
ERROR ANALYSIS OF USING SIMPLE PAST TENSE BY THE SECOND GRADE STUDENTS OF ESCOLA DE HOSPITALIDADE E TURISMO BECORA, DILI TIMOR LESTE

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ABSTRACT

The problem of the study are Formulated as follows: (1) What types of Errors made by Second Grade students of Escola de Hospitalidade e Turismo Becora-Dili in the school year 2019 in using Simple Past Tense in English ? (2) What causes the students made errors in using Simple Past Tense? The main objectives of study are to describe the types of errors of simple past tense made by the students and the causes of errors of simple past tense. In this study the writer used qualitative descriptive method in order to analyze and describe the level of students in using Simple Past Tense in Escola de Hospitalidade e Turismo Becora - Dili in the school year 2019. The respondent of this study were 21 students. The test was conducted of 20 items test of error analysis. The result of the researched showed that the researcher found the most dominant error students made is error of misformation with the percentage is 34.04% or amount 48 errors. The other percentage of errors are 28.37% or 40 for error of omission, 26.95% or 38 for error of Misordering and 10.64% or 15 for error of addition.

INTRODUCTION

This chapter presents and discusses Background of the Study, Statement of the Problems, the Objectives of Study, Significances of the Study, Scope and Limitation and Definition of Terms. This chapter presents and discusses background of the study, identification of the problem, research focus, research question, the objective and significances of the study.

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Timor - Leste is the newest country in the world that needs many languages to communicate, however Timor - Leste treats English as foreigner language, international language, working language and as well as the compulsory subject to be taught at elementary school up to University. This is decided by the government through the Ministry of Education of Timor - Leste.

In this era globalization, Timor- Leste as under developing country, it is necessary for Timorese students to master an English language as an international language which is used by most countries around the world in order to be able to interact or work together with other nations for developing science, technology and culture. Therefore, the government of Timor - Leste has decided Portuguese and Tetun as the official and national languages based on the Constitution of Democratic Republic of Timor Leste at Part I, section 13 which states that " Tetun and Portuguese shall be the official languages in the Democratic Republic of Timor Leste, tetun and other languages shall be valued and developed ba the state ". However, at Part VII, Section 159 talks about working languages which says "Indonesian and English shall be working languages within civil service side by side with official language as long as deemed necessary "

Currently in Timor Leste, English becomes essential language subject of education issues. The government realizes how important English today for global development. Therefore, English has been an important part of the school curriculum, which is learnt as the main subject by the Timorese students to develop technology, science and culture. To attain it, the Timorese students must be able to master the four skills in English, they; are listening, speaking, reading, and writing, and also its components such as grammar, vocabulary, pronunciation etc. Therefore it is taught from elementary school until university level.

Learning English language is not as simple as we thought because there isa set of rules that must be learnt, which is called grammar. Grammar is one of the English components which are taught to every language learner. It has an important role in understanding the English language. Without proper knowledge of grammar the students will find many problems to build up the sentences and express their ideas for communication activities. But if they have a good grammar, they will be confidence in speaking and writing English and they are also able to use the language correctly and clearly.

Hammer defines that "grammar as the description of the ways in which words can change their forms and can be combined into sentence in that language."Michael swan stated that "grammar is the rules that say how words are combined, arranged, and changed to show different meaning." Grammatical competence is one of the several competences that students have to master to be proficient in a certain language. In grammar, tenses hold an important point. According to Azar (1999), there are 12 kinds of tenses. They are (a) simple present tense, (b) present continuous tense, (c) present perfect tense, (d) present perfect continuous tense, (e) past tense, (f) past continuous tense, (g) past perfect tense, (h) past perfect continuous, (i) future tense, (j) future continuous tense, (k) future perfect tense, (l) future perfect continuous tense.

Every kind of tenses has their own functions. Past tense is used to describe actions that took place in the past and no longer take place in the present. It does not

convey the same sense of continuity or relevance as the present perfect tense. Thus, past tense is important for those who want to talk about the past which has nothing to do with the future.

Simple past tenses are very important to develop writing and speaking skills. It may be difficult in English conjugated verb tense – that is the way to change the verb to communicative past action. First, usually, they use multiple past tense markers, for example, “*Did you watched football match?*” that should be “*Did you watch football match?*” And then they make incorrect tense with a temporal adverb, like the use of “*Yesterday*”. For example “*Maria comes yesterday*”, it should be “*Maria came yesterday*”. They also make create incorrect tense with irregular verbs (Anita, 2015: 3).

There are many errors and mistakes in learning English tenses but making errors and mistakes is normal and unavoidable. This problem is as John Norrish notes “it’s natural for the students as human being to make error, even many native speakers produce many mistakes in speaking and they would be unaware of the way they speak unless they heard recording of themselves.”

Dulay et al. (1982) classified the types of errors based on surface strategy taxonomy. Surface strategy taxonomy emphasizes the way surface structure is changed. In this case, learners may omit essential parts and add inessential ones or they may misform items or disorder them. Errors are classified into four types; omission, addition, misformation and misordering.

Based on the explanation above, the writer will choose the topic of writing entitled “Error Analysis of Using Simple Past Tense by the First Grade Students of Escola de Hospitalidade e Turismo Becora, Dili in the School Year 2019.” Based on the background of the study above, the objectives of this study are to describe Errors made by the students in using simple past tense. This study mainly intends to describe (1) the types errors of simple past tense made by the students, (2) the causes of errors of simple past tense.

The results of this research are expected to give significance not only theoretically but also practically. For teachers, this study will provide of students’ errors in using simple past tense. It will give better insight to the teachers to deal with errors in tenses, especially in using simple past tense. Practically, it will provide feedbacks which can be used to adapt their teaching techniques. For students, it can be an input to improve their knowledge of English, and it can be used to encourage students to be more cautious in using simple present tense, simple present continuous tense and simple past tense. For further researchers, who are interested in analyzing the English tenses can get the basic information from this study to do further researches.

REVIEW OF LITERATURE

Using second language is a process that involves the making of mistake even error. In the new system of language, learner will directly connect with such a new vocabulary, a new grammatical pattern and a foreign pronunciation which are different from the learner’s native language.

Error analysis is a process of analyzing of one’s error. In this case, it is student’s error. The analyzing process relates to the effective teaching learning process. There are some experts that purpose different concept of error analysis. As

S.K Sharma states, "error analysis is a process based on analysis of learner's error with one clear objective: involving a suitable and effective teaching learning strategy and remedial measure necessary in certain clearly marked out areas of the foreign."

Error analysis is a valuable source of information to teachers. It provides information on learner's error which helps teachers to correct it and also improves the effectiveness of their teaching. In other words, errors give signs to teachers and researchers whether the using process is successful or not. Furthermore, Ellis explains about an error analysis "Error analysis consists of a set of procedures for identifying, describing and explaining learner errors.

Technically errors can occur in both comprehension errors are difficult to detect as it is often impossible to locate the precise linguistic source of an error." It can be concluded that error analysis is an evaluation methodology in language learning to analyze, identify, describe, and explain the learners' error by giving an indication to us in process of learning.

Error is natural part of language learning, learning the second language is a process unlike learning the first language. In this new system of language, learners will directly connect with such a new vocabulary, a new grammatical pattern and a foreign pronunciation which differ from their first language. It will always occur although the best effort has been done, when they try to speak or write the target language, it is inevitable to them to produce many errors.

Dulay states error as "the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance."⁴ It means that the area of learners' errors can be found in the spoken such as in their conversation and writing such as in their composition. H.D Brown defines an error as "noticeable deviation from the adult grammar of a native speaker, reflecting the inter- language competence of learner."

Errors may also be viewed as global or local errors Burt and Kiparsky cited in Brown "global errors are preventing the hearer from comprehending some aspect of the message. The sentence in global error is difficult to understand. In contrast, the sentence in local error is able to understand." It means that when the sentence is difficult to understand is global errors, in contrast, in local errors, the sentence easy to understand.

From some experts' definition about errors, it can be concluded that error is something which the students made in their learning process. It was caused by incorrect rule of language as a partial knowledge and competence that is achieved in the process of language learning. The error is more serious than mistake because error cannot be corrected by own self, but mistake can be corrected by own self.

In learning foreign language not only the students make error but also mistake. In the study of error analysis, linguists distinguish error from mistake. Error and mistake are different. Error is wrong response because the students do not have knowledge about what the right answer is. While mistake is wrong response that if the students thought about it, they would realize what the right answer is. It means that the students if given a second chance, they have the potential to correct a mistake, whereas the students do not have potential to correct an error until they learnt what the correct is.

The differences between them can be defined as H.D Brown stated "errors are

a result of partial knowledge because teaching-learning process extends over time. A mistake is a performance of error that is either the random guess or slip, in that it is a failure to utilize a known system correctly." The statement above means that errors occurred because of the extended process in teaching-learning caused by biased knowledge, but mistake occurred because of slips of the tongue.

In addition, Edge in Harmer suggested that we can divide mistake into two broad categories: „*slips*“ and „*attempts*“. *Slips* are mistakes which students can correct themselves and which therefore need explanation, while *attempts* are mistakes committed when students try to say something but do not yet know the correct way of saying it.

The statement above means that both of „*slips*“ and „*attempts*“ are mistakes, the different is „*slips*“ can be corrected by the students, but „*attempts*“ the students do not yet know how to say something when they want to say.

In the learning process, it possible the students do errors. It is caused of many factors. **Norrish** classifies causes of error in to three (3) types; there are *carelessness*, *first language interference*, and *translation*. It is often closely related to lack of motivation. Many teachers will admit that is not always the student“s fault if he loses interest, perhaps the materials and/or style of presentation do not suit him. Norrish states that learning a language (a mother tongue or foreign language) is matter of habit formation. When someone tries to learn new habits the old ones will interference the new ones. This cause of error is called first language interference. It is one of cause of error. This happens because a student“s translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.

Another expert who discusses the sources of error is Brown. He claims that four major sources of error. He labels Interlingua transfer, intralinguas transfer, and context learning and communication strategies.

Interlingua transfer is the negative influence of the mother tongue of learner. This is a significant source of error for all learners. In the start of learning a second language are especially vulnerable to Interlingua transfer from the native language, or interference.

Intralingua transfer is the negative influence of the target language. Carl James in his book mentions that intralingua errors is apart from recourse to L1 transfer, the learners in ignorance of a TL form an any level and of any class can do either of two things: either they can set about learning the needed itemizing, engaging their learning strategies or they can try to fill the gap by resorting to communication strategies.

Context of learning is a third major source of error. Context refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language.

Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error.

The writer decided to use the causes of error according to Brown to find the student“s errors in using Simple past tense.

The writer explained types of error based on some experts' ideas. Error can be classified into several types. Dulay noted that the descriptive classification of errors covered four main types of errors. They are linguistic category, surface strategy, comparative analysis, and communicative effect.

This type of error classifies the errors by combining the language components include phonology (pronunciation), syntax, and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) with the particular linguistic constituent the error affects include the elements that comprise each language component.

For example of error based on linguistic category; "*me forget it*". In this type, learners may omit necessary items or add unnecessary one; they may *misform* items or *misorder* them. There are four subtypes error based on surface strategy taxonomy:

1. **Omission**, this error are categorized by the omitting an item should be appeared in a well- formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Here the example of Error type based on surface strategy taxonomy; *I saw two bird on the tree* the learners omit the -s to describe a noun in plural.

2. **Addition**, this error is the opposite of omissions. These errors are categorized by the presence of an item which must not appear in a well-formed utterance. It is divided into three types of addition errors;

a) Double marking, this addition error is described as the failure to delete certain items which are required in some linguistic constructions, but not in others. The learners who have acquired the tensed form for both auxiliary and verb.

For example: *we didn't went there*

It's because two items rather than one are marked for the same feature (tense in the example above)

b) Regularization, a rule typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.)

c) Simple addition, if an addition error is not a double marking or regularization, it is called simple addition. No particular features characterize simple addition other than those that characterize all addition errors.

For example, *the fishes doesn't live in the water*

3. **Misformation**, these errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect. For example, *the dog eated the chicken* The learner supplies a past tense marker, but it was not the right one.

a) Regularization Errors, the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.

b) Archi-forms, the selection of one a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

c) Alternating Forms, as a learner's vocabulary and grammar grow, the use of archi- forms often gives way to the apparently fairly free alternation of

various members of a class with each other.

4. **Misordering**, as the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

For example:

- He is all the time late
- What daddy is doing? The correct sentence is:
- He is late all the time

Error types based on comparative taxonomy

Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction. This classification is divided into four parts:

- 1) Developmental errors, these errors is like the errors made by the students learning the target language as their first language. For example, *dog eat it*
- 2) Interlingua errors, this error is like in structure to a semantically equivalent phrase or sentence in the learner's native language. For example, *I visit Atauru Island yesterday*. This is errors in using phrase, which the learner translate Indonesian language word for word into English language.
- 3) Ambiguous errors, this error reflect the learner's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first Language. This error equally well as developmental or Interlingua. For example, *I no come to school yesterday*.
- 4) Other errors, this error is beside of the other types above such as developmental errors, interlingual errors and ambiguous errors. For example, *she do hungry*

The communicative effect deals with errors from the perspective of their effect on the listener or the reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. These errors divided into two parts;

1) Global error

These errors that effect overall sentence organization significantly hinder communication. It is because of the wide syntactic scope of such errors. The most systematic global errors include:

- a) Wrong order of major constituents, For example, *English language use many people*.
- b) Missing, wrong, or misplaced sentence connectors, for example, *(if) not take this bus, we late for school*.
- c) Missing cues to signal obligatory exceptions to pervasive syntactic rules, for example, *the student's proposal (was) looked into (by) the principal*
- d) Regularization of pervasive syntactic rules to exceptions, for example, *we amused that movie very much it should be that movie amused us very much*

2) Local errors

Local errors include errors in noun and verb inflections, articles, auxiliaries, and the formation of quantifiers. Local errors are not similar to global errors, the sentence in local errors do not usually hinder communication significantly. For example, *why we like each other?*

Although the student made error in this type, the reader can get the meaning or understand what the sentence means. The writer decided to use the types of error according to Dulay to find the student's error in using simple past tense.

The Procedures of Error Analysis

The writer will decide to use the procedure of errors according to Rod Ellis, the procedures involved in each of the steps are:

a. Collecting of a Sample of Learner Language

The type of data collected can have a marked effect on the result of an error analysis, as a result of the different production processes which they typically involve. For example, Logoco found differences in the number and type of errors in samples of learner language collected by means of free composition, translation, and picture composition.

b. Identifications of Errors

The definition of „error“ is problematic, as James admits. The difficulty centers around a number of issues. The first is whether grammatically (i.e. well-formedness) or acceptability should serve as criterion. An utterance may be grammatically correct but pragmatically unacceptable. For example, „I want to read your newspaper“ addressed to complete stranger is grammatical but pragmatically unacceptable.

c. Description of Errors

The description of errors involves a comparison of the learner’s idiosyncratic utterances with a reconstruction of those utterances in the target language or, more recently, with a baseline corpus of native speaker language.

d. Explanation of Errors

Explanation is concerned with establishing the source of errors, i.e. accounting for why it was made. This stage is the most important for SLA research as it involves an attempt to establish the process responsible for L2 acquisition.

e. Evaluation of Errors

Error evaluating involves a consideration of the effect that errors have on the person(s) addressed. This effect can be gauged either in terms of the addressee’s effective response to the errors. Error evaluation studies proliferated in the late 1970s and in the 1980s, motivated quite explicitly by a desire to improve language pedagogy.

Simple Past Tense

Simple past tense is a crucial part in narrative text. We use simple past tense when we write narrative text. The form of simple past of regular verbs, add -ed to the base verb. The past form is the same for all persons. The simple past is used to talk about activities or situation that began and ended in the past (i.g. *yesterday, last night, two days ago, etc.*) (Azar, 1992: 18). We can use specific time expressions like *yesterday, last week, and at three o’clock* with the simple past. According to Martinet (1986: 117), the simple past is used for action completed in the past at a definite time. It is used to indicate activities or states in the past, without indicating any connection with the present. There is often an adverbial of past time in the sentence, (especially the use of adverbial with *ago*.) The adverbial may indicate either a point of time (*Harry came to see me yesterday*) or period of time (*she studied music while she was in Paris*) Hornby (1975: 85- 86)

Table 2.1 Form of simple past tense according to Azar (1992: 19):

STATEMENT	{I - you - she - he - it- we - they}	Played football yesterday. Ate breakfast.
NEGATIVE	{I - you - she - he - it- we - they}	Did not play football yesterday. Did not ate Breakfast
QUESTION	Did {I - you - she - he- it - we - they}	Play football yesterday. Ate breakfast.
SHORT ANSWER	Yes, {I - you - she -he - it - we - they} No,	Did. Didn't.

The simple past tense in regular verbs is formed by adding - ed to the infinitive.

a. Pattern of regular verb:

- 1) Verbs ending e add d only (*arrive-arrived, point-pointed*).
- 2) The same form is used for all persons.
- 3) Verbs end in consonant „ y“, change y to I and add -ed (*try-tried, carry-carried*).
- 4) Verbs end in one consonant + vowel + consonant (one syllable verbs), double the consonant and add -ed (*stop-stopped, rub-rubbed*).
- 5) Verb end in x, w ad -ed (*mix-mixed, show-showed*).
- 6) Verb end in vowel + consonant and stress is on the first syllable (two syllables verb). Add -ed do not double the consonant (*visit, answer*).
- 7) Verbs end in vowel + consonant and stress is on the second syllable (two syllables verb) double the consonant and add ed (*prefer, occur*) Broukal (2004: 148).
- 8) The negative of regular and irregular verbs is formed with did not (didn't) and the infinitive.
- 9) The interrogative of regular and irregular verbs is formed with did + subject + Infinitive.

Negative interrogative:

- a) The rules about doubling the final consonant when adding ing apply also when Adding Ed.
- b) Verbs ending in y following a consonant change the y into I before adding ed.
- c) But y following a vowel does not change, Aitken (1995: 5).

b. Irregular verbs

Many common English verbs change form, rather than add ed. There is a little pattern to be found in these changes and verbs of similar spelling in the infinitive may take quite different forms in the past (*think-thought, drink drank, etc.*)

Some general patterns emerge:

- 1) A vowel change in the body of the verb: *drive-drove, sing-sang, know knew*. (even *take-took, eat-ate*, where the spelling may disguise the rule)
- 2) This may be accompanied or replaced by consonant changes at the end of the verb: *buy- bought, think-thought, make-made*
- 3) Some changes are of spelling rather than sound (*pay-paid, lay-laid*). Other verbs have variants based upon this (*learn-learned/learnt, burn/burned/burnt*)

- 4) A few verbs obey none of these: is/was, go/went and put/put are the most common.
- 5) Some irregular verbs have the same form in all parts: hit – hit – hit, cut cut – cut (Longman, 1990: 126)

Use of Simple Past Tense

- a. It is used for actions completed in the past at a definite time. It is used for a past action when the time is given “*I meet him yesterday*”, when the time is asked about “*when did you meet him?*”, or when the action clearly took place at a definite time even though this time is not mentioned “*the train was ten minutes late*”. Sometimes the time becomes definite as a result of a question and answer in the present perfect “*where have you been?*”
- b. The simple past tense is used for an action whose time is not given but which (a) occupied a period of time now terminated, or (b) occurred at a moment in a period of time now terminated.
- c. The simple past tense is also used for a past habit: He always carried an umbrella. They never drank wine.
- d. The simple past is used in conditional sentences, type 2. (For use of the unreal past after as if, as though, it is time, if only, wish, would sooner/rather).
- e. We use simple past to talk about events, actions or situations which happened in the past and are now finished. We always have to say (or imply) when the action happened, so we often use time references like *yesterday, ago, last summer* (Longman, 1990: 127).

METHOD

This study is to know about the students’ mastery in using plural nouns and the level of mastery. To conduct the research, the writer will apply for case study of “**Descriptive Method**”. According to Moleong (2003:3) a Qualitative Research deals with a kind of research which does not use statistic procedures in analyzing the data. In a qualitative research, the researcher tends to prior in accurate explanation to analyze and present what have been found.

This study conducted at Escola Hospitalidade e Turismo Becora – Dili in the school year 2019. The total students of the school are 300 total students from the first grade until third year. The first grades compose of 124 students, second year compose of 105 students and third year compose of 71 students. So, the subject of the study was the second grade students of Hotel Department. The writer chose class B that consists of 21 students as the informants or respondents.

“The writer used the procedure of errors according to Rod Ellis, the procedures involved in each of the steps are:

a. Collecting of a Sample of Learner Language

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b. Identifications of Errors

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formedness) or acceptability should serve as criterion. An utterance may be grammatically correct but pragmatically unacceptable. For example, „I want to read your newspaper“ addressed to complete stranger is grammatical but pragmatically unacceptable.

c. Description of Errors

The description of errors involves a comparison of the learner’s idiosyncratic utterances with a reconstruction of those utterances in the target language or, more recently, with a baseline corpus of native speaker language.

Test as instrument of data collection helped the writer easily collect the data. The researcher administered the test to the students to be done. They detected or analysis the errors in simple past tense sentences. Before it, the researcher gave the instruction to them about text, the generic structure and the simple past tense, etc. the researcher also gives example of test so that they can imagine what the test looks like.

In this research, the researcher used sheets of students’ tasks as media of the research. The sheet is used to help researcher to give scores to the students. The researcher also takes some photos of the students’ activities in class in order to get valid data.

In analyzing the students’ errors, the researcher used descriptive or qualitative method. This method is used to describe students’ ability on the use of simple past tense in English test. According to Dulay, Burt and Krashen (1982: 154-162), errors can be classified into four types. They are: errors of **omission**, errors of **addition**, errors of **misformation**, and errors of **misordering**.

To analyze how many percent of errors made by the students, the researcher uses percentage formula as Sudijono (1997: 4) stated:

$$P = \frac{F \times 100\%}{N}$$

P = Percentage of the error

F = Frequency of the error

N = Total number of the errors

RESULTS

Data presentation

In this chapter, the researcher would like to present the result of the research to answer the problem statement in chapter one. The researcher wanted to analyze the errors made by the students of Escola Hospitalidade e Turismo Becora-Dili in the school year 2019 on the use of simple past tense. There are four types of errors that students made in their writing; they are error of omission, error of addition, error of misordering and error of misformation. From the analysis of the data, the percentages of students’ errors can be seen in the table below:

Table 1 Presented the result of students' test

No.	Students' code	Total items	TYPES OF ERRORS				Total error
			Misordering	Misformatio n	Omissio n	Addition	
1.	AM	20	3	4	4	1	12
2.	AA	20	3	4	3	1	11
3.	BCR	20	2	1	2	-	5
4.	DRMS	20	-	4	2	-	6
5.	DC	20	1	3	3	1	8
6.	EC	20	4	1	1	-	6
7.	EMAF	20	3	2	-	-	5
8.	FMHN	20	1	3	1	-	5
9.	FLMC	20	-	1	5	3	9
10.	GGFA	20	3	1	2	-	3
11.	HTCCL	20	-	1	-	-	1
12.	JLM	20	2	4	1	-	7
13.	LAS	20	4	5	4	4	17
14.	LVS	20	4	4	1	-	9
15.	LNC	20	-	3	3	1	7
16.	MSC	20	2	5	2	1	10
17.	MDJDS	20	-	2	3	-	5
18.	PJ	20	3	2	1	2	8
19.	RFM	20	3	1	-	1	5
20.	SCJB	20	-	2	1	-	3
21.	ZMCS	20	-	3	2	1	6
	Total error		38	48	40	15	

Table II The percentage of students' error

No.	Types of error	Total of Error	Percentage %
1.	Error of Misordering	38	26.95%
2.	Error of Misformation	48	34.04%
3.	Error of Omission	40	28.37%
4.	Error of Addition	15	10.64%
	Total	141	100%

From the table above, the researcher found that the most dominant error students made is error of misformation with the percentage is 34.04% or amount 48 errors. The other percentage of errors are 28.37% or 40 for error of omission, 26.95% or 38 for error of Misordering and 10.64% or 15 for error of addition.

DISCUSSION

Based on the data presentation and analysis of the data, the researcher will discuss the research finding as follows:

1. The analysis about types of errors that occur on the use of simple past tense in

English test. The details of the types of errors that students made in their writing can be seen in the explanation below:

a) Error of Misordering

There are amount 38 or 26.95% errors of misordering that students made in their writing. This error characterized by the incorrect placement of a morpheme or group of morphemes in an utterances. Their errors in this area were as follows:

1. **Wrote** : *He was yesterday late*
It should be : He was late yesterday
2. **Wrote** : *I TV watched last night*
It should be : I watched TV last night

b) Error of Misformation

Error of misformation relates to the use of the wrong form of the morpheme or structure. The students made error by using inappropriate grammar in one or several parts of a sentence. Their errors in this area are as follows:

1. **Wrote** : **We wented to Baucau last Month**
It should be : We went to Baucau last Month
2. **Wrote** : **The dog eated the chicken**
It should be : The dog ate the chicken

c) Error of Omission

There are amount 40 or 28.37% errors of omission that students made in their writing test. Their errors in this area were as follows:

1. **Wrote** : **We buy a car last year**
It should be : We bought a car last year
2. **Wrote** : **I visit Atauro island yesterday**
It should be : I visited Atauro Island yesterday

d) Error of Addition

There are amount 15 or 10.64% errors of addition that students made in their writing test. Their errors in this area were as follows:

1. **Wrote** : **They didn't played football yesterday**
It should be : They didn't play football yesterday
2. **Wrote** : **I didn't saw Barbara this morning**
It should be : I didn't see Barbara this morning

CONCLUSION

After finishing the research which entitled "Error Analysis of Using Simple Past Tense by the Second Grade Students of Escola Hospitalidade e Turismo Becora - Dili in the School Year 2019", the writer can draw some conclusions as follow:

There are four types of error that occurs on the use of simple past tense in English by the students of Escola Hospitalidade e Turismo Becora - Dili in the Academic Year 2019. Based on the research finding in chapter four, it shows that the students made total of 141 errors.

The most dominant error students made is error of misformation with the percentage is 34.04 % or amount 48 errors and the other percentage of errors are 28.37% or 40 for error of Omission, 26.95% or 38 for error of misordering and 10.64% or 15 for error of addition Each of these errors differs from others. Error of omission relates to the absence of an item that must appear in a well-formed utterance. Error of addition relates to the presence of an item that must not appear in well-formed

utterances. Error of misformation relates to the use of the wrong form of the morpheme or structure. Error of misordering relates to the incorrect placement of a morpheme or group of morphemes in an utterance.

The students' errors in using English tenses especially in using simple past tense have to be analyzed by the researcher and the process of error analysis is identifying, classifying, explaining and evaluating. The data interpreted in the previous chapter have provided the frequency of the errors occur in students' sentences in using simple past tense. From 21 students, it is found 141 errors occurrences. The percentage of errors takes up 34.04% possibility of students to make errors on the use of tenses (simple past tense).

The writer also classified the types of errors committed by the second grade students of Escola Hospitalidade e Turismo Becora-Dili in the School Year 2019.

1. Misformation, errors are where the characterized by the use of the wrong form of or structure.
2. Omission, errors are where the absence of an item that must appear.
3. Misordering, is relating of the incorrect placement of a morpheme or group of morphemes in an utterance.
4. Addition, errors are where the presence of an item which must not appear.

It is clearly shows from the types of errors explained above that the most common errors committed by the students are misformation errors. The errors came from many factors.

First, the students felt confused in choosing the appropriate tenses because when the teacher was explaining the lesson some of the students focused on their teacher's explanation, but the other talked each other and exactly they did not focus on it. So, when the students faced by the test, most of them confused to choose the right answers (based on the observation). Second, they might get difficulties in differing between singular and plural subject. Then, they difficult of deciding the change of the verb related to the tenses in the sentence.

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