

CHAPTER II

THEORETICAL REVIEW

A. Simple Past Tense

1. The Definition of Simple Past Tense

The simple past tense indicates that an activity or situation began and ended at a particular time in the past (Betty SchramperAzar, 1999: 27). Mc. Graw (2003: 216) states that simple past tense is used to indicate that something happened at the specific time in the past. Swan (1987 : 469) states that simple past tense is the most often used to talk about the past. Raymond Murphy (1994: 10) said that very often the past simple ends in -ed (regular verbs). But many verbs are irregular. The past simple does not end in -ed. In short, simple past tense is used to tell an activity or situation that happened and ended in the past.

2. The Patterns of Simple Past Tense

a. Pattern of the simple past tense sentence with full verb

1) Positive sentence : S + V2 + (object/adverb)

The following are the xamples :

Positive		
S	V2	(Object/Adverb)
Columbus	Discovered	American continent
Netherland	Colonized	Indonesia for 350 years
Thomas Alfa Edison	Invented	Electricity

America	Bombed	Hiroshima and Nagasaki to end world war II
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(Raymond Murphy, 1998: 29)

2) Negative sentence : S + did not + V1 + (object/adverb)

The following are xamples:

Negative			
S	Did not	V1	(Object/Adverb)
I	did not (didn't)	do	Anything
We		watch	television last night
They		invite	her to the party
You		finish	the work well
She/he		come	on time

(Raymond Murphy, 1998: 32)

3) Interrogative sentence : Did + S +V1 + (object/adverb) ?

The following are the examples:

Interrogative			
Did	S	V1	(Object/Adverb)
Did	Columbus	discover	America continent?
	Dutch	colonize	Indonesia for 350 years?
	Thomas Alva	invent	electricity?
	America	bomb	Hiroshima and Nagasaki to end world war II ?

(Raymond Murphy, 1998: 29)

b. The pattern of simple past tense sentence with “be”

1) Positive sentence : I/he/she it + was + complement

They/we/you + were + complement

The following are the examples :

Postive		
S	Was/Were	Complement
I	was	angry
He		a good boy
The weather		good
You	were	too busy
They		able to come

Azar (1999: 27)

2) Negative sentence : I/he/she it + was + not + complement

They/we/you + were + not + complement

The following are the examples :

Postive		
S	Was/Were not	Complement
I	was not	angry
He		a good boy
The weather		good
You	were not	too busy
They		able to come

Azar (1999: 28)

3) Interrogative sentence: Was + I/he/she it + complement

Were + They/we/you + complement

The following are the examples :

Interrogative		
Was/Were	S	Complement
Was	I	angry?
	he	a good boy?

	the weather	good?
Were	you	too busy?
	they	able to come?

Azar (1999: 29)

3. The Uses of Simple Past Tense

There are at least 4 usages of simple past tense:

- a. To express the complete action in the past.

Simple past tense is used to express the idea that begun and finished at the specific time in the past.

The following are the examples:

- 1) I saw a movie yesterday.
- 2) I did not see a movie last night.
- 3) Last month, I traveled to Korea.
- 4) Last week, I did not traveled to London.

- b. To express a series of complete actions.

We use the simple past tense to list a series of completed actions in the past. The actions happen first, second, third, fourth, etc

The following are the examples:

- 1) I finished study, walked to the beach, and found a nice place to swim.

- 2) She arrived from the airport at 8.00, checked into the hotel at 9.00 and met the others at 10.00.

c. To express single duration in the past

Simple past tense can also be used to describe a habit, which stop in the past. It can have the same meaning as “used to”. To make it clear when talk about a habit, it can be used expression like “always, often, usually, never, when I was younger” in the sentence.

Examples:

- 1) I studied English when I was young.
- 2) She often played the guitar.

(Mas’ud, 1998: 36)

4. Regular and Irregular Verbs

There are two past verb forms, namely regular past verb and irregular past verb.

a. Regular verb

Regular verb is changeable verb which depends on tense form; and the changing of verb is regularly (Mas’ud, 1992: 36).

Regular past verb is formed by adding *d*, *ed* or *ied*.

Examples:

Infinitive	Past tense	Past participle
Hope	hoped	hoped
Add	added	added
Close	closed	closed
Jump	jumped	jumped

Generally, the regular ending for the simple past tense, for all persons is = -ed. If the verb already ends in -e, we just add -d. There are some rules dealing with changing of regular verb form (Mas'ud, 1992: 36) which is made from the simple forms in the following ways:

- 1) When the simple form of verb ends in = e, only = is added, for example, *change becomes changed, dance becomes danced.*
- 2) When one syllable verb ends in a single consonant preceded by a single vowel, the final consonant is doubled and = ed is added, such as *plan becomes planned, stop becomes stopped.* To *c* ending verb, we just add *k* before the suffix, for example, *picnic becomes picnicked, panic becomes panicked.*
- 3) When the verb of more than one syllable ends in a single vowel, the final consonant is doubled when the final syllable is stressed, for example, *omit becomes omitted, occur becomes occurred.* The final consonant is not doubled when the final syllable is unstressed, for example, *visit becomes visited, listen becomes listened.*

- 4) When the simple form of a verb ends in *y* preceded by a consonant, the *y* is changed into *i* and *ed* is added, for example, *try becomes tried, hurry becomes hurried.*

b. Irregular verb

Irregular verb which has the same function as regular verb, but this changing verb is not regular (Mas'ud, 1992: 118). The learner have to memorize the irregular past tense verb.

Examples:

Infinitive	Past tense	Past participle
Break	broke	broken
Begin	began	begun
Become	became	become

B. Error Analysis

1. The Definition of Error Analysis

Some Indonesians consider that learning English is very difficult, because English is not the first language for them and it has a very different rule from the rule of Indonesian language. It is common for Indonesian makes mistake or error especially for students in language learning process. It is important for the teacher to analyze the mistake or error made by the students. It shows some problem encountered by the students. It also gives information to teacher about the process of acquitting of the foreign language. So it should be observed, analyzed and

classified to find the solution of the problem. This kind of study is commonly called error analysis.

Error analysis can be defined as a part of the methodology of investigating the language learning process (Corder, 1980: 45). Error analysis is also a procedure used by both researchers and teachers which involves collecting sample of learner language, identifying the errors in the sample, describing the errors, classifying these errors, classifying them according to their hypothesized causes, and evaluating their seriousness (Ellis, 2003: 18).

2. The Differences of Mistake and Errors

Actually, there is a different meaning between ‘mistake’ and ‘error’. A mistake refers to a performance, error that is either a random guess in that is failure to utilize a known system correctly. It is not permanent, so the learners can directly correct it when they know that they are wrong. It can happen when the learners forget the language system because of the condition of the body, such as sickness, nervousness, or anxiety (Tarigan, 1995: 75).

Error refers to error of competence. For example is wrong application of language grammar, and language function. The learner has not understood about the language system. An error is consistent and systemic. It can be permanent if there is no effort from the environment. In this case teacher is as a corrector (Tarigan, 1995: 76). The characteristics

that distinguish mistake and error are: mistake does not happen on purpose and can be corrected easily by the speaker, while error is not.

To clarify the differences between error and mistake, Tarigan (1995: 76) compares them. He uses six points of views, such as sources, characteristic, duration, linguistic system, improvement method, and result. The following table shows the differences between mistake and error:

Point of view	Error	Mistake
1. Source	Competence	Performance
2. Characteristics	It is systematic	It is not systematic
3. Duration	It is permanent	It is not permanent
4. Linguistic system	The learner has not understood the system	The learner has understood the system
5. Result	Deviation from correct rules	Deviation from the correct rules
6. Improvement method	It is corrected by the teacher through exercises, remedial teaching and practice	It is corrected by the learner

There are two kinds of causal factors of error:

- a) Inter-lingual error is caused by the interference of mother tongue or the first language to the target language is being learned such as in phonology, morphology, syntax or vocabulary and culture.

At phonological level, the sounds that do not occur in Turkish cause the students to mispronounce some sounds (Erdogan, 2005: 265). They

attempt to pronounce 'th' of 'thank you' as 't' of 'tea'; or 'th' of 'they' as 'd' of 'dean'. Or else, since Turkish does not let two consonants together at the beginning of a word, learners tend to place a vowel between them as in the example of 'sitation', instead of 'station'. At morphological level, Turkish students tend to omit the plural suffix at the end of the word as Turkish does not put it in adjectival phrases indicating numbers as in the following examples:

Three book

Three student is coming.

As it is cited Kaweera (2013: 11) the studies related to first language interference have received considerable attention in Thai context. The semantic error found in that the restrictions at the L1 semantic level reflects the students' semantic competence when writing in English. For example: *I had a book red*. In this sentence, it is included in interlingual errors because the use of Indonesian construction for expressing elliptic structure. Then, the correct sentence is *I had a red book*.

- b) Intra-lingual error, the direct result of the students' attempt to create language based on his hypothesis that about the language system he is learning. In this case of error, there is nothing to do with interference of mother tongue. It is caused by the target language itself. So, it is said as developmental error (Richard, 1985: 173). For example: "I do not know why did he go" the correct answer is "I did not know why he went". Richard (1985: 174) defines that systematic intra lingual error involves:

a) Overgeneralization

Intra lingual error of this category, they over generalize the form of sentence in a language. Ellis (1997) states some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the target language simpler. Use of past tense suffix '-ed' for all verbs is an example of simplification and over generalization. Over generalization covers instance where the learner can create a deviant structures in target language. It is cited by Arjati (2007: 33) that overgeneralization is negative intra-lingual error dealing with items that are contrasted in grammar of the languages. Beside that overgeneralization generally involves the creation of one deviant structure in place of two regular structures. (Hasyim, 2002: 47)

For example: *He sended the letter yesterday.*

The use of verb "*sended*" in this sentence is wrong because the verb is irregular past tense form. That way "*sended*" must be changed with the irregular verb "*sent*". Thus, this sentence should be written: *He sent the letter yesterday.*

b) Ignorance of rule restrictions

In this case the students usually make mistakes by dropping or adding unnecessary omission and addition. It has a close relationship with overgeneralization state above that errors occurred because the students' failure in observing the retraction the existing structure. For

example: “The man whom I saw him yesterday”. The student does not know that it is impossible to mention the person referred to by the relative pronoun by another pronoun as well.

c) Incomplete application of rules

It happens whenever the students do not apply the complete norm of the target language of a certain language item or deviation of grammar, which describes the development level of the rules that is needed to procedure acceptable utterances. For example: “He goes to school?”, the students may use a statement for a question by adding a question mark at the end of the sentence.

d) False concept hypothesis

It happens whenever the students have wrong concept or system of language. The students make error which is caused by misconception of the target language system. For example: “He is too lazy”. They consider too and very are the same as well as go and come, etc.

C. Previous Study

The studies of error analysis of simple past tense were conducted by some researchers with the data be provided. The first research was conducted by Rohmah Yuni Asih (2012) which found that the percentage of the mean of students’ mastery of simple past tense was 40%. It belonged to bad category. Based on the analysis result, the researcher classified two

factors of error in to false concept hypothesis and over generalization. The error of false concept hypothesis is caused by most of the students have wrong concept in simple past tense rule. Meanwhile, in over generalization lots of students created one deviant of verb in simple past tense. Second research was conducted by Mey Suryati (2014) which found that the percentage of the mean of students' mastery of simple past tense was 40%. It belonged to bad category.

In sum up, simple past tense is grammar items which should be learned by the students dealing with some rules. There are some factors of error that influence in using past tense that are overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis.

