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**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS ON THE USE
OF SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT (A CASE
STUDY OF THE TENTH GRADE STUDENTS OF MA ASH-SHIDDIQIYAH
CIREBON)**

A THESIS

Submitted to the English Education Department of IAIN Syekh Nurjati Cirebon in
partial fulfillment of the requirements for Islamic Scholar in English
Education (S.Pd.I)



Arranged by:

ROSITA AMIRUL
Reg Number: 07430385

**ENGLISH EDUCATION DEPARTMENT OF
TARBIYAH FACULTY OF SYEKH NURJATI STATE INSTITUTE
FOR ISLAMIC STUDIES CIREBON
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ABSTRACT

ROSITA AMIRUL: AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS ON THE USE OF SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT (A CASE STUDY OF THE TENTH GRADE STUDENTS OF MA *ASH-SHIDDIQIYYAH* CIREBON)

Based on the researcher's experience while doing a preliminary observation, she noticed that the use of simple past tense often makes tenth grade students of MA *Ash-Shiddiqiyyah* Cirebon confused with its complexity, moreover when it is applied in a writing. Several kinds of errors occur. Error can be used to identify students' learning progress therefore the writer decided to analyze grammatical errors on the use of simple past tense in students' narrative text.

The aims of the research are to find out the types of grammatical errors on the use of simple past tense in narrative text written by the tenth grade students of MA *Ash-Shiddiqiyyah*, to find out the most dominant of grammatical error on the use of simple past tense, and to find out the causes of the errors.

The research is committed by 39 students of tenth graders of MA *Ash-shiddiqiyyah*. As it is descriptive qualitative research, the data collected is in the form of words of pictures rather than number. The researcher conducts observation, interview, and triangulation as a technique for collecting data.

The result of the analysis of research findings shows that the students made several types of grammatical errors on the use of simple past tense in writing narrative text, those are: omission errors, addition errors, misformation errors, and misordering errors. Misformation errors play the most dominant error of all. Those errors occurred because of lack of motivation, students' attitude, environment, facility, method of teaching, first language interference, and translation.



PREFACE

In the name of Allah the Most Gracious, the Most Merciful. All praises and thankfulness are given to Allah lord of all creatures and universe. Many invocation and safety always be given to the prophet Mohammad (Peace be upon Him), his companions, his families, and his followers up to the end of the world.

With the blessing of Allah the Almighty. A number of wonderful people have worked hard and support the writer is finally able to finish writing this thesis under the title **“AN ANALYSIS OF STUDENTS’ GRAMMATICAL ERRORS ON THE USE OF SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT (A CASE STUDY OF THE TENTH GRADE STUDENTS OF MA *ASH-SHIDDIQIYYAH* CIREBON)”**.

This thesis is presented to the English Study Program Tarbiyah Faculty of The State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon in partial fulfillment of requirements for the Islamic Scholar in English Education (S. Pd. I)

Grateful acknowledgement are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:

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7. English teacher, Headmaster, and tenth grade students in MA Ash-Shiddiqiyah who have helped me in doing this research.
8. My beloved parents and my grandmother who always support me, pray for my goodness, and love me with no restriction.
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The writer trust that this thesis is still so many lacks found and far from being perfect because to make a good thesis will consume much time. Therefore, the writer with the great pleasure would receive the guidance, suggestion, and constructive critic from the readers.

At the last, the writer hopes that this thesis would be useful and valuable for the readers and particularly for the writer and for English Education Department of the State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.

Cirebon, November 7th, 2012

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Based on the 2006 Standard of Content, English teaching in senior high schools covers four skills, namely listening, speaking, reading, and writing. Among the basic skills, writing is considered to be the most complicated skill because in writing the writer should be able to combine and express his/her opinions in good written forms.

In writing, the writer should not neglect the language components (structure, vocabulary, and spelling) because the content of writing can only be understood if those language components are written in correct forms. When the writing skill is taught in the classroom, the students are expected to be able to write in English using a correct structure.

Grammar is one of the basic components of language which must be learned. Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Gerot and Wignell (1994: 2) state that grammar is a theory of a language, of how language is put together and how it works.

However, the structural differences between Indonesian and English could cause students to make some grammatical errors. In other words, the Indonesian students may find difficulties in using the correct structure in English. This might mostly be because the students are influenced by their mother tongue on the acquisition of the new structures. Since students' learning English is still affected by their mother tongue, they often find problems in grammar, vocabulary, spelling, and the like. Nevertheless, the students usually face a difficulty in English grammar, particularly in arranging words into correct utterances or sentences. It means that grammar is one of the most important parts of English to communicate with others.

There are many topics of grammar that cannot be ignored. They are articles, parts of speech, modal auxiliaries, tenses, etc. However, there is part of the grammar that is considered to be the most difficult to learn for the Indonesian students, namely, tenses. Simple past tense is the example. The use of simple past tense often makes tenth grade students of MA *Ash-Shiddiqiyah* Cirebon confused with its complexity.

Based on the researcher's experience while doing a preliminary observation, she noticed that the use of simple past tense often makes students confused with its complexity. They often write "*He go to school yesterday,*" instead of "*He went to school yesterday.*" The verb form has to be changed from infinitive into past tense. It shows that Indonesian students do not consider that in



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English there are verbs formed infinitive and past tense. In Indonesian language, there are no verb changes that affect the language.

In this research, the researcher would like to discuss the students' English skill in writing narrative using the simple past tense. Writing narrative should be clear, vivid, and concrete. If a student make a mistake or error in using simple past tense, it means that he/she is not competent yet in making his/her text. The readers can be confused and also they may find difficulties understanding the content of the text which he/she has written. Therefore, through narrative writing, the researcher would like to find out the students' learning problems, the causes and to know the students' achievement and difficulties in learning the simple past tense. Hopefully, it will help students use the simple past tense correctly.

B. The Identification of the Problem

1. The Research Area

The research area of this thesis are writing, simple past tense, and error analysis. The definition of writing, simple past and error analysis will be explained briefly in chapter two, because the writer is going to use those theories to explain the process of analyzing the data.

2. The Kinds of the Problem

The kinds of the problem in this research are grammar (rule of verbs, agreement, and pronouns), mechanics (handwriting, spelling, and punctuation),



organization (paragraphs, topics, supports, cohesion and unity), word choice (vocabulary and idiom), content (relevant, clarity, originality, logic).

3. The Main Problem

The main problem of this research is grammatical error on the use of simple past tense in writing narrative text.

C. The Limitation of the Problem

The scope of this research is grammatical error and the analysis focuses on the grammatical errors on the use of simple past tense in narrative text written by the tenth grade students of MA *Ash-Shiddiqiyyah*. This research only observes the grammatical errors of each sentence in the form of simple past tense, such as omission errors, addition errors, misformation errors, and misordering errors. Other errors like spelling, capitalization, and punctuation will not be analyzed. The researcher also will not analyze the organization or the content of students' narrative text as it is beyond the discussion that is focused.

D. The Questions of the Research

In this research, the researcher is curious to know about the use of past tenses errors in written test made by some students. The analysis is done by answering the following questions:

1. What types of grammatical errors on the use of simple past tense do the tenth grade students of MA *Ash-Shiddiqiyyah* make in writing narrative text?



2. Which type of grammatical error on the use of simple do the students mostly make in writing narrative text?
3. What are the causes of the students' errors on the use of simple past tense in writing narrative text?

E. The Aims of the Research

The main purpose of the research is to find out the types of grammatical errors on the use of simple past tense in narrative text written by the tenth grade students of MA *Ash-Shiddiqiyyah*, the most dominant of grammatical error on the use of simple past tense, and the causes of the errors.

F. The Use of the Research

The researcher believes that it is important to do a research based on error analysis. Therefore, by doing this research, she hopes that it will give lots of contribution. Firstly, by error analysis, teachers will get an overall knowledge about the students' errors. Foreign language learning is a process of hypothesis and trial and error occurrence is inevitable. So the teacher should learn to tolerate some errors.

Secondly, errors can tell the teacher how far towards the goal the student has progressed and consequently, what remains for him or her to learn. So students' errors are valuable feedbacks. Teacher can do some remedial teaching based on their errors. Teachers can also measure the effectiveness of their methodology in teaching simple past tense to the students.



Thirdly, the writer believes that when the students receive supportive feedback, they will be able to identify their error. Also, they may learn from their mistakes and try to avoid making another one in the future.

Fourthly, this research emphasizes on the explanation about simple past tense, writing, narrative, and error. Surely, this research will help the reader to understand more about simple past tense, writing, narrative, etc. This research also can be inspiration and guideline for other researchers to do some related researches in further and better techniques.





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