

**GRAMMATICAL ERROR OF SIMPLE PAST TENSE IN WRITING
NARRATIVE TEXT AT STUDENT'S OF ECONOMIC SYARIAH**

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ABSTRACT

This research aims to analyze the grammatical error of simple past tense in writing narrative text for students' economic syariah majors at the college of Islamic religious Syaichona Moh. Cholil Bangkalan in the second semester of the academic year 2022-2023. Quantitative research was chosen in this study because the researcher wanted to know the number of errors in tenses, especially in the case of the simple past tense that had been given to twenty-seven students using a narrative text entitled Marriage Proposal. In analyzing the data, first the researcher assessed the student's mastery of writing narrative text by using analytic scoring based on the content of orientation, complications, and reorientation. In each criterion, the researcher gives 25 points, and the researcher will give 100 when it gets accurate. Also, the researcher used a test and a questionnaire to ensure the result, and after that, the researcher found some problems in making narrative text. Besides the errors they made, the researcher had his own opinion based on the results of analyzing their errors. Most of the students made mistakes because of the reasons listed in the analyzed test: *Firstly*, The student did not fully understand how to make good paragraph. A little students still had un-unison text. The texts looked incomplete and showed texts that were not done. *Thirdly*, coherence, which is one of the students' errors, had its own mount in their text. It showed that students still do not understand the relationship between a sentence and the next sentence. *Fourthly* most error that student made in making text which analyzing is focused in paragraph is completeness. Some of the paragraphs they made were incomplete.

Key words: *Grammatical Error, Simple Past Tense, Narrative Text*

INTRODUCTION

This research aims to analyze the grammatical error of simple past tense in writing narrative text for students' economic syariah majors at the college of Islamic religious Syaichona Moh. Cholil Bangkalan in the second semester of the academic year 2022-2023. Language actually plays an important role in the intellectual, emotional, and social life of a human's civilization. People use language for many instruments for work, career, communication, and also when they pray to their God. Of course, everything is about language

and the institutions whereby humans communicate and interact with each other by means of habitually used oral, auditory, and arbitrary symbols.

Learning a language is a pathway to seeing the outside world. They are now increasingly required to communicate with each other to get information and understand the culture, science, and technology. There are a lot of languages in this modern era, but in the United Nations, there are only six official languages: Arabic, Chinese, English, Russia, Spain, and France. In this paper only focus on the English language as the most spoken and most popular language in this world.

English has a grammar to make sure that the learner's have to know about the regulation of this language and to manage their communication both in writing and speaking. Of course, sometimes in other indicators such as speaking and listening, grammar becomes a problem when the English language wants to practice because a grammar has many rules, and this case is very often found in student universities because the English language is usually taught intensively. The researcher is interested in further analysis related to grammatical problems, especially the error of grammar in simple present tense when the students write a narrative text on students of the Islamic study program at the College of Islamic Religious Syaichona Moh. Cholil Bangkalan.

DEFINITION

Narrative

In English, there are many kinds of text, such as recount, narrative, descriptive, procedure, and report. One of texts that students learn is Narrative text. It uses simple past tense. According to Gorys, Keraf (2017:120), narrative is a form of the discourse whose main objective is behavior that is involved or attached to be an even that happen in the unity of time, or can be formulated with other ways. Narration is the telling of story, an account of events. In order words, use time order to organize your understanding.

Generic Structure of Narrative

Every text has generic structure, the structure of paragraphs. (Hartono, Rudi 2005:6) stated about the generic structure of narrative text:

- a. Orientation: Sets the scene (time and place) and introduces the participants.

- b. Complication: Sets of the chain of event that influences what will happen in the story.
- c. Resolution: The crisis “involved, for better or for worst.

Language Feature of Narrative

In writing narrative text, language feature is also important in making correct written text of narrative. Language feature must be appropriate to the kind of text based on the aspects of the text, such nouns, adjectives, conjunction, adverb, etc.

Based on the terms of paragraph above, the researcher uses it for the data analysis of generic structure in writing narrative text that consist of 4 criterias.

a. *Excellent*

First, each paragraph generic structure contain only one topic sentence an element of completeness that has some explanatory sentences that could be facts or examples. Second, the requirements of a good paragraph such unity, coherence, completeness, and sequence is clear and complete and third, in the components of the paragraph, the topic sentence expresses the main idea and explanation refer to the topic sentence. The last, the explanatory sentence is sequence and detail, there are examples or facts that can be used to clarify the topic sentence.

b. *Good*

Each paragraph generic structure contain only one topic sentence but element of completeness is less clear as explanatory sentences. Second, there are the requirements of a good paragraph but is not complete. Third, in the components of the paragraph, the topic sentence expresses the main idea but less explanation. The last, the explanatory sentence is detail but there is no example for clarify the topic sentence.

c. *Fair*

Each paragraph generic structure contain only one topic sentence but there is no explanatory sentence. Second, the requirements of a good paragraph such unity, coherence, completeness, and sequence is not clear. Third, in the components of the paragraph, the topic sentence expresses the main idea but there isn't explanation to the topic sentence. The explanatory sentence is not sequence and detail.

d. *Poor*

First, each paragraph generic structure contain unclear topic. second, incomplete of the requirements of paragraphs. Third, in the components of

the paragraph, the topic sentence does not express the main idea. The last, there is not explanatory sentence.

Example of Narrative Text the Title is Marriage Proposal

MARRIAGE PROPOSAL

As most American girls, I have grown up dreaming of my wedding day. I pictured myself in a stunning, white gown, standing next to someone who resembled Ken, the male Barbie. I would vision a crowd of friends and family that were there to see me enter into a never ending fairytale. For some reason, I always left the most important part out. Which is, having the man that God created just for me ask me to marry him.

I experienced a life defining moment on September 21, 2022. That was the day that John, also known as the most perfect person in the world, asked me to marry him. The weather that day was so nice that it forced us to skip class and spend in the afternoon sitting in the bench in a park. I did notice that john's smile was a little wider than normal, and I assumed he was up to something. I had no idea what he was about to do though. When he asked if he could give me a foot message, I was positive that something was about to happen. I went along with him, anxious to see what he had in store. About twenty minutes pasted before he casually asked what was hanging in my dorm room window that was facing by back. When I turn to look at John he had pulled the ring out of his pocked and pushed it towards me. He anxiously waited for an answer while I sat there speechless.

METHODS

The researcher uses quantitative research as a research design. This research is designed to obtain much information concerning the current status phenomenon and is directed toward determining the nature of the situation as it existed at the time of the study. According to Sudjana (2014:34), descriptive research is research that tries to describe an event, the occurrence of symptoms that occur in the present, and also The research instruments of this research are tests and questionnaires. A test is used by researchers to collect data on errors. The test itself is a paper that consists of questions for the student's assignment.

Besides that, the researcher uses a test and questionnaires to ensure quantitative data collection. In a test, a story about the title "Marriage Proposal" was used, and the questionnaire questions were as follows:

1. Do you like to study English?
2. What do you think about learning English?
3. How is your understanding on narrative text explanation?
4. Do you understand about the elements of narrative text?
5. How is your understanding on simple past tense explanation?
6. Do you understand about formulas of simple present tense?
7. Do you like to mention a text?
8. Do you like writing?
9. Do you have dictionary?
10. Do you bring a dictionary every English subject?

After collecting the data, the researcher analyzes it to score the writing test. The writing the results of the students test. The researcher gives a score for each element of writing using generic structure.

Table of analysis the generic structure of student's narrative composition

Table 1.1

Name of the students	Title of the text	Generic structure				Score
		Orientatio n	complicati on	Resoluti on	reorientati on	

Table of the scoring profile of generic structure

Table 1.2

Generic structure		
Level	Score	Criteria
Excellent	20-25	<p>First, each paragraphaf generic structure contain only one topic sentence and have an element of completeness that has some explanatory sentences that could be facts or examples.</p> <p>Second, the requirements of a good paragraph such unity, coherence, completeness, and sequence is clear and complete.</p> <p>Third, in the components of the paragraph, the topic sentence expresses the main idea and explanation refer to the topic sentence.</p> <p>The last, the explanatory sentence is sequence and detail, there are examples or facts that can be used to clarify the topic sentence.</p>
Good	15-20	<p>Each paragraphaf generic structure contain only one topic sentence but element of completeness is less clear as explanatory sentences.</p> <p>Second, there are the requirements of a good</p>

		<p>paragraph but is not complete.</p> <p>Third, in the components of the paragraph, the topic sentence expresses the main idea but less explanation.</p> <p>The last, the explanatory sentence is detail but there is no example for clarify the topic sentence.</p>
Fair	10-15	<p>Each paragraph generic structure contain only one topic sentence but there is no explanatory sentence.</p> <p>Second, the requirements of a good paragraph such unity, coherence, completeness, and sequence is not clear.</p> <p>Third, in the components of the paragraph, the topic sentence expresses the main idea but there is not explanation to the topic sentence.</p> <p>The last, the explanatory sentence is not sequence and detail.</p>
Poor	5-10	<p>First, each paragraph generic structure contain unclear topic.</p> <p>Second, incomplete of the requirements of paragraphs.</p> <p>Third, in the components of the paragraph, the topic sentence does not express the main idea.</p> <p>The last, there is not explanatory sentence.</p>

After getting the result of the test, the researcher formulates the result to gather the mean of each element of the written generic structure that was researched as follows:

$$\bar{x} = \frac{\sum X}{N}$$

In which

\bar{x} = the mean of score

$\sum x$ = the sum of all score

N = the total sample

(Sudjana, 2018:67)

After finding out the mean of all the score, the result will be concluded based on the following:

Table 1.3

Level of Mastery	Predicate
80 – 100	Excellent
66 – 79	Good
56 – 65	Fair
40 – 55	Poor
30 – 39	Fail

Findings and Discussion

1. Generic structure of narrative text written by the students

Having conducted the test, the researcher continues to analyze the data. The data is obtained from the results of the students writing tests in one sample class, which is students of Islamic Economics majoring in the academic year 2022-2023 of the second semester. This consists of 27 students.

In analyzing the data, first the researcher assessed the student's mastery of writing narrative text by using analytic scoring based on the content of orientation, complications, and reorientation. In each criterion, the researcher gives 25 points, and the researcher will give 100 when it gets accurate.

Table Criteria

Table 1.1

Name of the students	Mode l of text	Generic structure				Score
		Orienta tion	Complicat ion	Resolu tion	Reorie ntatio n	
	Narra tive Text	25	25	25	25	100

The following is the result of the table student in making written narrative text

Table 1.2

NO	NAME OF STUDENT	CODE OF STUDENT	TOTAL SCORE
1	Nur Laili Syafitri		80

2	Ummi Kulsum	75
3	Abu	80
4	Muhammad Zeinuri Rafi	80
5	Choirul Anam	80
6	Moch. Febrianto	80
7	Nurieta Aini R.	70
8	Ani Fitriani Dewi	50
9	Wahdan Al Qosali	50
10	M. fahriansyah	75
11	Mahmudi Hairus S.	60
12	Fitriyanti	80
13	Choirunnisa Aprilia F.	80
14	Nadifa	90
15	Rafiatul Dewi Fatima	90
16	Moh. Taufik H.	80
17	Mutmainnah	75
18	Fadilatul fitriyah	40
19	Hayati	80
20	Rahmat Hisbullah Huda	70
21	A.Saifulloh Affandi	65
22	Muhammad Zaini	70
23	Muhammad Amin A.	75

24	Jakfar Sodik		70
25	Lailatul Hasanah		80
26	Asis Muslim		70
27	Lutfi Hidayat		65
	TOTAL		Σ=1960

The table above shows the sample of research from 27 students' scores based on students' values that focused on analyzing the generic structure in each paragraph. And also, it describes the score of the students' generic structure from the data in the table; the researcher calculates the total score of the students' generic structure in each paragraph by calculating the mean.

The researcher was used the following formula:

$$\bar{x} = \frac{\sum X}{N}$$

In which

\bar{x} = the mean of score

$\sum x$ = the sum of all score

N = the total sample

(Sudjana, 2016:67).

In this case, there are 27 students (N) as the sample in this research. The sum of all the scores of the students (x) is 1960 from the data. The researcher inserts into the formula:

$$\begin{aligned} \bar{x} &= \frac{\sum X}{N} \\ &= \frac{1960}{27} \end{aligned}$$

= 72.6

The mean of all the scores in making a written generic structure is 72.6. After finding out the mean of all the scores, the result was consulted based on the following table criteria:

Table 1.3

Score criteria

Level of Mastery	Predicate
80 – 100	Excellent
66 – 79	Good
56 – 65	Fair
40 – 55	Poor
30 – 39	Fail

Table 1.2 showed that 72.6 is in the range of 66–79, which is categorized as good. So it can be noted that the ability of students of economics at the College of Islamic Religious Syaichona Moh. Cholil Bangkalan to make a generic structure of a text is good.

Ngalim Purwanto (2020)

2. Students' Problems

From the calculation of the mean above, the students' ability to understand the generic structure of a written narrative is good. However, from the table of the students' scores, there are several students whose scores are average. So it means that there are several students who faced some problems doing the test.

After analyzing their work, the researcher found some errors in making narrative text. Besides the errors they made, the researcher had his own opinion based on the results of analyzing their errors. Most of the students made mistakes because of the following reasons from the analyzed test:

- a. The student did not fully understand how to make good paragraph.
- b. A little students still had un-unity text. The texts looked like not complete that showed texts that are not done.
- c. Coherence, which is one of the students' errors, had its own mount in their text. It showed that students still do not understand the relationship between a sentence and the next sentence.
- d. The most common error that students make in making text that is analyzed is completeness. Some of the paragraphs they made were incomplete. For example, for the first paragraph, which is orientation, students made an incomplete paragraph because they lost aspects of orientation such as name, time, and place.

3. The Result of Questionnaire

The researcher analyzes the result of questionnaire by using the pattern: Bagus Swara (2012), getting percentage uses formula:

$$\frac{\text{The number of errors}}{\text{The total number of errors}} \times 100\%$$

Given code:

F= The total number of errors

N= The total number of errors

$$\frac{f}{n} \times 100\%$$

- 1) Knowing how students like to study English:

Table 1.4

Answer	Number of Respondent	Percentage
Like	10	20%
Like enough	20	58.83%
Not like	4	11.77%

Total	34	100%
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Note:

$$A: \frac{10}{34} \times 100\% = 29.42\%$$

$$B: \frac{20}{34} \times 100\% = 58.83\%$$

$$C: \frac{4}{34} \times 100\% = 11.77\%$$

Based on the result of questionnaire number one, it can be known that 10 students or 29.42% like to study English, 20 students or 58.83% (highest) like enough to study English, and 4 students or 11.77% (lowest) not like to study English.

2) Knowing how students think about learning English:

Table 1.5

Answer	Number of Respondent	Percentage
Difficult	8	23.53%
Difficult enough	20	58.83%
Not difficult	6	17.65%
Total	34	100%

Note:

$$A: \frac{8}{34} \times 100\% = 23.53\%$$

$$B: \frac{20}{34} \times 100\% = 58.83\%$$

$$C: \frac{6}{34} \times 100\% = 17.65\%$$

Based on the result of questionnaire number one, it can be known that 8 students or 23.53% think that learning English is difficult, 20 students or 58.83% (highest) think that learning English is difficult enough, and 6 student or 17.65% (lowest) think that learning English is not difficult.

3) Knowing how students understanding on narrative text explanation are:

Table 1.6

Answer	Number of Respondent	Percentage
Understand	13	38.24%
Understand enough	17	50%
Not understand	4	11.77%
Total	34	100%

Note:

$$A: \frac{13}{34} \times 100\% = 38.24\%$$

$$B: \frac{17}{34} \times 100\% = 50\%$$

$$C: \frac{4}{34} \times 100\% = 11.77\%$$

Based on the result of questionnaire number one, it can be known that 13 students or 38.24% understand on narrative text explanation, 17 students or 50% (highest) understand enough on narrative text explanation, and 2 students or 11.77% (lowest) not understand on narrative text explanation.

4) Knowing how students understand about the elements of narrative text:

Table 1.7

Answer	Number of Respondent	Percentage
Understand	16	47.06%
Understand enough	14	41.18%
Not understand	4	11.77%

Total	34	100%
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Note:

$$A: \frac{16}{34} \times 100\% = 47.06\%$$

$$B: \frac{14}{34} \times 100\% = 41.18\%$$

$$C: \frac{4}{34} \times 100\% = 11.77\%$$

Based on the result of questionnaire number one, it can be known that 16 students or 47.06% (highest) understand about the elements of narrative text, 14 students or 41.18% understand enough about the elements of narrative text, and 4 students or 11.77% (lowest) not understand about the elements of narrative text

5) Knowing how students understanding on simple past tense explanation are:

Table 1.8

Answer	Number of Respondent	Percentage
Understand	9	2.86%
Understand enough	15	74.28%
Not understand	10	22.86%
Total	35	100%

Note:

$$A: \frac{1}{35} \times 100\% = 2.86\%$$

$$B: \frac{26}{35} \times 100\% = 74.28\%$$

$$C: \frac{8}{35} \times 100\% = 22.86\%$$

Based on the result of questionnaire number one, it can be known that a student or 2.86% (lowest) understands on simple present tense explanation, 26 students or 74.28% (highest) understand enough on simple present tense explanation, and 8 students or 22.86% understand on simple present tense explanation.

6) Knowing how students understand about formulas of simple present tense:

Table 1.9

Answer	Number of Respondent	Percentage
Understand	5	14.71%
Understand enough	21	61.77%
Not understand	8	23.53%
Total	35	100%

Note:

$$A: \frac{5}{34} \times 100\% = 14.71\%$$

$$B: \frac{21}{34} \times 100\% = 61.77\%$$

$$C: \frac{8}{34} \times 100\% = 23.53\%$$

Based on the result of questionnaire number one, it can be known that 5 students or 14.71% (lowest) understand about formulas of simple past tense, 21 students or 61.77% (highest) understand enough formulas of simple past tense, and 8 students or 23.53% understand about formulas of simple past tense.

7) Knowing how students like to create a text:

Table 1.10

Answer	Number of Respondent	Percentage
Like	12	35.30%
Like enough	13	38.24%
Not like	9	26.48%

Total	34	100%
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Note:

$$A: \frac{12}{34} \times 100\% = 35.30\%$$

$$B: \frac{13}{34} \times 100\% = 38.24\%$$

$$C: \frac{9}{34} \times 100\% = 26.48\%$$

Based on the result of questionnaire number one, it can be known that 12 students or 35.30% like to create a text, 13 students or 38.24% (highest) like enough to create a text, and 9 students or 26.48% (lowest) like to create a text.

8) Knowing how students like to write:

Table 1.11

Answer	Number of Respondent	Percentage
Like	23	67.65%
Like enough	6	17.65%
Not like	5	14.71%
Total	34	100%

Note:

$$A: \frac{23}{34} \times 100\% = 67.65\%$$

$$B: \frac{6}{34} \times 100\% = 17.65\%$$

$$C: \frac{5}{34} \times 100\% = 14.71\%$$

Based on the result of questionnaire number one, it can be known that 23 students 67.65% (highest) like writing, 6 students or 17.65% like writing, and 5 students or 14.71% (lowest) like writing.

9) Knowing how many students have dictionary:

Table 1.12

Answer	Number of Respondent	Percentage
Have	16	57.14%
Not have	18	42.86%
Total	34	100%

Note:

$$A: \frac{16}{34} \times 100\% = 47.06\%$$

$$B: \frac{18}{34} \times 100\% = 52.95\%$$

Based on the result of questionnaire number one, it can be known that 16 students or 47.06% students have dictionary and 18 students or 52.95% do not have dictionary.

10) Knowing how many students bring a dictionary every English subject:

Table 1.13

Answer	Number of Respondent	Percentage
Bring	5	14.71%
Sometimes	10	29.42%
never	19	55.89%
Total	34	100%

Note:

$$A: \frac{5}{34} \times 100\% = 14.71\%$$

$$B: \frac{10}{34} \times 100\% = 29.42\%$$

$$C: \frac{19}{34} \times 100\% = 55.89\%$$

CONCLUSIONS AND SUGGESTION

According to this research, language is not the same as knowledge because it is a skill and will be different from person to person. Aside from that, the ability to create a text is not easy, especially when making a narrative text, because verbal and nonverbal languages have different styles, which means that the English language has rules such as grammar. But a student's style can't be an intervention because different students are different, so there is a need to improve the environment and some equipment to make learning English sustainable, such as using a gadget in the future or artificial intelligence. Of course, in the 21st century, learning English can be enjoyed by using artificial intelligence, so the researcher hopes that the next research can be modified for other narrative texts. Who knows, in the future, we can talk with a humanoid robotic to make and collaborate on making a narrative text with the correct grammar.

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