

AN ANALYSIS OF ERROR ON THE USE OF SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT OF 42 STATE SMK IN JAKARTA

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Abstract: Mastering grammar is not easy for learners. It makes students often make errors on their writing when related to grammar. Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. The purpose of this research is to identify the errors of simple past tense that is made by students in 42 State SMK in Jakarta in writing narrative composition. The qualitative method is used by researcher in finishing the research. She took 38 writing of students of 42 State SMK in west Jakarta. The research was held for a month start from June to July. The errors made by students influence the English narrative composition. It can be seen in the writing they made which is showing the sentences they made became meaningless. The learners weren't used to write or made an English narrative composition by the English teachers so they got some difficulties when they were asked to make an English narrative composition. After having research on the learners' English narrative composition, the errors happened in simple past tense are 32 mistakes; they are the use of simple past tense 20 mistakes or 62,5% and the form of simple past tense 12 mistakes or 37,5%.

Keywords: Error Analysis, Narrative Composition Writing, Simple Past Tense.

INTRODUCTION

Very common grammar lesson is discussing about tenses. There are 16 tenses including in English grammar lesson. Despite, for learners used to only master the big five of grammar tenses such as simple present tenses, present perfect tense, present continuous tense, past continuous tense, and past perfect.

Mastering grammar is not easy for learners. It makes students often make errors on their writing when related to grammar. It as Tomas (2011) and Zinsser in (Saputra, Prof. 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 study result shows many students do not make a good score in writing task.

Tenses especially simple past in a writing has become a big homework for the learner who tries to make writing. More, for the beginner writing, simple past tense tenses becomes a thing that adds the feeling of lazy to write. Errors or mistakes may occurs in this part mostly.

Based on the study that had been done on the tenth grade students of State SMK in Jakarta, the writer brought the title "An Analysis of Error on the Use

of Simple Past Tense in Writing Narrative Text of 42 State SMK in Jakarta".

(Brown, 2007) stated that a mistake refers to a performance error that is either a random guess or a "slip," in that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.

The errors can be happened because of some factors, based on (Norrish, 1983) there are some factors that can cause the errors, they are:

1. The carelessness from the foreign learners.
2. The interferences from the learners' mother tongue which was believed as one of the aspects that caused the errors.
3. The translation from their mother tongue to another language so it caused the difficulty where there aren't any synonyms between those two languages.
4. The learners couldn't translate the materials which were given to them based on what was expected by the native speaker.

5. The mistake analogy which was might be made to ignore the exact patterns.

6. The language couldn't be predicted and the learners might be made the errors using the language that they have studied but they haven't heard the certain words.

The writer quotes from Hopper in (Brisard, Otsman, & Jef Verschueren, 2009), "Grammar is discrete set of rules which are logically and mentally presupposed by discourse." According to Hopper, grammar is the way to make word, phrase, clause, and sentence structure properly, presence of interconnected between one word with another word which make the text acceptable and easily understood by the reader.

(Carter & David Nunan, 2001) exposed, "Grammar is the subconscious internal system of the language user linguist' explicit codification of this system to reflect the structural organization of the language, normally up to the level of the sentence." Grammar is the system of the language master in grammar to reflect the structural organization of a language. It is important for everyone because a sentence with a correct grammar will bring the reader understands to what the writer or speaker means on that sentence.

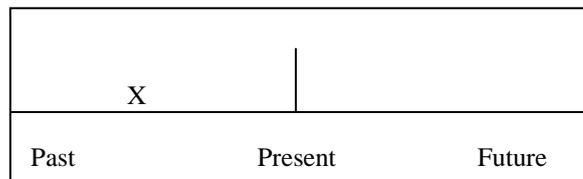
Although grammar is not a high priority, it does not mean that grammar is not important to lean. Grammar is the basic knowledge and skill for understanding and using the language naturally. As it has been mentioned above, that grammar is the rules by which words can change their forms and can be combined into sentences, it can be said the grammar plays an important role in how learner can master a language. Without learning grammar, learners cannot arrange sentences properly and without having a good comprehension and competence in arranging sentences, it is impossible for learners to be able to master English.

(Azar, 1992) states that the simple past indicates that an activity or situation ended at a particular time in the past.

1. The Use of Simple Past

a. Complete Action in the Past

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



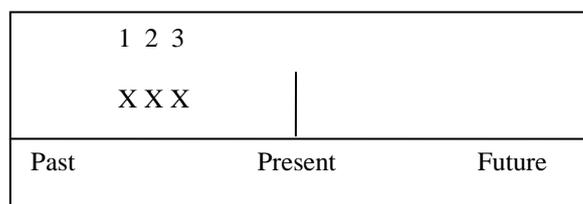
Picture 1. A Series of Completed Actions

Examples:

- I bought a new CD Yesterday.
- I didn't buy a book yesterday.
- Last month, he visited his grandmother in Malang.
- Last week, she didn't visit her aunt in the hospital.
- Did you have lunch this afternoon?
- We watched a new movie in the cinema.
- Mary didn't see my passport.

b. A Series of Completed Actions

Simple Past is used to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.



Picture 2. A series of Completed Actions

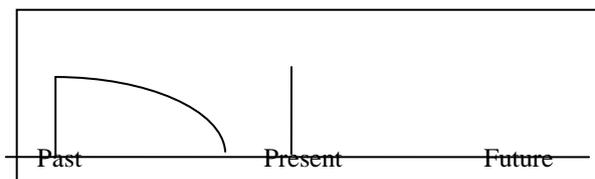
Examples:

- I closed the door, opened the window, took a long breath, and I was ready to start all over again.
- When I was young, I went swimming every day.
- Did you see your phone, read the message, and reply it?
- The students entered the class, collected the book, and started the test at 9 o'clock.

c. Duration in Past

The Simple Past can be used with a duration which starts and stops in the past. Duration is a longer

action often indicated by expressions such as: for ten minutes, for five hours, all day, for three weeks, for six months, for a year, all year, etc.



Picture 3. Duration in Past

Examples:

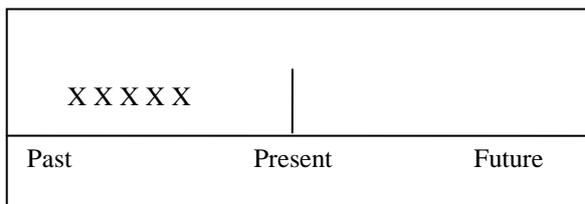
- She lived in Mecca for 3 months.
- Aliya met Aufar all day.
- We read the book for two hours.
- I did not stay at the class the entire time.
- They talked on the phone for thirty minutes.

A: How Long did you study today?

B: I studied for six hours.

d. Habits in the Past

The 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 a child, when I was younger, etc.



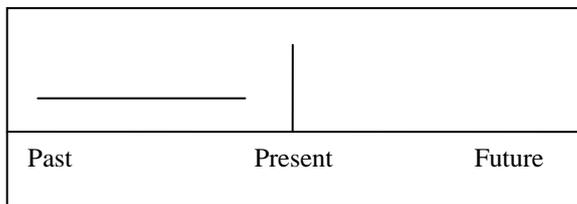
Picture 4. Habits in the Past

Examples:

- I played congklak when I was child.
- I studied Japanese
- Rio didn’t play badminton.
- Did you study Japanese when you were child?
- She worked at the cinema after college.
- They never went to school, they always skipped class.

e. Past Facts or Generalizations

The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in use 4 above, this use of the Simple Past is quite similar to the expression “used to.”



Picture 5. Past Facts or Generalizations

Examples:

- You were so ugly, but now you are so beautiful.
- Yulia didn’t like cucumber before.
- Did she live in Bandung when she was a little?
- People paid much more to make cell phone calls in the past.

2. The Form of Simple Past

a. Most Verbs

Most verbs conjugate by adding –ed like the verb “play” in Table 1.

Table 1. The Example of the Use of Most Verbs in Simple Past Tense

Positive	Negative	Question
They played	They did not play	Did they play?
We played	We did not play	Did we play?
I played	I did not play	Did I play?
You played	You did not play	Did you play?
She played	She did not play	Did she play?
He played	He did not play	Did he play?
Shinta played	Shinta did not play	Did Shinta play?

b. Irregular Verbs

There are many verbs people can find. In this thesis paper, the researcher takes word *write* that takes irregular forms in the Simple Past. Notice that the irregular verbs are only used in positive statements. In negative form and questions, *did* indicates Simple Past. The application of *write* in simple past sentence can be seen in Table 2.

Table 2. The Example of the Use of Irregular Verbs in Simple Past Tense

Positive	Negative	Question
They wrote	They did not write	Did they write?
We wrote	We did not write	Did we write?
I wrote	I did not write	Did I write?
You wrote	You did not write	Did you write?
She wrote	She did not write	Did she write?
He wrote	He did not write	Did he write?
Rian wrote	Ria did not write	Did Ria write?

c. To be

The verb “be” is also irregular in the Simple Past. Unlike other irregular verbs, there are two Simple Past forms: *was* and *were*. It also has different question forms and negative forms. Notice that *I did* is not used with the verb *be* in the Simple Past. The use of the verb *be* in simple past sentence can be seen in Table 3.

Table 3. The Example of the Use of To Be in Simple Past Tense

Positive	Negative	Question
They were	They were not	Were they?
We were	We were not	Were we?
You were	You were not	Were you?
I was	I was not	Was I?
She was	She was not	Was she?
He was	He was not	Was he?
It was	It was not	Was it?

d. Modal Verbs

Modal verbs behave very strangely in the Simple Past. The most important verb to remember is *must*. Notice how it becomes *had to* in the Simple Past.

Must becomes *had to*:

- I must call my mom now => I had to call my mom yesterday
- She must meet the chairman now => She had to meet the chairman yesterday
- They must study now => They had to study yesterday

3. The Evaluation of Simple Past Tense

In evaluating simple past tense, most verbs, irregular verbs, and to be form are used.

RESEARCH METHODOLOGY

Descriptive qualitative is applied by the researcher to finish this paper because it was the most

appropriate approach to describe the result of the research. Descriptive research collects information that can be used for statistical inference on the target audience through data analysis. As a result, this type of research takes the form of closed-ended questions, which limits its ability to provide a unique insight.

In collecting data, the writer used test as an instrument of the research as a secondary resource because in collecting the data, the material is not given directly to the learner but the English teacher gave the material to the learners. The data collected from the written test which is about the English narrative composition. First, the researcher asks the learners to make an English narrative composition, and checked the errors found in it. Then the she takes some conclusions about the errors found in the learners’ English narrative composition.

Passive observation is also done in collecting the data. When doing the passive observation, the researcher do not involve with the learner.

In qualitative research, the research instrument is the researcher herself, so the validation is done by observing some things, such as 1) the researcher’s understanding to the qualitative research method, 2) the knowledge about the observed objects that should be mastered, and 3) the writer’s readiness to involve with the observation object both academically or logically.

The research instrument in this research is taken from the learner’s English narrative composition. Based on the learner’s English narrative composition, the evaluation is done in order not only to get the errors done by the learner but also to analyze them.

The first step is preparing the research instrument. The second step is implementing the test. In this step; the researcher asked the students to make narrative composition. In this case, the researcher asked the students to make a writing that uses simple past tense contains in it.

Then, the researcher collected the tests that are done by the students. The researcher analyzed the students’ writing in order that she could see what the students made in their writing, focusing in simple past tense.

The technique used in this research is descriptive analysis. Descriptive analysis functions as a technique used to describe something in details. It means that the data were analyzed and described in details to know the simple past tense errors made by the students in their writing English. In this research, the researcher tries to list, identify, and

describe them. It is descriptive since the errors will be identified and described in the form of category, in this case the type of errors, and the causes of errors.

Population and Sample

a. Population

The population of this research is all the tenth grade students of SMK Negeri in West Jakarta.

b. Sample

The researcher has consulted to English teacher of SMK Negeri in West Jakarta before deciding to have data of example of the narrative composition. Based on the topic of the researcher which is about past tense, the teacher recommend to take data from the grade who has been given the material about, that is at tenth grade.

To make the process of analyzing data easier, the researcher decided to take only 38 students as the sample of the research. The method used in taking the sample is simple random sampling which means the sample is taken randomly from the population.

a. The Use of Simple Past

Table 4. Error Description On The Use Of Simple Past Tense

No.	Data	Corrections	Category
1.	I serve visitors who came to pay electricity bills, water bills and soon.	I <u>served</u> visitors who came to pay electricity, water, and other bills.	Complete action in the past
2.	There is a ghost that makes me run so fast.	There was a ghost that <u>made</u> me run so fast.	Complete action in the past
3.	After I worked all day, I feel very tired and relieve fatigue with sleep.	After I worked all day, I <u>felt</u> very tired and relieve fatigue with sleep.	Complete action in the past
4.	I don't know what to do there.	I did not know what to do there.	Complete action in the past
5.	I looked into the car and I feel like this is mine.	I looked into the car and I <u>felt</u> like this was mine.	Complete action in the past
6.	The class' leader ask us to silence and pray before starting lessons.	The class' leader <u>asked</u> us to silence and pray before starting lessons.	Complete action in the past
7.	After our discussion we immediately begin to create a power point.	After our discussion we immediately <u>began</u> to create a power point.	Complete action in the past

RESULT AND DISCUSSION

After having been corrected and analyzed, some errors were found and most of the errors are about the using of the simple past tense which is divided into two categories, the use of simple past tense and the form of simple past tense. In the category of the use of simple past tense, the errors found in sentences such as complete action in the past, a series of completed actions, duration in the past, habits in the past, and past facts or generalizations. From the category of the form of simple past tense, the researcher found errors in most verbs, irregular verbs, to be, and modal verbs.

In simple past tense errors, the learner still did not change the tense of the sentence. In narrative composition, past tense should be used by the learner because the learner told something that had happened in the past or used to be called "retells" the story to the readers. Example: **There were visitors who come to ask for his money back.** The word "came" should be used by the learner to replace the word "come" in order to make the parallelism in the sentence. The word "Were" was used in the main clause so the word "come" should be changed into "came" in order to make the parallelism. So the sentence became "**There were visitors who came to ask for his money back.**"

8.	All the passengers get off and felt disappointed.	All the passengers <u>got</u> off and felt disappointed.	Complete action in the past
9.	It spends about three hours.	It <u>spent</u> about three hours.	Complete action in the past
10.	We take some picture.	We <u>took</u> some picture.	Complete action in the past
11.	I see blood was coming out of my head.	I <u>saw</u> blood was coming out of my head.	Complete action in the past
12.	I started waking up at 5 a.m. then I got up to perform the dawn prayer. After that, I tidy up the bedroom is to open the windows, turn off the lights, and arranging pillows, bolsters, and a folded blanket.	I started waking up at 5 a.m. then, I got up to perform the dawn prayer. After that, I arranged the bedroom, opened the windows, turned off the lights, and arranged pillows, bolsters, and a folded blanket.	A series of completed actions
13.	I jogged around my house then push up and sit ups to build muscle.	I jogged around my house; then, pushed up and sat ups to build muscle.	A series of completed actions
14.	My classmates invited me to play futsal against another class and told me to gather in the field, I go home first to take futsal equipment and I go to a place that has been notified.	My classmates invited me to play futsal against another class and told me to gather in the field; therefore, I went home first to take futsal equipment and then I went to a place that had been notified.	A series of completed actions
15.	I brushed my teeth and take a bath. Then I pray subuh and cleant my bedroom.	I brushed my teeth and took a bath; then I prayed subuh and cleaned my bedroom.	A series of completed actions
16.	Next, I putted off my uniform and changed the to clothes. Then I pray Ashar and have lunch delayed.	Next, I put off my uniform and changed the clothes; then I prayed Ashar and had lunch delayed.	A series of completed actions
17.	The rain fall for only 15 minutes,	The rain <u>fell</u> for only 15 minutes,	Duration in the past
18.	It spends about four hours.	It <u>spent for</u> four hours.	Duration in the past
19.	I always feel the atmosphere repeatedly.	I always <u>felt</u> the atmosphere repeatedly.	Habits in the past
20.	Shortly, many people came to the swimming pool and the most of them is children.	Shortly, many people came to the swimming pool and the most of them was children.	Past facts or generalizations

The above descriptions showed about the errors happened in derivational morphology. The errors are about derivational in noun, adverb, gerund after preposition and after certain verb, to-infinitive, participle in present and passive, modals and adjective.

a. Complete action in the past

1. *I serve visitors who came to pay electricity bills, water bills and soon.* The word “serve” is wrong because the activity is happened in the past time. So, the verb “serve” must be changed into verb 2 “served”, so the sentence becomes, “*I served visitors who came to pay electricity bills, water bills, and soon.*”

2. *There is a ghost that makes me run so fast.* The time when this activity occurs in the past,

exactly the writer told his experience, so to be “is” in the sentence is incorrect. The correct one is by using word “was”, then the sentence becomes, “*There was a ghost that makes me run so fast.*”

3. *After I worked all day, I feel very tired and relieve fatigue with sleep.* The sentence is wrong

4. *I don't know what to do there.* The word “don't” is not appropriate to be used in this sentence, because the formula is in the past. The writer should use verb that indicates the activity is stopped at the time, so the correct sentence is “*I did not know what to do there.*”

5. *I looked into the car and I feel like this is mine.* As has been explained in the sentence three, that there is parallelism between the first word “looked” which used the verb 2, so the word “feel” must also be change into “felt” to make the sentence is correct. Then the sentence becomes “*I looked into the car and I felt like this is mine.*”

6. *The class' leader ask us to silence and pray before starting lessons.* This sentence is definitely wrong. Even if the sentence is in the present, the verb “ask” must be added “s” in order to make it appropriate “asks” because the subject is singular. Moreover, in this writing, students were asked to make narration in the past tense, so the verb “ask” must be in past condition. So, the correct verb is “asked”. So, “*The class' leader asked us to silence and pray before starting lessons.*” Is the right sentence.

7. *After our discussion we immediately begin to create a power point.* The word “began” must be used to change “begin” in order to build the right sentence above. Thus, the sentence becomes “*After our discussion we immediately began to create a power point.*”

8. *All the passengers get off and felt disappointed.* As has been explained in the sentence three and five, that there is parallelism between the second word “felt” which uses the verb1, so the word “get” must also be changed into “got” to make the sentence is correct. Then the sentence becomes “*All the passengers got off and felt disappointed.*”

9. *It spends about three hours.* The word “spends” is used in present time, while this activity occurs in the past, so the right verb used is “spent”; then the sentence becomes “*It spent about three hours.*”

10. *We take some picture.* This sentence has same explanation with sentence 10 where the activity is happened in the past. So, the using of word “take” is wrong. It must be changed to “took”, while the word “some” is to show quantity which the ting is more

because “worked” is used as the first verb so the second verb must be also in past tense and it is also a parallelism in the sentence. The past tense of “feel” is “felt” and the correct sentence is “*After I worked all day, I felt very tired and relieve fatigue with sleep.*”

than one, so the word after “some” must show the quantity that is more than one. So, the thing after “some” must be added by “s”. Finally, the correct sentence is “*We took some pictures.*”

11. *I see blood was coming out of my head.* This is also has same error of the use of simple past tense. The word “see” is incorrect because the sentence has indicated the past by using to be “was”. To create the parallelism between the words in the sentence, verb “see” must be changed into “saw” in order to create the right sentence, “*I saw blood was coming out of my head.*”

b. A series of completed actions

12. *I started waking up at 5 a.m. then I got up to perform the dawn prayer. After that, I tidy up the bedroom is to open the windows, turn off the lights, and arranging pillows, bolsters, and a folded blanket.* The sentence is wrong because it does not show the parallelism between one clause to another clause. The correct sentence is “*I started waking up at 5 a.m. then, I got up to perform the dawn prayer. After that, I arranged the bedroom, opened the windows, turned off the lights, and arranged pillows, bolsters, and a folded blanket.*”

13. *I jogged around my house then push up and sit ups to build muscle.*

This case has same problem with the above one. It doesn't have parallelism among each other. One uses simple past tense, but other doesn't use.” *I jogged around my house, then pushed up and sit up to build muscle.*” is the correct sentence.

14. *My classmates invited me to play futsal against another class and told me to gather in the field, I go home first to take futsal equipment and I go to a place that has been notified.* The explanation of this sentence is the same with the first explanation, the correct sentence is “*My classmates invited me to play futsal against another class and told me to gather in the field; therefore, I went home first to take futsal equipment and then I went to a place that had been notified.*”

15. *I brushed my teeth and take a bath. Then I pray subuh and cleant my bedroom.* The same case with the previous sentence where there is inconsistency in the tenses used, the correct sentence

is *“I brushed my teeth and took a bath; then I prayed subuh and cleaned my bedroom.”*

16. *Next, I putted off my uniform and changed the to clothes. Then I pray Ashar and have lunch delayed.* In this sentence, can be seen there is not parallelism applied. If one activity in the same time show the past tense, so the other must in the same tense. *“Next, I put off my uniform and changed the clothes; then I prayed Ashar and had lunch delayed.”*

c. Duration in past

17. *The rain fall for only 15 minutes.* The sentence is wrong because it does not show activity that has ended in the past. The right sentence is *“The rain fell for only 15 minutes,”*

18. *It spends about four hours.* The sentence is wrong, and the explanation is the same with the sentence right before it. The word *“spends”* is used

in present time, while the activity in the sentence is in the past, so the correct sentence is *“It spent for four hours.”*

d. Habits in the past

19. *I always feel the atmosphere repeatedly.* The sentence is wrong because after the word *“feel”* is still in the present time. Eventhough this is the habits, but the habits in the past time, so the correct sentence is *“I always felt the atmosphere repeatedly”*

e. Past facts or generalizations

20. *Shortly, many people came to the swimming pool and the most of them is children.* The sentence is wrong because the wrong using of to be *“is”* should be replaced in the past form, which is *“was”*. So, the correct sentence is *“Shortly, many people came to the swimming pool and the most of them was children”*

b. The Form of Simple Past Tense

Table 5. Error Descriptions On The Form od Simple Past Tense

No.	Sentence	Correction	Level
1.	I don't know what to do there, but I was attracted by my invitation then I accepted.	I did not know what to do there, but I was attracted by my invitation then I accepted.	Most verbs
2.	I brushed my teeth and take a bath. Then I pray subuh and cleant my bedroom.	I brushed my teeth and take a bath. Then I pray subuh and <u>cleaned</u> my bedroom.	Most verbs
3.	I have to go home to rest, because tomorrow afternoon I had to return to Jakarta.	I <u>had</u> to go home to take a rest, because tomorrow afternoon I had to return to Jakarta.	Irregular verbs
4.	Next, I putted off my uniform and changed to clothes.	Next, I <u>put</u> off my uniform and changed to clothes.	Irregular verbs
5.	It telled us that our class was over.	It <u>told</u> us that our class was over.	Irregular verbs
6.	I am so tired and I am so happy for this holiday.	I was so tired and I was so happy for this holiday.	To be
7.	Time is running fast, it was night.	Time <u>was</u> running fast, it was night.	To be
8.	It is a very nice holiday.	It <u>was</u> a very nice holiday.	To be
9.	There I can play water, and making sand castles.	There I <u>could</u> play water, and making sand castles.	Modal verbs
10.	I can't longer on the market.	I <u>could no</u> longer on the market.	Modal verbs

11.	There were so many animals that can be seen.	There were so many animals that <u>could</u> be seen.	Modal verbs
12.	My family and I will visit Cetho Temple, Solo.	My family and I <u>would</u> visit Cetho Temple, Solo.	Modal verbs

The above descriptions showed about the errors happened in inflectional morphology. The errors are about inflectional in past tense, progressive, plural, superlative, possessive, present participle, gerund after preposition, passive form and perfect time.

a. Most verbs

1. *I don't know what to do there, but I was attracted by my invitation then I accepted.* The word "don't" is used in present, while the time of the activity is in the past. So the best sentence is "*I did not know what to do there, but I was attracted by my invitation then I accepted.*"

2. *I brushed my teeth and take a bath. Then I pray subuh and cleant my bedroom.* The sequel in this sentence is happening in the same time which is in the past. So, all verbs in this sentence must be in past form and in the right rules. As everyone knows that the past form of word "clean" is "cleaned" "*I brushed my teeth and took a bath. Then I prayed subuh and cleaned my bedroom.*"

b. Irregular verbs

3. *I have to go home to rest, because tomorrow afternoon I had to return to Jakarta.* "have" is the base form, while in the past tense must use "had". So, the correct sentence is "*I had to go home to take a rest, because tomorrow afternoon I had to return to Jakarta.*"

4. *Next, I putted off my uniform and changed to clothes.* Wrong form of verb is occurring in this sentence where there is no word "putted", the right one is "put". So the sentence becomes "*Next, I put off my uniform and changed to clothes.*"

5. *It telled us that our class was over.* The right changes from base form of "tell" is "told". So, the correct sentence is "*It told us that our class was over.*"

c. To be

6. *I am so tired and I am so happy for this holiday.* The changes form of to be "is" into past form is "was". So, the right sentence is "*I was so tired and I was so happy for this holiday.*"

7. *Time is running fast, it was night.* The parallelism is not occurring in this sentence where

the second sentence used the right by "was", while the first word still in the present form "is". The right sentence is "*Time was running fast, it was night.*"

8. *It is a very nice holiday.* The holiday in this sentence is showing an experience or something has done in the past time. So the using "is" incorrect because it is used in present time. The correct sentence is "*It was a very nice holiday.*"

d. Modal verbs

9. *There I can play water, and making sand castles.* The using of modal "can" is wrong because this is used in the present time. For using in the past time it must be changed into "could". Then the sentence becomes "*There I could play water, and making sand castles.*"

10. *I can't longer on the market.* The explanation of the error in this sentence is the same with the sentence before. So, the correct sentence is "*I could no longer on the market.*"

11. *There were so many animals that can be seen.* The explanation in this sentence is the same with the previous sentence, where the activity is done in the past time. So the correct sentence is "*There were so many animals that could be seen.*"

12. *My family and I will visit Cetho Temple, Solo.* This sentence describes the plan that has been done in the past. So "will" must be changed by "would" in order to create correct sentence "*My family and I would visit Cetho Temple, Solo.*"

Table 6. The Errors' Description And Percentage

DESCRIPTION OF ERRORS	QUANTITY	PERCENTAGE (%)
1. The use of simple past tense	20	62,5%
2. The form of simple past tense	12	37,5%
THE TOTAL ERRORS	32	100%

Based on the chart above, the most common errors happened in both of simple past tense and conjunctions level. Both of them have same amount of the errors, while the errors happened in kinds of errors have less amount with the other errors.

After having research on the learners' English narrative composition, most of the learners' errors happened in the textual errors. The errors happened in simple past tense are 32 mistakes; they are the use of simple past tense 20 mistakes or 62,5% and the form of simple past tense 12 mistakes or 37.5%.

CONCLUSION

Based on the research on chapter IV, some analyses about the errors made by the learner are concluded by the writer. The conclusions are simple past indicates that an activity or situation ended at a particular time in the past. In this research, the simple past tense errors made by students in making English narrative composition were found. After analyzing the writing they made, the researcher found the errors happened in simple past tense were 32 mistakes; they are the use of simple past tense 20 mistakes or 62.5% and the form of simple past tense 12 mistakes or 37.5%..

By the result above, the English teacher should pay attention of simple past tense in making a good English narrative composition

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