ERRORS MADE BY STUDENTS OF UNIVERSITAS KHAIRUN IN SIMPLE PAST TENSE

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Abstrak

The aim of this study is to identify errors in the usage of the simple past Tense in the written work of second-semester Class A students in the English education program at Khairun University. The study included 27 students as subjects, and data was collected through written tests and interviews. The researcher utilized Dulay's Theory to categorize the types of errors, finding three main types: omission, addition, and misformation. The frequency of errors was as follows: omission (2.5%), addition (0.75%), and misformation (67.5%). Misformation emerged as the most prevalent error type. Based on interview results, the most common causes of simple past tense errors were students' need for understanding of grammar and simple past tense formulas, as well as a limited vocabulary leading to difficulty in constructing sentences. Additionally, students needed help with the placement of past tense verbs in sentences. These errors were further made worse by inadequate study time, overreliance on in-class learning, and less allocated self-study time at home.

Keywords*: error analysis, simple past tense

INTRODUCTION

English is a global language utilized for communication worldwide, including in Indonesia. Despite being a for eign language in Indonesia, English is incorporated into almost every educational level as a compulsory subject. This illustrates the significant role of English in the educational system. In terms of language, English exhibits distinct patterns and sentence structures compared to Indonesian. For instance, the use of time statements in English sentences differs from Indonesian. Broadly speaking, English utilizes three main time statements for constructing sentences: present Tense, past Tense, and future Tense.

According to Lyons and Runtuwene (2013), one of the most difficult aspects of learning English is grammar. Lyons explained that grammar is the form of words of the language itself and the way they are combined in phrases, clauses, and sentences, or it can be said that grammar provides rules on how to combine words into sentences. When learning English, a number of students often struggle with writing sentences in the past Tense. These mistakes stem from a lack of understanding of the simple past tense pattern and difficulty distinguishing between the first and second verb forms.

According to Retnani (2023), errors are systematic deviations that occur when a student continuously makes mistakes because they do not understand something. This suggests that the term "systematic deviation" is an important component of this definition and can be understood as deviations that occur regularly. Errors are considered to be systematic and rule-governed occurrences that result from the learner's lack of understanding of the rules of the target language.

The errors in student usage of the simple past tense can stem from various causes. These include a lack of understanding of the simple past tense pattern, interference from their native language resulting in translation difficulties, and inadequate training in writing simple past tense sentences. Even if students are familiar with the rules or formulas of the simple past Tense, they may require extensive practice in writing sentences to enhance their proficiency in using this Tense.

In sentence writing training, it is crucial for students to grasp the various tenses in English, as tenses indicate when an action takes place. Misusing tenses can lead to confusion. Although learning grammar and tenses may seem challenging at first, gaining a thorough understanding of all the tenses, their functions, and structures, and continuously practicing using them in sentences is essential. Proficiency

in English tenses is particularly important for everyday communication, both verbally and in writing. Correct tenses enhance our ability to understand and effectively communicate with others in spoken communication and make our writing clearer and more comprehensible to readers in written communication.

Azar in Irawan (2018) explained that a simple past tense is an event that occurred in the past. As for the time information in the time signals past Tense, including *yesterday, last night, and two days ago,* in 1990. In addition, the past tense sentences are formed using verb form two (Verb 2), for example, *"I went to the market yesterday"*. According to Tanjung (2014), simple past Tense is an action or activity performed by the subject in the past. The characteristics of the simple past Tense are past verbs (verb 2) and past tense phrases that follow them.

The researcher formulated a research topic on student errors in the use of the simple past Tense, as this forms the foundation of English language education for students, especially in the second semester when they learn grammar. Furthermore, the simple past Tense is commonly used in daily life when students talk about past activities. Therefore, it is essential to identify the most common errors in the use of the simple past Tense.

From the explanation of the background above, the problems that have been presented by the res, the searcher wants to examine the errors of second-semester students of the English Education Study Program in the use of simple past Tense at Khairun University.

RESEARCH METHOD

In this study, the researcher used qualitative research methods. Based on Sugiyono (2012) expresses an opinion on qualitative methods, namely research based on the philosophy of Post-positivism, which is used to examine the conditions of natural objects, here the position of the researcher as a key instrument, then data collection techniques with triangulation, data analysis is qualitative, and research results emphasize meaning over-generalization. In this study, researchers conducted research on Errors made by the students in simple past Tense at Khairun University.

A. Data Collection Technique

Data collection techniques are strategies or methods used by researchers to obtain data and information needed in research. The data needed in this study are obtained using the following data collection techniques:

1. Written test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. The writing test is a form of performance assessment for second-semester students in the English education study program at Khairun University. The purpose of this assessment is to evaluate the students' knowledge, skills, and abilities. The researcher will provide test instructions, after which the participants will have one hour to write a recount text. Students will choose one of three topics: an unforgettable vacation experience, activities done last week, or their most valuable achievement in life. The recount text should be written in a maximum of 500 words. The text should be written into at least three paragraphs divided into orientation, events, and reorientation.

2. Interview

Researchers conducted interviews to gather information about the factors contributing to errors in using the simple past Tense. Through this method, researchers were able to obtain the specific reasons behind these errors, as each student had different explanations. The aim of using this approach was to uncover the underlying causes of students' challenges with using the Past Tense. There were 12 respondents participated in the interview.

B. Data Analysis Technique

Data analysis is a technique for systematically processing data from the results of data collection. Then produce new opinions, theories or ideas. In this study, data were taken from data collection methods, namely test. In analyzing the collected data, in the qualitative analysis process using the interactive analysis method, the model proposed by Miles and Huberman includes data reduction, data display, and conclusion drawing verification in Retnani (2023).

This research is about an error analysis of a student in writing a sentence in simple past Tense. It will be taken from the student's work, and after that, it will be analyzed through the following steps:

1. Collecting the data based on simple past tense sentences written by students on the question sheet that the students have found.
2. Checking students' work thouroughly.
3. Classifying the errors in writing sentences on simple past Tense based on the types of error by Dulay's Theory.
4. Counting the errors in writing sentences on simple past Tense based on the types of error by Dulay's Theory, then using the formula for finding a percentage according to Sugiyono (2008)

$$P = F / N \times 100 \%$$

Note:
P = percentage of mistakes.
F = total number of mistakes.
N = total number of the sentences.

The researcher took the general method of analysis by following the interactive model as follows:

3. Data Reduction

Sugiyono (2012) argues that data reduction is how researchers summarize, select the main things, and focus on things that are important and in accordance with the research topic. In the end, data reduction will produce clear results and help make it easier for researchers to collect further data. Data reduction is a form of analysis that sharpens, classifies, directs, and eliminates unnecessary data so that researchers can draw final and verifiable conclusions. In this study, the researcher will conduct a writing test on 27 students of class A, semester 2 of the English Education study program at Khairun University Ternate. And from there, to get valid data, researchers explain and display data reduction.

4. Data Presentation

The next step is to display the data after it has been reduced. Data presentation in qualitative data research can take the form of tables, graphs and other tools. This technique is used because it is difficult to create an image of the instrument results from the data that is still stacked. As a result, in order to master the data properly and correctly, the researcher must display the data.

5. Conclusion

After the reduction of data and presentation of data, the last step in qualitative research analysis is making conclusions. According to Sugiyono (2012) conclusions in qualitative research can answer the problem formulation that was formulated from the start, but maybe not, because as has been stated that the problem and problem formulation in qualitative research is still temporary and will develop after the research is in the field.

At this point, the researcher must make a decision from the data and draw conclusions after making sure both the data are correct and the understanding is agreed upon by the subjects where the research was conducted. The results that have been formulated must also be tested for correctness, suitability, and strength.

FINDINGS AND DISCUSSIONS

A. Findings

Considering the result of the data, this study took 27 students of class A, semester 2 of the English education study program of Khairun University as the research subjects. Then, it was found that there were 2,5% of students who made omission errors. Then, 0,75% of students make additional errors. And last there, are 67,5% of students made misformation errors. Of all of the types, the most frequent type of error were misformation.

Table 1. Classification of Students' Errors

No.	Students	Kinds of Students' Errors			
	Name	O	AD	MF	Σ Errors
1.	S.M.Y	-	1	-	1
2.	S.U.A	2	1	4	7
3.	N.A.P	-	-	4	4
4.	M.L.H	1	-	3	4
5.	M.D	-	-	1	1
6.	R.B	-	-	1	1
7.	T.S	1	-	2	3
8.	R.H.S	-	1	2	3
9.	F.D	1	-	-	1
10.	N.M.B	-	-	2	2
11.	A.K	3	-	7	10
12.	M.F	2	-	1	3
	TOTAL	10	3	27	40

1. The results of writing test

a. Types of errors in the use of simple past Tense

Table 1.2 the data of Omission Errors

Students	Error Identification	Error Correction	Error Explanation
S.U.A	Yesterday I am and my younger sister goes to play badminton, after **finis play** I and my younger sister will go home	Yesterday I and my younger sister went to play badminton, after **finished playing** I and my younger sister went go home	It refers to an action that had occurred in the past, so should put marker :finish-ed playing
S.U.A	On moment morning **arrive** I and my younger sister **bathe** and harry up to campus	On moment morning **arrived** my ,younger sister **bathed** and harry up to campus	It refers to an action that had occurred in the past, so should put marker : arriv-ed and bath-ed
M.L.H	That wonderful for me	That **was** a wonderful **day** for me	It refers to a subject pronoun in the sentence, so it should be : was after Object. And there should be the word "day" to complete the meaning of the sentence.

T.S	at the time my f,riend went to my friend's house riding a motorcycle. On the way, everything **look**ed normal	at the time, I with my friend went to my friend's house riding a motorcycle. On the way, everything **looked** normal	It refers to an action that had occurred in the past, so should put marker: look-ed
F.D	We all **hope** to win first place in the futsal tournament.	We all **hoped** to win first place in the futsal tournament.	It refers to an action that had occurred in the past, so should put marker: hoped
A.K	If I back to village then I late paying semester fees.	If I **went** back to village then I late paying semester fees.	It refers to a subject pronoun in the sentence, so it should be : went after Object.
A.K	Because my sister back to the village then there is nothing to.	Because my sister **was** back to the village then there is nothing to.	It refers to a subject pronoun in the sentence, so it should be : was after Object.
A.K	When I arrived at the bank I **ask**edo security.	When I arrived at the bank and I **asked** to security.	It refers to an action that had occurred in the past, so should put marker : ask-ed
M.F	It **starts** on Saturday	It **started** on Saturday	It refers to an action that had occurred in the past, so should put marker : start-ed
M.F	Not long after it was **start**	Not long after it was **started**	It refers to an action that had occurred in the past, so should put marker : start-ed

Table 1.3 the data of Addition Errors

Students	*Error Identification*	*Error Correction*	*Error Description*
S.M.Y	because we really enjoyed the holiday experience at **get** beach	because we really enjoyed the holiday experience at **X** beach	It refers to incorrectly, adding a word that refers to the adverbial form of place, which should not be necessary. At get beach, which should be **at beach**

| R. H.S | Because after graduation we **will** rarely met and gather like before. | Because after graduation we rarely met and gather like before. | This refers to the errors of adding the verb "will" which shouldn't be necessary. |
| S.U.A | Yesterday I **a**nd my younger sister went to play badminton | Yesterday I and my younger sister goes to play badminton | This refers to the mistake of adding a word referring to "to be", which should not be necessary. |

Table 1.4 the data of Misformation Errors

Students	Error Identification	Error Correction	Error Description
M.D	I **do** assignments	I **did** assignments	It refers the incorrect, an error misforming verb 1 (present tense) in the past Tense
M.L. H	My brother **give** internet creadit	My brother **gave** internet creadit	It refers the incorrect, an error misforming irregular past verbs: which should be **gave** instead of **give**
M.L.H	I **feel** very enthusiastic and some nervous	I **felt** very enthusiastic and some nervous	It refers the incorrect, an error misforming verb 1 (present tense) in the past Tense
M.L.H	My younger sister **is** very stubborn.	My younger sister **was** very stubborn.	It refers the incorrect, an error misforming use tobe (present Tense) in the past Tense.
S.U.A	Yesterday I and my younger sister **goes** to play badminton, after finis play I and my younger sister **will** go home	Yesterday I and my younger sister **went** to play badminton, after finished playing I and my younger sister **went** home.	This refers to a verb tense error, which should be a past tense verb
T.S	I ever faced with a disaster that **make** me very scared until wanting to leave the room for three days	I ever faced a disaster that **made** me very scared until wanting to leave the room for three days	It refers the incorrect, an error misinforming verb1 (present Tense) in the past Tense.
R.B	we **eat** together and **sleep** together. When we fell asleep for a while, then we **woke** up	, we **ate** and **slept** together.When we fell sleep a while then we **wake** up	It refers the incorrect, an error misinforming verb1 (present Tense) in the past Tense.
N. A.P	I **wake** up at 8 o'clock in the morning.	I **woke** up 8 o'clock in the morning.	It refers the incorrect, an error misinforming verb1 (present Tense) in the past Tense.
N.A.P	Because last night I slept at 2 am, and **make** the bed, sweeping floor.	Because last night I slept at 2 am, and **made** the bed, sweeping floor.	It refers the incorrect, an error misinforming verb1 (present Tense) in the past

			Tense.
N.A.P	Before showering i **cooking** the rice.	Before showering, I **cooked** the rice	It refers the incorrect, an error misinforming verb1 (present Tense) in the past Tense.
R.H.S	Because we **are** all busy with our own goals and future	Because we **were** all busy with our own goals and future	It refers the incorrect, an error misforming use tobe (present Tense) in the past Tense.
R.H.S	After that we **are** together beach bathing after that go home	After that we **were** together beach bathing after that go home	It refers the incorrect, an error misforming use tobe (present Tense) in the past Tense.
T.S	We were straight to the port when, while on the go, my friend **drove** the motorbike very quickly and hit a mother who **was** crossing	We were straight to the port when, while on the go, my friend **drove** the motorbike very quickly and hit a mother who **was** crossing	It refers the incorrect, an error misinforming verb1 (present Tense) in the past Tense. And It refers the incorrect, an error misforming use tobe (present Tense) in the past Tense.
N.A.P	When the time **is** eleven four five I intended to try my clothes	When the time **was** eleven four five, I intended to try my clothes	It refers the incorrect, an error misforming use tobe (present Tense) in the past Tense.
N.M.B	After dinner and completing my assignments and reading a book and then I **feel** asleep.	After dinner and completing my assignments and reading a book and then I **fell** asleep.	It refers the incorrect, an error misinforming verb1 (present Tense) in the past Tense.
N.M.B	I **wake** up at 04.30 am and prepared for the morning prayer	I **woke** up at 04.30 am pre,pared for the morning prayed	It refers the incorrect, an error misinforming verb1 (present Tense) in the past Tense.
A.K	Because I think the holiday **is** very short.	Because I think the holiday **was** very short.	It refers the incorrect, an error misforming use tobe (present Tense) in the past Tense.
A.K	Actually, I'**m** afraid to go alone because I am not used to the state of Ternate	Actually, I **was** afraid to go alone because I was not used to the state of Ternate	It refers the incorrect, an error misforming use tobe (present Tense) in the past Tense.
A.K	Because my sister back to the village then there **is** nothing to.	Because my sister was back to the village then there **was** nothing to.	It refers the incorrect, an error misforming use tobe (present Tense) in the past Tense.
A.K	But the him **tell** me that the bank **is closing**	But the him **told** me that the bank **was closed.**	It refers to the incorrect, an error misinforming verb1 (present Tense) in the past Tense. And It refers the incorrect, an error misforming use tobe (present Tense) in the past Tense. It refers the incorrect, an error

			misinforming (present participle) in the past Tense.
A.K	I'm sad because I don't have enough mony to pay the returun fare.	I was sad because I didn't have enough mony to pay the returun fare.	It refers the incorrect, an error misforming use tobe (present Tense) in the past Tense. And It refers the incorrect, an error misinforming verb1 (present Tense) in the past Tense.
A.K	And can't buy two courses and maybe I can't follow a lecture.	And could not buy to courses and maby I could not follow a lecture.	It refers to the incorrect, an error misinforming verb1 (present Tense) in the past Tense.
A.K	I go alone.	I went alone.	It refers to the incorrect, an error misinforming verb1 (present Tense) in the past Tense.
M.F	And the notice says that the plenary session will start at 1 o'clock in the afternoon	And the notice said that the plenary session would start at 1 o'clock in the afternoon	It refers to the incorrect, an error misinforming verb1 (present Tense) in the past Tense.
S.U.A	I and my younger sister go to dining room four learn	I and my younger sister went to dining room four learn	It refers the incorrect, an error misinforming verb1 (present Tense) in the past Tense
S.U.A	After learn we direct sleep.	After learn we direct slept.	It refers to the incorrect, an error misinforming verb1 (present Tense) in the past Tense.
S.U.A	The moment my motorcycle sunddely dead on stret and make I late on campus.	The moment my motorcycle suddenly dead on stret and made I late on campus.	It refers to the incorrect, an error misinforming verb1 (present Tense) in the past Tense.

2. **The result of the interviews**
   a. **Cause of error in simple past Tense**

Researchers conducted interviews to determine the reasons for students' errors in using the simple past tense when writing recount texts. The aim of the interviews was to gather pertinent and reliable information from the participants. On May 13, 2024, after completing the lesson, researchers interviewed a total of 12 students.

From the interview results, there were 4 out of 12 interviewees (respondents 4,2,9, and 10) said that they had difficulty in constructing simple past tense sentences especially in choosing the form of verbs that should be used.

In addition, 2 out of 12 interviewees (respondents 1 and 5) said that they lacked vocabulary, so it was quite difficult for them to make sentences unless there was help from the dictionary.

Then there were 4 out of 12 interviewees (respondents 3,8,11 and 12) said that they lacked understanding of grammar, especially the simple past tense formula and found it difficult to distinguish past verb tenses.

Then there were 2 out of 12 interviewees (respondents 6 and 7) said that they had difficulty in choosing or distinguishing irregular verb forms. For regular verbs, they understand well enough because they only add the -ed suffix to the verb.

The errors stem from students not effectively managing their study time. Instead of maximizing their study time, they rely solely on studying while on campus and only work on assignments when they return home. In addition, 2 out of 12 interviewees (respondents 2 and 6) said that they study (read books) at home for approximately 30 minutes when not doing campus assignments.

In class A of the English education study program, some second-semester students are concentrating more on their studies as they transition to college. This is because they feel that their English learning experience in junior high and high school was not as effective due to insufficient teaching time and occasional ineffective teaching according to the planned schedule.

B. Discussions

In this research study, it was discovered that some second-semester students in Class A of the English education program at Khairun University made errors in their use of the simple past Tense, as evidenced by their performance on written tests focused on recount text. Written tests are used to assess an individual's proficiency, knowledge, or competence in a specific area. The researcher then proceeded to categorize, explain, and evaluate the errors related to the use of simple past Tense in writing recount texts. According to Heidi Dulay et al., there are several types of errors, such as omission, addition, misordering, and misformation. However, in this study, the researcher found three types of errors, including omission, edition and misformation.

"The students' omission errors, for instance, occurred when they made a statement but failed to include something that should have been there. They often made mistakes by omitting plurals in sentences, and sometimes they wrote words with unclear meanings because they omitted a letter. They also struggled with using past tense markers (-ed), regular and irregular verbs. As for addition errors, students sometimes added unnecessary items to their sentences. Additionally, students made misformation errors by creating sentences that did not align with certain morphemes or structures." As emphasized by Amin (2017), the ways surface structure is altered. Learners may omit necessary items or add unnecessary ones; they may misfire items or misorder them. Thus, the errors may be in the form of omission, addition, miss formation, and miss-ordering error types. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme are omitted than others. Additional errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well-formed utterance. Additional errors include double marking, regularization and simple addition, which is an addition that is not double marking or regularization. Misformation errors are characterized by the use of the wrong form of morpheme or structure, while in omission errors, the items are not supplied at all, and in misformation errors, the learners. Supplies something, although it is correct. Misordering errors are characterized by the incorrect placement of a morpheme or group morphemes in an utterance.

Of the types of errors, researchers try to find out the causes of these errors by using Umar's theory (2016). Namely, there are seven causes of errors, including adverb interference, pluralative verb interference, word order interference, tense form interference, overgeneralization, ignorance of rule restrictions, and incomplete application of rules. From this theory, the researcher only found 4 causes of errors in the use of simple past Tense seen from the written test of recount text by second-semester students of the English education study program at Khairun University.

The first cause of errors in using the simple past is copulative verb interference, which occurs because foreign languages are very different from Indonesian in terms of copulative verbs, and learners tend to skip copulative verbs. The second is tense form interference. This occurs when learners tend to use verbs after the subject without paying attention to the structure of grammatical rules. The third is Ignorance of Rule Restriction, This cause arises when it is closely related to the generalization of deviant

structures made by students failing to observe the restrictions of existing structures, i.e. the application of rules to contexts where the rules do not apply. The fourth is the incomplete application of rules. This occurs when learners do not apply all the rules they have learned, which is caused by incomplete learning. In other words, they do not fully master the rule and its application, and therefore they do not apply the rule according to the circumstances.

In addition, the cause of students' errors in writing recount texts in simple past tenses is that students lack mastery of standard language or often use the first language, so when translated into English, there are errors in meaning. This is also found in Rinata's journal (2018), which classified the causes of the error to contribute to the researcher's analysis of the student's writing. The three causes of errors are carelessness, first language interference, and translation. This was also found in Lionny & Kusumadewi (2022) found interlingual and intralingual errors. Interlingual error occurs when students' English is still influenced by their native language (Indonesian language). Some students translate directly from the Indonesian language to English without paying attention to the correct equivalent. Also, they use grammatical patterns in Indonesian instead of English. Meanwhile, intralingual error is caused by the complexity of the grammar of the target language itself.

The leading causes of simple past tense errors, as indicated by the interview results, include students' lack of understanding of grammar, the simple past tense formula, and vocabulary. It is challenging for them to construct sentences due to these deficiencies, as well as their lack of comprehension regarding the proper placement of past tense verbs. These errors also stem from inadequate study time, as students often rely solely on learning during class hours and only engage in studies at home when completing assignments from their subjects.

Some second-semester students in class A of the English education study program focus their study time when they move to college because, during junior high and high school, they learned English less optimally because it was seen from the teaching time of the teacher in class, sometimes the teacher was not effective in teaching according to the teaching schedule.

CONCLUSSION

Based on the above results, this study took 27 students of class A semester 2 of English education study program of Khairun University as the research subjects. Then it was found that there were 2,5% of students who made omission errors. Then there are 0,75% students who make addition errors. And last there, are 67,5% of students made misformation errors. Of all of the types, the most frequent type of error was misformation.

Based on the interview results, it can be inferred that the most common reasons for errors in using the simple past tense include students' limited grasp of grammar, the formula for the simple past Tense, and a lack of vocabulary, which makes it challenging for them to construct sentences. Additionally, they struggle with understanding how to position past tense verbs within sentences. These errors also stem from their failure to fully utilize their study time; they often only focus on learning while on campus and do minimal studying at home, primarily to complete assignments.

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