AN ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE IN NARRATIVE TEXT MADE BY THE THIRD SEMESTER OF ENGLISH DEPARTMENT STUDENTS AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR

(A Descriptive Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of Education in English Department

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Rabu, 19/12/18	IV	Rewrite discussion	
Minggu, 23/12/18	IV	Understudy your research in Error	
Selasa, 25/12/18	IV	See the discussion	
Senin, 31/12/18	IV	See the discussion Connect with your finding	
Selasa, 1/1/19	IV	Rewrite discussion	
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Senin/17/12/	IV	Appendices → Put the pene in put the students task.	
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MOTTO

"DO NOT LOSE HOPE, NOR BE SAD"

-QUR'AN 3:139-

"SEMAKIN BERAT UJIAN, SEMAKIN DEKAT

PERTOLONGAN ALLAH SWT"

I dedicate this thesis to my family, especially my parents, my close

friends and them who have been supporting me.

ABSTRACT

Wahyuni Amaliyyah Setti, 2018. *An Error Analysis on the Use of Simple Past Tense in Narrative Text Made by the Third Semester of English Department Students at Muhammadiyah University of Makassar (A Descriptive Research).* Under the Thesis of English Education Department the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, Supervised by Hasnawati Latief and Wildhan Burhanuddin.

This research aimed to find out the kinds of error on the use of simple past tense in narrative text and dominant error made by the Third Semester of English Department Students at Muhammadiyah University of Makassar.

The method of this research was descriptive research. The population of this research was the Third Semester of English Department Students of Muhammadiyah University of Makassar. The sample consisted of 35 students taken from each class in Academic Year 2018/2019. The data were collected through the students' written test.

The findings of this research indicated that there were 371 total error that students made which were classified into four categories based on the surface strategy taxonomy. Those were error of omission with 88 errors, error of addition with 46 errors, misformation with 234 errors and misordering with 3 errors. The students made the dominant error in misformation category. It can be seen from the percentage result where misformation were 63%, then followed by error of omission with 24%, error of addition with 12% and misordering with 1%. Based on the findings, it can be concluded that the third semester of English Department students at Muhammadiyah University of Makassar had many errors in writing narrative text especially in using simple past tense. The students need more practice in using simple past tense in order to make them familiar with it and they can compose a good narrative text.

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

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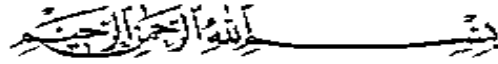
In the name of Allah, the Beneficent and Merciful. All praise is to Allah, the lord of the universe, who has bestowed strength and health upon the researcher in finishing this research. Shalawat and Salam be upon our prophet Muhammad SAW, his family, companions and his faith followers till the end of the world.

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Finally, the researcher believes that this thesis is still far from being perfect. So, constructive criticism will be appreciated. May Allah SWT bless us whenever and wherever we are. Aamiin.

Makassar, February 2019

Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

English tenses are a crucial element in the English language because every event and action is expressed in sentence according to the time of occurrence. Tenses are *when* an event or action takes place and that can be determined through the verb change in the sentence. Edward in Pensius *et al.* (2016) says that tense is a form of verb that shows the time of an action or condition. In the other word, tenses mean a form of a time.

There are several different tenses in English language. The differences occur in the form of the used verbs and the time of verbs action take places. According to Azar (1999), there are twelve kinds of tenses. They are (a) simple present tense, (b) present continuous tense, (c) present perfect tense, (d) present perfect continuous tense, (e) past tense, (f) past continuous tense, (g) past perfect tense, (h) past perfect continuous, (i) future tense, (j) future continuous tense, (k) future perfect tense, (l) future perfect continuous tense.

Tenses have some functions, they are (a) shows the occurrence of an action, whether in the present, in the past or in the future, (b) indicates the state of the sentence, whether in perfect of imperfect form, (c) indicates whether the event or action is progressing or not. Fadzilyna (2013) says that every kind of tenses has their own function. Past tense is used to describe action that took place in the past

and no longer take place in the present. It is important for those who want to talk about the past which has nothing to do with the future.

There are some types of genres in English, such as descriptive, narrative, recount, and exposition. Narrative is of the genres that uses simple past tense. Cahyono (1997) states that narration usually refers to telling story. In writing narrative text, the students need to pay attention about simple past tense because it is written in past tense verbs. In this case, simple past tense becomes a crucial component in writing narrative text.

According to Douglas as cited by Aminah (2016), in learning a language we must know the grammar rules for forming correct sentence. Unfortunately, for Indonesian students, although they have learned English in Junior High school, English grammar is still something difficult to be mastered. Based on the researcher's experience when studying in Muhammadiyah University of Makassar, many students have difficulties in writing English, especially in using simple past tense. It is not that easy for Indonesian students to use the simple past tense appropriately.

In order to solve the problem in students' errors, the researcher consider to analyzing the errors so that students can learn and see their difficulties in using simple past tense. Thus, the students will not do the same error or do the same errors repeatedly. Since students in Muhammadiyah University of Makassar learn English writing since the first semester, so that the third semester students are considered able to write in English based on their own ideas.

Based on the reason above, the writer is interested in conducting study entitled "*An Error Analysis on the Use of Simple Past Tense in Narrative Text Made by the Third Semester of English Department Students at Muhammadiyah University of Makassar*".

B. Problem Statement

This research is intended to answer this following question, namely:

1. What kinds of error are made by the Third Semester of English Department Students at Muhammadiyah University of Makassar on the use of simple past tense in narrative text?

2. What is the dominant error made by Third Semester of English Department Students at Muhammadiyah University of Makassar on the use of simple past tense in narrative text?

C. Objective of the Research

The objectives of this research are:

1. To find out the kinds of error made by Third Semester of English Department Students at Muhammadiyah University of Makassar on the use of simple past tense in narrative text.

2. To find out the dominant error made by Third Semester of English Department Students at Muhammadiyah University of Makassar on the use of simple past tense in narrative text.

D. Significance of the Research

The result of this research can be used as the input and reference especially in writing narrative text. While practically for the students, this research can help them to find the errors on their narrative text, minimize the students' error in using past tense. Then, this research is expected to help English teachers to know the errors made by students on the use of simple past tense in their narrative text. On the other hand, this research is expected to gives additional information and increasing knowledge for the researcher herself.

E. Scope of the Research

The limits of this research is to analyze the errors of students' narrative text focused on the use of simple past tense especially the use of to be (was, were) and verb tense (regular, irregular verb) by using surface strategy taxonomy.

CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

This research is relevant to the three previous researches. These three researches have similarities and differences with present study which can be used as references to conduct the better study.

The first research is conducted by Utari (2017) entitled *An Error Analysis on the Use of Preposition in Narrative Composition Made by the Eleventh Grade Students of SMAN 1 Babat Toman Muba*. The objectives of the research were to find out the types of errors and the most frequent type of errors on the use of preposition in narrative composition made the eleventh grade students of SMAN 1 Babat Toman Muba. The subjects were 38 students of eleventh grade students of SMAN 1 Babat Toman Muba. The result showed that the students contributed three types of errors, those were omission (23.4%), insertion (26.08%) and selection (50.43%). The most frequent type of errors was selection with the occurrence 58 errors (50.43%).

The second is about *Error Analysis on the Use of Simple Past Tense in Students' Recount Text Writing* done by Millah (2016). The objectives of the research were to describe the types of errors on the use of simple past tense in students' recount text writing, to find out the percentages of each error on the use of simple past tense in students' recount text writing, and to identify the sources of the errors found on the use of simple past tense in students' recount text writing.

The subject of the research was X IPA U which has 34 students of MA NU Banat Kudus. The result of the data analysis showed that: the total errors on the use of simple past tense made by the tenth grade students were 147 errors. The highest of types of error were 54% in Misinformation. The writer also found that the source of errors made by students were Interlingual and Intralingual.

The third research is conducted by Aminah (2016). The research entitled *"Error Analysis on the Use of Simple Past Tense in English Narrative Text Written by the Students of SMKN 1 Tengaran in the Academic Year of 2016/2017"*. The objectives of his research were to find out types of error that occurred on the use of simple past tense in English narrative text and to find out the profile of the students' type of errors on the use of simple past tense in English narrative text. The subjects of the research were 34 students from XII TB 1 class of SMKN 1 Tengaran. The result of this research showed that the students made total error of 106 errors. The most dominant error students made is error of misformation (69 errors = 65.09%), in the form of addition (22 errors = 20.75%), in the form of omission (12 errors = 11.32%), and the students tended to make errors in the form of misordering (3 errors = 2.83%)

The relatedness with this research is to analyze the error of the use of simple past tense in students' narrative text. Similarly, some of the previous research above and my research are focused in finding the kinds of errors in students writing. The differences of the research are in the scope of the research, the objectives of the research and the subject of the research.

B. Concept of Error

1. Definition of Error

Error is a part of learning process. Ancker in Fadzilyna (2013) says that making mistakes or errors is a natural process of learning and must be considered as part of cognition. Krashen as cited by Aminah (2016) states that people cannot learn language without first systematically committing errors. According to James (1998), error arises "only when there was no intention to commit one". Errors caused by the lack of knowledge about the language rules (Chomsky in Tarigan: 1988). It means that errors come from the learners' competence in learning language. Richards (1985: 96) also says that errors result from incomplete learning and knowledge of learners about target language system. According to Dulay *et al*. (1982: 138) studying errors serve two major purpose: (1) providing data from which interferences about the nature of the language learning process can be made, (2) indicating to the teachers and curriculum developers which part of the target language students most have difficulty producing correctly and which error types destruct most from a learner's ability to communicate effectively.

2. Types of Error

According to Dulay *et al*. (1982) errors are classified into four types based on the surface strategy taxonomy. This taxonomy classified into four types, they are:

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Learners make an incomplete sentence by omitting any morphemes. According to Dulay (1982: 150), omission has two types of morphemes that are omitted more than others, they are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs. Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition. The grammatical morphemes much more frequently omitted than content morphemes.

For example: *She in the hospital last night.*

From the sentence above, error happens in nominal sentence by omitting *to be* of the sentence.

It should be: *She was in the hospital last night.*

b. Addition

Addition is the opposite of omission. It is characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of addition, they are

1) Double marking, two items rather than one are marked for the same feature. For example: *He didn't went to school yesterday.*

2) Regularizations, a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example: *mouses* and *readed* are both regularizations in which the regular plural and past tense markers –*s* and –*ed* respectively, have been added to items which do not take marker.

3) Simple addition, if an addition error is not a double marking or regularization, it is called a simple addition. For example: *A my friend visited my house yesterday.*

c. Misformation

Misformation is characterized by the use of the wrong form of the morpheme or the structure.

For example: Once upon a time, there *are* two best friends.

It should be: Once upon a time, there *were* two best friends.

d. Misordering

Misordering errors are characterized by the incorrect placement of morpheme or a group of morphemes in the utterance. Learners might ignore the correct structure of each sentence used in the target language.

For example: *She yesterday went to Japan for holiday.*

Indonesian: *Dia kemarin pergi ke Jepang untuk berlibur.*

The incorrect position for adverb of time made by learner in the target language as same as they did in the first language.

3. Sources of Error

According to Ratnah (2013: 161) there are two sources of error; interlingual and intralingual transfer. Beside that, Brown (2000: 223) also added context of learning and communication strategies as the sources of errors in second language acquisition.

a. Interlingual Transfer

Interlingual transfer is a significant source for language learners. It is the error which is caused by the learner's first language. However, this should not be confused with behaviouristic approach of language transfer. Error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexica-semantic elements of the native language into the target language.

b. Intralingual Transfer

Intralingual errors result from faulty of partial learning of target language rather than language transfer. They may be caused the influence of one target language item upon another. For example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet.

When they say: *"He is comes here."*

It is because the singularity of the third person requires "is" in present continuous, and "-s" at the end of verb in simple present tense.

In short, intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many ways as in the following examples:

He made me to smile.

The meat smells freshly.

I want learning English.

c. Context of Learning

Brown (2000: 226) says, the third major source of error although it overlaps both types of transfer is the context of learning. "Context" refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language. In classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language, what Richards (in Brown, 2000: 226) called "false concepts". Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was memorized in a drill but improperly contextualized.

d. Communication Strategies

Communication strategies was defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across, but at times these techniques can themselves become a source of error (Brown, 2000: 227). A communication strategy is the conscious employment of verbal or nonverbal mechanism for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication. Communication strategies caused by the learners' learning techniques.

4. **Error Analysis**

Corder (1981: 23) states that error analysis is the study analysis of the errors made by the second of foreign language learners to predict the errors or the difficulties in learning foreign language. Richard *et al.* (1992) mentions that the study of errors are used in order to (1) identify strategies which learners use in language teaching, (2) identify the causes of learners' errors, and finally (3) obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials (cited in Khansir: 2012).

According to Brown (2000: 218), the fact that learners do make errors, and these errors can be observed, analyzed and classified is called error analysis. Moreover, according to Khansir (2012: 1029), Error Analysis is a type of linguistic analysis that focuses on the error learners make. Based on the

statement above, the researcher concludes that error analysis is the way to know the students' achievement in learning a foreign language.

5. **The Stages of Error Analysis**

In analyzing students' errors, there are some steps to be followed. Corder in Ellis (1994: 138) states that there are some steps in error analysis, they are:

a. 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 regular examination in order to get data.

b. 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.

c. Description of errors: after identifying the errors, then they can be classified into the types of errors.

d. Explanation of errors: this step will explain why errors occur.

e. 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.

C. Concept of Simple Past Tense

1. Definition of Simple Past Tense

Thompson & Martinet as cited by Aminah (2016) the simple past tense is used for action completed in the past at a define time. It is used to indicate activities or states in the past, without indicating any connection with the present. There is often an adverbial of past time in the sentence.

Azar (1999: 27) says that simple past tense indicates that an activity or situation began and ended at a particular time in the past. In addition, Apte (2004) states that the simple past tense and the perfective aspects of the verb are two difficult areas for ESL (English as a Second Language) learners all over the world.

Form:

S + Verb 2 + Complement

S + did + not + Verb 1 + Complement

Did + S + Verb 1 + Complement?

Examples:

I **called** you.

I **didn't call** you.

Did I call you?

2. **The Use of Simple Past Tense**

   a. Completed Action in the Past

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

   Examples:

   I **saw** a movie yesterday.

   I **didn't see** a play yesterday.

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

   Did you **have** dinner last night?

   b. A Series of Completed Actions

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

   Examples:

   I **finished** work, **walked** to the beach and **found** a nice place to swim.

   Did you **add** flour, **pour** in the milk and then **add** the sugar?

   c. Duration in the Past

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

   Examples:

   I **lived** in Korea for two years.

I **studied** Japanese for five years.

We **didn't talk** on the phone all night.

d. Habits in the Past

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

Examples:

She **studied** French when she was a kid.

He **played** the violin.

He **didn't play** the piano.

I **worked** at the movie theatre after school.

John never **went** to school, he always **skipped** the class.

e. Past Facts and Generalizations

Simple Past can be used to describe past tense and generalizations which are no longer true. As in Use 4, this use of simple past is quite similar to the expression "used to".

Examples:

She **was** a shy kid, but now she is an outgoing girl.

He **didn't like** tomato before.

People **paid** much to make a phone call in the past.

D. Concept of Narrative Text

1. Definition of Narrative Text

According to Kane in Aminah (2016), a narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). Cahyono (1997) also states that narration usually refers to telling story.

Narratives provide human interest and entertainment, spark our curiosity, and draw us close to the storyteller. In addition, narratives can create a sense of shared history, linking people together, and provide instruction in proper behaviour or moral conduct (McWhortes, 2010).

2. Types of Narrative

Narrative writing can be divided into two types namely fictive and non-fictive narration according to Keraf in Fadhilah (2014: 16).

a. Fictive Narration

Fictive narration is a narration which illustrates events or conditions that do not take place in real life. It is just based on the author's imagination and feeling. Nevertheless, it still has something to do with human life because it also reflects human's experience, feeling, idea and so on. Writings involved in fictive narration are novel, short story, drama and myth.

b. Non-fictive Narration

Non-fictive narration is a narration that illustrates real events and concession. Something illustrated in non-fictive is based on reality. Writing that involved in this narration are history, biography, autobiography, incidence and resolution.

3. **Generic Structure of Narrative Text**

Essentially, the generic structure of narrative text comprise three points, they are: orientation, complication, and resolution (Aminah: 2016).

a. Orientation

According to Watkins (2005) every story, no matter how simple, needs an orientation. It tells the audience about who is in the story, when the story is taking place and where the action is happening.

b. Complication

Anderson & Anderson (2003) states that the complication is the trigger. It is sets off a chain of events that influences what will happen in the story. This is the part of the story where the narrator tells us about something that will begin a chain of events.

c. Resolution

It is when the character shorts out the complication. It means that the problem is solved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering "How did it end?")

4. **Grammatical Features of Narrative**

Anderson and Anderson (2003) state that narrative usually include the following grammatical features:

a. Nouns that identify the specific characters and places in the story.

b. Adjectives that provide accurate description of the characters and setting.

c. Time words that connect events to tell when they occur.

d. Verbs that show the actions that occur in the story.

E. **Conceptual Framework**

In doing this research, the researcher formulates conceptual framework by the following chart.

```
┌─────────────────────────────────────┐
│        Narrative Text in Writing     │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│          Simple Past Tense          │
│                                     │
│   Stages used in Analyzing Error:   │
│                                     │
│     1.  Collection of Sample        │
│                                     │
│     2.  Identification of Error     │
│                                     │
│     3.  Description of Error        │
│                                     │
│     4.  Explanation of Error        │
│                                     │
│     5.  Evaluation of Error         │
└─────────────────────────────────────┘
```

┌──────────────────────────┐   ┌──────────────────────────┐
│ Kinds of Error Made by the│   │   │
│   Students   │   │   The Dominant Error   │
└──────────────────────────┘   │   │
            │   └──────────────────────────┘
            ▼
┌──────────────────────────┐
│   Errors of Omission   │
│   │
│   Errors of Addition   │
│   │
│   Errors of Misformation │
│   │
│   Errors of Misordering │
└──────────────────────────┘
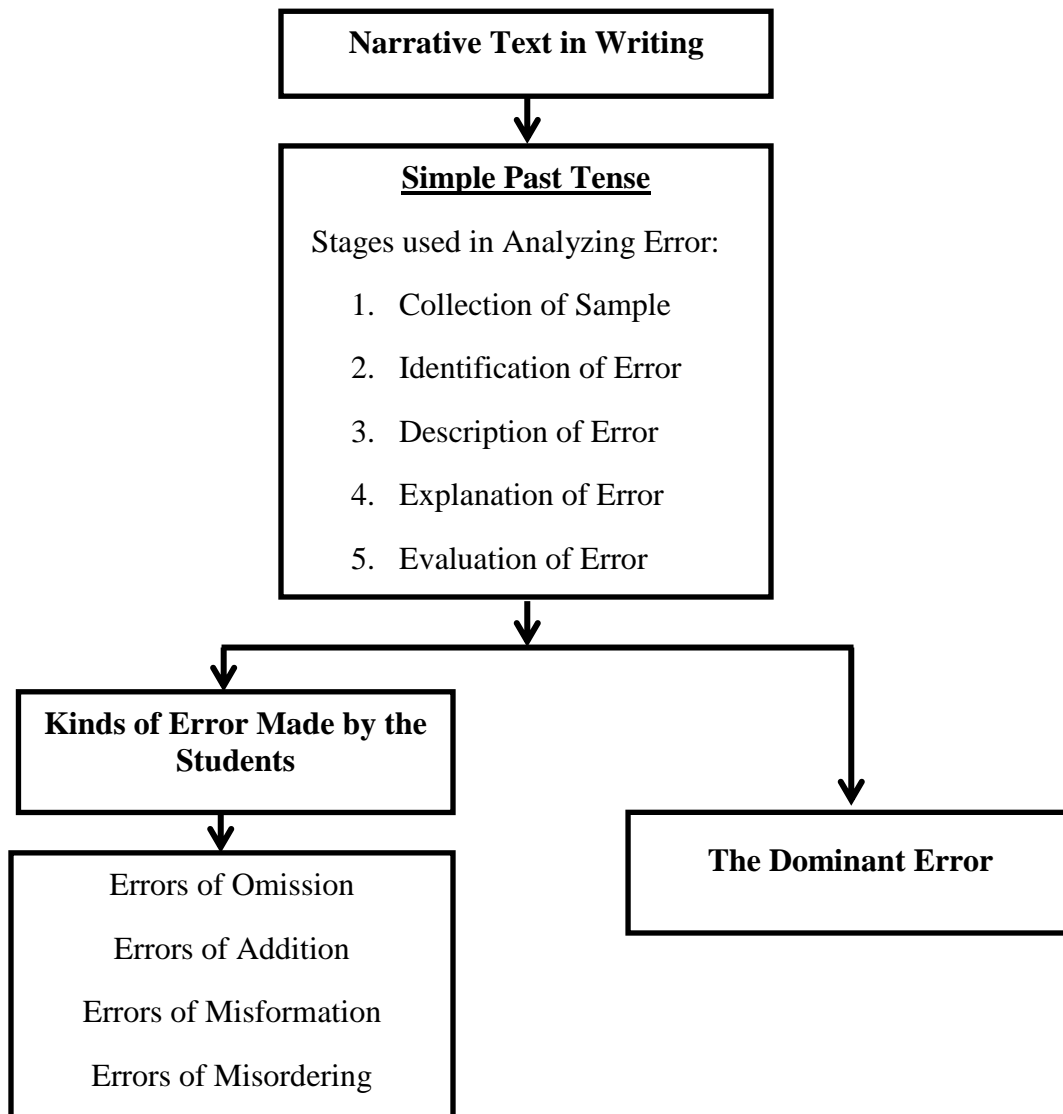
Figure 2.1 Conceptual Framework

Based on the conceptual framework, the researcher is focus to analyze the students' error on the use of simple past tense in their narrative text. In doing this research, the researcher will give a written test and it will be processed by using error analysis. There are four steps in analyzing the errors, they are: collection of sample, identification of sample, description of error, explanation of error and

evaluation of error. Error analysis is done to find out the kinds of error, there are: error of omission, error of addition, error of misformation, and error of misordering; also to find out the dominant error made by students on the use of simple past tense in their narrative text.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method of this research was descriptive research. In this case, the researcher wanted to describe about the errors and the dominant error made by Third Semester of English Department Students at Muhammadiyah University of Makassar.

B. Research Variable and Indicators

The research variables were the objects that can be observed, assesses, or examined, through their own indicators or parameters. Related with this statement, variable was one of the important elements of research. The variable of this research was the error. While the indicators were the use of *to be (was, were)* and *verb tense (regular, irregular).*

C. Population and Sample

a. Population

The population of this research was Third Semester of English Department Students at Muhammadiyah University of Makassar. It consisted of 228 students from 7 classes (source from Office of English Education Department, Muhammadiyah University of Makassar, 2018).

b. Sample

The sample is smaller number that represents population in this research. Purposive sampling was applied in this research. The researcher took five students from each class. The number of the sample was 35 students.

D. Research Instrument

The main instrument of this research was data which were collected through the students' written test. In this case, the researcher gave two topics for the students which were *True Friends* and *The Lion and The Mouse.* Then, the students were ordered to compose narrative text by choosing one of the topics they liked. The writing task was chosen as the instrument of the research since it requires the students to organize their own idea and express in their own words.

E. Procedure of Data Collection

The procedure of collecting the data as follows:

1. The researcher took 35 students from population.

2. The researcher asked the class to get permission that the class would be the sample of the research.

3. The researcher prepared the instrument.

4. The researcher came into the class including class A, B, C, D, E, F, G.

5. The researcher explained to the subject (students) about what would they do.

6. The researcher gave the writing task to the students and explained the rules.

7. The researcher collected the students writing to be analyzed.

F. Techniques of Data Analysis

Data analysis referred to a systematical process to search and arrange the data sources and other material that have been collected to enable the researcher to come up with finding. Error analysis was the methodology used in analyzing the data, in this case was analyzing the students' ability on the use of simple past tense in their narrative text. The stage to analyze the data as follows:

a. Collection of Sample:

The researcher took 35 of Third Semester of English Department Students as the sample. Then they were given writing test in order to get the data.

b. Identification of Errors:

The researcher identified the errors made by the students. The researcher started to read students' narrative text and tried to identify the errors o the use of simple past tense made by the students especially the use of to be (was, were) and past verb (regular, irregular verb).

c. Description of Errors:

The researcher underlined the error items and classified the errors into the types of errors based on surface strategy taxonomy, they are omission, addition, misformation, and misordering.

d. Explanation of Errors:

The researcher explained about students' error in using simple past tense.

In analyzing the types of error, the researcher uses the percentage technique. The researcher uses formula by Sudjana (1997: 4):

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

Where:

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

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

2. Addition

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

3. Misformation

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

4. Misordering

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

CHAPTER IV

RESEARCH FINDINGS

In this chapter the findings of the research present the result of the kinds and dominant error on the use of simple past tense in narrative text made by Third Semester of English Department Students at Muhammadiyah University of Makassar. The discussion of this research covered further explanation of the findings. All the data was presented based on the action that has been conducted.

A. Findings

The objectives of the research were aimed to know the kinds of error and also dominant error on the use of simple past tense in narrative text made by Third Semester of English Department Students at Muhammadiyah University of Makassar by using Surface Strategy Taxonomy.

Detail description of the data can be seen in the following explanation;

1. Kinds of Error on the Use of Simple Past Tense

After the data was collected, the researcher analyzed the data, identified and underlined the error items. Then, the researcher classified the errors into the kinds of errors. The students' writing was identified and classified based on kinds of errors according to Dullay *et al* (1982). The result of the students' narrative text can be seen in the following table.

Table 4.1 Kinds of Error in Narrative Text Made by the Students

No	Kinds of Error	Number of Error
1	Error of Omission	88
2	Error of Addition	46
3	Error of Misformation	234
4	Error of Misordeing	3
Total		**371**

Table 4.1 shows total errors of Third Semester of English Department Students made in their narrative text focused on the use of simple past tense. According to the data, 371 errors were found by the researcher. They are 88 errors of omission, 46 errors of addition, 234 errors of misformation and 3 errors of misordering.

2. **The Dominant Error on the Use of Simple Past Tense**

The table below shows the percentage from each kind of errors on the use of simple past tense in narrative text made by students.

Table 4.2 Percentage of Students' Error

No.	Kinds of Error	Percentage
1.	Error of Omission	24%
2.	Error of Addition	12%
3.	Error of Misformation	63%
4.	Error of Misordering	1%
Total		**100%**

Table 4.2 shows the percentage of error made by the students in their narrative text. The highest number of error was error of misformation with 63% of total errors. The first below of the highest number was error of omission with 24% of total errors. The second below of the highest number was error of addition with 12% of total errors. Then, the lowest number of error was error of misordering with 1% of total errors.

The chart below shows the dominant error on the use of simple past tense in narrative text made by the students.
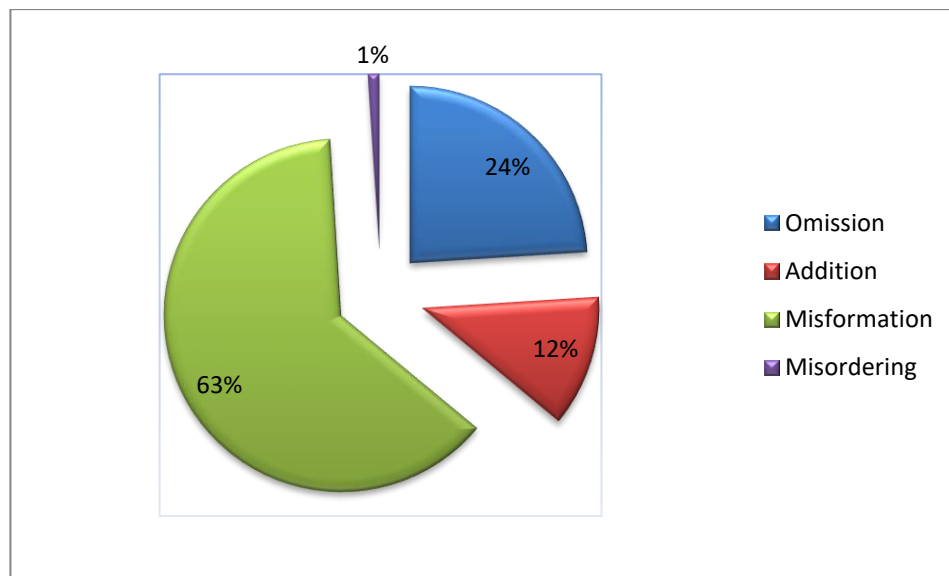
Chart 4.1 Percentage of Students' Error

According to chart 4.1 above, the highest number of error is Misformation with 63%. The second is Omission with 24%. The next is Addition with12%. The last is Misordering with 1% of total errors.

The researcher concluded that misformation was the dominant error on the use of simple past tense in narrative text made by Third Semester of English Department Students at Muhammadiyah University of Makassar.

B. Discussion

In this part, the result of this research deals with the answer of the problem statements about the kinds of error and the dominant error made by Third Semester of English Department Students at Muhammadiyah University of Makassar in their narrative text.

1. The kinds of Error on the Use of Simple Past Tense

The researcher found various errors made by Third Semester of English Department Students at Muhammadiyah University of Makassar. The errors also related to the Dulay's theory. The errors were:

a. Omission

This error occurred when the students did not produce an item that must appear in a well-formed utterance. In this case, the students made errors by omitting some words and made an incomplete sentence in their narrative writing. There were 88 (24%) errors of omission made by students; those were 1) omission of verbs, 2) omission of to be, 3) regular past marker of –ed, 4) omission of be, 5) omission of not, 6) omission of letter of verbs. The students mostly omitted regular past marker of –ed.

For example   : *They promise*

It should be   : *They promised*

b. Addition

This error occurred when students produced an item which must not appear in a well-formed utterance. The students made error by adding some elements in one or several parts in the sentence which must not appear. There were 46 (12%) error of addition made by the students which were 1) addition of suffix "s" in past sentence which were considered as Regularizations addition, 2) addition of to be in verbal sentence, 3) addition of ed, 4) addition of verbs; these three types considered as double marking addition, 5) addition of to, 6) addition letter of verbs; both these types considered as Simple addition. The students mostly made addition of double marking.

For example   : *The other one didn't knew.*

It should be   : *The other one didn't know*

In the example above, students marked two items (verbs) as past form where students only needs the word "didn't" as the mark of simple past tense.

c. Misformation

This error occurred when the students used the wrong form of the morpheme or the structure. The students made errors by using

inappropriate grammar in one or several parts of a sentence. There were 234 (63%) error of misformation made by the students which were:

1) To be: using to be in present from for past sentence, wrong form of to be, using to be in verbal sentence

2) Verbs: Regular past verbs and Irregular verbs

3) Modals: using modals in present form for past tense, verb 2 after modals.

For example   : *The bear come near*

It should be   : *The bear came near*

In the example above, the students used infinitive verb where the verb should be in past tense. It is because mostly students did not know the movement of regular verb into past tense.

d. Misordering

This error occurred when the students made incorrect placement of morpheme or a group of morphemes in the utterance. It means that the sentence can be right in presented elements, but wrongly in sequence. There were 3 (1%) error of misordering found in students' narrative text which considered as misordering of Verb-Object, they were:

- *He successfully made a free lion* **it should be** *He successfully made the lion free.*

- *He let go the weak creature* **it should be** *He let the weak creature go.*

- *To make a free lion* **it should be** *To make a lion free.*

2. **The Dominant Error on the Use of Simple Past Tense**

In the findings the researcher calculated the percentage from each kind of errors which found in students' narrative text in using simple past tense. Based on the percentage of kinds of error above, the dominant error on the use of simple past tense in narrative text made by students was the error of misformation. They mostly made errors in the misformation of irregular verbs in simple past tense. Moreover, the result of findings and discussion showed that mostly students have difficulties in using simple past tense especially the past form of verb and to be. Students should use verb 2 in using narrative text but they didn't. For example, "*There are two best friends"* mostly students wrote to be in the present form rather than in past form. It indicates that students didn't know how to use simple past tense and didn't understand well the rules of simple past tense.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher can draw some conclusions as follow:

1. The kinds of error on the use of simple past tense in narrative text made by Third Semester of English Department Students at Muhammadiyah University of Makassar are error of omission with 88 errors or 24%, error of addition with 46 errors or 12%, error of misformation with 235 errors or 63% and error of misordering with 3 errors or 1%. Students made such error because they didn't know well the manner in using simple past tense.

2. Based on the chart in findings, the dominant error that made by Third Semester of English Department Students at Muhammadiyah University of Makassar is error of misformation with 235 or 63% of total errors. This error became the most difficult for students because they didn't understand the movement of verb and to be from infinitive into past tense.

B. Suggestion

Based on the conclusion above, here are some suggestions given by the researcher:

1. For the teacher

   a. The teacher should explain more about how to apply simple past tense in the sentences.

b. The teacher must give the students more practices in order to get them accustomed to using simple past tense in narrative text.

2. For the students

   a. The students have to pay attention to some aspects that are difficult for them, especially in the past form of to be, regular and irregular verbs.

   b. The students need to practice more in writing narrative text in order to get them used to the use simple past tense.

3. For the next researcher, hopefully, this research can be useful as their references to conduct other research in different aspect of grammar.

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APPENDICES

APPENDIX 1: The Name List of the Sample

No	Name	Class	Code
1	Nasrah Sukarwati	A	Student 1
5	Hanisa Masuku	A	Student 5
2	Nurjannah	A	Student 2
3	Widya Nirmala Syafar	A	Student 3
4	Dian Ardianti	A	Student 4
5	Nurjannah	A	Student 5
6	Nur Islamiyah Umar	B	Student 6
7	Nur Syahbani	B	Student 7
8	Nurpratiwi Suhardi	B	Student 8
9	Ulan	B	Student 9
10	Masitah	B	Student 10
11	Sukma Pebriani Syam	C	Student 11
12	Abdul Rahman	C	Student 12
13	Nurmutmainna	C	Student 13
14	Dewi Anggita Putri	C	Student 14
15	Hasnawati Dewi	C	Student 15
16	Rini Jumatri	D	Student 16
17	Siti Resky Amaliah M.	D	Student 17
18	Suriani Binti Bakar	D	Student 18
19	Nurul Safitri	D	Student 19
20	Nurul Afiah Suaib	D	Student 20
21	Idhatul Hasanah	E	Student 21
22	Annisa Reskiani	E	Student 22
23	Desy Marianda Arwinda	E	Student 23
24	Nurul Faidah	E	Student 24
25	Nurhikmah Ismail	E	Student 25
26	Rosdiana	F	Student 26
27	Muamar	F	Student 27
28	Nurfajriah Indah Syarif	F	Student 28
29	Andi Nazmin	F	Student 29
30	Reski Amalia	F	Student 30
31	Nurul Ismi Astuti	G	Student 31
32	Miftahul Jannah R.	G	Student 32
33	Nurhasanah Nurdin	G	Student 33
34	Aida	G	Student 34
35	Annisa A.	G	Student 35

APPENDIX 2: Instrument of Writing Narrative Text

NAME   :

CLASS :

DATE   :

TITLE   :

_____

Write down a good narrative text by choosing one of the topics below!

    a.   **True Friends**

    b.   **The Lion and The Mouse**

APPENDIX 3: Transcription and Description of Errors

No	Students	Error Identifications	Error Corrections	Types of Errors
1	Student 1	There are two best friend.	There **were** two best friends.	Misformation
		They know.	They **knew**.	Misformation
		They will promise.	They **promised.**	Omission
		They always together.	They **would** always **be** together.	Omission
		One of them climb.	One of them **climbed**.	Omission
		One of them don't know how to climb.	One of them **didn't know** how to climb.	Misformation
		She lie down.	She **lay** down.	Misformation
		Pretending to be a dead person.	**Pretended** to be a dead person.	Misformation
		The bear come near.	The bear **came** near.	Misformation
		Kiss in his ear.	**Smelt** in his ears.	Misformation
		Slowly leave the place.	Slowly **left** the place.	Misformation
		The bear didn't know touch dead creature.	The bears don't want to touch the dead creature.	Misformation
		His friend on tree down.	His friend on tree **went** down.	Omission
		Ask to his friend.	**Asked** his friend.	Omission and Addition
		What the bear whisper in your hear?	What **did** the bear whisper into your ears?	Omission
		Other friend answer.	Other friend **answered.**	Omission
		The bear recommend me.	The bear **advised** me.	Misformation
2	Student 2	When he is awakened.	When he **was** awakened.	Misformation
		The mighty lion is in his	The lion **was** in his	Misformation

		nest.	nest.	
		I will never forgot your kindness.	I will never **forget** your kindness.	Misformation
		The lion thinks.	The lion **thought.**	Misformation
		It is a good idea.	It **was** a good idea.	Misformation
		He leaves the weak creature away.	He **let** the weak creature go.	Misformation
3	Student 3	Are two close friend.	There **were** two close friends.	Misformation
		They know.	They **knew**.	Misformation
		One of them climb.	One of them **climbed**.	Omission
		One other doesn't know how to climb.	The other one **didn't know** how to climb.	Misformation
		He lying on the ground.	He **lay** down on the ground.	Misformation
		Pretending to be a dead person.	**Pretended** to be a dead person.	Misformation
		The bear is come.	The bear **came** near.	Misformation
		Sniff on his ear.	**Sniffed** in his ears.	Omission
		Slowly leave the place.	Slowly **left** the place.	Misformation
		The bear doesn't like to touch dead creatures.	The bears don't like to touch the dead creature.	Misformation
		Friend in tree return the tree.	Friend on tree **went** down.	Misformation
		Ask to his friend.	**Asked** his friend.	Omission
		What the bear are saying in your ear?	What **did** the bear say into your ears?	Misformation
		His friend answer.	His friend **answered.**	Omission
		The bear suggest me.	The bear **suggested** me.	Omission
4	Student 4	There is two close friend.	There **were** two close friends	Misformation
		They know.	They **knew**.	Misformation
		They promise.	They **promised**.	Omission
		They will always together.	They **would** always **be** together.	Misformation and Omission

		They see big bear.	They **saw** big bear.	Misformation
		One of them climb the close tree.	One of them **climbed** the closest tree.	Omission
		Pussed by his think.	Being led by his common sense.	Misformation
		He lie down on the soil.	He **lay** down on the ground.	Misformation
		Hold breath.	**Held** breath.	Misformation
		Pretend like he passed away.	**Pretended** like he passed away.	Omission
		Smell his ear.	**Smelt** his ears	Misformation
		Slowly the bear leaving the place.	Slowly **left** the place.	Misformation
		That bear didn't want touch who died thing.	The bears don't want to touch the dead creatures.	Misformation
		Who the tree go down.	The one on the tree **went** down.	Misformation
		Ask his friend.	**Asked** his friend.	Omission
		What are the bear whisper in your ear?	What **did** the bear whisper into your ears?	Misformation
		The bear suggest me.	The bear **suggested** me.	Omission
5	Student 5	They know.	They **knew**.	Misformation
		One other doesn't know how to climb.	The other one **didn't know** how to climb.	Misformation
		Kissed in his ear.	**Smelt** in his ears.	Misformation
		The bear didn't want to touch dead creature.	The bears don't want to touch the dead creature.	Misformation
		What is the bear whispering in your ear?	What **did** the bear whisper into your ears?	Misformation
6	Student 6	There two friends.	There **were** two friends.	Omission
		They prommised that they would together.	They **promised** that they would **be** together.	Addition and Omission

		They saw big bear came up to their aim.	They saw a big bear **coming up** to their aim.	Misformation
		He lie on the ground.	He **lay down** on the ground.	Misformation
		Slowly leaved the place.	Slowly **left** the place.	Misformation
		The bear did not want to touch a die creature.	The bears **do not** want to touch the dead creatures.	Misformation
		What the bear said in your hear?	What **did** the bear **say** into your ears?	Misformation
		The bear suggest me.	The bear **suggested** me.	Omission
7	Student 7	Walked pass the forest gather.	Who **were walking** through the forest together.	Misformation
		Something dangerous could happen every time.	Something dangerous **can** happen every time.	Misformation
		They would together.	They would **be** together.	Omission
		He lie down on the land.	He **lay** down on the land.	Misformation
		Pretended be a person who died.	Pretended **to** be a dead person.	Omission
		Got wind of the ear.	Smelt in his ears.	Misformation
		It didn't want to touch a creature who has died.	The bears don't want to touch the dead creatures.	Misformation
		What is the bear whisper to your ear?	What **did** the bear whisper to your ears?	Misformation
		The bear adviced me.	The bear **advised** me.	Misformation
8	Student 8	There was two friends.	There **were** two friends.	Misformation
		Walked through the forest.	Who were walking through the forest.	Misformation
		The other couldn't climbed the tree.	The other couldn't **climb** the tree.	Addition
		The bear didn't want to	The bears don't	Misformation

		touched dead creature.	want to touch the dead creature.	and Addition
		What was the bear whispered.	What **did** the bear whisper.	Misformation
		To didn't believe a fake friend.	Not to believe a fake friend.	Misformation
9	Student 9	There are two best friends.	There **were** two best friends.	Misformation
		That walked through the forest.	Who were walking through the forest.	Misformation
		Something dangerous will happened sometimes.	Something dangerous will **happen** sometimes.	Addition
		They promise each other.	They **promised** each other.	Omission
		They will always together.	They **would** always **be** together.	Misformation and Omission
		One of them climb.	One of them **climbed**.	Omission
		The other one didn't knew.	The other one didn't **know**.	Addition
		Act like a die people.	Acted like a dead person	Omission
		Smells in her hear.	**Smelt** in her ears.	Misformation
		Slowly leave the place.	Slowly **left** the place.	Misformation
		The bear didn't want to touch a die creature.	The bears don't want to touch the dead creatures.	Misformation
		Her friend on tree go down.	Her friend on tree **went** down.	Misformation
		What the bear said in your hear?	What **did** the bear say in your ears?	Misformation
10	Student 10	There are two friends.	There **were** two friends.	Misformation
		That walked through the forest.	Who were walking through the forest.	Misformation
		Something dangerous got happened sometimes.	Something dangerous **can** happen sometimes.	Misformation
		They one didn't knew how to climb.	The other one didn't **know** how	Addition

			to climb.	
		Hold her breath.	**Held** her breath.	Misformation
		Act like a die people.	Acted like a dead person	Omission
		Smells in her hear.	**Smelt** in her ears	Misformation
		Slowly leaved the place.	Slowly **left** the place.	Misformation
		The bear didn't want to touch a die creature.	The bears don't want to touch the dead creature.	Misformation
		Her friend on tree down.	Her friend on tree **went** down.	Omission
		What the bear said in your hear?	What **did** the bear say in your ears?	Misformation
		The bear suggest me.	The bear **suggested** me.	Omission
11	Student 11	Two friends walking.	There **were** two friends who were walking.	Omission
		They are knew.	They **knew**.	Addition
		We are promised each other.	They **promised** each other.	Addition
		They would always together.	They would always **be** together.	Omission
		Want of them climb the closest tree.	One of them **climbed** the closest tree.	Omission
		Want of the others doesn't know how to climb.	The other one **didn't** know how to climb.	Misformation
		Pretending to be dead person.	**Pretended** to be a dead person	Misformation
		The bear it comes close.	The bear **came** close.	Misformation
		Kiss in her ear.	**Smelt** in her ears.	Misformation
		Slowly leave the place.	Slowly **left** the place.	Misformation
		Friend on tree down and asking to his friend.	Friend on the tree **went** down and **asked** his friend.	Omission and Misformation
		What the bear whisper into your ear?	What **did** the bear whisper into your	Omission

			ears?	
12	Student 12	There are two best friend.	There **were** two best friends.	Misformation
		They are knew.	They **knew**.	Addition
		They are promise.	They **promised**.	Addition and Omission
		They will always together.	They **would** always **be** together.	Misformation and Omission
		They was saw a big bear.	They **saw** a big bear.	Addition
		One of them to climbed the nearest tree.	One of them **climbed** the nearest tree.	Addition
		The other one doesn't know how to climbed.	The other one **didn't** know how to **climb**.	Misformation and Addition
		He was sleep in the land.	He **lay down** on the ground.	Misformation
		Lie to be die human.	Pretended to be a dead person.	Misformation
		The bear is came	The bear **came**	Addition
		Kiss in his ear	Smelt in his ears.	Misformation
		The bear not want touched human dead.	The bears don't want to touch a dead human.	Misformation
		Friend in the tree asked to go down.	Friend on the tree **went** down.	Misformation
		Ask his friend .	**Asked** his friend.	Omission
		What the bear whisper to your ear?	What **did** the bear whisper into your ears?	Omission
		The bear advised to me.	The bear **advised me.**	Addition
13	Student 13	When he woke up by a small mouse.	When he awakened by a small mouse.	Misformation
		The lion then grabs a frightened mouse.	The lion then **grabbed** a frightened mouse.	Misformation
		"Released me this time."	"Release me this time"	Addition
		I will never forgot.	I will never forget.	Misformation
		I might be able to	I might be able to	Misformation

		repaid.	repay.	
		The lion think.	The lion **thought .**	Misformation
		It's a good idea.	**It was** a good idea.	Misformation
		Even though with great powered, lions can't break free.	Even though with great **power,** the lion **couldn't** break free.	Addition and Misformation
		The forest reverberated with lion was angry.	The forest reverberated with **lion's roars.**	Misformation
		Little mouse ran for saw what happened.	Little mouse ran **to see** what happened.	Misformation
		When he succed made a lion released.	When he **succeeded** to release the lion.	Misformation
14	Student 14	When he woke up by a small mouse.	When he awakened by a small mouse.	Misformation
		Then the lion seize the mouse.	Then the lion **seized** the mouse.	Omission
		He lets the weak creature away.	He **let** the weak creature go.	Addition
		The little mouse was hear the lion's roar.	The little mouse **heard** the lion's roar.	Addition and Misformation
		The mouse was run.	The mouse **ran.**	Addition and Misformation
		For looked what was happened	**To see** what happened.	Misformation and Addition
		He successfully made a free lion.	He successfully made the lion free.	Misordering
		You laugh at me.	You **laughed** at me.	Omission
		When I promise.	When I **promised**.	Omission
15	Student 15	Opening its mouth.	He **opened** his mouth.	Misformation
		The lion think.	The lion **thought.**	Misformation
		It is a idea very good	**It was a** good idea.	Misformation
		The lion freeted the mouse.	The lion **let** the mouse go.	Misformation
		Lions can't free themselves.	The lion **couldn't** free himself.	Misformation
		The lion rared loudly.	The lion **roared**	Misformation

			loudly.	
		The mouse small hear lion	The small mouse **heard** the lion.	Misformation
		Run to see what the problem.	**Ran** to see what **was** the problem.	Misformation and Omission
16	Student 16	He roaded.	He **roared**.	Misformation
		He roaded angrily.	He **roared** angrily.	Misformation
17	Student 17	There live a lion.	There **lived** a lion.	Omission
		All the animals are scared with the lion.	All the animals **were** scared with the lion.	Misformation
		The lion was trapped at the string make by human.	The lion was trapped at the string **made** by human.	Misformation
		The lion scream out.	The lion **screamed** out.	Omission
		How can they save the lion.	How **could** they save the lion.	Misformation
		They will be eating by the lion.	They **would be eaten** by the lion.	Misformation
		The lion was give up.	The lion **gave up**.	Addition Misformation
		The mouse was come.	The mouse **came**	Addition and Misformation
		The lion not believe.	The lion **did** not believe.	Omission
		The mouse use his teeth.	The mouse **used** his teeth.	Omission
		The string finally break.	The string finally **broke**.	Misformation
		The lion are save.	The lion **was saved**.	Misformation Omission
		The lion was be thankful to the mouse.	The lion was **grateful** to the mouse.	Misformation
		The lion was said.	The lion **said**.	Addition
18	Student 18	When I know her.	When I **knew** her.	Misformation
		She is little bit quite.	She **was** little bit quite.	Misformation
		We already comfort each other.	We **were comfortable** with	Misformation

			each other.	
		She also clever.	She also **was** clever.	Omission
		She will answer quickly.	She **would** answer quickly.	Misformation
		She also easy to shared something.	She **was** also easy to **share** something.	Omission and Addition
		I just stay in the class.	I just **stayed** in the class.	Omission
		Ask me why I don't buy something to eat.	**Asked** me why I **didn't** buy something to eat.	Omission and Misformation
		I told her that I forget to bring my money.	I told her that I **forgot** to bring my money.	Misformation
		I follow her to canteen.	I **followed** her to canteen.	Omission
		I'm really shy.	I **was** really shy.	Misformation
		She only say.	She just **said**.	Misformation
19	Student 19	I continue my study.	I **continued** my study.	Omission
		I begun my study there.	I **began** my study there.	Misformation
		I in 1st of Senior High School.	I **was** in the 1st grade of Senior High School.	Omission
		I'm afraid.	I **was** afraid.	Misformation
		That was my first time live without my parents.	That was my first time **lived** without my parents.	Omission
		I am crying everyday.	I **was** crying everyday.	Misformation
		I never cry again.	I never **cried** again.	Omission
		There many people who always care to me.	There **were** many people who always **cared** to me.	Omission and Omission
		They are my true friend.	They **were** my true friends.	Misformation
		I have many friends in boarding house.	I **had** many friends in boarding house.	Misformation
		We love each other.	We **loved** each	Omission

			other.	
		We care each other.	We **cared** each other.	Omission
		Never leave each other.	Never **left** each other.	Misformation
		We live together.	We **lived** together.	Omission
		I am very happy.	I **was** very happy.	Misformation
		To met them.	To **meet** them.	Misformation
20	Student 20	-	-	-
21	Student 21	When he was awakned.	When he was **awakened**.	Omission
		The lion caugh.	The lion **caught.**	Omission
		The lion think.	The lion **thought.**	Misformation
		That are a good idea.	It **was** a good idea.	Misformation
		He let go the weak creature.	He let the weak creature go.	Misordering
		The lion caught in the net.	The lion **was** caught in the net.	Omission
		The lion can not free themself.	The lion **could not** free himself.	Misformation
		The mice heared the lion.	The mouse **heard** the lion.	Misformation
		Once he managed to maked a free lion.	Once he managed to **make** a lion free.	Misformation and Misordering
		You laugh to me.	You **laughed** at me.	Omission
		Now you know that mice can helped the lion strength.	Now you know that even a tiny mouse can **help** a mighty lion.	Misformation
22	Student 22	When he was awakened by little mouse walked in his body.	When he was awakened by a mouse **walking** across his body.	Misformation
		The lion slept in the nest.	The lion **was sleeping** in the nest.	Misformation
		Opened his mouth to swallowed.	Opened his mouth to **swallow**.	Misformation
		He released the mouse went.	He released the mouse.	Addition

		The lion arrested on hunter net.	The lion **was** arrested in hunter's net.	Omission
		The lion wasn't release.	The lion **could not** release.	Misformation
		And run away to saw what happen.	And r**an** to see what happened.	Misformation
		And run away to saw what happen.	And ran **to see** what **happened**.	Misformation and Omission
		You laught.	You **laughed**.	Misformation
		I can helped you.	I can **help** you.	Addition
23	Student 23	They knew that something dangerous could happened.	They knew that something dangerous **can happen**.	Misformation and Addition
		The made a promised.	They **promised**.	Addition
		They would always together.	They would always **be** together.	Omission
		He lied down to the ground.	He **lay** down on the ground.	Misformation
		Pretended became died.	Pretended to be a dead person.	Addition
		The people who lied down.	The one who was lying on the ground.	Misformation
		Kissed the ears.	**Smelt** his ears.	Misformation
		The bear didn't want to touched the people who already dead.	The bears don't want to touch the dead creatures.	Misformation
		A friend falled off.	The friend **fell** from the tree.	Misformation
		Who lied in the ground.	Who was lying down on the ground.	Misformation
		What did the bear whispered to your ear?	What did the bear whisper into your ears?	Addition
24	Student 24	They know that anything dangerous could happen.	They **knew** that something dangerous can happen.	Misformation
		The other one did know	The other one did	Omission

		how to climb.	**not** know how to climb.	
		They have a good idea.	They **got** a good idea.	Misformation
		Pretended become a dead man.	Pretended **to be** a dead person.	Addition
		Kiss his ear.	**Smelt** his ears.	Misformation
		And slowly go away.	And slowly **went** away.	Misformation
		Ask to her friend.	**Asked** her friend.	Omission
		What do the bear whisper in your ear?	What **did** the bear whisper into your ears?	Misformation
		Friend answer.	The friend **answered**.	Omission
		The beruang advise me.	The bear **advised** me.	Omission
25	Student 25	When lion woke up by the small mouse.	When the lion **was awakened** by a small mouse.	Misformation
		The mighty lion was slept in his nest.	The lion was **sleeping** in his nest.	Misformation
		The lion catche the mouse.	The lion **caught** the mouse.	Misformation
		He opened his mouth for ate soon.	He opened his mouth to **eat** it directly.	Misformation
		I never forgot your kindness.	I will never **forget** your kindness.	Misformation
		The lion caught in the net.	The lion **was** caught in the net.	Omission
		The lion didn't free up his self.	The lion **could not** free up himself.	Misformation
		Ran to saw .	Ran to **see**.	Misformation
		What was happened.	What **happened**.	Addition
		When the lion was successful to made the lion free.	When the mouse was successful to **make** the lion free.	Misformation
		When I promised to repayed your kindness.	When I promised to **repay** your kindness.	Addition

26	Student 26	-	-	-
27	Student 27	They know.	They **knew.**	Misformation
28	Student 28	There are two close friends.	There **were** two close friends.	Misformation
		They know.	They **knew**.	Misformation
		One other doesn't know how to climb a tree.	The other one **didn't** know how to climb a tree.	Misformation
		Holding his breath.	**Held** his breath.	Misformation
		Pretending to be a dead person.	**Pretended** to be a dead person.	Misformation
		Kissed his ear.	**Smelt** his ears.	Misformation
		The bear didn't want to touch a dead creature.	The bears **don't** want to touch a dead creature.	Misformation
		What is the bear whispering in your ear?	What **did** the bear whisper into your ears?	Misformation
		The bear has suggested.	The bear suggested me.	Addition
29	Student 29	When he woke up by the little mice.	When he **was awakened** by a tiny mouse.	Misformation
		The lion was then grabbed.	The lion then **grabbed**.	Addition
		Opened my mouth to swallowed.	Opened his mouth to **swallow**.	Addition
		"Released me this time."	"**Release** me this time"	Addition
		The lion thought that it's a good idea.	The lion thought that it **was** a good idea.	Misformation
		He let the creature weak was gone.	He let the weak creature **go**	Misformation .
30	Student 30	There are two close friends.	There **were** two close friends.	Misformation
		They will always be together.	They **would** always be together.	Misformation
31	Student 31	There are two close friends.	There **were** two close friends.	Misformation
		Walked together through a forest.	Who were walking together through a	Misformation

			forest.	
		Something dangerous could be happened.	Something dangerous **can happen.**	Misformation
		They will always together.	They **would** always **be** together.	Misformation and Omission
		The other one don't know how to climbed a tree.	The other one **didn't** know how to **climb** a tree.	Misformation and Addition
		He lied on the ground.	He **lay** on the ground.	Misformation
		Hold his breath.	**Held** his breath.	Misformation
		Pretended like a dead person.	Pretended **to be** a dead person.	Misformation
		The bear came approached .	The bear came.	Addition
		Who lied on the ground.	Who was lying on the ground.	Misformation
		That bear doesn't want to touched a dead man.	The bears **don't** want to **touch** a dead creature.	Misformation and Addition
		Asked his friend who lied on the ground.	Asked his friend who **was lying** on the ground.	Misformation
		What that bear whispered to you?	What **did** that bear whisper to you?	Misformation
		That bear has suggest me.	The bear **suggested** me.	Addition and Omission
32	Student 32	The lion thinks.	The lion **thought**.	Misformation
		That is a good idea.	That **was** a good idea.	Misformation
		He lets the weak creature go.	He **let** the weak creature go.	Addition
		The lion cannot free.	The lion **could not** free.	Misformation
		The forest resonates.	The forest **resonated.**	Misformation
		The little mouse hears the lion.	The little mouse **heard** the lion.	Misformation
		Runs to see	**Ran** to see	Misformation
		What is happening.	What was wrong.	Misformation
		Laughing at me.	**Laughed** at me.	Misformation

33	Student 33	There are two close friends.	There **were** two close friends.	Misformation
		They will always be together.	They **would** always be together.	Misformation
		One that other don't know how to climb a tree.	The other one **didn't** know how to climb a tree.	Misformation
		Holding his breath.	**Held** his breath.	Misformation
		Pretends to be dead.	**Pretended** to be a dead person.	Misformation
		Kiss on his ear.	**Smelt** his ears.	Misformation
		Slowly died right place.	Slowly **left** the place.	Misformation
		The bear didn't want to touch dead things.	The bears **don't** want to touch a dead creature.	Misformation
		The friend in the tree down.	The friend on the tree **went** down.	Omission
		Said to his friend who lay on the ground.	Said to his friend who **was lying** on the ground.	Misformation
		Was the bear advised me not to trust false friend.	The bear advised me not to trust false friend.	Addition
34	Student 34	The lion think that a good idea.	The lion **thought** that **was** a good idea.	Misformation and Omission
		He lets the weak creature go.	He **let** the weak creature go.	Addition
		Lion caught in the net.	Lion **was** caught in the net.	Omission
		The lion cannot free his self.	The lion **couldn't** free himself.	Misformation
		The jungle resonates.	The jungle **resonated**.	Misformation
		The little mouse hears the lion.	The little mouse **heard** the lion.	Misformation
		Run to see.	**Ran** to see.	Misformation
		What is happening.	What happened.	Misformation
		The mouse help the lion.	The mouse **helped** the lion.	Omission
		You laughing at me.	**You laughed** at	Misformation

			me.	
35	Student 35	There are two best friend.	There **were** two friends.	Misformation
		They know.	They **knew**.	Misformation
		They promise each other.	They **promised** each other.	Omission
		They will always together.	They **would** always **be** together.	Misformation and Omission
		One of them climb the nearest tree.	One of them **climbed** the nearby tree.	Omission
		She has an idea.	She **got** an idea.	Misformation
		Pretend to die.	**Pretended** to die.	Omission
		The bear come and approach.	The bear **came** and **approached**.	Misformation and Omission
		Smell in her ear.	**Smelt** in her ears.	Misformation
		Slowly Leave the place.	Slowly **left** the place.	Misformation
		The bear didn't want to touch a dead body.	The bears don't want to touch a dead body.	Misformation
		Her friend who was in tree go down.	Her friend who was on the tree **went** down.	Misformation
		Ask to her friend who lay down in the ground.	**Asked** to her friend **who was lying** down in the ground.	Omission and Misformation
		What was the bear whisper in to you?	What **did** the bear whisper to you?	Misformation
		Her friend answer.	Her friend **answered.**	Omission
		The bear suggest me.	The bear **suggested** me.	Omission

APPENDIX 4: Calculating the Students' Errors

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

5. Omission

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

$$P = \frac{88}{371} \times 100\%$$

$$P = 24\%$$

6. Addition

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

$$P = \frac{46}{371} \times 100\%$$

$$P = 12\%$$

7. Misformation

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

$$P = \frac{234}{371} \times 100\%$$

$$P = 63\%$$

8. Misordering

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

$$P = \frac{3}{371} \times 100\%$$

$$P = 1\%$$

APPENDIX 5: Students' Writing Task

Student 1

True Friend

One day in the past, there are two friends bestfriend walk through the forest together. They know that something dangerous can happen everytime in the forest. So they will promise that they always together even through when in dangerous situation.

Suddenly, they saw big bear walk towards them. One of them climb the nearest tree. But unfortunately one of them don't know how to climb the tree. So with his insting, she lie down in the land, hold hold breath, and pretending to be a dead person.

The bear comes near a person lie down in the land kiss in the his ear, and slowly leave the place because the bear did not know touch dead creature. after that his friend in the tree down and ask to his friend who lie down in the land " Friend, what the bear whisper in your ear? " other friend answer " The bear recommend me to for not belief Fake Friend".

KIKY

Lion and Rat

When he (is) awakened by a small mouse walking on his body, the mighty lion (is) in his nest. the lion then grabbed the frightened mouse with large claws and opened its mouth to swallow it directly. Please, king" asked the mouse; "free me this Time and of course I will never (forget). your kindness. one day I might be able to pay your favor." The lion (thinks) it (is) a good idea so he (leaves) The weak creature away.

then the lion was caught in the midst of being laid by several hunters. although in an instant the forest echoed with the roar of an angry lion. The little mouse heard the lion and ran to see what had happened. That's "said the proud mouse" to repay your kindness, but now you know that even a small mouse can help a mighty lion."

APPENDIX 6: Documentation

APPENDIX 7: Kinds of Error in Narrative Text Made by the Students

Students	Kinds of Error			
	Omission	**Addition**	**Misformation**	**Misordering**
Student 1	7	1	10	-
Student 2	-	-	6	-
Student 3	5	-	10	-
Student 4	6	-	12	-
Student 5	-	-	5	-
Student 6	3	1	5	-
Student 7	2	-	7	-
Student 8	-	2	5	-
Student 9	4	2	8	-
Student 10	3	1	8	-
Student 11	5	2	6	-
Student 12	4	7	9	-
Student 13	-	2	10	-
Student 14	3	4	4	1
Student 15	1	-	8	-
Student 16	-	-	3	-
Student 17	5	3	8	-
Student 18	5	1	8	-
Student 19	9	-	8	-
Student 20	-	-	-	-
Student 21	4	-	6	2
Student 22	2	2	7	-
Student 23	1	4	7	-
Student 24	4	1	5	-
Student 25	1	2	8	-
Student 26	-	-	-	-
Student 27	-	-	1	-
Student 28	-	1	8	-
Student 29	-	3	3	-
Student 30	-	-	2	-
Student 31	2	4	12	-
Student 32	-	1	8	-
Student 33	1	1	9	-
Student 34	3	1	7	-
Student 35	8	-	11	-
Total	**88**	**46**	**234**	**3**
Total (N)	**371**			

CURRICULUM VITAE

The researcher, **Wahyuni Amaliyyah Setti** was born on July 30th,1996 in Soppeng, South Celebes. She is the second daughter from three siblings from the marriage of Setti and Marauleng. She began her study at TK Pertiwi and graduated in 2001. Then she continued her education at SDN 275 Jampuserenge and graduated in 2008. Afterwards, she continued her study at SMPN 1 Liliriaja and graduated in 2011. Then she continued her study at SMAN 1 Liliriaja and graduated in 2014. In August 2014, she was registered as a student of English Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. During her study at the university, she joined organization, namely English Department Students Association (EDSA). Moreover, she is also active in some social activities inside and outside the university including some of the events held by Office of International Affairs Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with title *An Error Analysis on the Use of Simple Past Tense in Narrative Text Made by the Third Semester of English Department Students at Muhammadiyah University of Makassar.*

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