

AN ERROR ANALYSIS OF SIMPLE PAST TENSE  
MADE BY THE FIRST YEAR STUDENTS  
OF SMA Kr. PETRA 3  
SURABAYA

A THESIS

In Partial Fulfilment of the requirements  
for the Sarjana Pendidikan Degree in  
English Language Teaching



JENNY INDRAWILA  
IG. 1213086004

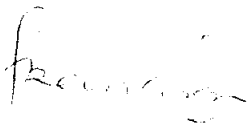
Universitas Katolik Widya Mandala Surabaya  
Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan Pendidikan Bahasa dan Seni  
Program Studi Pendidikan Bahasa Inggris  
November, 1991

NO. INDIK	0506 / 93
IGL. ERIMA	16-1-1992
<del>KELOMPOK</del> HADIAH	Jenny Indrawila
NO. BUKU	FK-1g Ind ear 1
KOPI KE	1 (satu)

APPROVAL SHEET

( 1 )

This thesis entitled AN ERROR ANALYSIS OF THE SIMPLE PAST TENSE MADE BY THE FIRST YEAR STUDENTS OF SMA KR. PETRA 3 is prepared and submitted by Jenny Indrawila has been approved and accepted as partial fulfilment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisors.



Dra. Maria Francisca X.H, M.Pd

---

First Advisor



Dra. Lily Mitra

---

Second Advisor

APPROVAL SHEET

( 2 )

This thesis has been approved by the Committee on Oral Examination with a grade of           B           on November 8th 1991

DR. Veronica L. Diptoadi, M.Sc

Chairman

Dra. Maria Francisca X.H

Member

Dra. Lily Mitra

Member

Drs. V. Luluk Prijambodo

Member

Drs. Hendra Tedjakusuma

Member

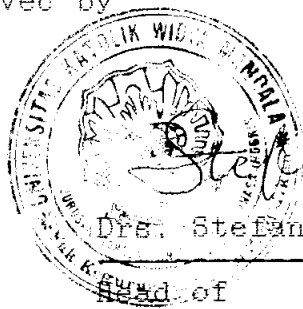
Approved by



Drs. Antonius Gurito

Dean of

the Teaching Training  
College



Drs. Stefanus Laga Tukan

Head of

the English Department

## PREFACE

This thesis is written as a partial fulfilment of the requirements for the degree of Sarjana Pendidikan of the English department of the Teaching Training College of Widya Mandala Catholic University.

The writer has chosen "An Error Analysis of Simple Past Tense Made by the First Year Students of SMA Kr Petra 3 Surabaya" because she would like to find out, analyze and search for the types of errors and the possible sources of errors the first year students of SMA Kr. Petra 3 made.

During the teaching practice program (PPL), the writer noticed that the first year students of SMA still have difficulties in using simple past tense. Her curiosity of getting more information about the difficulties led her to conduct a research in finding out, analyzing and interpreting the types and the possible causes of the errors made by the students.

There are five chapters presented in this thesis with the following organization :

Chapter I: Introduction which consists of background and statement of the problem, objective and limitation of the study, assumptions, significance of the study, theoretical framework, definition of the key terms and organization of the thesis.

## ACKNOWLEDGEMENT

The writer would like to express her deepest gratitude to:

The heavenly God, who has made everything possible under His holy providence.

Dra. Maria Francisca Handoko and Dra. Lily Mitra as her first and second thesis writing advisors whose encouragement, comments and suggestions have been of great help to her in accomplishing this thesis.

The headmaster and the English teacher of SMA Kr. Petra 3 Surabaya for their generosity in giving the chance to the writer to conduct the experiment test in their school.

Her friends who have given their help during this thesis writing.

Her loving family who have given their support and help to the writer during this thesis writing.

All those who have participated in the completion of this study.

## TABLE OF CONTENTS

PREFACE	.....	iv
ACKNOWLEDGEMENT	.....	vi
TABLE OF CONTENTS	.....	vii
ABSTRACT	.....	x
CHAPTER I - INTRODUCTION	.....	1
1.1. Background of the Study	.....	1
1.2. Statement of the Problem	.....	3
1.3. The Objective of the Study	.....	3
1.4. The Significance of the Study	.....	4
1.5. Limitation of the Study	.....	5
1.6. Theoretical Framework	.....	5
1.7. Assumptions	.....	6
1.8. Definition of the Key-terms	.....	7
1.9. Organization of the Thesis	.....	8
CHAPTER II - REVIEW OF RELATED LITERATURE	.....	9
2.1. Theories of Error Analysis	.....	9
2.1.1. Types of errors	.....	11
2.1.2. Sources of errors	.....	12
2.2. The English Simple Past Tense	.....	17
2.2.1. The Uses of Simple Past Tense	.....	17

2.2.2. The Forms of Simple Past Tense	.....	19
2.2.3. The Forms of Sentences in Simple Past Tense	.....	22
2.3. Review of Related Studies	.....	25
CHAPTER III - RESEARCH METHODOLOGY	.....	28
3.1. Research Design	.....	28
3.2. The Population and Samples	.....	28
3.3. The Instrument of the Research ...		29
3.3.1. Instrument Validity	.....	29
3.3.2. Instrument Reliability ....		31
3.4. Procedures of Collecting the Data		36
3.5. Procedures of Analyzing the Data .		37
CHAPTER IV - DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS	.....	40
4.1. Data Analysis	.....	40
4.2. The Frequency of the Errors Occurence	.....	42
4.3. Interpretation of the Findings ...		45
CHAPTER V - CONCLUSION	.....	49
5.1. Summary	.....	49
5.2. Suggestions	.....	50
BIBLIOGRAPHY	.....	52

APPENDIX I	.....	54
APPENDIX II	.....	56
APPENDIX III	.....	58
APPENDIX IV	.....	61
APPENDIX V	.....	65
APPENDIX VI	.....	76



## ABSTRACT

When carrying out her teaching-practice in SMA Kr Petra 3 Surabaya, the writer made some observations on the results of the first year students' English grammar tests. From her observation, she found out that they still have problems in constructing correct simple past tense. Being interested in this problem, the writer decided to carry out a study on error analysis of the simple past tense.

The purpose of this study is to identify the types of errors according to errors of addition (EA), errors of omission (EO), errors of substitution (ES), and errors of ordering / wrong order (WO) and to predict the causes of these errors.

To get the data, she administers the test twice, the try-out and the real test. After analyzing, classifying, and counting the errors encountered, she finds that the most frequent errors is ES (= 58,2%), the second is EA (=21,3%), the third is EO (=10,5), and the least errors is WO (=10%).

From these data, she predicted four causes of errors. They are over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

Finally, the writer gives some suggestions on how to overcome them.