

## **The Use of Simple Past Tense Verb and Adverb On Students Writing Narrative Text**

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**Abstract:** The aim of the research is to know 1) The use of simple past tense verb on students writing narrative text at Private Vocational High School in Bogor regency. 2) The use of adverb on students writing narrative text at Private Vocational High School in Bogor regency. The research methodology that is used survey. The observed population of this research is 60 students of tenth grade of private vocational high schools in Bogor regency. The result of the classification was calculated by the frequency and the percentage of each error. 1) The use of simple past tense verb in students' narrative text total error is 195 errors of past tense verb which consist of the lowest is 4 errors or 2.1% for omission, it is omission word, 12 errors or 6,2% of misinformation of the use of simple past tense verb, 40 errors or 20,5% of addition, it is for addition of the use of simple past tense verb, and the highest 139 errors or 71, 2% of misordering of the use of simple past tense verb. 2) The use of adverb in student's narrative text total error is 32 errors of the use of adverb in writing narrative text. The lowest is in the error of omission, it is 6 errors or 18, 8%. And the highest is on the error of misinformation the total is 26 errors or 81, 2%. Based on the result, the students were still confused in arranging and using verb and adverb in the sentence, moreover it is also supported by their lack comprehension about part of speech in English, the other reasons they are predominant of lack vocabulary of students and their insufficient knowledge about language.

**Key Words:** Simple past tense verb; adverb; writing narrative text

### **Introduction**

Language is a means of communication that is used to transfer information, ideas, and feeling from one person to another. Language is expressed by using symbols of communication such as voice, gesture and written sign. English teaching in Indonesia has aims for students to master and understand comprehensively four basic skills of language, which include listening, speaking, reading and writing skills. Most people feel that writing is the most difficult part in learning English. Yet, it is one of the four basic skills that has to be learnt by students.

Writing is complicated also because the writer needs to do everything at once. The writer produces words, sentences, punctuated and paragraphs unified. Writing is a complete skill among listening, speaking and reading. Writing is the most difficult skill to learn because it needs hard thinking and produces words, sentences, paragraphs at the same time. That's why writing is the highest order thinking.

Writing is also as productive skill as stated by Brown (2000:337) that writing is one of two productive skills that a learner is expected to achieve in order to ensure communicative competence. In writing the student is engaged in communicating ideas and feelings. Moreover, writing is a skill that is required in many contexts through life.

In writing skill student requires to have sufficient mastery in its vocabularies and grammar. May reasons of some learners or students thought that writing has been the most difficult skill since there are many



aspects to make it well. Moreover, writing it most difficult to perform, somehow it takes a long time for students to write although only one paragraph.

There are in fact many differences between writing and others skill of English Foreign Language (EFL), the process of writing requires an entirely different set of competencies and fundamentally different from other skill such as speaking, in other word writing is a hard work which need a plenty of time and take a process which needs a lot of practices to be good writing. On the process of writing as a productive skill in learning language, the students found that they were less fluent (used fewer words), less accurate (made more errors) and less effective in stating goals and organizing material. Differences in using appropriate grammatical and theoretical conventions and lexical variety were also found, among other features.

Therefore, learners' difficulties in writing may lead the English Foreign Language (EFL) skills of learners tend to make errors, especially for them who still lack competence. The students learning English often make mistakes and commit errors while learning English, especially when the try to arrange sentence or use tenses while writing (Muhsin, 2016). As a result, they write the sentences with I correct grammar or in another word it said as grammatical error. In writing skill grammatical error very common usually it is found on students' composition, it plays important part for both teachers and learners. Error is very valuable in process of learning language; error a be an indicator of learner's stage in their target language development an can be regarded as advice the learner's use in order to learners well.

It is supported by the statement of Cowan (2008:5) also purposed "Grammatical Error is one that some English learners make and it illustrates an important point about grammar rules". Based on the statement, making error is acceptable. It means that the learners' errors provide evidence that the teacher must have strategies and do something to avoid student to make their error again. The strategy that can prevent the student from making error is error analysis (Nzama, 2010). By using error analysis, the teacher tried to identify, describe and explain the errors made by the students in the test. It could help the teacher to minimize the students' error in their teaching and learning process.

Furthermore, for writing skill practice the students' errors are used by the teacher to identify the appropriate and in choosing the best strategies as teaching methodologies to gain student's ability in writing English well.

In vocational high school, writing competences include the competence in writing functional text, monolog text in the form of procedure, descriptive, narrative, recount and report (Mufida, 2020). As far as writing skills and errors is concerned, this research tries to observe the students' errors in writing narrative text. They make errors because they do not master the grammar well, especially in simple past tense and also adverb. For the students of vocational high school grade tenth, they learn narrative text and also learned how to write it in good forms. Composing text needs skill, text has genres on own structure. It has purpose too, for instance is narrative text.

Writing narrative, the students have to pay attention about simple past tense because is usually used in writing narrative. Yet, narrative writing is also the reason why writing becomes difficult for students. In writing a narrative text, the students often found some difficulties although they have been guided by their teachers to write it. In this case, students who are learning to write narrative text may produce many errors. Such as in grammar, they often make errors in forming simple past tense.

This research exclusively focuses on the use of simple past tense verb and adverb on student writing narrative text.

## **Method**

In this research, the writer use qualitative approach. Qualitative research methodology was employed since the structures if grammatical component and meanings of the composition of speech ( students written work) were constructed as it is stated by Cohen, Manion and Marrison (2007:219) that one of characteristic paradigm of qualitative is human actively is the student written work and the research of language is mostly used qualitative approach and human being as key instrument, that's why the approach of qualitative is the



right tool the conduct the research. Stake (2011:11) said that “By qualitative it means that is relies primarily on human perception and understanding”.

Qualitative research also desire to validity and reliability. As well as on qualitative research. Concerning with this based on Frankel and Wallen (2005:150) said that “validity refers to accuracy, meaningfulness and using fullness of the conclusion taken by researcher based on data collected. While re ability is the power of data can illustrate the authenticity and consistency of reality which taken from any existing data based on time, place, and situation.

According to Airasian (2009:10) validity is degree where qualitative data is measured accurately as it should be and re ability is the degree where qualitative data is measured with the consistency of the result as it should be.

**a. Credibility**

Credibility is determination the result of qualitative research which credible or can be trust from the perspective of participant in the research. The ways which made to gain credibility are: (1) Member - checking is give a number and a code on the data examined based on sub focus, then create a form for checking whether there is any data that has not been analyzed to be analyzed. (2) Discussion with collages, in this discussion is done by asking for help to do the evaluation of the data analysis has been done by the researcher, the discussion is done check whether all data has already been analyzed. (3) Researcher persistence, this is carried out by reading repeatedly and checking all data which has been analyzed and match accordance with recapitulation.

**b. Transferability**

Transferability is the level of the qualitative research power which can be generalized or transferred for either of another context or setting. Transferability from qualitative perspective is responsibility of research in conducting generalization. A researcher can improve the transferability of a research result by describing the research context with the assumptions that become the central of the study.

In this research, transferability is obtained by analyzing the error in the use of simple past tense verb and adverb in the respondent’s data on the research finding as of will get detailed research finding. Thus, the researcher findings can be a study material for further research.

**c. Dependability**

Dependability is the importance of a researcher to think over about the changes of context on the research is being carried out. The researcher is responsible for explaining the change that occur in the setting and how those changes affect that way of research approach.

In this study, dependability is done by taking the note of all the findings which obtained in this research process. In the process of analyzing data, the researcher also read over and over carefully all the error on the use of simple past tense verb and adverb in student’s recount composition and reconcile them with relevant theories.

**d. Conformability**

Conformability or objectivity is the result of research obtained which confirmed to others. In the context of the research, conformability is done by conducting expert tests that have competence and expertise in the same field of study. The results obtained are confirmed to the experts in this case are the mentors who are lectures as advisers in the field under study.

**Results and Discussion**

**Results**

After analyzing the data, the writer found the total errors are 195 errors that made by the student in writing narrative text which consist of 4 errors of omission of the use of simple past tense verb, 40 errors of addition of the use of simple past tense verb, 12 errors of misinformation of the use of simple past tense verb, 139 errors of misordering of the use of simple past tense verb. Analyzing for adverb, the writer found the total errors are 32 errors that made by the student in writing narrative text which 26 errors of misinformation of the use of adverb and 6 errors of omission of the use of adverb.

The table below shows the percentage and number of type common error the use of Simple Past Tense Verb and Adverb in writing narrative text. In tabulating the percentage, the writer uses the formula as follows:



$$\frac{\text{The Number of category}}{\text{The number of all errors}} \times 100\%$$

**The total and percentage of types of error of the use of Past Tense Verb on students writing narrative text**

Categories	Type of error							
	Misinformation		Omission		Addition		Misordering	
Past Tense Verb	Total	%	Total	%	Total	%	Total	%
	12	6,2%	4	2,1%	40	20,5%	139	71,2%

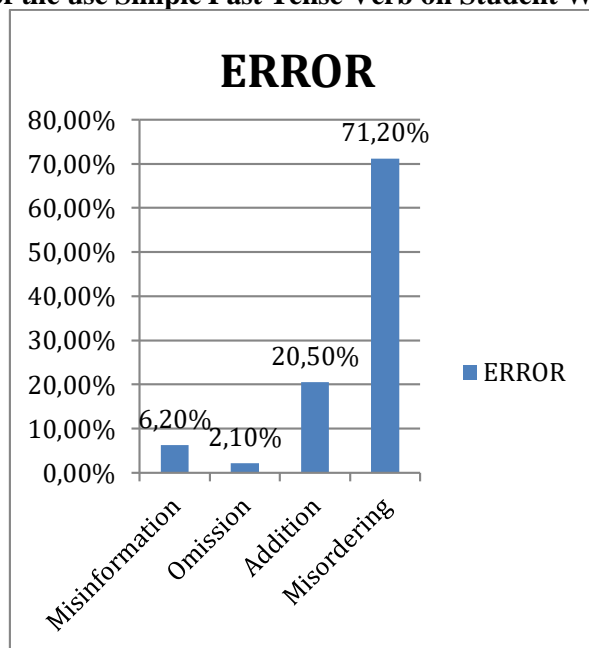
**The Total and Percentage of Types of Error of Adverb on Students Narrative text**

Type of error							
Misinformation		Omission		Addition		Misordering	
Total	%	Total	%	Total	%	Total	%
26	81,2%	6	18,8%	-	-	-	-

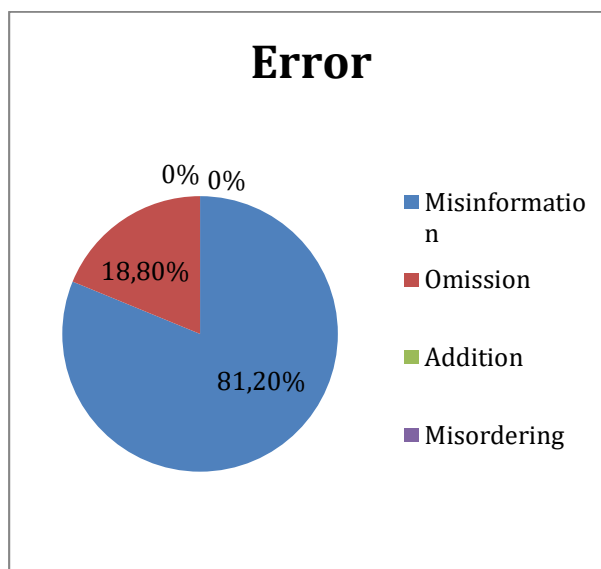
From the table it can be seen the error of the use of Adverb in writing narrative text shown the lowest is in the error of omission, it is 6 errors or 18,8%. And the highest is on the error of misinformation the total is 26 errors or 81,2%.

Comprising the frequency of type error of the use Past Tense Verb and Adverb in writing narrative text as clarifies from the chart below:

**The chart of the error of the use Simple Past Tense Verb on Student Writing Narrative Text**



The chart of the error of the use of Adverb on Student Writing Narrative text



**Discussion**

The data of the research are collected from narrative text made by tenth grade of SMK Plus pelita Nusantara Bogor and SMK Generasi Madani Bogor. As stated in the previous chapter, the writer tends to study about the use on Simple Past Tense Verb and Adverb in writing narrative text. Therefore, the past tense Verb error which occur in the students' narrative sentences are grouped into four types, they are: (1) Misinformation error, (2) Omission error, (3) addition error, and (4) Misordering error. Meanwhile the Adverb which made by students in writing narrative text are misinformation error and Omission error.

After analyzing the data, the writer found some students made the text under the target in the guidelines for writing the text as attached on the previous chapter. For grammatical error in writing narrative text which divided into two analyses they are error of the use of Past Tense Verb and error of the use os Adverb. For further detail as the result below:

**1. The use of simple Past Tense Verb on Student's Writing Narrative Text**

There are common errors produced the use simple past tense verb in student's writing narrative text. According to the Dulay's Surface strategy Taxonomy, the taxonomy talked about many errors types that commonly found in second language learners' sentences. The types of errors are omission, addition, misinformation, and misordering. If the sentences contained errors, they were classified according to the error type's taxonomy. The result of the classification was calculated by the frequency and the percentage of each error.

The writer found the total error is 195 errors of simple past tense verb which consist of, (1) the lowest is 4 errors or 2,1% for omission, it is omission sentence, (2) 12 errors or 6,2% of misinformation of the use of simple past tense verb, (3) 40 errors or 20,5% of addition, it is for adition of the use of simple past tense verb, (4) and the highest 139 errors or 71, 2% of misordering of the use of simple past tense verb.

**Misordering:** misordering error is the highest number error made by student in writing narrative text. There are 3 kinds of ordering error: 1) subject Verb-Order, 2) Verb-Object, 3) there was/were. Students usually do mistakes for misordering in past tense verb mostly the errors Interlingual error came because of the role of first language or mother tongue. In this case, Bahasa Indonesia was language rules, their habitual utterances, and sometimes incorrect translation from L.1 to L.2. The student forgot and confused when they have to use the past tense verb form.



**Addition:** Addition error is the second number of error made by student in writing narrative text. There were two kinds of addition error: 1) Addition of to be in verbal sentence, 2) verbs. Both these types were considered as double marking addition while the other type of addition. Students usually do mistakes for addition in past tense verb mostly the student forgot and confused when they have to use the past tense verb form both regular and irregular verb. Based on the result, the students were still confused in arranging and using the past tense verb in sentence.

**Misinformation:** Misinformation error is the third number error made by student in writing narrative text. There were kinds of misinformation error: 1) regular past verbs, 2) irregular verbs, 3) past form of modals, 4) verb after modals, 5) verb after to infinitives, Archi/ Alternating form: 1) to be: was/were, 2) wrong usage of time signal. Students usually do mistake for misinformation in the past tense verb mostly the error forgot and confused when they have to use the past tense verb form. Based on the result, the student were still confused in arranging and using the past tense verb in the sentence. Moreover, is also supported by their lack of comprehension about part of speech in English especially about past tense verb rule. The other reasons they are predominant of lack vocabulary of students their insufficient knowledge about language.

**Omission:** Omission error is the lowest number of error made by students in writing narrative text. omission errors found were 1) omission of verbs; regular verb, irregular verbs and verbs after infinitives, 2) regular past marker; -ed., 3) to be was/were. Verbs omitted by learners mostly in irregular verb such as; went took had, etc. student usually do mistakes for omission in the past tense verb mostly the error if interlingual happened mostly because of the interference of mother tongue, interlingual errors happened mostly because the learner unabled to perform good sentence in L2 during their low understanding of L2 rules. Sometimes they overgeneralized the sentence by mixing two different rules in one utterance, ignored the restriction of rules, made the complete application of rules, and hypothesized the false concept.

from that description above, it can be concluded that from the students writing narrative text there were the total error is 195 errors of simple past tense verb which consist of, (1) the lowest is 4 errors or 2.10% for omission, it is omission sentence, (2) 12 errors or 6,20% of misinformation of the use of simple past tense verb, (3) 40 errors or 20,50% of addition, it is for addition of the use of simple past tense verb, (4) and the highest 139 errors or 71, 20% of misordering of the use of simple past tense verb. They mostly made errors in the misordering of irregular verbs in simple past tense.

## 2. The Use of Adverb on Student's Writing Narrative Text

The next description there are command errors produced in the use of adverb in students' narrative text. The types of errors are omission, addition, misinformation, and misordering. The result of the classification was concluded by the frequency and the percentage of each error.

The writer found the total 32 errors from 60 students. The writer found the error of the use of Adverb in writing narrative text the lowest is in the error of omission, it is 6 errors or 18, 8%. And the highest is on the error of misinformation the total is 26 errors or 81, 2%.

The general error of all adverbs of omission, it is 6 errors or 18, 8%. And the error of misinformation the total is 26 errors or 81, 2%. There are some possible reasons why the errors were made in using adverbs. It is difficult for the students as Indonesian students to use adverbs especially adverb of manner because Bahasa Indonesia as mother tongue does not have suffix -ly as the marker of using adverb of manner. There is also a word with which the meaning in Bahasa Indonesia is dengan. So the students put this word because the students consider that it has the same meaning with suffix -ly for certain words without adding this suffix.

The students still lack of knowledge of the form of adverbs. Therefore, the students do not know to put the proper form of adverb of time, adverb of place, and adverb of manner.

## Conclusions

Based on the result, the respondents the tenth grade on Pelita Nusantara Vocational High School and Generasi Madani Vocational High School made errors in writing narrative text. The writer found 2 types



Simple Past Tense Verb and Adverb made by them. The types are misinformation, misordering, omission and addition.

### 1. The Use of Simple Past Tense Verb in Students' Writing Narrative Text

The result of the classification was calculated by the frequency and the percentage of each error. The total errors are 195 errors that made by the student in writing narrative text which consist of 4 or 2, 10% errors of omission of the use of simple past tense verb, 40 or 20, 50% errors of addition of the use of simple past tense verb, 12 or 6, 20% errors of misinformation of the use of simple past tense verb, 139 or 71, 20% errors of misordering of the use of simple past tense verb.

Mostly the errors because the students forgot and confused when they have to use the simple past tense verb. Based on the result, the students were still confused in arranging and using the subject and the object pronoun in the sentence. Moreover, it is also supported by their lack comprehension about part of speech in English especially about pronoun, the other reasons they are predominant of lack vocabulary of students and their insufficient knowledge about language.

### 2. The Use of Adverb in Student's Narrative Text

Analyzing for adverb, there found some error in student's writing narrative text. Total error is 32 errors of the use of adverb in writing narrative text. The lowest is in the error of omission, it is 6 errors or 18, 8%. And the highest is on the error of misinformation the total is 26 errors or 81, 2%.

The students still lack of knowledge of the form of adverbs. Therefore, the students do not know to put the proper form of adverb of time, adverb of place, and adverb of manner.

Overall, the writer found out that in students narrative text total error is 195 errors of past tense verb which consist of (1) the lowest is 4 errors or 2.1% for omission, it is omission sentence, (2) 12 errors or 6,2% of misinformation of the use of simple past tense verb, (3) 40 errors or 20,5%% of addition, it is for addition of the use of simple past tense verb, (4) and the highest 139 errors or 71, 2% of misordering of the use of simple past tense verb. Mostly made errors in the misordering of irregular verbs and to be was/were in simple past tense.

According to the fact, the student made errors in writing narrative text, the writer concludes that students did not really understand and they were not able to use past tense verb correctly in sentence. In other word the more the students get practice the more the students perfectly understand.

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