Past Tense needs carefulness when make a sentence.
3. For the researcher, the researcher should enhance his knowledge to support his research.

4. Finally, the researcher does not claim this study to be perfect one due to the limited time the writer had. It is suggested for other researcher to do further study about errors in the use of English simple past tense.

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CURRICULUM VITAE

December 12th 1988 was the writer's birth day. He was born in Majapahit village, East Lampung. He was the first child of two sons. His father was Royo Muslim and Warsi was his mother.

He went to school at Elementary School 1 Eka Mulya (1994-2000). After finishing his study. He continued to study at Junior High School 1 Eka Mulya (2000-2003). Talking about school, the writer ever broke when school in SMK Al-Iman Unit 2 Tulang Bawang. The writer drop out from that school when he studied in eleventh grades. After a year didn't study, the writer hoped if he could study again. Finally, he studied in Senior High School 1 Mesuji Timur and finished in 2008. Because of his loving English, since 2008 until now he has been studying at English Education Program of State Islamic College of Jurai Siwo Metro.

