CHAPTER II
LITERATURE REVIEW

A. The Importance of Learning Simple Past Tense

The students are expected to master the four language skills. They are supposed to be able to communicate in English without ignoring grammar and it is better for them if they can speak English fluently and correctly using good grammar.

Harmer (2003: 4) defines the grammar term as the study and practice of the rules by which words change the forms and are combined into sentences. The rules of grammar are how about words change and how they are put together into sentences. Take an example of a word changing its form i.e, walk changes into walked in the past tense. In this example, our knowledge of grammar tell us its changing form intuitively.

According to Nunan (1991: 145), neither child nor adult's second language performance could the majority of errors be attributed to the learners of first language, that the learners in fact made many errors in areas of grammar that are comparable in both the first and second language. Errors which the constrantive hypothesis predicated would not occur. Moreover, he concluded from those investigations that a universal order of acquisition existed which was driven by an innate learning process. It also appeared that the nature of the target language, rather than contrasts between the first and second language drove the acqusition process.

B. SIMPLE PAST TENSE

According to Azar (1993: 24) The simple past indicates that an activity or situation began and ended at a particular time in the past. Past tense is the tense that actions or moments happened in the past.

a. The Pattern Of Simple Past Tense

Verbal sentence:

Affirmative: S+V2

Negative: S+did not+V1

Introduce: Did+S+V1

Positive   negative   introgative

I	Played		I		play			I	play?
We	started		We		start			We	start?
You	watched		You	Did not	watch			You	watch?
They	had		They	(didn't)	have		Did	They	have?
He	saw		He		see			He	see?
She	did		She		do			She	do?
It	Went		It		go			It	go?

(Raymond Murphy, 1998:10)

<u>Nominal sentence</u>

Affirmative: She/He/It+was

They/We/You+were

Negative: She/We/You+was+not

They/We/You+were+not

Question: Was+She/He/It/I?

Were+They/We/You?

Positive			negative			introgative		
I She He It	was		I She He It	was	not		Was	I She He It
They We You	were		They We You	were	not		Were	They We You

(Raymond Murphy, 1998: 10)

WH-question of simple past tense

WH   Did + Subject +   infinitive

	Did	Your sister	Phone	You?
What	Did	You	Do	Yesterday?
How	Did	The accident	Happen?	
Where	Did	Your parents	go	For their holiday?

(Murphy, 1998:10)

Short answer of yes/no question of simple past tense

Yes,	i/we/you/they he/she/it	Did.

No,	i/we/you/they he/she/it	Didn't

Example:

Questions: short answer:

1. Did you see Joe yesterday?   No, I didn't.

2. Did it rain on Sunday?   Yes, it did.

3. Did Helen come to party?   No, she didn't.

4. Did your parent have good holiday? Yes, they did.

b. The Uses of Simple Past Tense

There are at least 4 usages of Simple Past Tense:

1. To express the completed action in the past

   The simple past tense is used to express the idea that an action started and finished at a specific time in the past. Sometimes the speaker may not actually mention the spesific time, but they do have one specific time in mind.

   Examples:

   I **saw** a movie yesterday.

   I **didn't** see a movie yesterday.

   Last year, I **traveled** to Japan.

   Last year, I didn't **travel** to Japan.

2. To express a series of completed actions..

   We use the simple past tense to list a series of completed actions in the past.

   These actions happen 1st, 2nd, 3rd, 4th......

   Examples:

   I **finished** work, **walked** to the beach, and **found** a nice place to swim.

   He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and met the others at 10:00.

3. To express single duration in the past

The simple past tense can be used with a duration, which stars and stops in the past. A duration is a long action often used with expressions like "for two years," "for five minutes," or "all year"

Examples:

I **lived** in Brazil for two years.

Shauna **studied** Japanesa for five years.

The **sat** at the beach all the day.

We **talked** on the phone for thirty minutes.

4. To express the habit in the past

The simple past can also be used to describe a habit, which stopped in the past. It can have the same meaning as "used to". To make it clear that we are talking about a habit we often use expressions such as "always," "often," "usualy," "never," "...when I was younger" in the sentence.

Examples:

I **studied** French when I was a child.

He **played** the violin.

c. **The Adverb of Simple Past Tense**

There are some adverb of time that common use in the past tense, those are *yesterday*, *last......*, and *......ago*. We also can identify the past tense with the other adverb or may phrase that show us that it happened in the past.

d. **Regular and Irregular Past Verb**

There are two kind of past verb (V2) that are regular and irregular past verb.

Regular verb is changeable verb which depends on tense form; and the changing of the verb is regular.

Example:

Infinitive	Past tense	Past participle
Abduct	Abducted	Abducted
Add	Added	Added
Help	Helped	Helped
Advise	Advised	Advised

Irregular verb is verb which has the same function as regular verb, but this changing is not regular (Mas'ud, 1992: 118)

Examples:

Infinitive	Past tense	Past pariciple
Arise	Arose	Arisen
Begin	Began	Begun

Become	Became	Become
Awake	Awoke	Awoke

The division of the past tense verb form often makes the learner get confused, therefore, they usually make an overgeneralization of past verb form. When the learners know the principal past of verbs, they will know the different forms of the verbs, when they know and understand all of the roles above, of course, they can avoid some of the more serious errors dealing with changing form from the simple present verbs to the past verbs.

With regard to the past verb form, it is divided into two past verb forms, namely regular verb form and irregular verb form. Most of English verbs are clasified as regular.

A smaller number of verbs which do not change in regular ways are classified as irregular. Generally, the regular ending for the simple past tense, for all persons, is –ed. 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 a verb ends in – e, only – d is added, for example, change becomes changed, dance becomes danced.

2. When a one syllable verb end in a single consonant (expect c, w, x or y) 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 verbs, we just add k before the suffix, for example, picnic become picnicked, panic become panicked.

3. When the verb of more than on syllable ends in a single vowel, the final consonant is doubled when the final syllable is stressed, for example omit is changed into ommited, occur becomes occured. The final consonant is not doubled when the final syllable is unstressed, for instance visit is changed into 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 become tried, hurry becomes hurried and study become studied.

The second discussion about past verb form is irregular verb forms. It is admitted that irregular past tense forms must be memorized because they are not related to simple form in any predictable way (Mas'ud,1992: 18).

The irregular form is formed by an internal vowel changes of these verbs take different forms, for example the simple past tense of the verb speak is spoke for all person (as well as the negative and interrogative rule). Other also differ in their final consonant sounds. Fortunately, most speakers and writers of English learn irregular past tense forms by hearing them used and using them in turn (Roze,1980: 47). In order not to make misunderstanding both in oral and written communication, the simple past form of each irregular verb must, therefore be learnt by the learners of the target language.

To facilite memories, the changes of irregular forms are presented here in the following groups:

1. Verbs with no special past tense forms

    The simple forms are used to express both present and past events, such as: bid, cost, cut, let, put, set, hurt, spread, split.

2. Final consonant change only, the past forms end t, for example:

Simple	Past
Bent	Bent
Build	Built
Lend	Lent

Simple	Past
Spend	Spent
Send	Sent
Rend	Rent

3. Vowel and consonant changes. All the following past forms rhyme though the spelling differs. Note which two are spelled with a.

Simple	Past
Bring	Brought
Buy	Bought
Catch	Caught

Simple	Past
Seek	Sought
Teach	Taught
Think	Thought

4. Vowel change /I/ to /e/

Simple	Past
Bleed	bled
breed	bread
feed	fed

kneel	knelt

5. Vowel change /i/ to /a/

Simple	Past
Dig	Dug
Sling	Slung
Spin	Spun

Simple	Past
Stick	Stuck
Sting	Stung
Win	Won

6. Vowel change /i, ai/ to /au/

Simple	Past
Bind	bound
find	found
grind	ground
wind	wound

7. Miscellaneous vowel change, for instance:

Simple	Past
Come	Came
Hang	Hung
Hear	Heard

Simple	Past
Hold	Held
Run	Ran
Say	Said

8. Other irregular past forms, for example lay become laid, pay becomes paid.

There are irregular changed to had, make becomes made, these have each last a consonant.

e. **The Instrument**

a. **Type of the Instrument**

The instrument of this research was a test. According to Brown (1980: 209), a test is a method of measuring a person ability or knowledge in given area. This has three main opinions. The first is that testing we have to use a method of testing; second, a test has purpose to measure someone knowledge of something; and third, a test is given to measure a certain area of skill, example; grammar in English.

b. **Kinds of Test**

Nurgiyantoro (2001: 71) says that test generally can be divided into two types. They are subjective and objective test. Subjective test is often called as essay test. It test is a form of question which forces students to answer question using explanation in their own word. Objective test is often called as short answer test. This type of test forces students to give short answer, even sometime just need to choose certain code that represents the answer.

In this case, the researcher focused on discussing objective test since it was used as the instrument to get the data.

1) Multiple Choice Test

Multiple choice test is kind of objective test which gives the students some alternative answer, but there is only one correct answer.

2) Sentence Completion by Changing the Verb$_1$ into Verb$_2$

It is a kind of objective test given to the students by changing verb$_1$ into verb$_2$.

C. Error and Mistake

All people make mistakes when they are speaking use their mother tongue. Sometimes, they can regognize their own mistakes. The important point for their present purpose is that they know to correct them, they can recognize their own mistake which they made. This is not only the case where mistake made by the learners but also they always do not recognize their mistake, and when their attention is drawn to them, they often can not correct them, they may even commit another error in trying to do so. Furthemore, the majority of learners' errors are linguistically quite different from those made by a native speaker.

This part will discuss about the distinction between mistake and error which both of them are synonim at glance, technically they are very different in their phenomenon. They denote breach of rules of code, but each of them has individual character. To analyze the learners' errors in proper perspective, the reseacher needs to make a distinction between error and mistake.

An error is a noticeable devitation from the adult grammar of a native speaker, reflecting the inter-language competence of the learners (Sujoko,1989: 5). An error refers to competence. The learners make errors because their knowledge of the foreign or second language still refers to their mother tongue. Error is a systematic deviation, meaning that this deviation can be guessed. The error arises because every learner has different motivation, intelligence, and social background.

A mistake refers to performance error that is either a random guess or a slip in that it is a failure to unitilize a known system correctly. All people make mistake in both native and the target language situations (Sujoko,1989: 5). Native speakers are normally capable of recognizing and correcting such lapses or mistakes which are not the result of a defiency in competence but the result of some sort of background or imperfection in the process of producing speech, the hesitation, slip of the tongue, random ungrammaticalities, and other performance lapses in native speaker production also occur in second language speech. Mistakes are emotion, exhaustion, nervousness, and attentiviness. These mistakes factors can be slipped in the speaking and in the writing. The mistakes a learner made in the process of constructing a new system of language need to be analyzed carefully to give a learner the keys of understanding the process of second language acquisition.

In relation with the above explanation (Tarigan,1990: 76) summarizez the differences between error and mistake into the following table:

Table 1.1

The Comparison Between Error and Mistake

No	Categories	Errors	Mistakes
1.	Source	Competence	Performance
2.	Charasteristic	Systematic	Not sytematic
3.	Duration	Long	Short
4.	Language system	Not Mastered	Mastered
5.	Result	Deviation	Not deviation
6.	Repair	Teacher, exercise, remidial teaching, etc.	Students themselves

From the description above, the reseacher concludes the comparison between error and mistakes, they are: the source of error is competence, while mistake is performance, the characteristic of error is systematic, whereas mistake is not not systematic, the duration of error is long, while mistake is short, the linguistic system of error is mastered while mistake is not mastered, the result of error is deviation whereas mistakes is not deviation, the repair of error is done by the teacher, exercise, whereas mistakes is by the students themselves.

D. Error Analysis

Learning a language is like any other subject learning which involves mistake and error (Sujoko,1989: 4). From the mistakes and errors, the reseacher will obtain some experiences as feedback to make new attempts by which succes comes. Second language learning is a process that is not only clearly unlike the first language learning in its trial and error. Inevitably, the learner will make mistakes and error in the process of acquisition either in the native or target language.

Error made by the learners, obviously can be observed, analyzed, and clasified to reveal something of the sytem operated within the learners. It leads to search for the study of learners' errors, called error analysis (Sujoko,1989: 6). While Ellis as translated by Tarigan (1990: 68) gives limitation of error analysis as follows:

Errors analysis is a procedure generally used by researcher and language teacher including collecting sample, identifying errors in its sample, describing the errors, classifying the error based on the reason and giving evaluation about erroneous level (Tarigan,1990: 68).

According to Tarigan (1990: 85) there are two types of error.

1. Interlingual Errors.

   It is a rror caused by inference of the first language to the target language being learned, such as; error in phonology, morphology, syntax, vocabulary, and culture.

Example: I had a book blue. In this sentence, it is included in interlingual errors because the use of indonesian construction for expressing elliptic structure. The correct sentence is:

I had a blue book.

2. Intralingual Errors

Errors that are caused by the students' difficulties in learning the target language itself. Here there is no interference of mother tongue to target language. Therefore, they are called L1 independent errors. Intralingual errors are the direct result of the target language learners' attempt to create language based on their hypothesis about the language system they are learning. The cause of these errors can be one of these:

a. Overgeneralization

It happens whenever the students explain a norm of the target language past tense not in the right position, but to the wrong language item. Students tend to make the same mistakes, through an overgeneralization.

b. Ignorance of Rules Restrictions

In this case the students usually make mistakes by dropping or adding unnecessary ommision and addition. It has a close relationship with overgeneralization stated above that errors occured because the students' failure in observing the retraction the existing stuctures.

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 utterance.

d. False Concept Hypothesized

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.