

AN ERROR ANALYSIS OF USING SIMPLE PAST TENSE IN
WRITING NARRATIVE TEXT AT TENTH GRADE STUDENTS
OF SENIOR HIGH SCHOOL 1 JAMBI CITY

THESIS

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



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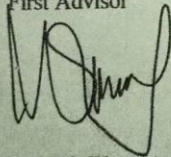
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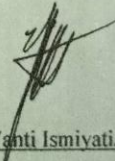
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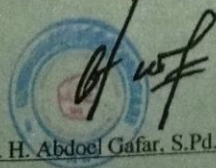
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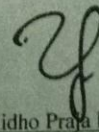
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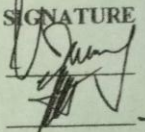
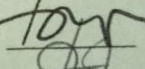
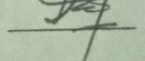
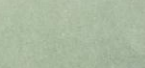
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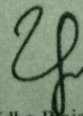
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MOTTO

Cause I'm not givin' up. Even when I'm down on my last breath. Even when they say there is nothing left. So don't give up.

I'm not giving up. Even when nobody else believes. I'm not going down that easily. So don't give up on me.

(Andy Grammer)

ABSTRACT

Fitria Sri A. 2022. An Error Analysis of Using Simple Past Tense In Writing Narrative Text at Tenth Grade Students of Senior High School 1 Jambi City. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Dra. Wennyta, M.Pd. The Second Advisor Dr. Yanti Ismiyati, M.Pd.

This study aims to identify whether students make errors and find the types of errors made by students in class X MIPA 1 of Senior High School 1 Jambi City. This research is descriptive qualitative. The subject of this research is X MIPA 1 of Senior High School 1 Jambi City academic year 2021/2022. The data collected through the students' writing test. The results of this study indicate that there are errors made by students in the use of the past tense. All errors in using the past tense have been categorized and identified, namely omission, addition, misformation, and misordering. The findings of this study indicated that there were 102 total errors made by students which are classified into four categories based on the surface strategy taxonomy. There are 14 omission errors, 27 addition errors, 49 forming errors, and 12 sorting errors. The students made a dominant error in misformation. This can be seen from the results of the percentage where the wrong formation is 48.04%, then followed by stacking errors of 11.76%, omissions of 13.73, and addition errors of 26.47%. Based on the results of the study, it can be concluded that the students of class X MIPA 1 SMAN 1 Jambi City made the most types of errors, namely misformation. This misformation error is the most difficult for students because they do not really understand the movement of verbs and the infinitive to the past tense. Students need to practice more in writing narrative texts so that they understand the use of simple past tense and the students can make good narrative texts.

Keywords: Error Analysis, Simple Past Tense, Writing, Narrative Text

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In the name of Allah, the Beneficent and the Merciful. Praise to be Allah, Lord of the world who has blessed the researcher in completing this thesis entitled “An Error Analysis of Using Simple Past Tense In Writing Narrative Text at Tenth Grade Students of Senior High School 1 Jambi City”.

This is one of requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari University Jambi.

The researcher realized that this thesis will not be completed on time without support and motivation from various parties who are directly or indirectly involved. Therefore, the researcher would like to give her deepest appreciation for:

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Finally, as human being, the researcher who has many weakness and mistakes in making this thesis, any criticism or suggestions are very welcome to improve this thesis.

Jambi, March 19th 2022

The Researcher

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DEDICATION

In the name of Allah, All Praise is to Allah, the lord of the universe, who has bestowed strength and health upon the researcher in finishing this thesis entitled, “An Error Analysis of Using Simple Past Tense In Writing Narrative Text at Tenth Grade Students of Senior High School 1 Jambi City”.

In completing this thesis, I would like to thank my beloved parents, for being my inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, love, and financial support. The first time I dedicate this thesis to my father, H. Mursidi. Then I also dedicate this thesis to my mother, Hj. Syafrida.

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I would like to dedicate this thesis to the lecturers and staff at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

English is an important language subject in the educational matters. The government realizes how important English is today for global development. Therefore, English has become an important part of the school curriculum, which is studied as the main subject by Indonesian students to develop technology, science and culture. To achieve this, Indonesian students must be able to master the four English skills; namely Listening, Speaking, Reading and Writing. Listening and reading are receptive skills whereas speaking and writing are productive skills. All skills must be improved in the teaching and learning process of English.

Writing is the most difficult and complex language skills to be learned by almost all students of all levels in the process of teaching and learning English. According to Gorrell and Laird (1964:1) writing requires thinking, and thinking is always complicated and hard. Writing is complicated because the writer needs to do everything at once. Writing is the most difficult skill to learn because it needs hard thinking and produces words, sentences, paragraphs at the same time. That is why writing is the highest order thinking.

There are four types of genres in English: descriptive, narrative, recount, and exposition. In writing narrative, the students have to pay attention about simple past tense because it is commonly used in writing narrative. According to Axelrod and Cooper (1985) narration is a basic writing strategy for presenting

action. Narrative writing is a writing which tells about the story of events in a period of time. Narrative is not only about fiction writing, but also about scientific writing can be written in a narration.

In this case, students who are learning to write narrative text may produce many errors. Such as in structure, they often make errors in forming simple past tense. Based on the researcher's experience when teaching English at SMAN 1 Jambi City, most of them also get difficult when they have to make the correct form of simple past tense in writing narrative text. They make errors because they do not master the grammar well, especially in simple past tense.

According to Tomas (2011) and Zinsser in (Saputrra, Pro. Dr. Dewa Komang Tantra, M.Sc., & Ma Ni Made Ratminingsih, 2014) stated that errors can be caused by absence of knowledge, less practice, and forgetting. The errors can be happened because of some factors, based on Norrish (1983) there are some factors that can cause the errors, they are: the carelessness from the foreign learners, the interferences from the learners' mother tongue which was believed as one the aspects that caused the errors, the translation from their mother tongue to another language so it caused the difficulty where there are not any synonyms between those two language, the learners could not translate the materials which were given to them based on what was expected by the native speaker.

Therefore, an error may occur in all components of language such as grammar. It can happen because they do not know how to understand about the aspect in the second foreign language, actually in grammar. Grammars are needed in a text, without grammar we cannot arrange a sentence properly. According to

Knapp (2005) grammar therefore needs to deal with language from three perspectives: the generic, the textual, and syntactical. Error is a systematic deviation from the accepted system of target language.

When we talk about grammar, we cannot be separated it from tenses. Tenses have several functions. First the occurrence of an action in the present tense, past tense, or future tense, second whether it is really incomplete tense, the state of the sentence, third indicates whether an event or action will be executed. The past tense is used to express an action that happened in the past and is no longer happening. Important for anyone who wants to talk about the past, which has nothing to do with the future.

There are various tenses in English. According to Betty Schramper Azar (1999), there are 12 tenses. They are simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, past tense, past continuous tense, past perfect tense, past perfect continuous, future tense, future continuous, future perfect, and future perfect continuous tense. And this research, the researcher focus on the past tense, past tense as one of the most important part of language features in narrative text has a big influence in producing a good text. Pardiyono (2007) states that past tense is one of the most frequently used tense to tell about past activities of events. And it would be impossible to learn or write something effectively without knowing the grammar.

Based on the researcher's teaching experience who teaches narrative text in tenth, the researchers still found a few errors of tenth grade students SMAN 1 Jambi in writing narrative text using simple past tense. Therefore, they could not

reach the target due to their lack of knowledge about English, especially about grammar.

Based on the explanation above, the researcher is interested in conducting study entitled “ *An Error Analysis of Using Past Tense in Writing Narrative Text at Tenth Grade Students of Senior High School 1 Jambi City*”.

1.2 Identification of the Problem

Based on the explanation elaborated above, the researcher attempts to formulate the problems as follows:

1. Students have difficulty in using verb 2 in writing Narrative Text.
2. The students have trouble in using irregular verbs in sentence.
3. The students did not know the form and the usage of simple past tense.

1.3 Limitation of the Problem

Regarding to the background of the problem, the researcher focuses on the errors of the students in using simple past tense in writing Narrative Text.

1.4 Formulation of the Problem

Based on the research background described above, what errors are made by the tenth grade of Senior High School 1 Jambi City in writing narrative text?

1.5 Objectives of the Research

The purpose of this research is to find out the various errors that made by the tenth grade of Senior High School 1 Jambi City on the use of simple past tense in writing narrative text.

1.6 Significance of the Research

This research is expected to have two major benefits, theoretical and practical benefits.

1. Theoretical Benefit

The results of this study are expected to contribute to the development of educational materials, enrich the literature review on the understanding of writing narrative texts using the simple past tense, provide an understanding of writing narrative texts that may be the reason for the difficulties students find in writing.

2. Practically

1. For the students, this study could help you to find the errors on your narrative text, and minimize the student's errors in using past tense.
2. For the teachers, this research is expected to help the English teachers to know the error made by students on the use of simple past tense in their narrative text.
3. For other researcher, this research is expected to gives an additional information and increasing knowledge for the researcher.

1.7 Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follows:

1. Error Analysis

According to Savilla Troike (2006), error analysis is the first approach to SLA (Second Language Acquisition), with an internal focus on creative language skills.

2. Simple Past Tense

According to Betty Schramper Azar (1993) simple Past Tense is used to designate an event or situation that began in the past and ended at a time in the past.

3. Writing

According to Troia (2014:30), writing gives students the opportunity to reflect on ideas, transform them, and rewrite existing knowledge, beliefs, and confusion.

4. Narrative text

Narrative text is an imaginative story to keep people entertained. The social function of narrative text is to entertain the reader / listener. According to Keraf (1991) stated that, narrative as a story tells or describes an action in the past time clearly, so narrative is tried to answer the question: what happened.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Error Analysis

In the process of language learning, it is impossible for students not to make errors. It was perfectly natural for them to make an error in this process. Through the errors they make, they will get feedback that will make themselves better in writing. In other words, to achieve mastery of English, students have to go through some errors first, and then they can automatically learn from their own errors.

According to Susan M. Gas and Larry Selinker error analysis is a type of linguistic that focuses on the errors learners make in producing the target language and the target language form itself. According to Corder (1974), error analysis has two objects: one theoretical and another applied. The theoretical objects serves to “elucidate what and how a learner learns when he studies a second language”. And the applied object serves to enable the learner “to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes”. Nzama (2010, p.11) states error analysis is useful in second language learning because it reveals to the teachers, syllabus designers and textbook writers of what problem areas are.

Error analysis is a type of linguistic analysis that aims to focus on errors made by students. It consists of a comparison between the errors made in the Target Language and the target language itself. Brown (1994:206) states that

errors can be analyzed, observed and classified to reveal something from the system operating by students, and cause learning progress about errors made by students.

According to the definition above, in my opinion error analysis is the process in language learning for analyzing, and classifying student's error to give us indication in learning process, especially in past tense.

2.1.1 Definition of Error

According to Brown (2000) error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Learning errors serve two main purposes: First, providing data from which distractions about the nature of the language learning process can be made, Second, showing teachers and curriculum developers which parts of target language students have the most difficulty producing correctly and which types of errors are most likely to occur. Another opinion comes from Richards & Schmidt (2002), in linguistics, an error is the use of a phrase, a speech act, or grammatical elements in such a way that incomplete learning appears imperfect and significant.

There are two main purposes for learning errors: First, to provide data on how interference in learning can occur, Second, to show teachers and curriculum developers which parts of the target language students are most difficult to produce correctly and what types of errors. most likely to happen. Most impair the learner's ability to communicate effectively (Dulay et al. 1982: 138).

As stated by Norrish (1983, p. 7) error is a systematic deviation from the accepted system of the target language. The error is the deviation of non-systematic review of the system received from a language learned and usually because humans have limitations such as fatigue, nervousness, and fatigue means that errors can occur due to human factors in language acquisition targets such as limited memory, psychological problems and a lack of understanding of the material lessons, and are not aware of making mistakes.

It can be concluded that errors are part of the second language acquisition that occurs systematically in students and it is caused by a lack of understanding of linguistic competence. Making error is also a part of the learning process and no one can learn a language without making mistakes first

2.1.2 Causes of Error

Students' error in the target language becomes one of the topics to be discussed among researcher. They talked about why error in the target language occurs. One of the strategies to prevent the learners from making same error again is by looking at the causes of errors.

a. Mother-tongue interference

Mother-tongue interference is the result of language transfer caused by students' first language of the transfer of grammatical elements from students' mother tongue to the target language such as at morphological level, the students tend to omit the plural suffix at the end of the word. For example, five dog instead of five dogs.

b. Overgeneralization

Overgeneralization is the result of partial learning of the target language. In other words, it happens because learner creating a deviant structure based on his own experience of other structure in target language. The students tend to use two tense makers at the same time in one sentence since they do not mastered the language yet. For example, *She dranked all the tea yesterday*. Drinked is not the correct verb form for past tense. The sentence should be *She drank all the tea yesterday*.

c. Error Encouraged by teaching material or method

The teaching material or method can also contribute to the students errors. Unfortunately, these errors are much more difficult to classify. Error can appear to be induced by teaching process. In other words, it is called as teacher induced errors. According to Hubbard, et al (1983) Error is an evidence of failure of ineffective teaching or lack control. If material is well chosen, graded, and presented with meticulous care, there should never be error.

The error are hard to classify if the students do not learn the teaching material, technique or method. According to Brown, there are four categories of error as sources of error:

1. Interlingual Transfer

This is the beginning stage of learning a second language. This is caused by the mother tongue of the students. At this stage, students are not familiar with the use of the target language, so they use previous experiences when they learn it.

2. Intralingual Transfer

They may be due to the influence of one target language item over another. In short, intralingual errors occur as a result of learners' attempts to construct concepts and hypotheses about the target language from their limited experience with it.

3. Context of Learning

According to Brown (2000: 226) the third major source of error despite the overlap of the two types of transfer is the learning context. "Context" refers, for example, to a classroom with a teacher and the material in terms of learning in schools or social situations in the case of an uneducated second language. In the context of the classroom, teachers or textbooks can lead learners to make wrong hypotheses about language, according to Richards (in Brown, 2000: 226) called "false concepts". Students often make mistakes due to misleading explanations from the teacher, misrepresentation of structures or words in textbooks, or even patterns memorized in practice but out of context.

4. Communication Strategy

Communication strategy is defined and related to learning style. Students obviously use production strategies to improve the delivery of their messages, but sometimes these techniques themselves can be a source of error (Brown, 2000: 227). Communication strategy is the conscious use of verbal or nonverbal mechanisms to communicate an idea when appropriate linguistic forms for some reason are not available to the learner at some point in communication. The communication strategy is caused by the students' learning techniques.

2.1.3 Types of Error

Dulay et al (1982) classified errors into four types based on the surface strategy taxonomy. This taxonomy is classified into four types, namely:

a. Omission

Omission happen because the learners were still lack of form or grammar that is supposed to have in the sentence but learners delete it. Students form incomplete sentences by eliminating morphemes.

There are two types of morpheme abbreviations: content morphemes and grammatical morphemes. Content morphemes are morphemes that have meanings such as nouns, verbs, adjectives, and adverbs. Grammar morphemes are small words that are of little use in a sentence, such as nouns, verb flexion changes, articles, particles, and prepositions. Grammatical morphemes are omitted more often than content morphemes.

Example: *He in school yesterday.*

Allegedly: *He was in school yesterday.*

b. Addition

Addition errors are the opposite of omissions. They are distinguished by the presence of elements that cannot be represented in a well-formed language. Addition errors that are presence if item must not appear in a well formed utterance. Addition is type of error that happen when the students add an unnecessary word or phrase. According to Dulay (1982:35) classifies addition errors into three types:

1. Double marking

Double marking is defined as not removing certain elements required for the language structure. For example, He does not *goes* to school.

2. Regularization

Regularization occurs when a learner uses one rule in one language element and applies it to another element. He or she says that the past tense of the regular verb of -ed has been added. Then he or she uses it for the irregular past tense. For example, the verb drink not *drinked*, but *drank*.

3. Simple addition

If the addition error is not a double regularization, it is called a simple addition. There is no special feature to distinguish simple additions.

c. Misformation

Misformation is the use of the wrong structure or morpheme. In other words, the error of using one grammatical form replaces another grammatical form or the learner gives something, even though it is not true. Example: It is an book. This sentence should be It is a book.

d. Misordering

Misordering error is characterized by the inappropriate placement of morphemes or groups of morphemes in an utterance. Misordering errors occur when sentences are in the wrong order. The statement may be in the presented element, but the order is wrong. For example, *what this is?*, it should be *what is this?*.

2.2 Concept of Grammar

Grammar is sometimes defined as "how to put words together in the correct sentence." This is oversimplified, as you can see, but it's a good starting point and an easy way to explain the term to young learners. Grammar is a process used to clarify the meaning of a speaker or researcher when providing missing contextual information. The grammar allows students to recognize the meaning of a particular message in a language. It means that people can understand the informational meaning of the material with good grammar. Grammar is a very important tool in developing language order, and grammar helps language speakers understand the meaning of language phrases and sentences.

2.2.1 Concept of Tenses

Tense is a very important issue because the event or action contained in the statement must match the time of the event. Some people who learn English have difficulty understanding the tense. Tense means time. However, it should be noted that the time associated with act is a concept that exists in the mind of the speaker, reader, or listener. The tenses in actual use of the refer only to the grammatical form.

The researcher concludes that tense is the form of the verb used to express the relationship of time, and this tense refers to the time of the situation related to the situation of the utterance.

2.2.2 Types of Tenses

Betty Schramper Azar (1999) states there are 12 types of tenses, they are:

Table 1
Types of Tenses

Types of Tense	Examples
Simple Present	I watch television every day
Present Continuous	I am watching television now
Present Perfect	I have watched television
Perfect Continuous	I have been watching television for 3 hours
Simple Past	I watched television last night
Past Continuous	I was watching television all night
Past perfect	I had watched television all night
Past Perfect Continuous	I had been watching television for 3 hours last night
Simple Future	I will watch television tonight
Future Continuous	I will be watching television all night
Future Perfect	I will have watched television all night
Future Perfect Continuous	I will have been watching television for 3 hours last night

Source: Understanding and Using English Grammar Second Edition by Betty Schramper Azar.

2.3 Concept of Simple Past Tense

2.3.1 Definition of Simple Past Tense

According to Cowan (2008) The simple past tense is used for events or circumstances that started and ended in the past. According to Apte (2004) states that the simple past tense and perfective aspect of the verb are two difficult areas for ESL (English as a Second Language) learners in the world.

The simple past tense is used for past tenses that occur at a specific time. This can be specified in a time phrase (yesterday, last year, etc.) or understood

from the context. A regular verb added to the base form, or -d if the verb ends in -e. Irregular verbs can change in many ways. The form of the verb is the same for all people.

From the definition above, the researcher concludes that the simple past tense is an activity that has occurred in the past, before now or at a certain time in the past, it started and also ended in the past. The simple past tense usually accompanied by a time signal such as yesterday, last year, two years ago, etc.

Form:

S + Verb 2 + Complement

S + did + not + Verb 1 + Complement

Did + S + Verb 1 + Complement?

I **drank** all the tea yesterday

I **didn't drink** all the tea yesterday

Did I drink all the tea yesterday?

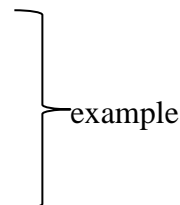


Table 2

Example of Error (Irregular)

Error Identification	Correction
I buyed a new car three days ago	I bought a new car three days ago
I didn't buyed a new car three days ago	I didn't buy a new car three days ago
Did I buy a new car three days ago	Did I buy a new car three days ago?

Source: Understanding and Using English Grammar Second Edition by Betty Schrampfer Azar

Table 3
Example of Error (Regular)

Error Identification	Correction
We play basketball last week	We played basketball last week
I didn't played basketball last week	I didn't play basketball last week
Did I play basketball tomorrow?	Did I play basketball last week ?

Table 4
Example of Error (Adverb of Time)

Error Identification	Correction
She work yesterday	She worked yesterday
She does not work yesterday	She did not work yesterday
Did her work yesterday ?	Did she work yesterday ?

Table 5
Example of Error (was/were)

Error Identification	Correction
They was friends	They were friends
They weren't friend	They weren't friends
Was they friends?	Were they friends?

2.3.2 The Use of Simple Past Tense

a. Actions completed in the past

The simple past tense is used to indicate that an action started and ended at a certain point in the past. Sometimes, the speaker does not mention a specific time, but he has a specific time in mind. For example:

Last week, I **traveled** to Korea.

I **saw** Spiderman movie yesterday.

I **went** to the beach last week.

b. A Series of Completed Actions

This second point explains that here use the simple past tense to list the number of actions completed in the past.

Example:

I **finished** work, **went** to the cinema, and **found** a good movie.

I **bought** a new car, **drove** down to the beach, and **enjoyed** a very beautiful sunset.

c. Duration in the Past

Simple Past Tense can be used for periods that start and end in the past. A duration is longer actions and are often expressed as: for three years, all day, year-round, etc.

Example:

I **lived** in Turki for three years.

We **didn't talk** for two days.

d. Habits in the Past

The simple past can also be used to describe a habit that ended in the past. It can have the same meaning as "used to". To make it clear that this is a habit, we often add expressions like: always, often, usually, when I was younger never, etc.

Example:

He **studied** Arabic when he was in senior high school.

e. Past Facts and Generalizations

The simple past tense can be used to explain the past tense and generalizations that are no longer true. This simple past tense usage is very similar to the phrase "used to".

Example:

She **didn't** like Iron Man before.

He **paid** much for his games in the past.

2.4 Concept of Writing

Writing is a way of thinking and learning. According to Tarigan (1985:5), writing is a skill because writing is a productive skill for writing indirect communication, and his personality traits are very different from what is expressed by speaking directly.

According to the opinion of the researcher from the definition above, writing is a medium that helps students to develop their language skills because by writing students can use their knowledge of the target language they have learned.

2.4.1 Types of Writing

Students needs to learn five kinds of writing texts. They are Narrative, Recount, Procedure, Descriptive and Report Text. The explanation is drawn up into a table as follows:

Table 6
Types of Writing

Text Types	Example
Narrative Text	<p>Orientation</p> <p>Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.</p> <p>Complication</p> <p>One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family’s life. But his mother didn’t permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the bigship. Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn’t know Malin’s real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin’s Favorite. But Malin didn’t admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.</p> <p>Resolution</p>

	<p>His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.</p> <p><i>(Source: Buku Bahasa Inggris Teks Narrative)</i></p>
<p>Recount Text</p>	<p>Orientation</p> <p>Picasso was one of the most outstanding and important artist of the 1900's. He is best known for his paintings. Almost every style in modern art is represented in picasso's works.</p> <p>Series of Events</p> <p>Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting from his father and several art schools. However, he never finished his college level course of study at the academy of art in Madrid.</p> <p>From about 1895 to 1901, he painted realistic works in a traditional style. Then, he entered what was called the Blue Period during this time. He only used shades of blue in his paintings to show the poverty he saw in Barcelona.</p>

	<p>Reorientation</p> <p>After 1908, he entered into the style of cubism. Among his well-known cubist paintings are “Three Musicians” and “Man with a Guitar”. Picasso died in Mougind, France in 1973. He was a really great artist.</p> <p><i>(Source: Supermart Books Bahasa Inggris SMA X, XI, XII)</i></p>
<p>Procedure Text</p>	<p>Goal</p> <p>Pineapple Stew</p> <p>Material</p> <p>Ingredients:</p> <p>1 pineapple cut into dices</p> <p>3 glasses of water</p> <p>4 1 glass of granulated sugar</p> <p>Steps</p> <p>Direction:</p> <ol style="list-style-type: none"> 1. Boil water until boiled. 2. Then, add sugar, cinnamon, and clover. 3. Bring it to boil and add the pineapples. 4. Wait until you can smell the pineapple. 5. Remove from heat and serve cold. <p><i>(Source: Supermart Books Bahasa Inggris SMA X, XI, XII)</i></p>

<p>Descriptive Text</p>	<p>Identification</p> <p>Singapore is a South-east Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, enertainments, finance, healthcare, and technology.</p> <p>Description</p> <p>Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, and Orchard Road.</p> <p><i>(Source:https://www.ef.co.id/englishfirst/englishstudy/descriptive-text-dalam-bahasa -inggris.aspx)</i></p>
<p>Report Text</p>	<p>General Classification</p> <p>Tapioca, widely used starchy food, obtained from the fleshy roor of the bitter cassava.</p> <p>Description</p>

	<p>Tapioca is sold in falke or flour form and as the pellet pearls tapioca. Tapioca flour is widely used in place of wheat flour in regions where it grown, e.g., South and Central America, Africa, the West Indies, and parts of India. When cooked it becomes transparent and increases in size. It is used to thicken puddings and soups.</p> <p><i>(Source: http://www.encyclopedia.com)</i></p>
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2.5 Concept of Narrative Text

2.5.1 Definition of Narrative Text

According to Rebecca (2003), narrative text is text related to a series of logical, and chronologically related events caused or experienced by factors. In addition, she states in that one key to understanding the story is to understand the storyline, themes, characters, events, and their relationships. She also explains that narrative text is a text that tells the story of while entertaining the audience. It has a personality, attitude and behavior. characters, setting, story questions are usually presented first. The problem peaks in the center. The ending fixes the problem.

In addition, Anderson and Anderson (2003) explain that a narrative text is a text that tells a story while entertaining the audience It has a personality, attitude and behavior. Characters, settings, and story issues are usually introduced first. The problem reaches the highest score of on the way, and finally the problem is fixed.

The researcher concludes that narrative text is a text that tells about an event in a certain period of time. It presents actions with multiple purposes.

2.5.2 Types of Narrative Text

According to Keraf in Fadhilah (2014:16) there are two types of narrative writing: fictional narrative and non-fiction narrative.

a. Fictional Narrative

A fictitious narrative is a story that describes an event or situation that does not occur in reality. It is based solely on the imagination and emotions of the author. However, it still has something to do with human life, as it reflects human experiences, emotions, ideas, and so on. The works included in fiction are novels, short stories, dramas, and myths.

b. Non-Fiction Narrative

Non-Fiction Narrative is a story that depicts real events and concessions. What is depicted in non-fiction books is based on reality. The events contained in this story are history, biography, autobiography, and resolution.

2.5.3 Generic Structure of Narrative Text

According to (Aminah: 2016) there are three points in the generic structure of narrative texts, namely: orientation, complications, and resolution.

a. Orientation

It tells who is in the story, when it is happening, where it is happening, and what is going on. According to Watkins (2005), even the simplest stories need

guidance. Tell viewers who is participating in the story, when the story will take place, and where the action will take place.

b. Complications

Complications are the trigger. It begins a series of events that affect what happens in the story. This is the part of the story the narrator tells about something that starts a series of events.

c. Resolution

This is when the character solved the problem and ends the complication. This means that the problem is solved, for better or for worse, but rarely remains completely unsolved, this is a certain kind of story asking "how did it go?"

2.5.4 Grammatical Features of Narrative Text

- a. A noun that identifies a particular character and location in the story.
- b. An adjective that provides an accurate description of the character and the environment.
- c. A verb that indicates the action that occurs in the story.
- d. A time word that connects events and tells when it will happen.

2.5.5 The Relationship Between Narrative and Simple Past Tense

Based on the explanation above, simple past tense is related to narrative text, narrative text uses tense form, tense is simple past tense, because one of the lexicogrammatical characteristics of narrative text is the use of simple past tense and simple past tense as well. dominates the tense in narrative text writing because the narrative text tells something that has happened, the verb used is the past tense.

Simple past tense is one form of tenses that students must know, because when students write narrative text, errors are still found, the reason is because students do not fully understand the grammatical features that should be used in writing narrative text. Therefore, students must first understand the simple past tense, with that it will be easier for them to write narrative text well and apply the simple past tense in their text. And if so, there will be fewer errors that occur.

In conclusion, if students want to master narrative text, they must understand the elements of narrative text well, such as simple past tense, generic structure, lexicogrammatical features, and conjunctions. Because the key to writing narrative text itself is the simple past tense. The simple past tense plays an important role in a narrative text, so students must understand the simple past tense and its formula well in advance in order to make a narrative text. And that's why the simple past tense is related to narrative text

2.6 Previous Study

This study is related to the three previous studies. These three studies have similarities and differences to current studies that can be used as references to carry out better studies.

The first previous study research was “ *An Error Analysis on the Use of Past Tense in Narrative Text*” Muhammad Adam Irfanul, Refi Ranto Rozak, and Siti Ermwati (2020). This study aims to analyze the errors found in students when using the past tense in writing Narrative text, based on the problems students encountered, they felt confused when using the past tense in their writing,

especially Narrative text. The research method used is descriptive qualitative. Research subjects the researchers chose 8 classes in MTs. Darrussalam, Cepu. The results showed that the researcher got four types of errors, namely omission, addition, misformation, and misdirection. Later, the researcher realized that the biggest mistake made by students was the wrong formation, with a percentage of 52%. This problem is influenced by students who are confused about understanding the simple past because they do not know the meaning and difference between regular and irregular verbs. Therefore, the students admitted that they rarely practice writing paragraphs.

The second research was "*Analisis of Accuracy and Grammatical Complexity in the Writing of Upper Intermediate and Advanced Learners of English*" done by Chan (2010) investigated the written errors of Hong kong Cantonese ESL learners. This study examined common lexicogrammatical problems found in Cantonese English as a second language learners' written English output. This study was conducted with 387 participants, who were asked to do two untutored and unaided free-writing tasks of about 200-300 words each. A range of lexicogrammatical error types commonly found among Hong kong Cantonese ESL learners was identified. Errors from the syntactic level included calquing, existential structures, incorrect ordering of adverbials, and independent clauses as subject; and those from the discourse level included periphrastic-topic constructions. Mother tongue influence was inevitably an important sources of the problems, but inadequate mastery of correct usage of the target language and universal processes were also important factors. The results of the study have

potential for enhancing our understanding of the interlanguage grammar of learners and the nature, sources, and prevalence of learner problems. The results also have promising pedagogical implications, as they inform teachers of the level, nature, sources, prevalence, and gravity of learners error and equip them with the key ingredients needed for the design of appropriate remedial instructional materials.

The third previous research was done by Ahamd Taufik Hidayah Bin Abdullah 2013 entitled *“Error Analysis On The Use Of The Simple Tense And The Simple Past Tense In Writing Essays Among TESL College Students”*. Errors committed by students learning english language can happen in any level. This research focuses on college students taking a diploma course in Teaching of English as a second language (TESL). Objectives of this study are to identify the areas where students commit most errors on the use of the simple present tense and the simple past tense, to find out some sources of errors and subsequently try finding ways to solve the errors. Methodology used is by using document analysis where error analysis procedures are applied. Instruments used in this research are by using essay writing questions. Research samples consisted of 53 students taking diploma in TESL. These students were selected randomly. Analysis of the data used Error Analysis Method. From the findings, it can be seen that many students committed errors involving grammatical items, such as subject-verb agreement, tenses, parts of speech and vocabularies. Types of errors committed by the students with regard to Error Analysis Method are due to omission, addition, misinformation and misordering. Some factors have been identified to contribute

to the problem such as: lack of knowledge and competence of the English grammar, influence of the mother tongue, loan words and lack of exposure of the English language. Some suggestions and recommendations have been made to address this problem. They include giving ample exercises and practices to students, giving some teaching techniques to the teachers to be implemented in class. All these efforts are meant for remedies to solve the problem in writing English essays with respect to the use of correct simple present tense and simple past tense.

2.7 Conceptual Framework

Based on the conceptual framework, the researcher focused on analyzing students' errors in the use of the simple past tense in the narrative texts. In conducting this research, the researcher will give a written test and it will be processed using error analysis. There are five steps in analyzing errors, namely: sample collection, sample identification, error description, error explanation and error evaluation.

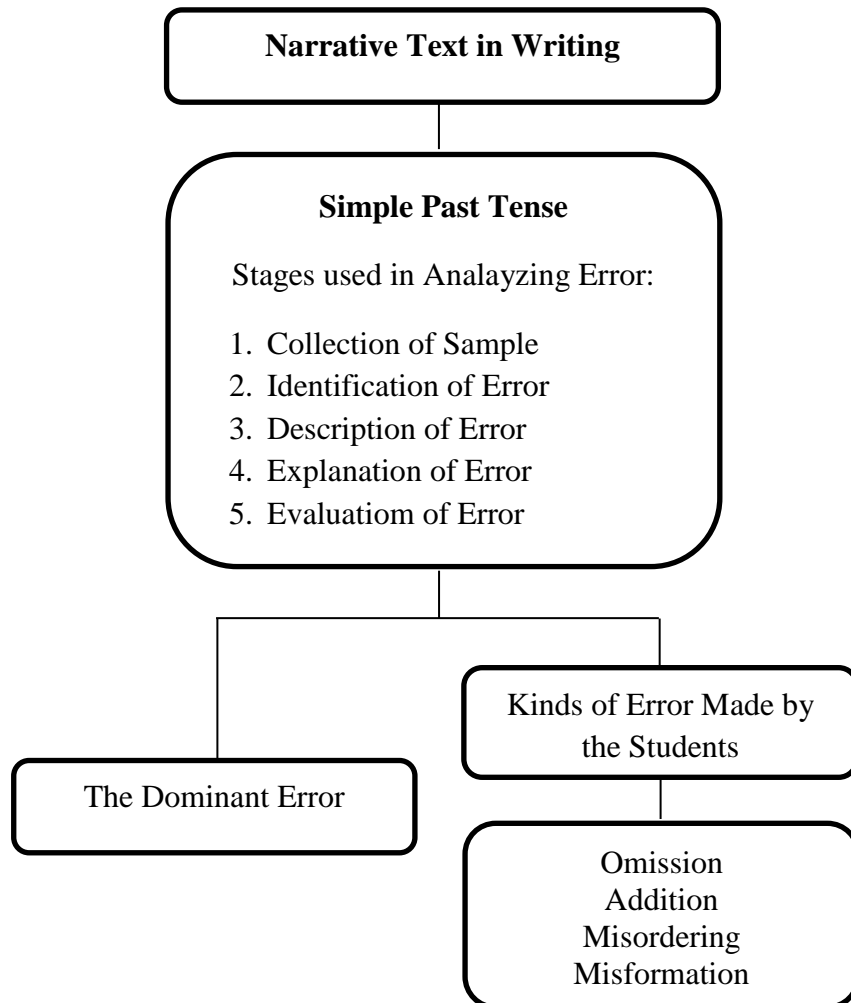
This analysis was conducted to find out the kinds of errors, there are four kinds of errors, namely omission errors, addition errors, misformation errors, and misordering errors. And to find out the dominant errors made by students in the use of the simple past tense in the narrative texts.

Then students will take a writing test at a certain time. In general, they will follow the length of the lesson, which is 2 x 45 minutes in 1-2 meetings, because the school system still applies a capacity of 50% of incoming students or not.

And the researcher will give a topic to the students about “what did you do on your last holiday?”, and the students are asked to write a narrative text on their sheet of paper. Then the researcher assessed each student's answer in the form of a concrete score. The results of this study are expected to have theoretical and practical benefits.

Figure 1

Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is strategy of a study chosen by the researcher. According to Creswell (2008), research design are plans and the procedures for research that span the decision from broad assumptions to detailed methods of data collection and analysis. There are three research design namely quantitative, qualitative research, and mixed method research.

The researcher chose qualitative as a research design. According to Burns & Grove (2003); Holloway & Wheeler (2002); Parahoo (1997), qualitative approach is about describing individual or group life experiences which focus on how they interpret this experience. According to McMillan and Schumacher (2003), Syamsuddin and Damaianti S. Vismaia (2003) qualitative research is an approach called as an investigative approach because the researcher usually collects the data by direct contact and does the interaction with people in a research place.

This research was designed with a descriptive qualitative research which answer the problems of errors commonly in students' writing. Qualitative approach is about "describing individual or group life experiences which focus on how they interpret this experience" (Burns & Grove, 2003; Holloway & Wheeler, 2002; Parahoo, 1997). This research can be named as a descriptive research because the data is described using words that tell its condition.

3.2 Setting of the Research

The researchers conducted this research in SMA N 1 Jambi City, Jambi Province in academic year 2021/2022. One of the reasons the researchers conducted research at this school is because SMA N 1 Jambi City is a place where researchers carry out the field experience practices (PPL), so when it comes to linking research with this school, especially in data collection, it will make the researcher easier.

3.3 Subject of the Research

According to Cresswell (2009) in the entire qualitative research process, the researcher keeps on focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to research or writers express in the literature.

The subject of the research will be the students at tenth grade of Senior High School 1 Jambi City in academic year 2021/2022. The total of the students at tenth grade is 303 which consist of 10 classes. The sample of ths research is students form X MIPA 1. The researcher determines the sample by using random sampling.

Random sampling is carried out by collecting each class representative and drawing lots for the class so that there is one class name that will be used as a sample for this study. The researcher chose random sampling because the researcher thought that all tenth graders had the right to take part in the selection, even though at the end of the study only one class will be chosen.

3.4 Technique of Data Collection

This study will use the test as research instruments to collect the data. The researcher gives the test to know error frequency in using simple past tense in writing narrative text. The test is narrative text writing test.

3.4.1 Test

Test is a form of evaluation tool to measure how far the teaching objectives have been achieved, so it means an evaluation of learning outcomes. According to Overton, Terry (2008) test is a method to determine a student's ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content. Some types would be multiple choice tests or a weekly spelling test. While it commonly used interchangeably with assesment, or even evaluation, it can be distinguished by the fact that a test is one form of an assessment.

The test can be said to be valid if the test can accurately measure what is intended to be measured. Then the test is said to be reliable if it is tested many times. The composition of the test is said to be objective if there are no subjective factors that influence it in carrying out the test. And a test is said to have high practicability if the test is practical, that is, it is easy to carry out, easy to examine, and is equipped with clear instructions. While the economic requirements mean that the implementation of the test does not require expensive costs, a lot of energy, and a long time.

The test that the researcher uses is a writing test. This test will only be carried out once with two meetings, because the school is still running a class division system into two sessions. This test was carried out only once because the

researchers only focused on analyzing the students' errors, and also because the researchers had previously taught about narrative texts in this class. The researcher will ask the students to write a narrative text with the topic given “what did you do on your last holiday?”. This writing test will be analyzed by researcher to find out what errors are made by students in writing narrative texts.

3.5 Technique of Data Analysis

After the data collection is complete, the researcher will analyze the data found. According to Ary et al (2010, p.481) the most compound and puzzling phase of qualitative research is data analysis. For this research, the researcher analyzed the collected data by giving test. The researcher applies the theory of Rod Ellis (1974:51) analyzing the data. The steps of analysis are as follows:

1. Collection of sample: the first step of analyzing errors is collection of sample.
In this step, the researcher must decide a number of students which is being sample of the research. Then, they will be given a writing test in order to get data.
2. Reading, the researcher read the students' writing narrative text test.
3. Identification of errors: to identify the errors, the researcher must compare the sentence that was produced by students to the correct sentence in the target language.
4. Description of errors: after identifying the errors, then they can be classified into the types of errors.
5. Explanation of errors: this step will explain why errors occur.

6. Evaluation of errors: in this step, the researcher must decide the criteria of error which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinct which errors will be corrected so the learner, which made error, will not be stress of getting correction.

The formula used as follow:

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

P = Percentage of the error

F = Frequency of the error

N= Total sample

Percentage of the students' error on the use of simple past tense based on surface strategy taxonomy:

1. Omission

$$P = \frac{\text{total omission}}{\text{total of error}} \times 100\%$$

2. Addition

$$P = \frac{\text{total addition}}{\text{total of error}} \times 100\%$$

3. Misformation

$$P = \frac{\text{total misformation}}{\text{total of error}} \times 100\%$$

4. Misordering

$$P = \frac{\text{total misordering}}{\text{total of error}} \times 100\%$$

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

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

Table 7

The Identification of the Errors of Students

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

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

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

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

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

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

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

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

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

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

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

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

Table 8

The Recapitulation of Students'of Error

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

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

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

4.1.1 Kind of Error on the Use of Simple Past Tense

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

Table 9
Kinds of Error Made by the Students

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

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

4.1.2 The Dominant Error Made by the Students

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

Table 10
Percentage of Students' Error

No.	Kind of Error	Percentage
1.	Omission	13,73%
2.	Addition	26,47%
3.	Misformation	48,04%
4.	Misordering	11,76%
Total		100%

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

4.2 Discussions

4.2.1 Kinds of Error on the Use of Simple Past Tense

Based on the instrument used in this study, namely the test. The researcher found that students of X MIPA 1 SMA Negeri 1 Jambi City 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 MIPA 1 of Senior High School 1 Jambi City. The errors are:

a. Miformation

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

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

(12)

Name : Muhammad Dzikra Ananda

Class : X MIPA 1

Title	What did you do on your last holiday?
Orientation	Many weeks ago, i and my family went to the beach. We using the car and drove to the beach, my mother usually carried some lunch before we played water.
Complication	When we arrived in the beach, my mother said the beach was too hot. We should haved come earlier, and then my mother gived my sister and i a hat to protect our had from the hot sun. And then we unpacked the car and walked to the beach.my father and I decided to go played some water. "don't went to deep place, you can drowned or got pulled by the waves" said my father. And then I said "calm down im not a child anymore"
Resolution	Trought the day, the beach was getting hotter. My father gived me an idea, "lets bought some cold drinks". That's a good idea, I haven't think about it. We bought some water and gived to my sister and my mother. It makes us fell better.

b. Misordering

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

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

Name : muhammad alfarids yuliandra

Class : x mipa 1

Date : 22 february 2022

Title	What do yo do in the last holiday ?
Orientation	In December 2021 my family and i was on vacation and go to West Sumatera during the school holidays. We used the car and my father drove that car from Jambi to Payakumbuh first, because we want to visit my father's hometown and then after from Payakumbuh we went to Bukittinggi. We left the house at 03.00 am. During the trip I spent more time sleeping and playing on my cellphone. At 12 noon we decided to stop at a rest area for lunch, prayer and a short rest. Approximately 1 hour we rest then continue the journey. The trip takes about 12 hours we arrived in Payakumbuh at 1 pm. Even though it was 1 o'clock at night, my grandfather greeted us with great joy. Arriving at my father's parents' house, I immediately rested because we were all very tired sitting in the car for so long.
Complication	Morning has come, I woke up at 9 pm because I was very tired. I woke up from sleep, then I found that my uncle from Jambi and Aceh had also arrived at 7 am. We all had breakfast together, my mom had bought Lontong for breakfast. After breakfast, my father and I went to a pond behind my grandfather's house to fish. My father goes to fishing about 1 hours, my dad was went fishing for 1.5 hours and got 3 big fish. The fish will be grilled by my grandfather. I and my family spent only 2 days in Payakumbuh then we continued our journey to Bukittinggi. On the next day, we went to Bukittinggi at 11 am. From Payakumbuh to Bukittinggi we spent 1,5 hours. We vacationed in Bukittinggi for 3 days, before we went to the town of Bukittinggi, we headed to my mother's hometown, the location is close to the town of Bukittinggi. There we stayed for a day. The next day we headed to the city of Bukittinggi, we arrived at

c. Omission

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

STUDENTS WRITING TEST

Name :Teuku muhammad ridha ikramsyah

Class :X MIPA 1

Date :22nd February 2022

Title	What did you do on your last holiday
Orientation	Many years ago i went to West Sumatra with my mom and my neighbor. It was 3 days vacation, i follow my neighborhood vacation plan.
Complication	We used travel car. When i was in Padang, i stayed in hotel for a night. The next day, we went to Mandeh. It was scorching day. We went to island and i want to swim. When i jumped in to the sea from the boat, by accident i drank the water and it's salt. I went back to the boat, because i tired. After that, we directly went to Bukit Tinggi, and i slept in travel. After arrived there, we check in homestay and went to Jam Gadang. I took many pictures there. In the morning i shopping in the market for souvenir.
Resulation	At afternoon we went back to Jambi, it took a night. When arrived in my house, i very tired and immediately slept.

OMISSION

d. Addition

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



Name : Meydia siti khodipah

Class : X MIPA 1

Date : 22/02/22

Title	What did you do on you last holiday ?
Orientation	Last thursday was my day off. I didn't go anywhere. I just stay at home for two weeks to did the same activities routinely, over and over again.
Complication	<p>I woke up earlier and did subuh prayer. After that, I had breakfast with my family in the morning. At 08.00 am, I turned on computer and played many games. Not felt, it was 10.00 o'clock, I rushed to take a bath to freshen my body.</p> <p>Then, I watched my favorite TV programs until it almost midday. At 01.00 pm, I went to bathroom to ablution and immediately did zuhur prayer. Then, I had lunch and helped my mother to clean the house.</p> <p>Because I was tired, I felt asleep on the couch. Unexpectedly, after waking up I had a guest who could cheer me up, my aunt came with her child. I kept playing with my nieces until nightfall.</p>
Resolution	Although just a home holiday, at least to refresh my mind from the routine activities in the school

4.2.2 The Dominant Error Made by the Students

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

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

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

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

5.2 Suggestions

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

1. Teachers

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

2. Students

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

3. For the Next Researchers

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

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APPENDIX 1

STUDENTS WRITING TEST

1. Please write your full name, your class, and date on the paper that is given.
2. Write a narrative text about the given topic “ what did you do on your last holiday?”
3. Write a narrative text according to the right generic structure with 250 words maximal.

Name :

Class :

Date :

Title	What did you do on your last holiday?
Orientation	
Complication	
Resulation	

APPENDIX 2

Name List of The Sample

No.	Name	Class	Code
1.	AHMAD RIDHO KURNIAWAN	X MIPA 1	Student 1
2.	ALICIA NAMARINA SADIKIN LUBIS	X MIPA 1	Student 2
3.	ALIYYA DZAKIRA AREZTI	X MIPA 1	Student 3
4.	AMANDA PUTRI VADYA	X MIPA 1	Student 4
5.	ARNICO VIDYA PRAMUDITHA	X MIPA 1	Student 5
6.	ASYFA DE JOLA	X MIPA 1	Student 6
7.	AZKA SIRAJ YOMITRA	X MIPA 1	Student 7
8.	AZZIKRI ASSIDQI SAMANI	X MIPA 1	Student 8
9.	GHINA KANIA RIHHADATUL 'AISYA	X MIPA 1	Student 9
10.	GITA ZAHRA	X MIPA 1	Student 10
11.	MEYDIA SITI KHODIPAH	X MIPA 1	Student 11
12.	MUHAMAD DZIKRA ANANDA	X MIPA 1	Student 12
13.	MUHAMMAD FAJAR ALKADAFI	X MIPA 1	Student 13
14.	MUHAMMAD RYAN FANADI	X MIPA 1	Student 14
15.	NAYYARA FAIZA	X MIPA 1	Student 15
16.	NESHA SAFIRA	X MIPA 1	Student 16
17.	RAFI HISYAM INDISATRIO	X MIPA 1	Student 17
28.	RAJA IHSAN. S	X MIPA 1	Student 18
19.	RAUSYAN FIKRI	X MIPA 1	Student 19
20.	REYVANA NEFIOLA ARLISCHA	X MIPA 1	Student 20
21.	SALMA NANDITA CHAERUNISA	X MIPA 1	Student 21
22.	TARISHA SABINA HERLAMBANG	X MIPA 1	Student 22
23.	TEUKU M.RIDHA IKRAMSYAH	X MIPA 1	Student 23
24.	ZAKI PRADIPA RIZAL	X MIPA 1	Student 24
25.	M. ALFARIDS YULIANDRA	X MIPA 1	Student 25

APPENDIX 3

Transcription and Description of Student's Errors

No.	Students	Errors Identification	Error Correction	Types of Error
1.	Student 1	I just stay at home for two weeks to did the same activities.	I just stayed at home for two weeks to do the same activities.	Misformation
		I felt that was the worst day I ever passed.	I felt that was the worst day I ever had.	Misformation
		I woke up earlier and did subuh prayer.	I woke up earlier and did a subuh prayer.	Omission
		I had breakfast with my family in the morning.	I had breakfast with my family in this morning.	Misformation
		I turned on computer and played many games.	I turned on the computer and played many games.	Omission
		I rushed to take a bath to freshen my body.	I rushed to take a bath to refresh my body.	Misformation
		I watched my favorite TV programs until it almost midday.	I watched my favorite TV programs until almost midday.	Addition
		I went to my bathroom to ablution and immediately did zuhur prayer.	I went to my bathroom to ablution and immediately did a zuhur prayer.	Omission
		I had lunch and helped my mother to clean the house.	I had lunch and helped my mother clean the house.	Addition
		I felt asleep on the couch.	I fell asleep on the couch.	Misformation
		Although just a home holiday.	Although it's just a home holiday.	Omission

2.	Student 2	We stayed at my city because of the covid pandemic.	We stayed in my city because of the covid pandemic.	Misformation
		So, me and my friends	So, my friends and I	Misordering
		Nayya and Rista decided to watch a movie at cinema.	Nayya and Rista decided to watch a movie at the cinema.	Omission
		Rista take us straightly to the clothes shop.	Rista took us straight to the clothes shop.	Misformation
		We spent almost 1 hour only to get one T-shirt.	We spent almost 1 hour only getting one T-shirt.	Misformation
		I need a new earphone.	I need new earphone.	Addition
		I need new earphone.	I need new earphones.	Omission
		It's not a big deal anyways.	It's not a big deal anyway.	Addition
		I've booked tickets online.	I've booked an online tickets.	Misordering
		We can get the comfort sit.	We can get the comfortable seat.	Misformation
		After that we went to our home.	After that we went home.	Addition
		3.	Student 3	It was on 23 December 2021.
We decided to went to Jakarta.	We decided to go to Jakarta.			Misformation
We want to visited my dad.	We want to visit my dad.			Addition
Which was works at there.	Which works there.			Addition
We stayed in our apartment at Jakarta Pusat.	We stayed in our apartment in Jakarta Pusat.			Misformation
Me and my brother met my cousins and played together.	My brother and I met my cousins and played together.			Misordering
We also went to many restaurant	We also went to many restaurants			Misformation

		and café.	and cafés.	
		Me and my brother had to go to school.	My brother and I had to go to school.	Misordering
		That short holiday after one year of quarantine because of pandemic is really made me refreshed.	That short holiday after one year of quarantine because of pandemic is really made me feel refreshed.	Omission
4.	Student 4	On last Friday	Last Friday	Addition
		Gave me a surprise for me on my birthday.	Gave me a surprise for my birthday.	Addition
5.	Student 5	I can relieve my stress after doing exam for 9 days.	I can relieve my stress after doing exams for 9 days.	Misformation
		I also filled my free time by played online games with my friends around my home, listened some musics, and watched some series.	I also filled my free time by playing online games with my friends around my home, listening some musics, and watching some series.	Misformation
		My parents took my report card at school.	My parents took my report card to school.	Misformation
		I succeeded to finish the game.	I succeeded in finishing the game.	Misformation
6.	Student 6	It is located in approximately 10 km to the south of the city center.	It is located approximately 10 km south of the city center.	Addition
		We arrived about 13.45.	We arrived at 13.45.	Misformation
		I immediately ran towards the beach.	I immediately run towards the beach.	Misformation
		I didn't forget to take a selfie with the background of beautiful beach.	I didn't forget to take a selfie with the background of the beautiful beach.	Omission
		I suddenly feel hungry.	I suddenly felt hungry.	Misformation

		The food is finally served.	The food was finally served.	Misformation
		Before went to home.	Before went home.	Addition
7.	Student 7	I guessed that was a good time for me and my family.	I guessed that was a good time for my family and I.	Misordering
		To get full refreshing.	To feel refreshed.	Misformation
		While we were enjoying a cup of tea and coffee made me feel peaceful and relaxing.	While we were enjoying a cup of tea and coffee made me feel peaceful and relaxed.	Misformation
8.	Student 8	Many weeks ago, I and my family went to the beach.	Many weeks ago, my family and I went to the beach.	Misordering
		When we arrived in the beach.	When we arrived at the beach.	Misformation
		We should haved.	We should have.	Addition
		My mother gived my sister and I a hat.	My mother gave my sister and I a hat.	Addition
		To protect our had.	To protect our head.	Misformation
		My father gived me and idea.	My father gave me and idea.	Addition
9.	Student 9	It would be nice if we spend time together at Jamtos.	It would be nice if we spent time together at Jamtos.	Misformation
		We also eat together there while chatting.	We also eat there while chatting.	Addition
10.	Student 10	We didn't forget to take pictures to capture the moment the.	We didn't forget to take pictures to capture the moment.	Addition
11.	Student 11	I just stay at home for two weeks to did the same activities.	I just stayed at home for two weeks to do the same activities.	Misformation
		I felt that was the worst day I ever passed.	I felt that was the worst day I ever had.	Misformation

		I woke up earlier and did subuh prayer.	I woke up earlier and did a subuh prayer.	Omission
		I had breakfast with my family in the morning.	I had breakfast with my family in this morning.	Misformation
		I turned on computer and played many games.	I turned on the computer and played many games.	Omission
		I rushed to take a bath to freshen my body.	I rushed to take a bath to refresh my body.	Misformation
		I watched my favorite TV programs until it almost midday.	I watched my favorite TV programs until almost midday.	Addition
		I went to my bathroom to ablution and immediately did zuhur prayer.	I went to my bathroom to ablution and immediately did a zuhur prayer.	Omission
		I had lunch and helped my mother to clean the house.	I had lunch and helped my mother clean the house.	Addition
		I felt asleep on the couch.	I fell asleep on the couch.	Misformation
12.	Student 12	Many weeks ago, I and my family went to the beach.	Many weeks ago, my family and I went to the beach.	Misordering
		When we arrived in the beach.	When we arrived at the beach.	Misformation
		We should haved .	We should have .	Addition
		My mother gived my sister and I a hat.	My mother gave my sister and I a hat.	Addition
		To protect our had .	To protect our head .	Misformation
		My father gived me and idea.	My father gave me and idea.	Addition
13.	Student 13	And in afternoon.	And in the afternoon.	Omission

14.	Student 14	I'm the type of person who tends to prefer to spends time at home rather that go outside.	I'm the type of person who tends to prefer to spends time at home rather that going outside.	Misformation
		Just checked whatsapp and start opening my social media app.	Just checked whatsapp and started opening my social media app.	Misformation
		I called my friend to play outside .	I called my friend to hang out .	Misformation
		I made the answer first in another book.	I made the answer first on another book.	Misformation
15.	Student 15	We finally got one chothes .	We finally got one clothes .	Misformation
16.	Student 16	-	-	-
17.	Student 17	I still remember about my vacation.	I still remember my vacation.	Addition
		We bought 2 tickets to the slide.	We bought 2 tickets for the slide.	Misformation
		Then I told my mother and my brother to give a try and I assured them it wasn't scary.	Then I told my mother and my brother to give a try and I assured it wasn't scary.	Addition
18.	Student 18	It was on 23 December 2021 .	It was on December 23 2021 .	Misordering
		I decided to went to pool because I want it.	I decided to go to pool because I want it.	Misformation
		I spent about a 2 hours.	I spent about 2 hours.	Addition
		It's fun to watch and make ur soul exhausted.	It's fun to watch and make your soul exhausted.	Misformation
		I also starting reading light novel.	I also started reading light novel.	Misformation
19.	Student 19	I'm driving in shift with my father.	I'm driving on shift with my father.	Misformation
		Then my father told me to turn on the light of	Then my father told me to turn on the hazard light .	Misordering

		hazard.		
20.	Student 20	-	-	-
21.	Student 21	I was going to Yogyakarta.	I went to Yogyakarta.	Misformation
		I had to clean my face and took a bath first.	I had to clean my face and take a bath first.	Misformation
22.	Student 22	Handing in my homework, or going to the course place.	Handing on my homework, or going to the course place.	Misformation
23.	Student 23	We went to island and I want to swam .	We went to island and I want to swim .	Misformation
		I drank the water and it's salt.	I drank the water and it was salt.	Misformation
		In the morning I shopping in the market.	In the morning I went shopping in the market.	Omission
		At afternoon we went back to Jambi.	In the afternoon we went back to Jambi.	Misformation
		I very tired and immediately slept.	I was very tired and immediately slept.	Omission
24.	Student 24	We were all wearing life jackets so no one was hurt or drowned .	We were all wearing life jackets so no one was hurt or drawn .	Addition
25.	Student 25	My family and I was on vacation.	My family and I were on vacation.	Misformation
		My mom had bought Lontong.	My mom bought Lontong.	Addition
		My father goes to fishing.	My father goes fishing.	Addition
		I and my family spent only 2 days.	My family and I spent only 2 days.	Misordering
		Me and my brother decided to go swimming in the hotel.	My brother and I decided to go swimming in the hotel.	Misordering

APPENDIX 4

Students' Writing Task

Writing Test

Name: Ahmad Ridho Kurniawan

Class: X MIPA 1

Date: February 22nd, 2022

Title	What did you do on your last holiday?
Orientation	Last thursday was my day off. I didn't go anywhere. I just stay at home for two weeks to did the same activities routinely, over and over again. I felt that was the worst day I have ever passed.
Complication	<p>I woke up earlier and did subuh prayer. After that, I had breakfast with my family in the morning. At 08.00 am, I turned on computer and played many games. Not felt, it was 10.00 o'clock, I rushed to take a bath to freshen my body.</p> <p>Then, I watched my favorite TV programs until it almost midday. At 01.00 pm, I went to bathroom to ablution and immediately did zuhur prayer. Then, I had lunch and helped my mother to clean the house.</p> <p>Because I was tired, I felt asleep on the couch. Unexpectedly, after waking up I had a guest who could cheer me up, my aunt came with her child. I kept playing with my nieces until nightfall.</p>
Resolution	Although just a home holiday, at least to refresh my mind

1 misformation

I just stay at home - stayed 1 misformation
 For two weeks to did the same activities - do misformation
 I have ever passed - had misformation
 and did subuh prayer omission
 in the morning - this misformation
 on computer - omission
 to freshen my body - refresh misformation
 until at almost midday - addition
 did zuhur prayer - omission
 helped my mother to clean the house - addition
 I felt asleep - Fell misformation
 although it's just a home holiday - omission

4 omission

2 addition

Nama: Aliyya Dzakira Arezti

Kelas: X MIPA 1

Date: 02-22-2022

Title	What did you do on your last holiday?
Orientation	On my last holiday, I went to Jakarta and Bandung with my family. It was on 23 December 2021, two days before Christmas. We decided to go to Jakarta because we wanted to visit my dad, who works there.
Complication	In Jakarta, we stayed in our apartment at Jakarta Pusat. We spent about a week in Jakarta. We went to several malls like Kokas, GI, Central Park, Plaza Senayan, etc. We also watched Spiderman: No Way Home at the apartment mall. On 3 January 2022 we went to Bandung to visit my uncle's house. Me and my brother met my cousins and played together. In Bandung we stayed at Pullman Hotel, the view is really nice at night. In Bandung we also went to many restaurants or cafes for a lot of food. After three days in Bandung we returned to Jakarta because my dad had to work. In Jakarta we also ate many foods like Traffic Bun, Kebon Sirih Fried Rice, Soursally, Xing FuTang, etc. I really love it.
Resolution	On 9 January we returned to Jambi, because me and my brother had to go to school. That short holiday after one year of quarantine because of the pandemic is really refreshing.

Pandemics 14

Name : Muhammad Dzikra Ananda

Class : X MIPA 1

Title	What did you do on your last holiday?
Orientation	Many weeks ago, i and my family went to the beach. We using the car and drove to the beach, my mother usually carried some lunch before we played water.
Complication	When we arrived in the beach, my mother said the beach was too hot. We should haved come earlier, and then my mother gived my sister and i a hat to protect our had from the hot sun. And then we unpacked the car and walked to the beach.my father and I decided to go played some water. "don't went to deep place, you can drowned or got pulled by the waves" said my father. And then I said "calm down im not a child anymore"
Resolution	Trought the day, the beach was getting hotter. My father gived me an idea, "lets bought some cold drinks". That's a good idea, I haven't think about it. We bought some water and gived to my sister and my mother. It makes us fell better.

APPENDIX 5

Documentation



APPENDIX 6

The Recapitulation of Students' Error

Students	Addition	Omission	Misformation	Misordering
Student 1	2	4	5	-
Student 2	3	2	4	2
Student 3	2	1	3	3
Student 4	2	-	-	-
Student 5	-	-	4	-
Student 6	2	1	4	-
Student 7	-	-	2	1
Student 8	3	-	2	1
Student 9	1	-	1	-
Student 10	1	-	-	-
Student 11	2	3	5	-
Student 12	3	-	2	1
Student 13	-	1	-	-
Student 14	-	-	4	-
Student 15	-	-	1	-
Student 16	-	-	-	-
Student 17	2	-	1	-
Student 18	1	-	3	1
Student 19	-	-	1	1
Student 20	-	-	-	-
Student 21	-	-	2	-
Student 22	-	-	1	-
Student 23	-	2	3	-
Student 24	1	-	-	-
Student 25	2	-	1	2
Total	27	14	49	12
Total (N)	102			