

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

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ABSTRACT

Penelitian ini bertujuan untuk menganalisis kesalahan tata bahasa siswa dalam menggunakan Simple Past Tense saat menulis teks naratif di SMA 1 Kuok. Sebanyak 32 siswa kelas sepuluh dilibatkan dalam penelitian ini, yang menerapkan metode kualitatif deskriptif. Data dikumpulkan melalui tes menulis di mana siswa diminta untuk menyusun narasi pribadi menggunakan Simple Past Tense. Analisis kesalahan dilakukan dengan menggunakan Surface Strategy Taxonomy oleh Dulay et al., yang mengkategorikan kesalahan menjadi penghilangan, penambahan, misformasi, dan misordering. Hasilnya menunjukkan total 102 kesalahan, dengan misformasi sebagai jenis yang paling dominan (48,04%), diikuti oleh penambahan (26,47%), penghilangan (13,73%), dan misordering (11,76%). Sebagian besar siswa membuat kesalahan yang terkait dengan bentuk kata kerja yang tidak tepat, terutama kata kerja tidak beraturan dan penggunaan bantu. Temuan ini menunjukkan bahwa banyak siswa belum sepenuhnya menguasai konsep dan penerapan Simple Past Tense dalam konteks. Studi ini menyarankan agar pengajaran tata bahasa lebih kontekstual dan praktis, dengan mengintegrasikan tugas menulis yang bermakna dan strategi interaktif untuk membantu siswa memahami aturan tata bahasa.

This research aims to analyze students' grammatical errors in using the Simple Past Tense when writing narrative texts at SMA 1 Kuok. A total of 32 tenth-grade students were involved in this study, which applied a descriptive qualitative method. The data were collected through a writing test where students were asked to compose a personal narrative using the Simple Past Tense. Error analysis was conducted using the Surface Strategy Taxonomy by Dulay et al., which categorizes errors into omission, addition, misformation, and misordering. The results showed 102 total errors, with misformation as the most dominant type (48.04%), followed by addition (26.47%), omission (13.73%), and misordering (11.76%). Most students made errors related to incorrect verb forms, especially irregular verbs and auxiliary usage. These findings indicate that many students have not fully mastered the concept and application of Simple Past Tense in context. The study suggests that grammar instruction should be more contextual and practical, integrating meaningful writing tasks and interactive strategies to help students internalize grammar rules.



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INTRODUCTION

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

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

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

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

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

Therefore, the research intends to analyze the student's ability in learning the simple past tense under the title Error Analysis of Using Simple Past Tense at Tenth Grade of SMA 1 Kuok.

METHOD

Types of research

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

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

Time and place of research

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

Research targets and subjects

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

Research procedure

Observation

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

Test

According to (Naga,1992) in (Suharman, 2018) The test is a tool to measure aspects of human behavior, such aspects of knowledge (cognitive), attitudes (affective), aswell as aspects of skills (psychomotor). The cognitive field can be measured using test tests, the affective field is measured through questionnaires, interviews, and observations, and the psychomotor field can be measured using actions and observations. The test aims to determine a persons talents and abilities academically (Santi & Rosalina, 2017).

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

Table 1. The Criteria of the Scores

No.	Items	Criteria
1.	80-100	Very Good
2.	70-79	Good
3.	60-69	Enough
4.	0-59	Low

Arikunto, (2009)

Documentation

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

Data collection techniques

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

1. Identifying participants and sites to be studied and to engage in a sampling strategy that will best help you understand your central phenomenon and the research question you are asking.
2. Gaining access to these individuals and sites by obtaining permissions.
3. Considering what types of information will best answer your research questions.
4. Designing protocols or instruments for collecting and recording the information.
5. Administering the data collection with special attention to potential ethical issues that may arise.

Collecting the data is a part of research as systematic procedure. In collecting data, the researcher uses test, namely multiple choices. By using test the researcher will take the students’ answer in the printed form. Test is a method or means to conduct investigation that use problem, question or

other task. Arikunto's (2013:193) states that test is question or exercise used to measure the knowledge and ability to understand individual or group.

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

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

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

Data analysis techniques

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

$$S = R/T \times 100$$

Where:

S: score

R: right answer of the students

T: total number of items

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

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

M: the mean score of the students

Σx : the sum of all score

n: the number of students

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

Table 2. Criteria of Correct Result Score

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

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

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

P = Percentage,

F = Frequency of correct or incorrect answer, and

N = Number of sample which is observed

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

Table 3. List of Classifying the Data

Claaification	Score	Grade
80-100	Excellent	A
61-80	Good	B
41-60	Fair	C
21-40	Less	D
0-20	Low	E

RESULTS AND DISCUSSION

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

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

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

Mifformation

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

Misordering

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

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

Omission

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

Addition

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

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The Dominant Error Made by the Students

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

CONCLUSION

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

The errors that made by the tenth grade students of MIPA 1 of Senior High School 1 Jambi City in writing narrative text using simple past tense are errors of addition with 27 or 26,47%, errors of omission with 14 or 13,73%, errors of misordering 12 or 11,76%, and errors of misformation 49 or 48,04%. The students made such error because they are still confused with the formula of simple past tense, as well as regular and irregular verbs which are still found errors because of this. And also adding the -ed word that they should not do.

Based on the data analyzed above, the researcher found that the dominant error made by students is misformation with 48,04% total of errors. Although the percentage figure does not reach 50%, but from the data, we can see that the tenth grade students of IPA 1 still have a problem about using simple past tense in writing narrative text, especially in irregular verbs. They were confused in using simple past tense in paragraph was applied. This misformation error is the most difficult for students because they do not really understand the movement of verbs and from infinitive to past tense.

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