

# THE PHASE E STUDENT'S ERRORS ON SIMPLE PAST TENSE IN WRITING SIMPLE SENTENCES AT SMAN 2 SUTERA, KABUPATEN PESISIR SELATAN

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## ABSTRACT

The purpose of this research is to find out whether Phase E students at SMA 2 Sutera, Kabupaten Pesisir Selatan made errors in writing simple sentences in the simple past tense. This research applied a descriptive method. The population of this research is the Phase E students of SMAN 2 Sutera, Kabupaten Pesisir Selatan, and cluster random sampling technique was used to select the sample that consists of 26 students. The instrument for collecting the data is writing test. The students were asked to write simple sentences in the simple past tense in 40 minutes. To know whether the test is reliable, the researcher used inter – rater technique. The reliability index of the test is 0.99 indicating that the test is reliable. Then the test is valid in terms of content as it covered the material that the students had learned. Generally, the result of this research showed that the students errors in writing simple past tense are omission, addition, misformation, and misordering.

**Keywords:** *Errors, Writing, Simple Past Tense*

## INTRODUCTION

As a foreign language, English is commonly used in many countries including Indonesia in various aspects of life, such as in the fields of culture, economy, business, politics, etc. Therefore, English is a language that needs to be known by a country[1]. In learning English, students need to learn 4 skills, namely: listening, speaking, reading, and writing. In addition to four skills, students learn about grammar.

Studying grammar also includes tenses. Simple past tense is a type of tense that tells events or activities that started and ended in the past[2]. In learning English, students sometimes make errors. The types of errors that were commonly made by the students in writing simple sentences in the simple past tense were omission, addition, misformation, misordering[3]. Many students have errors in the use of tenses because they have less mastery of tenses.

The researcher found some previous studies related to this research. First, the study done by Tuminah et al. (2021) related to analysis of error using simple past tense on recount text at SMP Pelita Ngabang. She

found that there were 19.17% omission errors, 26.02 addition errors, 27.39% misformation errors, and 27.39% misordering errors[4]. Second, the study done by Intan (2019) related to error analysis in writing at MAN 1 Palu found that the selection errors comprise 26 errors (63.41%), omission errors comprise 11 errors (26.82%), and addition errors comprise 4 errors (9.75%) [5]. Third, the study done by Aminah (2016) related to error analysis on the use of simple past tense in English narrative text at SMKN 1 Tenggara found 22 (20.75%) errors of addition, 12 (11.32%) errors of omission, and 3 (2.83%) errors of misordering [6]. Fourth, the study done by Setti (2018) related to error analysis on the use of simple past tense in narrative text at the Muhammadiyah University of Makassar found 88 (24%) errors of omission, 46 (12%) error of addition, 235 (63%) errors of misformation and 3 (1%) errors of misordering[7]. Based on those phenomena, the researcher wanted to research and analyze more deeply the types of errors that arise in writing past tense sentences made by

students at SMAN 2 Sutera, Kabupaten Pesisir Selatan.

## METHOD

The researcher used descriptive method for this research. Descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study [8]. The population of this research was 123 students. The researcher used cluster sampling technique to select the sample because population member are homogeneous. Therefore, the researcher chose class Phase E3 that consisted of 26 students as a sample.

This research instrument was a writing test in which the students had to write simple past tense sentences. The test was valid in terms of content because it had covered the materials that students had learnt. The reliability index of the test was 0.997 which means that the test was reliable.

To collect the data, the researcher shared the test paper to the students. Then, the researcher explained the instruction that the students had to follow. The researcher asked the students to do the test in 40 minutes. And the last, the researcher and the second assessor identified the students who had errors.

To analyze the data, the researcher and the second assessor counted students who had errors. Then, the researcher counted the percentage of students who had errors. Finally, the researcher described the result of the data analysis. The data were analyzed by using statistical formula as suggested by Arikunto (2015) [9].

## FINDINGS

The results of the research showed that generally the researcher found 25 out of 26 (96.15%) students made errors in the form of omission, addition, misformation, and misordering. Specifically, there were 8 (30.77%) students who made errors of omission, 12 (46.15%) students who made

errors of addition, 23 (88.46%) students who made errors of misformation, and 3 (11.53%) students who made errors of misordering.

Table Students Who Made Error

N	Types of Error	Students who made Error	Percentage
1	Misformation	23	88.46 %
2	Addition	12	46.15 %
3	Omission	8	30.77 %
4	Misordering	3	11.53 %

## DISCUSSIONS

Generally, the result of this research showed that the students errors in writing simple past tense sentences are omission, addition, misformation, and misordering. The most dominant error is in the type of misformation, followed by addition and omission. The least dominant error is misordering. It can be discussed in more detail as follows :

1. The Phase E Students' Errors of Misformation on Writing Simple Past Tense in Simple Sentences at SMAN 2 Sutera, Kabupaten Pesisir Selatan.

The researcher found that 23 out of 26 (88.46%) students made errors in misformation. It is in line with the study conducted by Aminah (2016) which found that 69 (65.09%) students made errors of misformation in writing simple past tense [6]. It is also in line with the study by Tuminah et al. (2021) which found that 27.39% of students made errors of misformation in writing simple past tense [4], and the study by Setti (2019) which found that 235 (63%) students made

errors of misformation in writing simple past tense[7] because the most dominant error students made in three studies was an error of misformation.

## 2. The Phase E Students' Errors of Addition on Writing Simple Past Tense in Simple Sentences at SMAN 2 Sutera, Kabupaten Pesisir Selatan.

The researcher found that the Phase E students made errors of addition. The result of the data analysis showed that 12 out of 26 (46.15%) students made errors of addition. It is not in line with the study conducted by Intan (2019) which found that 11 (26.82%) students made errors of addition in writing simple past tense[5] because the addition errors in her study is the least dominant. It is in line with the study conducted by Aminah (2016) which found that 22 (20.75%) students made errors of addition in writing simple past tense[6] because the addition errors in her study is the second most dominant errors. It is not in line either with the study conducted by Tuminah et al. (2019) which found that 26.02% of students made errors of addition in writing simple past tense[4], and the study conducted by Setti (2018) which found that 46 (12%) students made errors of addition in writing simple past tense[7] because the addition errors in two studies are the third most dominant errors.

## 3. The Phase E Students' Errors of Omission on Writing Simple Past Tense in Simple Sentences at SMAN 2 Sutera, Kabupaten Pesisir Selatan.

The researcher found that the Phase E students made errors of omission. The result of the data analysis showed that 8 out of 26 (30.77%) students made errors of omission. It is not in line with the study conducted by Tuminah et al. (2021) which found that 19.17% of students made errors omission in writing simple past tense[4] because the omission errors in her study is the least dominant. This is in line with the study conducted by Aminah (2016) which found that 12 (11.32%) students made

errors omission in writing simple past tense[6] because the omission errors in her study is the third dominant errors. It is not in line with the study conducted by Intan (2019) which found that 11 (26.82%) students made errors omission in writing simple past tense[5] and also the study conducted by Setti (2018) which found that 88 (24%) students made errors omission in writing simple past tense[7] because the omission errors in these two studies are the second dominant errors.

## 4. The Phase E Students' Errors of Misordering on Writing Simple Past Tense in Simple Sentences at SMAN 2 Sutera, Kabupaten Pesisir Selatan.

The researcher found that 3 out of 26 (11.53%) students made errors in misordering. It is not in line with the study conducted by Tuminah et al. (2021) which found that 27.39% of students made errors of misordering in writing simple past tense because the misordering errors in her study is the most dominant error. This finding is in line with the result of research conducted by Aminah (2016) which found that 3 (2.83%) students made errors misordering in writing simple past tense[6] and the result of research conducted by Setti (2018) which found that 3 (1%) students made errors of misordering in writing simple past tense[7] because the misordering errors in two studies are the least dominant errors.

## CONCLUSIONS AND SUGGESTIONS

Based on the the findings, it can be concluded that the Phase E students made errors on simple past tense in writing simple sentences at SMAN 2 Sutera. The researcher found that the students made errors of misformation, addition, omission, and misordering. Related to the study, the researcher proposes some suggestions. The teachers are suggested to give more explanation and exercise about writing simple sentences in simple past tense especially about the use of article, be,

and verb form because the students still did not understand and were confused about all of them. The researcher suggests the Phase E students to improve their skill in writing simple sentences in the simple past tense especially in applying correct grammar. Further researchers are expected to find out and analyze the factors which cause the students' errors in writing simple sentences in the simple past tense.

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