

THESIS
GRAMMATICAL ERRORS ON SIMPLE PAST TENSE MADE BY
STUDENTS WITH LOW ACHIEVEMENT

BY
NAAFA NABIILA ROMADHONI
NIM. 220107110066



ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
THE ISLAMIC STATE UNIVERSITY OF MAULANA MALIK
IBRAHIM MALANG

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THESIS
GRAMMATICAL ERRORS ON SIMPLE PAST TENSE MADE BY STUDENTS
WITH LOW ACHIEVEMENT

Submitted as a Partial Fulfillment of the Requirement for the Degree of Education
(S.Pd.) in the English Education Department

BY
NAAFA NABIILA ROMADHONI

NIM. 22010711006



ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
THE ISLAMIC STATE UNIVERSITY OF MAULANA MALIK
IBRAHIM MALANG

2026

APPROVAL SHEET

This is to certify that the thesis submitted by:

Name : Naafa Nabiila Romadhoni

NIM 220107110066

Department : English Education

Proposal Title : Grammatical Errors on Simple Past Tense Made by
Students with Low Achievement

has been reviewed, revised, and is hereby officially approved to be submitted for
the Thesis

Advisor,



Ima Mutholiatil Badriyah, M.Pd

NIP. 198312172023212017

Acknowledged by:

Head of English Education Department,



Maslihatul Bisriyah, M.TESOL

NIP. 198909282019032016

LEGITIMATION SHEET

GRAMMATICAL ERRORS ON SIMPLE PAST TENSE MADE BY STUDENTS WITH LOW ACHIEVEMENT

THESIS

by:

Naafa Nabiila Romadhoni

(220107110066)

Has been defended in front of the board of examiners at the date of 22 May 2026 and
declared PASS

Accepted as the requirement for the degree of English Language Teaching (S.Pd) in the
English Education Department, Faculty of Tarbiyah and Teacher training.

The Board of Examiners,

Signatures,

1. Dr. Suparmi, M.Pd
NIP. 197704112023212004

Main Examiner

.....

2. Maslihatul Bisriyah, M.TESOL
NIP. 198909282019032016

Co Examiner

.....

3. Ima Mutholliatil Badriyah, M.Pd
NIP. 198312172023212017

Secretary/Advisor

.....

Approved by
Dean of Tarbiyah and Teacher Training Faculty
Universitas Islam Negeri Maulana Malik Ibrahim Malang



Prof. Dr. H. Muhammad Walid, M.A
NIP. 19730823200003100

Ima Mutholliatil Badriyah, M.Pd
Lecturer of Faculty of Education and Teacher Training Maulana Malik Ibrahim
State Islamic University, Malang

THE OFFICIAL ADVISORS' NOTE

27, April 2026

Matter : Naafa Nabiila Romadhoni
Appendix :

The Honorable,
To the Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In
Malang

Assalamu'alaikum Wr. Wb.

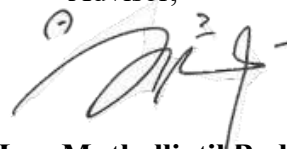
After conducting several times of guidance in terms of content, language, writing techniques and after reading student' thesis as follow:

Name : Naafa Nabiila Romadhoni
Student ID Number : 220107110066
Department : English Education
Thesis : Grammatical Errors on Simple Past Tense Made By
Students With Low Achievement

Therefore, we believed that thesis of Naafa Nabiila Romadhoni has been approved for further approval by the board eximers.

Wassalamualaikum Wr. Wb.

Advisor,



Ima Mutholliatil Badriyah, M.Pd

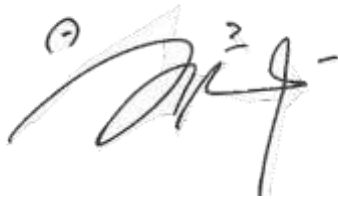
NIP. 198312172023212017

APPROVAL

This is to certify that thesis of Naafa Nabiila Romadhoni has been approved by the advisor for further approval by the board examiners.

Malang, 27 April 2026

Advisor,

A handwritten signature in black ink, appearing to be 'Ima Mutholliatil Badriyah', with a small circle above the first letter and a horizontal line at the end.

Ima Mutholliatil Badriyah, M.Pd

NIP. 198312172023212017

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Name : Naafa Nabiila Romadhoni

NIM 220107110066

Department : English Education

Faculty : Education and Teacher Training

Declare that :

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Malang, 27 April 2026

The Researcer,



Naafa Nabiila Romadhoni

NIM. 220107110066

MOTTO

*“Do what you can, keep moving forward each day, and trust in Allah that after
hardship comes ease.”*

THESIS DEDICATION

This thesis is primarily dedicated to my beloved parents for their unwavering support, unconditional love, and endless prayers throughout my journey. I also dedicate this work to my family for their constant attention and encouragement, which have enabled me to complete this thesis to the best of my abilities.

Furthermore, this thesis is dedicated to my advisor, Ima Mutholliatil Badriyah, M.Pd, for her time, guidance, advice, and motivation, which have greatly helped me in completing this final project successfully.

Lastly, this thesis is dedicated to all of my friends who cannot be mentioned one by one. Thank you for the motivation and support that have made my college journey more meaningful and colorful.

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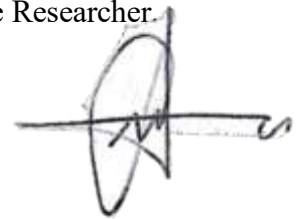
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Malang, 27 April 2026

The Researcher

A handwritten signature in dark ink, featuring a large, stylized loop on the left and a horizontal line extending to the right, ending in a small flourish.

Naafa Nabiila Romadhoni

LATIN ARABIC AND TRANSLATION GUIDE

Based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ه = h	ط = th	و = w
خ = kh	ظ = zj	ه = h
د = d	ع = ‘	ء = ‘
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a)

Long Vocal (i)

Long Vocal (u)

C. Diphthong Vocal

آ = aw

اي = ay

أ = u

إ = i

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ABSTRACT

Romadhoni, Naafa Nabiila. 2026. Grammatical Errors Made by Students with Low Achievement on Simple Past Tense. Thesis, English Education Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor : Ima Mutholliatil Badriyah, M.Pd

Key Words: Grammatical errors, simple past tense, low achievement students, error analysis, EFL students

This study aims to analyze the types of grammatical errors made by low-achievement students in using the simple past tense and to identify the factors contributing to the errors. This study employed a qualitative case study design conducted at MTsN X Kota Kediri, involving eighth-grade students in the 2025/2026 academic year. The participants were selected through a grammar test and teacher recommendation. The data were collected through a written test and semi-structured interviews. The students' recount writings were analyzed using the Surface Strategy Taxonomy proposed by Dulay et al. (1982), which classifies errors into omission, addition, misformation, and misordering. The interview data were used to explore the underlying causes of the errors. The findings showed that misformation was the most dominant type of error, followed by omission, addition, and misordering. These errors were mainly related to incorrect verb forms, particularly irregular verbs, and inappropriate sentence structures. The causes of errors included carelessness, first language interference, and translation, as proposed by Norrish (1983), as well as low motivation and limited vocabulary. In conclusion, low-achievement students tend to produce systematic grammatical errors due to both linguistic and psychological factors. Therefore, teachers are encouraged to apply more targeted and contextual teaching strategies to improve students' understanding of the simple past tense.

ABSTRAK

Romadhoni, Naafa Nabiila. 2026. Kesalahan Gramatikal yang Dilakukan oleh Siswa Berprestasi Rendah dalam Penggunaan Simple Past Tense. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Ima Mutholliatil Badriyah, M.Pd

Kata Kunci: Kesalahan Gramatikal, Simple Past Tense, Siswa Berprestasi Rendah, Analisis Kesalahan, Pembelajaran EFL

Penelitian ini bertujuan untuk menganalisis jenis-jenis kesalahan gramatikal yang dilakukan oleh siswa berprestasi rendah dalam menggunakan simple past tense serta untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap kesalahan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang dilaksanakan di MTsN X Kota Kediri, dengan melibatkan siswa kelas VIII pada tahun ajaran 2025/2026. Partisipan dipilih melalui tes tata bahasa dan rekomendasi guru. Data dikumpulkan melalui tes tertulis dan wawancara semi-terstruktur. Tulisan naratif siswa dianalisis menggunakan Surface Strategy Taxonomy yang dikemukakan oleh Dulay et al. (1982), yang mengklasifikasikan kesalahan ke dalam omission, addition, misformation, dan misordering. Data wawancara digunakan untuk mengeksplorasi penyebab yang mendasari kesalahan tersebut. Hasil penelitian menunjukkan bahwa misformation merupakan jenis kesalahan yang paling dominan, diikuti oleh omission, addition, dan misordering. Kesalahan-kesalahan tersebut terutama berkaitan dengan penggunaan bentuk kata kerja yang tidak tepat, khususnya kata kerja tidak beraturan, serta struktur kalimat yang kurang tepat. Faktor penyebab kesalahan meliputi kecerobohan, interferensi bahasa pertama, dan penerjemahan, sebagaimana dikemukakan oleh Norrish (1983), serta motivasi belajar yang rendah dan keterbatasan kosakata. Kesimpulannya, siswa berprestasi rendah cenderung menghasilkan kesalahan gramatikal yang bersifat sistematis akibat faktor linguistik dan psikologis. Oleh karena itu, guru disarankan untuk menerapkan strategi pembelajaran yang lebih terarah dan kontekstual guna meningkatkan pemahaman siswa terhadap simple past tense.

خالصة

رومضوني، نعفا نبيلًا. 2026. الأخطاء النحوية التي يرتكبها الطلاب ذوو التحصيل المنخفض في استخدام الزمن الماضي البسيط. رسالة جامعية، قسم تعليم اللغة الإنجليزية، كلية التربية وإعداد المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج

المشرفة: إيما مثولليتيل بدرية، ماجستير في التربية

الكلمات المفتاحية: الأخطاء النحوية، الزمن الماضي البسيط، الطلاب ذوو التحصيل المنخفض، تحليل الأخطاء، متعلمو اللغة الإنجليزية كلغة أجنبية

تهدف هذه الدراسة إلى تحليل أنواع الأخطاء النحوية التي يرتكبها الطلاب ذوو التحصيل المنخفض في استخدام الزمن الماضي البسيط، وكذلك تحديد العوامل التي تسهم في هذه الأخطاء. اعتمدت بمدينة كديري، بمشاركة طلاب MTsN X هذه الدراسة المنهج النوعي بتصميم دراسة حالة، وأجريت في الصف الثامن في العام الدراسي ٢٠٢٥/٢٠٢٦، حيث تم اختيار المشاركين من خلال اختبار في القواعد اللغوية وتوصية المعلم. تم جمع البيانات من خلال اختبار كتابي ومقابلات شبه منظمة، وتم تحليل الكتابات السردية للطلاب باستخدام تصنيف استراتيجية السطح الذي اقترحه دولاي وآخرون (١٩٨٢)، والذي يصنف الأخطاء إلى الحذف، والإضافة، وسوء التشكيل، وسوء الترتيب، كما استخدمت بيانات المقابلات لاستكشاف الأسباب الكامنة وراء هذه الأخطاء. أظهرت النتائج أن سوء التشكيل كان النوع الأكثر شيوعًا من الأخطاء، يليه الحذف، ثم الإضافة، ثم سوء الترتيب، وكانت هذه الأخطاء مرتبطة بشكل رئيسي باستخدام صيغ الأفعال غير الصحيحة، وخاصة الأفعال غير المنتظمة، وكذلك ببنية الجمل غير المناسبة وشملت أسباب الأخطاء الإهمال، والتداخل اللغوي من اللغة الأولى، والترجمة، كما أشار إليه نورش (١٩٨٣)، بالإضافة إلى انخفاض الدافعية ومحدودية المفردات. في الختام، يميل الطلاب ذوو التحصيل

بتطبيق المنخفض إلى إنتاج أخطاء نحوية منهجية نتيجة لعوامل لغوية ونفسية، لذلك يُنصح المعلمون باستراتيجيات تدريس أكثر توجيهًا وسياقية من أجل تحسين فهم الطلاب للزمن الماضي البسيط.

CHAPTER I

INTRODUCTION

This chapter introduces the research on grammatical errors in the Simple Past Tense made by low-achievement students. It outlines the background of the study, research questions, research objectives, significance of the study, scope and limitation of the study, and definition of key terms relevant to this research.

1.1 Background of the Study

In English as a foreign language (EFL) learning, grammar holds a very important role. While some contemporary views in the current age of communicative language teaching might suggest. Otherwise Ly (2023), highlights that grammar is beyond a set of rules or structures, and having knowledge of grammar can support students to enhance their EFL learning progression. This understanding underscores grammar's role as the fundamental basis for constructing structurally correct and semantically meaningful sentences, enabling clear and precise communication, both orally and in writing. Without adequate grammatical understanding, students often struggle to form sentences, leading to ineffective or misinterpreted messages. Among grammar components, tenses frequently pose difficulties, yet their accurate application is vital for conveying temporal relationships and meaning.

Tenses are used to indicate the time of an event, and are very important in building a coherent and chronological. Of the many tenses in English, the simple past tense is one of the most frequently used, especially when students are asked to tell personal experiences, past events, or compose recount texts. Therefore, understanding and using the simple past tense correctly is an essential skill that

must be mastered by English students, especially at the intermediate and higher levels.

In the context of English language learning, one of the most persistent challenges faced by students is their difficulty in mastering grammar. Among the various aspects of grammar, tenses often become a major hurdle. The simple past tense, in particular, plays a crucial role in expressing completed actions and narrating past experiences, which are common in various writing and speaking tasks. Despite its importance and early introduction in the curriculum, many students continue to make consistent errors when using this tense. Research conducted by Ferdianto (2023), indicates that when writing English compositions in the simple past tense, grammar is the most challenging aspect, with common errors found in the use of verbs (both regular and irregular), prepositions, determiners, and nouns. This highlights that mastering the simple past tense remains a critical area requiring further attention in the learning process.

Although simple past tense is a basic material taught in the English curriculum from junior high to senior high school, in reality not all students are able to master it well. One group of students who most often experience difficulties in applying simple past tense are students who are classified as low-achievement students. This group generally shows lower cognitive abilities in understanding grammatical concepts, difficulty in remembering verb forms (especially irregular verbs), and less exposure to contextual exercises in the use of past tense (Octafia et al., 2026). The errors they often make include using the base form instead of the past form, constructing negative and interrogative sentence structures that are not in accordance with the rules, and errors in the placement of subjects and predicates.

Specifically, students frequently make errors in verb usage, such as not using the base form for to-infinitives or auxiliary verbs, and exhibiting incorrect subject-verb agreement in their Simple Past Tense compositions (Fitria, 2020). Additionally, these errors can be classified as "misformation," where one grammatical form is used in place of another, or "misordering," where elements are incorrectly placed within a sentence (Yunanda et al., 2023). These errors occur both in oral and written forms, and are often repetitive because they are not handled with a learning approach that is appropriate to their abilities. In addition, low motivation to learn, minimal vocabulary mastery, and limitations in understanding sentence structures are also factors that worsen their ability to use simple past tense accurately. Therefore, it is important to specifically identify the types of errors they make, so that teachers can develop more targeted and effective learning strategies to improve the grammar skills of low-achievement students.

This difficulty becomes even more apparent among students with low academic achievement, commonly referred to as low-achievement students. These students often exhibit low motivation, reduced attention spans, limited vocabulary, and difficulty in memorizing irregular verb forms. Their errors are not merely incidental but tend to be systematic and repetitive, indicating deeper issues in both understanding and application. For instance, they may use "go" instead of "went," or fail to form negative sentences correctly using "did not." These recurring problems often stem from weak foundational knowledge and the absence of targeted teaching strategies that address their specific needs (Hussain, 2019).

Supporting this argument Hussain (2019), identifies several factors contributing to unsatisfactory academic achievement, such as an ineffective

curriculum, incompetent teachers, lack of teaching materials, and unfavorable classroom environments. These factors hinder the development of foundational knowledge, which is essential for academic progress. As a result, errors become repetitive and systematic, which aligns with the difficulties faced by low-achievement students. Additionally Al-Zoubi & Younes (2015), emphasize the psychological factors, such as anxiety and fear of failure, which further exacerbate the students' academic struggles. The lack of adequate emotional and educational support contributes to a cycle of failure, making it difficult for students to overcome their persistent errors and challenges.

In reality, these students often struggle with both the form and function of the simple past tense. They may not fully grasp how verb changes are used to indicate past time, and they often lack the confidence to experiment with sentence construction for fear of making errors. In many cases, they rely heavily on literal translations from their first language, which results in structurally incorrect sentences. Without appropriate intervention, these students remain stuck in a cycle of misunderstanding and demotivation.

Furthermore, from an educational perspective rooted in Islamic values, it is important to provide inclusive and effective language instruction that accommodates students of various academic levels. Islam highly values the pursuit of knowledge (*ṭalab al-‘ilm farīdah*), and educators are encouraged to guide students with compassion (*rahmah*) and justice (*‘adl*), ensuring that every student regardless of ability is given the opportunity to grow intellectually. Supporting students who struggle academically is not only a moral responsibility but also a manifestation of educational fairness as emphasized in Islamic teachings.

This situation is supported by the findings of Situmorang et al (2020), in a study titled *“An Analysis on the Errors in Using Simple Past Tense Made by Students at Class VIII-C in SMP Trisakti I Medan”* that analyzed students’ errors in using the simple past tense. The study identified four main types of grammatical errors: misformation, omission, addition, and misordering, with misformation being the most frequent (73.3%). Students often incorrectly used verb forms such as *buyed* for *bought* or *catched* for *caught*. While this study effectively outlines the common errors found in general student populations, it does not specifically address low-achieving students, who often demonstrate more persistent and pronounced grammatical difficulties due to their unique learning challenges.

Similarly, (TriAstuti & Widyahening, 2022) in her study titled *“An Error Analysis of Using Simple Past Tense at the Eighth Grade Students of MTs Negeri 3 Sukoharjo”* found that omission was the most dominant error, accounting for 57% of the total errors. The study highlighted that students often omitted necessary components in sentences, making them incomplete, which led to grammatical inaccuracies when constructing sentences in the simple past tense

Furthermore, (Rosari & Sianturi, 2020) in their study titled *“An Error Analysis on the Use of Past Tense in Narrative Texts”* also found that misformation was the most frequent error among students, with 65.94% of errors related to the incorrect use of verb forms in recount texts. They concluded that the primary causes of these errors included the interference of the Indonesian language’s grammatical structure and the students’ difficulty in distinguishing between regular and irregular verbs.

In my research, there are notable similarities with the findings in the studies by Situmorang et al (2020), TriAstuti & Widyahening (2022), and Rosari & Sianturi (2020), all of which analyze errors in the use of the simple past tense by students. These studies, including this research, identify common error types such as misformation, omission, addition, and misordering. Specifically, misformation was found to be the most frequent error, where students often used incorrect verb forms, such as "buyed" for "bought" or "caught" for "caught." This aligns with my findings, where the researcher also observed that students struggle with distinguishing between regular and irregular verbs, a common issue in using the simple past tense. Furthermore, these studies, including this study, employ the Dulay (Dulay et al., 1982) to classify errors, enabling a deeper understanding of error patterns made by students.

However, there are several gaps that set this study apart from those studies. While the studies by Situmorang et al (2020), TriAstuti & Widyahening (2022), and Rosari & Sianturi (2020), provide useful insights into general error patterns, they do not specifically focus on low-achievement students. In contrast, this research fills this gap by focusing on students with lower cognitive abilities and low motivation, who exhibit more systematic and recurring errors. Moreover, although the other studies address cognitive factors, they do not delve deeply into the psychological factors, such as anxiety and fear of failure, that impede these students' ability to master tenses. This research specifically introduces these factors, highlighting the importance of emotional support and motivation in helping low-achievement students overcome persistent errors.

In addition to these gaps, the existing studies, while insightful, do not provide targeted teaching strategies to help low-achievement students. This research offers differentiated and empathetic teaching strategies, tailored to support students facing unique learning challenges, and provides practical recommendations for teachers. Therefore, while the previous studies shed light on the types of errors in the simple past tense, this research goes further by focusing on low-achievement students and examining the psychological and pedagogical factors that influence their learning outcomes.

This principle aligns with the message found in the Qur'an:

وَمِنْ آيَاتِهِ خُلُقُ السَّمَوَاتِ وَالْأَرْضِ وَخِلَافُ اللَّسَانِ وَالْوَلَوَاتِ ثُمَّ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّعُلَمَاءٍ

The meaning “*And among His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.*” (Surah Ar-Rum 30:22)

This verse highlights that linguistic diversity is one of Allah’s great signs, and thus, learning and teaching languages along with their grammar and structure can be viewed not only as an academic activity but also a way of honoring divine creation. By promoting inclusive language education, especially for students who face challenges, educators fulfill both a professional duty and a spiritual calling, in accordance with the values of knowledge, compassion, and justice emphasized in Islam.

Therefore, this study aims to focus specifically on analyzing the grammatical errors made by students with low achievement in using the simple past tense, identifying the most common types of errors, and exploring the possible underlying causes. The results are expected to offer meaningful insights for English

language teachers, especially in settings that integrate academic instruction with character and moral education. With this understanding, teachers can adopt more effective, empathetic, and differentiated teaching strategies to support these students fulfilling the educational spirit of inclusion and justice that is deeply embedded in Islamic values.

1.2 Research Questions

This research addresses two questions of the study:

- 1) What are the types of grammatical errors made by the students with low achievement of MTsN X in using simple past tense?
- 2) What are the factors that cause grammatical errors made by students with low achievement of MTsN X in using simple past tense?

1.3 Research Objectives

The objectives of the study is one of the important things in order to answer the research questions:

- 1) To identify the types of grammatical errors made by students with low achievement of MTsN X in using simple past tense.
- 2) To analyze the factors that cause grammatical errors made by students with low achievement of MTsN X in using simple past tense.

1.4 Significance of the Study

This study is expected to provide both theoretical and practical contributions to the field of English language teaching, particularly in the area of grammar instruction.

1. Theoretical Significance

The findings of this study are expected to enrich the existing literature on grammatical error analysis, especially in the context of low-

achievement students in learning English as a foreign language. By focusing specifically on the simple past tense, this study aims to offer deeper insight into common error patterns and the cognitive or instructional factors behind them. It can also serve as a reference for future researchers who are interested in conducting similar studies in the field of applied linguistics, second language acquisition, or grammar pedagogy.

2. Practical Significance

For Teachers: This study will help English teachers in identifying the most frequent grammatical errors made by students with low-achievement, as well as understand the causes behind these errors. With this knowledge, teachers can design more targeted instructional strategies and provide appropriate remedial teaching to address students' difficulties in learning the simple past tense.

For Students: The results of this study can raise students' awareness of their common grammatical errors and help them understand the importance of using correct tense forms. This awareness may motivate them to be more careful and conscious in constructing sentences, both in writing and speaking.

For Curriculum Developers and Schools: The study results of the can be used as a consideration in developing grammar materials or instructional approaches that accommodate the needs of low-achievement students, thereby promoting more inclusive and effective English learning.

1.5 Scope and Limitation of the Study

This study focuses on analyzing the grammatical errors made by low-achievement students in using the Simple Past Tense. The scope of this research is

limited to eighth grade students at MTsN X in Kota Kediri for the academic year 2025/2026. This study only focuses on the students who are categorized as low-achievement based on their grammar test scores and teacher recommendations.

The data analyzed in this study were taken from the students' assignment that require the use of the simple past tense. The study focuses on identifying types of grammatical errors such as misformation, omission, addition, and misordering based on Dulay et al (1982). Additionally, the research investigates cause of factors contributing to these errors, including carelessness, first language interference, and translation, as proposed by Norrish (1983). Their theory emphasizes how these errors can be attributed to the natural process of second language acquisition, where students may not yet have full control over the target language's grammatical rules.

1.6 Definition of Key Terms

In order to better understand the focus of this study, it is necessary to define several key terms that are central to the research. These terms guide the analysis and discussion of the grammatical errors made by low-achievement students in using the simple past tense. By clarifying these concepts, readers will have a clearer understanding of the scope of the study and the specific aspects of grammar that are being investigated.

1. Grammatical Errors

This term is a central point in the study as the research focuses on analyzing the written grammar errors made by students, particularly in their use of simple past tense.

2. Low-Achievement Students

This term is also crucial as the study targets students with low achievement, who experience difficulties in learning tenses and grammar, especially simple past tense.

3. Misformation, Omission, Addition, Misordering (Types of Grammatical Errors)

Dulay et al (1982) classify language errors into four types:

Misformation: Incorrect use of a grammatical form, like *buyed* instead of *bought*. This occurs due to overgeneralization of language rules or incomplete understanding of the target language.

Omission: Leaving out necessary elements, such as *She not go* instead of *She did not go*. This happens when students fail to recognize the need for certain grammatical components, often due to simplification.

Addition: Adding unnecessary elements, like *She did not went* instead of *She did not go*. This results from over applying language rules or misapplying structures.

Misordering: Incorrect placement of words, such as *She went never to the park* instead of *She never went to the park*. This error arises from confusion about word order or transfer from the first language.

4. Junior High School Students

Junior high school students are typically aged 12 to 15 and are in grades 7 to 9. They are learning more complex subjects, including grammar and vocabulary. At this stage, the students may struggle with advanced grammar rules and make common errors as they develop their language skills. They

seek more independence and are influenced by their peers, so it's important to keep them engaged and build their confidence in learning.

CHAPTER II

THEORITICAL FRAMEWORK

In this chapter, the researcher reviews several theories and literature related to grammar, tenses especially the simple past tense and types of grammatical errors. It also discusses previous studies and presents the conceptual framework of this research.

2.1 Grammar

2.1.1 The Nature and Importance of Grammar

Grammar is the system of rules that governs how words are arranged and combined to form meaningful sentences. It includes key components such as verb tenses, subject-verb agreement, and word order. According to Thornbury (1999), grammar is “the description of the rules that govern how a language’s sentences are formed.” Rather than being a set of rules to memorize, grammar functions as a practical guide that enables students to communicate clearly and effectively. In the context of English as a foreign language (EFL), grammar plays a crucial role in developing the four language skills: listening, speaking, reading, and writing.

Errors in grammar, especially in verb tense usage, can lead to misunderstandings and miscommunication. For example, saying “He go to school yesterday” instead of “He went to school yesterday” creates confusion about the time of the action. As highlighted in research by Listia & Febriyanti (2020), many EFL students face challenges in using tenses correctly, with the past perfect and future perfect continuous

tenses being particularly difficult for students to apply in context. This is further supported by Cowan (2008), who emphasizes that verb form usage is one of the most difficult areas for students to master, especially when it comes to applying the correct tense and aspect in real-life communication. Consequently, errors in tense usage can significantly impact students' ability to communicate effectively in both written and spoken forms.

This issue becomes more pronounced among low-achievement students, who often struggle to apply basic grammatical rules accurately. Their limited mastery of grammar particularly the simple past tense affects their ability to express ideas clearly in both spoken and written forms. Therefore, understanding grammar is essential not only for achieving language accuracy but also for improving communication skills and learning outcomes among students who face persistent difficulties in English

2.1.2 The Importance of Grammar in Foreign Language Learning

For students learning English as a foreign language, grammar can be one of the most difficult parts to learn. This is because English grammar is different from the grammar in their first language. For example, in Bahasa Indonesia, verbs do not change to show past, present, or future. But in English, they do. So, many students get confused and say things like “He go to school yesterday,” instead of “He went to school yesterday.” These kinds of errors are common, especially among students with lower academic achievement.

According to Dulay et al (1982), such errors are often not random, but follow patterns that can be analyzed. They introduced the concept of surface strategy taxonomy, which describes the common ways students make grammatical errors. These include omission, addition, misformation, and misordering. This shows that grammar errors are not just caused by carelessness, but often reflect deeper confusion about language rules. Understanding grammar clearly helps students avoid these errors and express their ideas more accurately. That is why grammar teaching is especially important for students who struggle more in class. With proper support, they can slowly improve their grammar and feel more confident using English in both writing and speaking.

2.2 Tenses

2.2.1 Definition of Tenses

Tenses are grammatical forms that show the time when an action or event happens. In English, tenses are very important because they help the reader or listener understand when something took place whether in the past, present, or future. Tenses are usually shown through changes in the verb. For example, “go” becomes “went” to show that the action happened in the past. This system of showing time is not found in the same way in the Indonesian language, which often uses time expressions like “yesterday” or “tomorrow” without changing the verb form. Because of this difference, many Indonesian students find English tenses, especially the past tense, confusing. If students do not understand tenses, they are more likely to make grammar errors and misunderstand

messages in both spoken and written English. As Sutrisno & Sari (2018) argue, the absence of verb conjugation to express tense in the Indonesian language, unlike in English, leads to difficulties for students in mastering English tenses. This structural difference between the two languages causes confusion, particularly in the use of the past tense, as Indonesian does not alter verb forms for tense, but instead uses time expressions like "already" or "will." Consequently, Indonesian students often struggle with applying tense forms correctly in English, which leads to frequent grammatical errors and communication misunderstandings.

2.2.2 Types of Tenses

English grammar includes various tenses to express different times of action, such as the present tense, past tense, and future tense, as well as their perfect and progressive forms (Hagen, 2016). Each tense serves a specific function in conveying the timing and nature of an action. However, this study focuses specifically on the simple past tense, which is used to describe actions completed in the past.

Although it is introduced early in language learning, many low-achieving students still struggle to use it correctly, especially in recount writing. As Nahak et al (2024) argue, the dominant errors in the use of the simple past tense often stem from students' confusion between regular and irregular verbs, as well as their difficulty in applying the tense consistently in their writing. This aligns with the findings that many students fail to use the correct verb forms, particularly in recount

texts, where the past tense is crucial for recounting events. Thus, the persistent struggle with the simple past tense highlights the need for more focused instruction and practice to address these common errors and improve student accuracy in writing.

2.2.3 The Role of Tenses in Sentence Structure

Tenses play an important role in building clear and meaningful sentences. They help show the sequence of events, the timing of actions, and the relationship between different ideas. Using the correct tense helps avoid confusion and ensures that the message is understood by others. For example, the sentence “He go to school yesterday” sounds wrong and confusing because the verb “go” does not match the time expression “yesterday.” The correct sentence should be “He went to school yesterday,” using the simple past tense to match the time.

Without understanding how tenses work, students may make errors that affect the meaning of their sentences. Therefore, teaching and mastering tenses, especially for low-achievement students, is an essential part of improving their grammar and communication skills in English. As Nahak et al (2024) emphasize, low-achievement students often face significant challenges in mastering the simple past tense, particularly due to their limited understanding of both regular and irregular verb forms. The difficulty these students face is not only in applying the correct form but also in grasping the nuanced usage of tenses in different contexts. These struggles often lead to frequent errors in their writing, especially when recounting past events in recount texts,

where the correct use of the past tense is crucial for clear communication. Hence, explicit instruction and focused practice are vital to help these students overcome their difficulties and improve their writing accuracy.

2.3 The Simple Past Tense

2.3.1 Definition of Simple Past Tense

The simple past tense is a grammatical form used to express actions or events that happened and were completed in the past. It is commonly used when talking about past experiences, events, or routines that are no longer happening. The time of the action can be specific, such as “yesterday,” “last week,” or “in 2020.” This tense helps speakers and writers show that something occurred at a definite time in the past. Because of its importance in daily communication and storytelling, the simple past tense is one of the most frequently used tenses in English. As Nahak et al (2024) argue, mastering the correct use of the simple past tense is vital for effective communication, especially in recount writing. They emphasize that understanding how tenses work is an essential part of grammar, which is not merely a set of memorized rules but a system that guides how sentences are structured to convey meaning. Grammar enables speakers and writers to communicate ideas clearly and precisely, particularly when indicating the timing of actions. Thornbury (1999) further supports this by stating that grammar provides the rules that govern how sentences are formed, making it an indispensable tool for clear and accurate communication.

2.3.2 Sentence Patterns: Positive, Negative, and Interrogative

The simple past tense has three basic sentence patterns: positive, negative, and interrogative.

A. Positive sentence, the pattern is :

Subject + past verb + object

Example : “She visited her grandmother.”

B. Negative sentences, the pattern is :

Subject + did not (didn't) + base verb

Example : “He didn’t go to school.”

C. Interrogative sentences, the pattern is :

Did + subject + base verb + object

Example : “Did they watch the movie?”

However, students often make errors when using these patterns. Common errors include forgetting to use “did” in negative or question forms, or incorrectly using the past verb form instead of the base verb after “did,” which results in grammatically incorrect sentences.

2.3.3 Regular and Irregular Verbs

In the simple past tense, verbs can be classified into two types: regular verbs and irregular verbs.

Regular verbs follow a predictable rule. They form the past tense by adding “-ed” to the base form. Example “play” becomes “played,” “walk” becomes “walked.”

Irregular verbs do not follow this rule and change in different ways. Example “go” becomes “went,” “eat” becomes “ate,” “buy” becomes “bought.”

For many students, especially low-achievement ones, irregular verbs are more difficult to remember and use correctly. These students may write incorrect past forms such as “goed” instead of “went” or “buyed” instead of “bought.” This kind of error is one of the most common in the use of simple past tense.

2.4 Grammatical Errors and Error Analysis

2.4.1 Definition of Grammatical Errors

Grammatical errors are errors that occur when students use incorrect grammar rules in writing or speaking. These errors often reflect a lack of understanding of how the language system works. In this study, grammatical errors refer specifically to the incorrect use of the simple past tense, such as using the wrong verb form or sentence structure. These errors can make students’ writing unclear or confusing. As Zewitra & Fauziah (2021) highlight, errors in grammatical rules, such as the misuse of verb tenses, are common in student writing and often occur due to limited knowledge or misunderstanding of the language structure. These errors, especially in the use of tenses, significantly affect the clarity and accuracy of students' writing, demonstrating the importance of understanding and mastering grammar in language learning. Moreover, studies by Thornbury (1999) also reinforce this argument, explaining that grammatical errors in tenses, particularly the simple past tense, are indicative of gaps in students' understanding of

time relationships and verb usage, which further complicate effective communication. Thus, addressing these common errors is crucial for improving students' overall grammar proficiency and their ability to convey messages clearly.

2.4.2 The Difference between Errors and Mistakes

Errors and mistakes are often confused, but they have different causes. Errors are systematic problems that occur when students have not mastered certain language rules, and they are often repeated. This shows that students do not know the correct form. In contrast, a mistake is a one-time error made by someone who usually understands the rule but accidentally applies it incorrectly. For example, a student who keeps saying “He go to school yesterday” is making an error, not just a mistake. As explained by Mzury (2023), this distinction is very important in second language learning. Errors reflect the learner's inability to follow the rules of the language, while mistakes are caused by temporary negligence. Therefore, errors require direct teaching, while mistakes can be corrected through feedback or self-correction.

2.4.3 Purpose and Benefits of Error Analysis

The main purpose of error analysis is to help teachers understand where students are struggling in their language learning. By looking closely at student errors, teachers can see what grammar rules are not understood and why certain errors are made. The benefit of error analysis is that it provides useful information to improve teaching

strategies, materials, and feedback. It also helps students become more aware of their own errors and work toward correcting them.

2.4.4 Steps in Conducting Error Analysis

Error analysis consists of four main steps: identification, description, explanation, and evaluation. The first step, identification, aims to find grammatical errors in sentences. Corder (1974) states that identification is not limited to finding errors, but also reveals patterns of errors that are often made by students, providing useful insights for further analysis, and indicating areas that need improvement.

The second step, description, classifies errors based on their type, such as incorrect verb usage, incorrect word order, or the absence of important elements such as auxiliary words or prepositions. According to Corder (1974), classifying errors in this way allows educators to more easily identify and target specific areas of difficulty for students.

In the third step, explanation, the focus is on understanding the causes of the errors, which can stem from various factors such as language transfer, confusion about the rules of the target language, or lack of practice. By understanding the causes of errors, educators can design teaching strategies that are more suited to the needs of students.

The final step, evaluation, aims to assess the errors found and adjust the teaching approach to be more effective in overcoming or reducing these errors. This evaluation provides a basis for improving the quality of teaching, thereby supporting students in reducing errors and improving their overall language skills.

With this structured approach, teachers can identify, classify, and understand the errors that occur, and apply more appropriate and effective teaching strategies.

2.5 Types of Grammatical Errors

This section discusses the classification of grammatical errors based on the Surface Strategy Taxonomy proposed by Dulay et al (1982). The four major types of errors identified in this taxonomy are: omission, addition, misformation, and misordering. These categories help to explain how and why students, especially low-achieving students, make consistent grammatical errors in their use of the simple past tense.

2.5.1 Omission

Omission occurs when a necessary grammatical element is left out of the sentence. In simple past tense usage, students often omit auxiliary verbs (such as did) in negative and interrogative forms or fail to add -ed to regular verbs.

Example Errors:

1. She not go to school yesterday.

(Correct: She did not go to school yesterday.)

2. He walk to the market last night.

(Correct: He walked to the market last night.)

According to TriAstuti & Widyahening (2022), omission was the most dominant type of error made by eighth-grade students in her study, accounting for 57% of the total errors. She noted that students frequently left out crucial elements, resulting in incomplete and grammatically incorrect sentences.

2.5.2 Addition

Addition errors occur when students insert unnecessary elements into a sentence. In the context of the simple past tense, this usually happens when students incorrectly combine both the auxiliary did and a past verb form.

Example Errors:

1. She did went to the library.

(Correct: She went to the library.)

2. Did you played football yesterday?

(Correct: Did you play football yesterday?)

This error often stems from overgeneralization, where students apply multiple grammar rules simultaneously. These types of errors were also observed in Rosari & Sianturi (2020), who found that students frequently produced redundant structures due to confusion over tense formation rules.

2.5.3 Misformation

Misformation refers to the use of an incorrect form of a grammatical structure, such as the wrong verb tense. It is particularly common among students struggling with irregular verbs.

Example Errors:

1. He buyed a new bag yesterday.

(Correct: He bought a new bag yesterday.)

2. They goed to the zoo last week.

(Correct: They went to the zoo last week.)

In a study conducted by Situmorang et al (2020), misinformation was found to be the most frequent type of grammatical error, comprising 73.3% of the errors. The researchers highlighted that students often produced incorrect past verb forms, especially for irregular verbs, such as *buyed* for *bought* or *catched* for *caught*.

2.5.4 Misordering

Misordering occurs when sentence elements are arranged incorrectly, disrupting grammatical accuracy and meaning. This is common in interrogative structures or when time expressions are misplaced.

Example Errors:

1. Went she to the party?

(Correct: Did she go to the party?)

2. She yesterday went to the hospital.

(Correct: She went to the hospital yesterday.)

Such errors are often influenced by first language interference, especially when students apply the word order of their native language (e.g., Bahasa Indonesia) to English sentence structures. As noted by Rosari & Sianturi (2020), interference from Indonesian grammar is a significant factor contributing to students' structural errors in writing recount texts using past tense.

2.6 Causes of Grammatical Errors

In this section, the causes of grammatical errors in the use of the simple past tense will be classified by Norrish (1983), these errors are categorized into three types: carelessness, first language interference, and

translation. This approach helps to understand why errors often occur in the use of the simple past tense and how these factors influence each other.

2.5.5 Carelessness

According to Norrish (1983), carelessness is a type of error that often occurs due to a lack of attention or thoroughness on the part of students when performing language tasks. These errors are not because students do not know the grammatical rules, but are more due to unintentional errors or carelessness in their use. Norrish explains that carelessness usually occurs when students do not check their work or when they lack focus in the learning process.

Errors due to negligence usually occur randomly and do not form a consistent pattern of errors. This means that even though students know the correct language rules, they still make errors that could have been avoided if they had been more careful. For example, when using the simple past tense, a student might write “He go to the market yesterday” when the correct form is “He went to the market yesterday.” This error is not because the student does not know the rule, but because they did not pay enough attention to the correct verb form.

These oversights are often influenced by several factors such as fatigue, lack of motivation, or lack of focus when doing tasks. For example, when students are writing or speaking spontaneously, they may rush and not double-check the correct use of tenses. Therefore, these errors can be minimized by paying more attention to details, more

regular practice, and teaching that emphasizes the importance of accuracy in language use.

2.5.6 First Language Interference

According to Norrish (1983), first language interference is one of the main factors that cause errors in second language learning. This occurs when students unconsciously apply the rules or structures of their native language (L1) to the target language (L2), which leads to grammatical errors. Students tend to transfer the language patterns they have mastered in their native language, which can affect the accuracy of their second language usage.

This interference often appears in the use of the simple past tense. For example, in Indonesian, it is not always necessary to change the form of a verb to indicate the past tense. For example, a student who speaks Indonesian might say “She eat rice this morning” in English. This error occurs because they are unaware that in English, the verb eat must change to ate to indicate the past tense. This is an example of first language interference, where students transfer the structure of their native language, which does not require verb changes to indicate the past tense, into English.

Errors caused by first language interference are often systematic and repetitive. This occurs because students feel more comfortable with the patterns of their first language and have difficulty adjusting to the grammatical rules of the second language. This difficulty arises especially when students do not fully understand the differences

between their native language and the target language or find it easier to use structures they are familiar with.

Interference from the first language can slow down the development of second language skills, especially in terms of the correct use of tenses. Therefore, it is important for language teaching to help students recognize the fundamental differences between the two languages and reduce their dependence on their native language structures when communicating in the target language.

2.5.7 Translation

Norrish (1983) explains that translation is one of the main factors that cause errors in second language learning. These errors occur when students directly translate sentences or structures from their native language (L1) into the target language (L2), without paying attention to the differences in grammatical rules or sentence structures between the two languages. Overly literal translations often result in sentences that do not conform to the rules of the target language.

For example, in Indonesian, a sentence such as “Kami bermain sepak bola kemarin” is often translated as “We play football yesterday” in English. However, the correct sentence in the simple past tense is “We played football yesterday,” which uses played as the past tense form of play. This error shows how students tend to transfer the tense structure patterns from their native language, without paying attention to the differences in the use of the simple past tense in English. This error reflects how students unconsciously transfer patterns from their native

language into the target language, without understanding the differences in the use of tenses or verbs.

This translation error usually occurs because students do not fully understand the differences between their first and second languages, especially in terms of tenses, aspects, and the use of auxiliary verbs. Reliance on direct translation can hinder students' ability to master the rules of the target language and limit their ability to communicate accurately. Therefore, language teaching needs to place greater emphasis on understanding the differences between the two languages, as well as training students to think in the target language and avoid direct translation from their native language.

2.7 Low-Achievement Student

2.7.1 Perspectives of Low-Achievement Students on Grammar Learning

Students with low achievement are those who score below 70 in English. These students often have difficulty mastering the basic aspects of the language, including grammar. Low scores indicate that they have difficulty understanding and applying grammar rules correctly, both in oral and written communication. Because of these low scores, they tend to feel less confident and less motivated to learn English. Low-Achievement Students' Views on Grammar.

Students with low achievement often face significant challenges in learning English grammar, which affects their views on this subject. According to Ajaj (2022), the difficulties students experience in learning English grammar can be attributed to several factors, including limited knowledge of vocabulary and grammar in their daily lives. This causes

many students to feel stressed and anxious, especially when they have to remember and apply complex grammar rules. Ajaj (2022) also points out that students at various stages of education experience similar problems, most of which can be traced back to outdated teaching methods, inappropriate curricula, and students' lack of enthusiasm.

Based on these findings, many low-achievement students feel that grammar is irrelevant to their daily lives, which reduces their motivation to learn (Ajaj, 2022). They tend to avoid using grammar in speaking or writing for fear of making errors, which often damages their self-confidence. He also notes that teaching grammar in an overly theoretical manner without practical application in real life causes students to feel disconnected from the material.

As a solution Ajaj (2022) suggests that a more interactive and context-based teaching approach can help reduce students' anxiety and increase their interest in learning grammar. By using more creative techniques and providing positive feedback, teachers can help low-achieving students overcome their difficulties and improve their understanding of grammar.

2.7.2 Importance of Error Analysis for Low-Achievement Students

Students with low achievement often face challenges in learning grammar, especially in understanding tenses, sentence structure, and the correct use of verbs. According to Joven et al (2025), by using error analysis, teachers can identify common errors made by students, such as the incorrect use of the simple past tense. This analysis allows

teachers to focus on areas that need more attention, so that teaching methods can be more targeted and effective for low-achieving students. Ajaj (2022) adds that low-achieving students often feel anxious and lack confidence when faced with tasks involving grammar. Therefore, an interactive and context-based teaching approach is essential to reduce their anxiety and make them more comfortable. Providing constructive and focused feedback will help students correct their errors immediately, while improving their understanding of grammar. Thus, error analysis not only serves to identify problems, but also as a tool to increase students' motivation and confidence in learning English.

2.8 Review of Previous Studies

The findings of these studies help highlight the common problems students face in learning past tense structures.

Situmorang et al (2020) conducted a study titled "*An Analysis on the Errors in Using Simple Past Tense Made by Students at Class VIII-C in SMP Trisakti I Medan*" to analyze grammatical errors in the simple past tense among eighth-grade students at SMP Trisakti I Medan. They identified several types of errors, including misformation, where students used incorrect verb forms like "buyed" instead of "bought" and "catched" instead of "caught." The study also found omission errors, where students left out auxiliary verbs or verb endings, and addition errors, where unnecessary words were included in sentences. Additionally, misordering errors were observed, where students incorrectly arranged the words in their sentences. The data for this study were obtained from written tests administered to students, focusing on their use of the simple past tense. However, the study

did not specify the students' academic achievement levels, limiting its scope to general student populations.

Similarly Rosari & Sianturi (2020) explored errors in the use of the past tense in recount texts written by students in their study titled "*An Error Analysis on the Use of Past Tense in Narrative Texts*." Their study also revealed that misformation was the most frequent error, with students using incorrect verb forms such as "goed" instead of "went." They identified confusion between regular and irregular verbs, where students applied regular verb conjugation to irregular verbs, leading to errors such as "comed" instead of "came." The study also pointed to language interference from the students' first language, Indonesian, as a contributing factor. The data for this study were gathered from students' recount writings, but, like Situmorang et al (2020), this study did not focus on low-achievement students specifically, limiting its ability to understand the specific challenges faced by students struggling with grammar.

TriAstuti & Widyahening (2022), in their study titled "*An Error Analysis of Using Simple Past Tense at the Eighth Grade Students of MTs Negeri 3 Sukoharjo*," found that omission (57%) was the most common error, with students often omitting auxiliary verbs or verb endings. Misformation errors were also present, such as using "go" instead of "went," and addition errors, where unnecessary words were inserted into sentences. This study, like the others, was based on students' written assignments and tests, but it did not classify students by performance level, thus limiting insight into the specific challenges faced by low-achievement students.

These studies indicate that misinformation, omission, and addition are common grammatical errors made by students when using the simple past tense. These errors, identified through student writings and tests, hinder students' ability to communicate clearly and accurately. While the studies provide valuable insights into the types of errors, they do not specifically focus on low-achievement students, which is a crucial aspect to consider when developing targeted teaching strategies. The findings underscore the need for focused grammar instruction to address these errors and improve students' mastery of the simple past tense. However, these studies did not explore the underlying causes of the errors in depth, particularly from the perspective of students with low achievement, which is a key factor that could provide further insights into the challenges these students face. Therefore, the this study, focusing specifically on low-achievement students, aims to fill this gap by not only identifying the types of errors but also investigating the factors contributing to these errors, including cognitive, motivational, and instructional challenges. This approach provide a more comprehensive understanding of how to support the students effectively.

While the studies by Situmorang et al (2020), Rosari & Sianturi (2020), and TriAstuti & Widyahening (2022) provide valuable insights into the types of grammatical errors students make with the simple past tense, there is a significant gap in research focusing specifically on low-achieving students. These studies primarily examine general student populations and do not distinguish between students based on their academic performance

levels. As a result, they do not provide specific insights into the unique challenges faced by low-achievement students, who may experience different difficulties that are not apparent in the broader student groups. Furthermore, these studies focus mainly on identifying the types of errors misformation, omission, and addition but do not delve into the underlying causes of these errors, particularly from the perspective of low-achievement students. The causes of these errors could stem from various factors, including cognitive limitations, lack of motivation, or insufficient instructional methods, which are not explored in the previous studies.

In conclusion, while previous research has provided valuable insights into the types of grammatical errors students make in the use of the simple past tense, there is a gap in the literature regarding studies that specifically focus on low-achieving students. This study fills this gap by not only identifying errors but also exploring the underlying causes, such as language transfer, cognitive challenges, and insufficient instructional strategies, thereby offering a more comprehensive approach to understanding and addressing these students' difficulties in mastering grammar. This focused approach has the potential to help teachers develop more effective and tailored strategies to support low-achievement students in their grammar learning.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains the research method used in this study. It includes the research design, population and sample, research instruments, data collection procedures, and data analysis techniques. Each part describes how the study was conducted to analyze students' grammatical errors in using the simple past tense.

3.1 Research Design

This research employed a qualitative approach with a case study design. The aim of this study was to analyze grammatical errors made by low-achievement students in their use of the Simple Past Tense and to identify the underlying factors contributing to these errors. This design was considered appropriate because it allowed the researcher to explore the phenomenon in depth, not only identifying types of errors but also understanding their root causes from the perspectives of both students and teachers within the real-world context of MTsN X Kota Kediri.

Data collection was conducted through document analysis (written tests), interviews with students and teachers. These methods provided a comprehensive overview of the challenges faced by the students. The flexibility of the qualitative design also allowed the researcher to adjust the focus of the study based on the initial findings, thereby uncovering nuances and complexities of errors, such as common error patterns, first language interference, or limited understanding of grammatical rules.

This approach was aligned with the principles of Error Analysis (EA), particularly as articulated by James (1998) in *Errors in Language Learning and Use*:

Exploring Error Analysis, which views errors not merely as errors but as systematic deviations providing evidence of students' developing interlanguage and their hypotheses about the target language. By focusing on students' subjective understanding, including psychological factors like low motivation and anxiety, this research is expected to offer more specific and practical insights for teachers to develop more effective and empathetic teaching strategies, ultimately supporting the goal of helping low-achievement students overcome their difficulties in mastering English grammar, particularly the Simple Past Tense.

3.2 Subject of the Study

The population in this study consisted of eighth-grade students at MTsN X Kota Kediri for the 2025/2026 academic year who are learning English. This study focused on students who experienced difficulties in using the simple past tense, which is a fundamental aspect of grammar in English language learning. Specifically, the study involved students from one in class 8E eighth-grade classes at MTsN X.

The sample for this study was not determined by a fixed number but was selected through a grammar test screening technique. This test was used to assess students' ability to use the simple past tense. Students who got low score on this test were considered to meet the criteria as low-achievement students. However, to ensure the accuracy of the sample selection, teacher interview was also conducted. The teacher was interviewed to confirm that the selected students consistently demonstrated difficulties in understanding and using the simple past tense in their daily learning activities. By combining the results of the grammar test and teacher interview, this study ensured that the sample selected was truly representative of low-achievement students, and the data collected provided deeper insights into the

challenges the students face in mastering the simple past tense. To pick the students for further interviews, the researcher used purposive sampling. Even though there were lots of low-achievement students, the researcher only took 8-10 students who fit the best criteria, like how much trouble they had or what the research needed. This kept the interviews focused and in-depth.

3.3 Research Instruments

In this study, the researcher employed two main instruments to collect the data: a written test and semi-structured interviews. These instruments were used to identify the grammatical errors made by low-achievement students in using the Simple Past Tense and to investigate the factors that might contribute to the occurrence of these errors.

The primary instrument used in this research was a written test. The test was given to eighth-grade students at MTsN X Kota Kediri. In this activity, the students were asked to write a recount text entitled “My Unforgettable Holiday.” Each student was required to compose at least six sentences describing past experiences within thirty minutes. This writing task was intended to evaluate the students’ ability to apply the Simple Past Tense in recount contexts, particularly when recounting past events. During the test, the students were not allowed to use dictionaries or any electronic devices so that their responses reflected their genuine understanding of the Simple Past Tense.

After the compositions were collected, the students’ written texts were analyzed using document analysis to identify grammatical errors related to the use of the Simple Past Tense. The identified errors were then classified based on the Surface Strategy Taxonomy proposed by Dulay et al. (1982), which divides errors into four categories: omission, addition, misformation, and misordering. Through

this classification process, the researcher was able to determine both the types and the frequency of grammatical errors produced by the students.

Besides the written test, semi-structured interviews were also conducted to gain deeper insights into the factors that may influence the students' grammatical errors. The interviews involved a selected group of students as well as the English teacher. Approximately 8–10 students who obtained the lowest scores on the written test were selected to participate in the interviews. The interviews with the students focused on their experiences in learning grammar, the difficulties they faced when using the Simple Past Tense, the reasons behind the errors they made, and their perceptions of the learning support they received.

In addition, the English teacher was interviewed to provide a broader instructional perspective on the students' difficulties in using the Simple Past Tense. Six main questions were prepared to explore the teacher's observations of students' challenges, the types of errors that frequently occurred, the strategies used by the teacher in teaching grammar, and other possible influencing factors such as the classroom environment, first language interference, carelessness, and students' motivation in learning English.

3.4 Data Collection

The data in this study were collected through a written test and semi-structured interviews to systematically gather information on grammatical errors in the Simple Past Tense among low-achievement students at MTsN X Kota Kediri, aligning with the Error Analysis (EA) framework (James, 1998).

The process began with the administration of the written test to an initial group of eighth-grade students from one selected classes, about 30 students in total. Classes were selected based on the teacher's recommendation. This approach

ensured a broad yet manageable sample for identifying low-achievement participants. The initial testing served as the main screening tool, determining low-achievement status based solely on performance in Simple Past Tense usage, without relying on prior report cards. The test took place in a supervised classroom setting for 30 minutes, with no dictionaries or electronic devices allowed, during regular English class hours. Participants composed a recount text on the topic “My Unforgettable Holiday,” with a minimum of 6 sentences, to naturally elicit Simple Past Tense structures. The researcher oversaw the session, distributed paper and pens, and maintained standardized conditions by answering only procedural questions, such as those about timing or materials. This setup promoted authentic error production, as described by Dulay et al (1982). The test instrument, including the full prompt and rubric, is detailed in Appendix A.

After collection, the writing test results were organized right away to reveal the kinds of grammatical errors made by the students, such as omissions, additions, misformations, or misorderings. The researcher conducted a preliminary analysis using the scoring rubric, which included four types of errors based on Dulay’s theory: omission, addition, misformation, and misordering. These error types were used to assess and categorize the students’ language performance. This step quantified overall performance and classified initial types of grammatical errors. Scores identified low-achievement students, those below the Minimum Completeness Criteria (KKM) of 70, based purely on this test. From this group, students with the highest error rates, approximately 8 to 10 students who scored below 70 and showed frequent errors across categories, were selected for follow-up interviews to explore causal factors.

Semi-structured interviews were then conducted with the selected low-achievement students, each lasting 15 to 20 minutes, and one session with the English teacher for 20 to 30 minutes. Guided by open-ended questions on error causes, as detailed in Appendix B. These interviews were conducted in a private and comfortable school environment like the library or an empty classroom, at times convenient for everyone. Before starting, the researcher explained the purpose, procedures, and voluntary nature, and obtained verbal permission for audio recording. The interviews identified factors causing Simple Past Tense errors, including students' views on issues like motivation or anxiety, and the teacher's insights on classroom influences. Recordings were transcribed word-for-word for accuracy.

3.5 Data Analysis

Data analysis integrated written tests and semi-structured interviews, with triangulation to connect the findings. This data adopted the data analysis model proposed by Miles and Huberman (1994), which consisted of data reduction, data display, and conclusion drawing for transparency and accuracy in answering the research questions about grammatical errors in the Simple Past Tense and the factors that cause low student achievement.

Following the analytical framework proposed by Miles & Huberman (1994), the collected data was first organized to provide a clearer overview before proceeding to the main stages of analysis. The students' written texts from the written test were transcribed and carefully examined to identify patterns of grammatical errors. These errors were then categorized according to the four error types proposed by Dulay et al (1982), namely omission, addition, misformation, and misordering.

In addition to the written data, the interview recordings were transcribed to ensure that the participants' responses were accurately documented. The interview transcripts were subsequently reviewed to identify key themes related to the possible causes of the students' grammatical errors. These themes were then grouped into several categories, including cognitive challenges, first language interference, and emotional or motivational factors that may influence the students' performance in using the Simple Past Tense.

By organizing the data in this way, the researcher was able to gain an initial understanding of both the patterns of grammatical errors and the factors contributing to them, which facilitated the subsequent stages of data analysis.

3.5.1 Data Reduction

This stage reduced raw data into a more manageable form without losing essential information, focusing on data relevant to grammatical errors in the Simple Past Tense. It involved selecting and condensing data from written tests and interviews to prepare for visualization and interpretation. Student's Compositions were scored using the rubric in Appendix A, evaluating at least 10 sentences per student across four criteria (Omission, Addition, Misformation, Misordering) on a 1–5 scale. To ensure a consistent evaluation of students' errors, a scoring system was applied to measure the frequency and severity of grammatical errors found in each category. Each student's writing was assessed across the four error categories, namely omission, addition, misformation, and misordering. The scoring system was designed to measure the frequency of errors found in each category

The scoring criteria were determined as follows :

Score 1: More than four errors are identified in the category.

Score 2: Three errors are identified in the category.

Score 3: Two errors are identified in the category.

Score 4: One error is identified in the category.

Score 5: No errors are identified in the category.

Ratings were converted to points (1 = 5 points, up to 5 = 25 points per criterion), then were summed for a total score ranging from 20 to 100 points.

The total score of each student was calculated using the following formula:

$$\text{Total Score} = (S_1 + S_2 + S_3 + S_4) \times 5$$

Where :

S_1 = Score for Omission

S_2 = Score for Addition

S_3 = Score for Misformation

S_4 = Score for Misordering

Category classification:

1. High-achievement: 85–100
2. Average: 70–84
3. Low-achievement: below 70

The following table presents an example of how students' scores were calculated:

Table 3.1 Score Calculation Example

No	Student's Name	S ₁	S ₂	S ₃	S ₄	Formula	Total Score	Category
1	Student A	3	2	4	3	$(3+2+4+3) \times 5$	60	Low
2	Student B	4	4	4	4	$(4+4+4+4) \times 5$	80	Average
3	Student C	5	5	5	4	$(5+5+5+4) \times 5$	95	High
4	Student D	2	3	3	2	$(2+3+3+2) \times 5$	50	Low

For interview data, audio recordings from semi-structured interviews with 8–10 low-achievement students and the teacher (guided by questions in Appendix B) were transcribed verbatim. Statements related to error causes were extracted by removing irrelevant content, such as introductions or off-topic discussions, and focusing on key factors influencing Simple Past Tense errors. Raw data was condensed into focused sets, including score tables for tests and categorized quotes for interviews, ensuring essential information was retained for subsequent stages while eliminating redundancy.

3.5.2 Data Display

This stage presents reduced data in visual formats to facilitate pattern identification and comparison. Visual representations helped the researcher identify patterns of errors and contributing factors more clearly. For written test data, tables or matrices show individual scores per criterion and error frequencies across Dulay et al (1982) categories (omission, addition, misformation, misordering) for each selected student. Aggregated

charts, such as bar graphs, illustrate overall error patterns across the group. For interview data, quotes were organized into tables categorized by main factors (e.g., carelessness, first language interference, translation). Diagrams or concept maps depict relationships between these factors and Simple Past Tense errors. Additionally, a combined matrix integrates error patterns from tests with causal factors from interviews, allowing cross-references to show how errors relate to underlying causes. In summary, data is visualized for quick pattern recognition, enhancing clarity and enabling easier interpretation in the analysis stage.

3.6 Triangulation

In this study, to ensure the validity and credibility of the findings, this study used triangulation, which combines various data sources, data collection methods, and relevant theories. This approach aims to provide a more comprehensive picture of the grammatical errors made by low-achievement students, particularly in the use of the simple past tense, as well as to ensure that the findings obtained are more consistent and reliable.

This study combines two main sources: a written test and semi-structured interviews. Written test was used to identify grammar errors made by the students, while interviews with students and teachers aimed to explore the factors causing these errors in greater depth. In line with the findings of Joven et al (2025), the data collected from various sources provides a broader perspective on the difficulties students face in learning grammar. By comparing the results of written test and interviews, this study confirms clearer patterns of errors and identifies factors that contribute to students' grammatical errors.

In this study, method triangulation was applied using two qualitative approaches: writing analysis and semi-structured interviews. Writing analysis was used to identify students' grammatical errors in the use of the simple past tense, while interviews helped reveal the reasons behind these errors. Several factors found in the interviews, such as carelessness, first language interference, and translation, play an important role in understanding the errors made by students. According to Ajaj (2022), the use of these two methods allowed the researcher to obtain richer data, providing a more complete picture of the challenges faced by low-achievement students.

In addition, to deepen the analysis, this study combined theory triangulation, combining the error analysis theory from Dulay et al (1982) and the error causation theory from Norrish (1983). Dulay et al (1982) classify errors into four categories: omission, addition, misformation, and misordering, which are used to analyze grammatical errors in the use of the simple past tense. Meanwhile Norrish (1983) identifies several factors that cause errors in language learning, such as carelessness, first language interference, and translation. According to Norrish, these factors can cause grammatical errors because students often rely on patterns from their mother tongue, pay less attention to grammar rules, or try to translate directly from their mother tongue to the target language.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discusses the types of grammatical errors made by low-achievement students in using the Simple Past Tense, the underlying causes of these errors, and the strategies for addressing these challenges in teaching.

4.1 Data of Low Achievement Students

This section presents the results of the students' performance obtained from the written test conducted in one eighth-grade class at MTsN X Kota Kediri. The test was designed to evaluate the students' ability to use the Simple Past Tense in recount writing. In this assessment, each student's writing was examined based on four categories of grammatical errors: omission, addition, misformation, and misordering.

Based on the scoring results, the students were classified into three achievement categories: high-achievement, average, and low-achievement. Since this study focuses on analyzing the grammatical errors made by low-achievement students, this classification was used to identify the students who fall into the low-achievement category. Out of the total 33 students, 21 students were categorized as low-achievement based on their test scores. Since this study focuses on analyzing grammatical errors made by low-achievement students, only these 21 students were selected for further error analysis in the subsequent sections. The results of the students' scores and their achievement classification are presented in the table below. The

students' names are presented in the form of initials to maintain the confidentiality of their identities.

Table 4.1 Students' Scores and Achievement Classification

No	Student's Name	S ₁	S ₂	S ₃	S ₄	Total Score	Category
1	ASWE	5	4	1	4	70	Average
2	AFR	2	1	2	3	40	Low
3	ASAI	5	4	3	5	85	High
4	ASMM	4	5	1	4	70	Average
5	AMA	4	4	1	5	70	Average
6	ARS	1	3	1	3	40	Low
7	AKA	5	5	1	5	80	Average
8	ASW	5	5	1	3	70	Average
9	AUP	3	5	1	4	65	Low
10	ATM	4	4	5	5	70	Average
11	AKS	3	5	1	4	65	Low
12	BAA	1	1	1	1	20	Low
13	DBH	5	4	1	5	75	Average
14	FRR	1	2	1	2	30	Low
15	FNH	1	2	1	3	35	Low
16	JTZ	5	4	1	5	75	Average
17	JMH	3	2	3	3	55	Low
18	KLN	3	2	3	3	55	Low
19	MKTP	3	5	1	4	65	Low
20	MZAW	1	3	2	3	45	Low
21	MZL	3	4	1	4	60	Low
22	MAHA	1	3	1	2	35	Low
23	MAWH	2	3	1	3	45	Low
24	MSR	3	4	4	4	75	Average
25	MWAM	1	4	1	5	55	Low
26	NF	5	5	1	5	80	Average
27	NFA	5	4	1	4	70	Average
28	RMS	1	1	1	2	25	Low
29	SSA	3	2	3	3	55	Low
30	SANH	1	2	1	3	35	Low
31	YCTGI	1	5	1	5	60	Low
32	ZDA	2	2	1	3	40	Low
33	AAM	3	2	3	3	55	Low

Based on the data presented in the table above, the students' scores in the Simple Past Tense test ranged from 20 to 85. The classification of students' achievement was determined based on three categories: high achievement (85–100), average (70–84), and low achievement (below 70).

From a total of 33 students, the majority were classified in the low-achievement category. Specifically, 21 students (66.67%) obtained scores below 70, indicating that most of the students still experience considerable difficulty in using the Simple Past Tense correctly in their writing. Meanwhile, 10 students (30.30%) were categorized as average, with scores ranging from 70 to 80, suggesting that these students demonstrate a moderate level of understanding although several grammatical errors are still present in their writing. Only 1 student (3.03%) was classified in the high-achievement category, with a score of 85, indicating a relatively strong ability to apply the Simple Past Tense accurately compared to other students.

The analysis of students' grammatical errors was conducted based on four categories: omission (S_1), addition (S_2), misformation (S_3), and misordering (S_4). Each category was evaluated using a scoring system ranging from 1 to 5, where lower scores indicate a higher number of errors. A score of 1 represents more than four errors, score 2 indicates three errors, score 3 represents two errors, score 4 indicates one error, and score 5 indicates that no errors were identified in the category.

Twenty one students received scores of 1 or 2 in this category, indicating that they made three or more errors related to incorrect verb forms. This finding suggests that the students experienced substantial difficulty in selecting and using the correct past tense forms of verbs, particularly when dealing with irregular verbs. In this context based on students test results, the students used the base form of verbs instead of the

correct past form, or they produced incorrect transformations when attempting to express past events in their recount writing.

4.2 Analysis of Errors

The analysis of grammatical errors in this study is based on the Surface Strategy Taxonomy proposed by Dulay et al. (1982). According to this theory, students' errors can be classified into four main categories, namely omission, addition, misformation, and misordering. This classification focuses on how students modify the surface structure of sentences when using the target language.

Based on this classification, the grammatical errors found in the students' written texts were analyzed according to these four categories in order to identify the types and patterns of errors produced by the students.

4.2.1 Omission Errors

Omission errors occur when necessary grammatical elements are missing from a sentence. According to the Surface Strategy Taxonomy proposed by Dulay et al. (1982), this type of error appears when students fail to include required components of the grammatical structure.

In the context of the Simple Past Tense, omission errors often involve the absence of past tense markers such as the -ed ending in regular verbs, the omission of auxiliary verbs, or the absence of other grammatical elements needed to form a complete and correct sentence. These missing elements may cause the sentence to be grammatically incomplete or unclear.

The omission errors shown in the table are produced by 21 students categorized as low-achievement, who obtained scores below 70 in their recount writing test.

Table 4.2 Analysis of Students' Omission Errors in Recount Writing

No	Student's Name	Total Verbs	Erros of Omission	Description
1	AFR	17	1	need → needed
2	ARS	24	0	No omission errors were found in the student's text.
3	AUP	16	0	No omission errors were found in the student's text.
4	AKS	27	0	No omission errors were found in the student's text.
5	BAA	15	2	check → checked brush → brushed
6	FRR	11	0	No omission errors were found in the student's text.
7	FNH	20	0	No omission errors were found in the student's text.
8	JMH	13	4	Upon arrival greeted → Upon arrival I was greeted and shown → and I was shown book → booked boasts → boasted
9	KLN	10	1	want → wanted
10	MKTP	11	0	No omission errors were found in the student's text.
11	MZAW	5	0	No omission errors were found in the student's text.
12	MZL	18	0	No omission errors were found in the student's text.
13	MAHA	15	0	No omission errors were found in the student's text.
14	MAWH	22	0	No omission errors were found in the student's text.
15	MWAM	10	0	No omission errors were found in the student's text.
16	RMS	19	1	continue → continued
17	SSAA	7	0	No omission errors were found in the student's text.
18	SANH	11	2	visit → visited like → liked
19	YCTGI	25	3	stop → stopped watch → watched talk → talked
20	ZDA	5	0	No omission errors were found in the student's text.
21	AAM	6	1	follow → followed

Based on the table above, omission errors were found in several students' texts in using the simple past tense. From the total of 21 students who participated in this research, 8 students made omission errors, while 13 students did not make omission errors in their texts, with a total of 15 omission errors identified.

Omission errors (S₁) were also frequently identified in students' writing. Several students obtained scores of 1 or 2, indicating that they made multiple omissions of essential grammatical elements. These omissions commonly involved leaving out the -ed suffix in regular verbs, omitting the auxiliary verb "did" in negative sentences, or failing to include grammatical markers that indicate past tense. Such omissions demonstrate that many students still struggle to recognize and apply the necessary grammatical components of the Simple Past Tense.

For example, a student with the initials AFR wrote, "After waking up, I usually did light exercise and need breakfast around eight," where the verb need should be written as needed. Similar errors were also found in other students' writing. A student with the initials BAA wrote, "I check on my handphone" and "I brush my teeth," which should be corrected to "I checked on my handphone" and "I brushed my teeth." Another example is from KLN, who wrote, "Holiday, I and my family want to grandmother's house," where want should be written as wanted. Lastly, a student with the initials SANH wrote, "My family visit one of the popular places

there’ and ‘She likes today holidays,” which should be corrected to “My family visited one of the popular places there” and “She liked today holidays.”

In percentage terms, 38.1% of the students made omission errors, while 61.9% of the students did not make omission errors in their writing.

4.2.2 Addition Errors

Addition errors occur when the students add unnecessary grammatical elements in a sentence. According to the Surface Strategy Taxonomy proposed by Dulay et al. (1982), this type of error appears when students include elements that are not required in the correct grammatical structure. In other words, the sentence already has the necessary components, but additional words are still inserted.

In the context of the Simple Past Tense, addition errors often involve the unnecessary use of auxiliary verbs or other grammatical markers. These elements should not appear because the sentence structure is already complete. The presence of these extra elements makes the sentence grammatically incorrect and may affect the clarity of the sentence structure.

These errors may occur because students try to apply grammatical rules that they have previously learned without fully understanding when those rules should be used. As a result, students

sometimes add grammatical markers even though they are not needed in the sentence.

The addition errors shown in the table are produced by 21 students categorized as low-achievement, who obtained scores below 70 in their recount writing test.

Table 4.3 Analysis of Students' Addition Errors in Recount Writing

No	Student's Name	Total Verbs	Erros of Addition	Description
1	AFR	17	0	No addition errors were found in the student's text.
2	ARS	24	0	No addition errors were found in the student's text.
3	AUP	16	0	No addition errors were found in the student's text.
4	AKS	27	0	No addition errors were found in the student's text.
5	BAA	15	1	but am not tooke → did not take a shower
6	FRR	11	0	No addition errors were found in the student's text.
7	FNH	20	0	No addition errors were found in the student's text.
8	JMH	13	0	No addition errors were found in the student's text.
9	KLN	10	0	No addition errors were found in the student's text.
10	MKTP	11	0	No addition errors were found in the student's text.
11	MZAW	5	0	No addition errors were found in the student's text.
12	MZL	18	0	No addition errors were found in the student's text.
13	MAHA	15	0	No addition errors were found in the student's text.
14	MAWH	22	0	No addition errors were found in the student's text.
15	MWAM	10	0	No addition errors were found in the student's text.
16	RMS	19	1	had arrived → arrived
17	SSAA	7	0	No addition errors were found in the student's text.
18	SANH	11	0	No addition errors were found in the student's text.
19	YCTGI	25	0	No addition errors were found in the student's text.
20	ZDA	5	0	No addition errors were found in the student's text.
21	AAM	6	0	No addition errors were found in the student's text.

Based on the table above, only a few students made addition errors in the use of the simple past tense. From the total 21 students whose texts were analyzed, 2 students produced addition errors, while the remaining 19 students did not show any addition errors in their writing.

The analysis indicates that there were 2 addition errors identified in the students' texts. These errors occurred when students added unnecessary elements to the sentence structure, which were not required in the correct form of the simple past tense.

Addition errors (S₂) appeared less frequently but were still observed in several students' sentences. These errors occurred when students added unnecessary grammatical elements, such as combining an auxiliary verb with a past verb form in the same sentence structure. For example, some students produced incorrect constructions such as *did went* instead of *went*.

In terms of percentage, 9.5% of the students made addition errors, whereas 90.5% of the students did not produce any addition errors in their writing.

Based on these findings, it can be interpreted that addition errors were relatively rarely found in the students' texts. This suggests that most of the students were generally able to construct sentences in the simple past tense without adding unnecessary grammatical elements.

4.2.3 Misformation Errors

Misformation errors refer to errors in which students use incorrect forms of morphemes or grammatical structures. Based on the Surface Strategy Taxonomy proposed by Dulay et al. (1982), this type of error occurs when students supply a form that is inappropriate in a given context.

In the use of the Simple Past Tense, misformation errors typically involve incorrect verb forms, such as using the base form instead of the past form, or producing incorrect transformations of irregular verbs. These errors indicate that the students have difficulty in selecting and applying the correct verb forms when expressing past events. As a result, sentences containing misformation errors may still be understandable, but they are grammatically inaccurate due to the incorrect use of verb forms.

Therefore, the misformation errors shown in the table represent errors produced by low-achievement students in their recount writing.

Table 4.4 Analysis of Students' Misformation Errors in Recount Writing

No	Student's Name	Total Verbs	Erros of Misformation	Description
1	AFR	17	1	sleep → slept
2	ARS	24	3	has → had will be → was think → thought
3	AUP	16	0	No misformation errors were found in the student's text.
4	AKS	27	0	No misformation errors were found in the student's text.
5	BAA	15	2	go → went is → was During I played mobile phone → While I was playing mobile phone

6	FRR	11	2	goes → went is → was
7	FNH	20	1	have plan → had a plan
8	JMH	13	1	I'd been looking → I looked
9	KLN	10	3	playing → played sit → sat talking → talked
10	MKTP	11	1	has → had
11	MZAW	5	2	go → went goes → went
12	MZL	18	1	see → saw
13	MAHA	15	4	go → went meet → met get → got sleep → slept
14	MAWH	22	1	feel → felt
15	MWAM	10	0	No misinformation errors were found in the student's text.
16	RMS	19	1	relaxing → relaxed
17	SSAA	7	5	I jogging → I jogged is → was jogging → jogged go → went am → was
18	SANH	11	0	No misinformation errors were found in the student's text.
19	YCTGI	25	7	sell → sold have → had have → had is → was have → had was → were make → made
20	ZDA	5	3	go → went has → had buy → bought
21	AAM	6	0	No misinformation errors were found in the student's text.

Based on the table above, misinformation errors were found in many of the students' texts in the use of the simple past tense. From the total 21 students whose writing was analyzed, 15 students made misinformation errors, while 6 students did not produce any misinformation errors in their texts.

The analysis shows that there were 39 misinformation errors found in the students' writing. In percentage terms, 71.4% of the

students made misformation errors, while 28.6% of the students did not produce misformation errors.

Compared with other types of errors identified in this study, misformation errors occurred more frequently than omission and addition errors. This indicates that misformation was the most dominant type of error in the students' writing.

These findings suggest that the students still had difficulties in using the correct verb forms when writing sentences in the simple past tense. The students used incorrect verb forms or did not change verbs into their appropriate past forms.

4.2.4 Misordering Errors

Misordering errors occur when the elements of a sentence are arranged in an incorrect order. In this type of error, students may use the correct words, but the placement of those words in the sentence is inappropriate, which causes the sentence to become grammatically incorrect or unnatural.

According to Dulay et al. (1982), misordering errors are errors characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In other words, all the elements of the sentence are present, but they are arranged in the wrong order.

In the use of the Simple Past Tense in recount texts, misordering errors may occur when students place verbs, auxiliaries, or other sentence elements incorrectly. These errors may be

influenced by the structure of the students' first language or their incomplete understanding of English word order.

The misordering errors found in the students' recount texts are presented in the following examples:

Table 4.5 Analysis of Students' Misordering Errors in Recount Writing

No	Student's Name	Total Verbs	Erros of Misordering	Description
1	AFR	17	0	No misordering errors were found in the student's text.
2	ARS	24	0	No misordering errors were found in the student's text.
3	AUP	16	0	No misordering errors were found in the student's text.
4	AKS	27	0	No misordering errors were found in the student's text.
5	BAA	15	0	No misordering errors were found in the student's text.
6	FRR	11	0	No misordering errors were found in the student's text.
7	FNH	20	0	No misordering errors were found in the student's text.
8	JMH	13	0	No misordering errors were found in the student's text.
9	KLN	10	0	No misordering errors were found in the student's text.
10	MKTP	11	0	No misordering errors were found in the student's text.
11	MZAW	5	0	No misordering errors were found in the student's text.
12	MZL	18	0	No misordering errors were found in the student's text.
13	MAHA	15	0	No misordering errors were found in the student's text.
14	MAWH	22	0	No misordering errors were found in the student's text.
15	MWAM	10	0	No misordering errors were found in the student's text.
16	RMS	19	0	No misordering errors were found in the student's text.
17	SSAA	7	0	No misordering errors were found in the student's text.
18	SANH	11	0	No misordering errors were found in the student's text.
19	YCTGI	25	0	No misordering errors were found in the student's text.
20	ZDA	5	0	No misordering errors were found in the student's text.
21	AAM	6	0	No misordering errors were found in the student's text.

Based on the data presented in the table, no misordering errors were found in the students' writing. All 21 students whose texts were analyzed were able to arrange sentence elements correctly without producing any misordering errors in their sentences.

The total number of misordering errors identified in this study was zero. In percentage terms, this indicates that 100% of the students did not make misordering errors in their writing.

Compared to the other error categories analyzed in this research, namely omission, addition, and misinformation, misordering errors did not occur at all. This finding indicates that misordering was the least frequent type of error in the students' recount texts. Furthermore, misordering errors (S₄) were not identified in the students' writing, indicating that the students did not experience difficulties in arranging words in the correct order when constructing sentences in the Simple Past Tense.

This result suggests that the students have a good understanding of word order in sentence construction, particularly when expressing past events. Therefore, errors related to the incorrect arrangement of words or sentence elements were not observed in this study.

Based on the analysis presented in the four tables above, it can be clearly concluded that only three types of grammatical errors were identified in the students' recount writing, namely omission, addition, and misinformation errors, while misordering errors were not

found in this study. This indicates that all of the students were able to arrange sentence elements correctly, and no errors related to word order were identified in their writing. Therefore, of the four categories proposed in the Surface Strategy Taxonomy, only three types of errors were actually produced by the students.

In terms of frequency, misformation errors were the most dominant type, with a total of 39 errors identified across the students' texts. This was followed by omission errors, which occurred 15 times, while addition errors were the least frequent, with only 2 occurrences. This distribution shows a clear gap between misformation errors and the other two types, indicating that the primary difficulty in the students' writing lies in producing correct verb forms in the Simple Past Tense.

Furthermore, the high number of misformation errors indicates that the students have not fully mastered verb conjugation, particularly in transforming verbs into their appropriate past forms, both regular and irregular. Omission errors, although less frequent, indicate that essential grammatical elements, such as the -ed suffix or auxiliary verbs, were sometimes not included in the sentences. Meanwhile, the very low occurrence of addition errors shows that unnecessary grammatical elements were rarely inserted, although a small number of incorrect combinations of auxiliary verbs and past verb forms were still identified.

These findings indicate that the main grammatical difficulty lies in verb formation rather than sentence structure or word order. This is clearly shown by the fact that misformation errors were the most dominant type, with a total of 39 errors, compared to 15 omission errors and only 2 addition errors. This is further supported by the absence of misordering errors, which shows that sentence organization was generally accurate. Therefore, greater emphasis should be placed on teaching verb forms, tense consistency, and the proper use of auxiliary verbs in order to improve students' accuracy in using the Simple Past Tense in their writing.

4.3 Source of Errors

This section examines the sources of errors made by students in using the simple past tense in their writing. Based on the findings presented in the previous section, the students produced various types of grammatical errors, with misformation identified as the most dominant type. These findings indicate that the students still experience difficulties in applying the correct verb forms in the simple past tense. Therefore, it is important to further analyze the underlying causes of these errors in order to gain a deeper understanding of why they occur.

The analysis of the sources of errors in this study is grounded in the theory proposed by Norrish (1983), who classifies the causes of errors into three main categories: carelessness, first language interference, and translation. These categories serve as the analytical framework for identifying and explaining the factors that influence students' errors in using

the simple past tense. Each source of error is discussed in detail in the following subsections.

4.3.1 Carelessness

Carelessness refers to a lack of attention when the students complete a task, which can lead to avoidable errors. In learning the simple past tense, this can be identified when the students did not recheck their answers or make errors even though they already have some understanding of the material.

Based on the interview results, there were 9 students who participated in this study, along with one English teacher. One student was unable to participate in the interview due to illness. Among the 9 students, 2 students showed clear signs of carelessness, particularly in their habit of not reviewing their answers after completing a task.

For example, MAHA stated,

“Usually, after completing the task, I do not recheck my answers and submit them immediately without reviewing.”

This clearly indicates that the student tends to skip the checking process before submitting her work.

A similar response was given by AFR,

“Usually, after completing the task, I directly submit my answers without rechecking them because I feel confused and unsure.”

This suggests that the student avoids reviewing her answers due to confusion and lack of confidence.

In contrast, 7 out of 9 students reported that they rechecked their answers after completing the task. For instance, AKS stated,

“Yes, I usually cross-check my answers after finishing to make sure they are correct.”

In line with this, FNH also mentioned,

“Yes, I usually recheck my answers after finishing because I am afraid of making mistakes.”

These responses indicate that these students are aware of the importance of reviewing their work to reduce errors.

This finding is supported by the teacher’s statement. The teacher explained,

“There are also errors caused by carelessness. For example, students have already been taught, but they still forget or do not pay enough attention when writing.”

This clearly indicates that students’ errors are not only caused by a lack of understanding, but also by a lack of attention while completing the task.

Furthermore, this suggests that carelessness is not only related to the students’ habits, but also to their confidence in using the simple past tense. The students who feel unsure about their answers tend to skip the checking process, which increases the possibility of making errors.

However, compared to other factors, carelessness was not the dominant cause of errors. This indicates that although carelessness contributes to the students’ errors, the main difficulty lies in their understanding of verb forms, particularly in producing correct past verb forms.

Based on these findings, it can be concluded that carelessness is one of the factors contributing to students’ errors in using the simple past

tense. Even though most of the students showed awareness of the importance of rechecking their work, the presence of carelessness among a small number of the students still leads to avoidable errors.

4.3.2 First Language Interference

First language interference refers to the influence of students' native language on their use of the target language. According to Norrish (1983), this occurs when students transfer the structure of their first language into the second language, which often leads to grammatical errors.

In this study, first language interference was identified as one of the factors contributing to students' errors in using the simple past tense. Since the students' first language is Bahasa Indonesia, which does not require changes in verb forms to indicate past time, the students tend to apply the same pattern when constructing sentences in English.

Based on the interview results, 7 out of 9 students reported that they rely on Bahasa Indonesia when writing in English, particularly by constructing sentences in Indonesian first before translating them into English.

For example, AKS stated,

"I usually write in Indonesian first, then translate it into English").

Similarly, FNH mentioned,

"I write in Indonesian first, then translate it into English"

In addition, AFR explained,

"I usually write in Indonesian first, then translate it into English using tools such as Google Translate"

These responses, obtained from the student interviews, clearly demonstrate that the students depend on their first language when constructing sentences in English. This indicates that the students were not fully able to think directly in English, but instead relied on Indonesian sentence structures.

This finding is supported by the teacher's interview. The teacher explained,

"Most students construct sentences in Indonesian first, then translate them word-for-word into English"

This strongly indicates that students' writing process is significantly influenced by their first language.

As a result, the students often transfer Indonesian grammatical patterns into English. In Bahasa Indonesia, time expressions such as *kemarin* or *minggu lalu* are sufficient to indicate past time without changing the verb form. However, in English, verb forms must be changed to indicate past tense.

This difference leads to errors found in the students' writing data, such as:

1. She eat rice yesterday.
2. We go to the beach last week.

These examples clearly demonstrate that the students used the base form of verbs instead of the correct past form. This occurs because they applied Indonesian language rules when forming English sentences.

Furthermore, these errors are systematic and repetitive, as confirmed by the teacher's statement that the students tend to make similar errors repeatedly. This clearly demonstrates that the errors are not caused by carelessness, but rather by the influence of the first language structure.

Compared to carelessness, which was only identified in 2 out of 9 students, first language interference has a more significant impact, as it was identified in 7 out of 9 students. This clearly indicates that first language interference is a more dominant contributing factor to students' grammatical errors.

Based on these findings, it can be concluded that first language interference plays a significant role in students' errors, particularly in producing incorrect verb forms. This finding strongly supports the overall result of this study that misformation errors are the most dominant type of error made by low-achievement students.

4.3.3 Translation

Translation refers to the process of converting sentences from the first language into the target language. According to Norrish (1983), translation can become a source of error when students directly translate sentences from their first language into the target language without fully understanding the grammatical differences between the two languages.

In this study, translation was identified as a commonly used strategy based on the interview data, as explicitly reported by 6 out of 9 students. The identification was based on responses in which the students explicitly stated that they construct sentences in Bahasa Indonesia first

and then translate them into English during the writing process. This indicates that 6 out of 9 students relied on translation when producing English sentences.

This tendency is reflected in the students' responses during the interviews. AKS stated,

"I usually write in Indonesian first, then translate it into English"

Similarly, FNH mentioned,

"I write in Indonesian first, then translate it into English"

In addition, RMS explained,

"I usually write in Indonesian first, then translate it into English"

These excerpts are presented as representative examples, while the frequency (6 out of 9 students) was determined based on all responses in which students explicitly stated that they translated from Indonesian into English during writing.

These responses clearly demonstrate that the students used translation as a deliberate strategy in their writing process rather than constructing sentences directly in English. However, translation does not always lead to errors. In this study, the errors tend to occur when translation is carried out in a word-for-word manner without adjusting the grammatical structure of the target language.

The teacher's interview further supports this finding. The teacher stated,

"Most students construct sentences in Indonesian first, then translate them word-for-word into English"

This consistency between students' and teacher's responses strengthens the credibility of the findings through data triangulation and indicates that word-for-word translation is a common pattern among the students.

It is also important to distinguish translation from first language interference. In this study, translation refers to the process used by students to convert sentences from Indonesian into English, while first language interference refers to the influence of Indonesian grammatical structures on the resulting English sentences. Although these two factors are closely related, not all interference is caused by translation, as some of the students may be influenced by Indonesian structures even when they did not explicitly translate.

As a consequence, the students tend to transfer Indonesian sentence patterns into English without fully adjusting the grammatical structure required in English. This indicates that the students experience difficulty in restructuring sentences after translation, as they focused more on transferring meaning than on modifying grammatical forms.

These findings are consistent with the results presented in the error analysis section, where the students' errors were predominantly categorized as misformation errors. This suggests that translation contributed to incorrect verb usage, particularly when the students failed to adjust verb forms appropriately after translating from Indonesian into English.

When compared to other contributing factors, translation was identified in 6 out of 9 students, making it less dominant than first language interference, which was identified in 7 out of 9 students, but more frequent than carelessness, which was found in 2 out of 9 students.

This comparison indicates that translation remains a significant contributing factor in students' errors. It should be noted that these findings are limited to the participants involved in this study and are not intended for broad generalization.

Based on these findings, it can be concluded that translation functions as a contributing factor that influences how the students construct sentences, which in turn leads to grammatical errors. Specifically, it encourages direct, word-for-word sentence construction, resulting in incorrect grammatical forms, particularly in verb usage, and reinforces the finding that misformation errors are the most dominant type of error.

4.4 Discussion

This section discusses the findings of the study in relation to the research questions using data obtained from students' writing and interviews. The analysis focuses specifically on errors related to the use of the simple past tense, although other types of errors outside this scope may exist but were not included in this study. Based on the analysis of 21 students' written work, a total of 56 grammatical errors in the simple past tense were identified. These consist of 39 misformation errors, 15 omission errors, and 2 addition errors, while misordering errors were not found. The discussion of each finding will be on the next paragraph.

In this study, an error is defined as a systematic deviation from the correct grammatical form. This definition follows Norrish (1983), who states that errors are systematic and reflect students' incomplete knowledge of the target language, in contrast to errors which are unsystematic and occur due to performance factors. Each error was identified based on standard grammatical rules of English, particularly in relation to verb forms in the simple past tense. The classification follows the Surface Strategy Taxonomy proposed by Dulay et al. (1982), and each error was counted per occurrence. To ensure the consistency, each identified error was categorized into only one type based on its most prominent feature, so no overlap occurred between categories.

The findings clearly indicate that misformation errors are the most dominant type, accounting for 39 out of 56 total errors. These errors mainly involve incorrect verb forms, particularly the use of base verbs instead of past forms and incorrect forms of irregular verbs. Omission errors account for 15 cases, while addition errors are minimal with only 2 cases. This distribution shows that students experience greater difficulty in producing correct verb forms compared to other aspects of the simple past tense.

This finding is in line with previous studies, such as Situmorang et al. (2018), Rosari and Sianturi (2020), and Nahak et al. (2024), which also reported misformation as the most dominant error type among EFL students. The consistency of these findings suggests a recurring pattern across different learning contexts, where the students tend to struggle more with verb form accuracy than with omission or addition errors. This pattern can

be explained by the complexity of the English verb system, particularly the distinction between regular and irregular verbs, which requires both rule application and memorization. According to Norrish (1983), students' error patterns reflect limitations in their understanding of the target language system, especially in areas involving complex grammatical structures such as verb forms.

However, this finding is not entirely consistent with all previous studies. For instance, TriAstuti and Widyahening (2022) reported that omission errors were the most frequent in their study. This difference may be attributed to variations in participants' characteristics and language proficiency. The present study involved low-achievement students, who generally have limited mastery of English verb forms, leading to a higher tendency to produce incorrect verb forms (misformation). In contrast, previous studies may involve students with different proficiency levels, who are more likely to produce omission errors, such as missing auxiliary verbs or sentence elements. Therefore, the dominance of misformation errors in this study is not an isolated finding, but reflects a broader pattern influenced by students' level of language mastery and the complexity of English verb morphology.

The absence of misordering errors across all 21 students suggests that word order is not the primary difficulty in this context. However, this finding differs from previous studies which reported the presence of misordering errors. This difference may be influenced by the nature of the task, which involved relatively simple sentence constructions. Tasks with

simpler structures may not require complex sentence organization, thereby reducing the likelihood of misordering errors. This is supported by Dulay et al. (1982), who explain that misordering errors typically occur in more complex sentence constructions. Therefore, while the data show no misordering errors, this finding should be interpreted with consideration of the task design.

It is also important to note that not all of the students produced all four types of errors. The data show variation among the students, where some produced only one or two types of errors, while others did not produce errors in certain categories. This variation may reflect differences in individual ability rather than inconsistency in the classification system, as the analysis is based on the overall distribution of errors across all participants.

This finding is supported by both writing and interview data. From the interview results, 6 out of 9 students reported that they tend to think in Indonesian before writing in English. This response aligns with the patterns found in the writing data, where incorrect verb forms frequently reflect Indonesian structures that do not require verb changes. This indicates that first language interference plays a significant role in influencing the students' errors. This is supported by Norrish (1983), who states that errors may occur due to interference from the students' first language.

In addition, several students reported using translation as a strategy by constructing sentences in Indonesian first and then translating them into English. In this study, translation is understood both as a learning strategy

and as a potential source of error when it is applied directly without adjusting English grammatical rules. When it is used in a word-for-word manner, translation contributes to incorrect verb usage, particularly in forming past tense verbs. This suggests that the students rely more on literal meaning transfer rather than applying appropriate grammatical rules in English. This is supported by Norrish (1983), who explains that students may rely on their first language and translation processes, which can lead to errors when differences between the two languages are not properly understood.

According to Norrish (1983), students' error patterns are influenced by their level of language mastery, which may lead to variation in the types of errors they produce. In this context, the dominance of misformation errors reflects students' limited understanding of English verb forms, particularly in applying correct tense changes. This supports the view that students' errors are systematic and closely related to their level of grammatical competence.

Furthermore, the nature of the writing task in this study may also contribute to the dominance of misformation errors. The task focused on simple sentence construction, which tends to highlight difficulties in verb form usage rather than structural omissions. This is in line with Dulay et al. (1982), who explain that the type of task can influence the occurrence of specific error types, particularly in simplified writing contexts.

The relationship between the types of errors (RQ1) and their underlying causes (RQ2) is clearly reflected in the data. The high frequency

of misinformation errors corresponds with the influence of first language interference and translation strategies identified in the interview data. This indicates that the factors identified in RQ2 provide an explanation for the error patterns found in RQ1, particularly in relation to verb form difficulties. This is supported by Norrish (1983), who explains that errors are systematically related to their underlying causes, including first language interference and learning strategies.

These findings are supported by Dulay et al. (1982), as the identified errors fall within the proposed categories of misinformation, omission, and addition. The absence of misordering does not contradict the theory, but rather reflects the specific characteristics of the data in this study, which mainly involved simple sentence constructions. The findings are also supported by Norrish (1983), who emphasizes the role of first language interference and translation as contributing factors to errors. This is evident in both the writing and interview data, where the students frequently reported relying on Indonesian structures and direct translation when forming sentences in English.

The results of this study suggest that teaching should place greater emphasis on verb forms, particularly irregular verbs, as these represent the primary source of errors identified in the data. This is in line with Norrish (1983), who states that students' errors often reflect their limited understanding of language forms, especially in complex areas such as verb usage. Therefore, teachers are recommended to provide more focused

instruction on verb forms, including both regular and irregular verbs, through repetitive practice and contextualized exercises.

In addition, teachers may guide students to reduce reliance on direct translation strategies by encouraging them to think in English and practice sentence construction without translating word-for-word. However, it is also important to consider that students may face other difficulties, such as vocabulary limitations, which were not the focus of this study. Furthermore, the difference in the number of participants between writing data (21 students) and interview data (9 students) may influence the depth of interpretation, although the interview data were used to support, rather than generalize, the findings from the writing analysis.

In conclusion, the data indicate that students' difficulties in using the simple past tense are primarily related to verb formation, influenced by first language interference and supported by translation practices, as consistently reflected in both writing and interview data.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher explain the discussion and suggestion on this study

5.1 Conclusion

This study focuses on identifying the types of grammatical errors and the factors contributing to those errors among low-achievement students in using the Simple Past Tense in recount writing.

In relation to the types of errors, the analysis of students' written work shows that four categories of grammatical errors were identified, namely omission, addition, misformation, and misordering. Among these, misformation was found to be the most dominant type of error. This dominance is reflected in the students' frequent use of incorrect verb forms, particularly in transforming verbs into their past forms. Many students used base verbs instead of past verbs or produced incorrect forms of irregular verbs, indicating that their main difficulty lies in verb formation. In contrast, misordering errors were rarely found, suggesting that sentence structure was generally not a major difficulty for the students.

In relation to the causes of errors, the interview results indicate that several factors contributed to the students' difficulties. Carelessness was observed when the students did not carefully review their writing, even when they were familiar with the rules. In addition, first language interference influenced the students to apply Indonesian language patterns to English, particularly in the use of verbs that do not change according to

time. Translation also contributed to errors, as the students often directly translated sentences from Indonesian into English without adjusting the grammatical structure.

In addition to these main factors, limited vocabulary, low motivation, and difficulty in remembering irregular verbs also affected students' performance. These conditions made it challenging for students to apply the correct verb forms consistently in their writing.

These results indicate that the grammatical errors produced by low-achievement students are systematic and primarily related to difficulties in verb usage rather than sentence structure. This highlights the importance of providing more focused and supportive instruction, particularly in helping students understand and apply verb forms accurately in the Simple Past Tense.

5.2 Suggestion

Based on the results of this study, it is recommended that teachers place greater emphasis on teaching verb forms, particularly irregular verbs, as these were identified as the main source of students' errors. In addition to explaining grammatical rules, teachers need to provide more opportunities for students to practice using verbs in meaningful contexts and give clear, consistent feedback on their errors. Students are also encouraged to reduce their reliance on direct translation from Indonesian into English and develop the habit of reviewing their writing to minimize avoidable errors. Furthermore, improving vocabulary mastery, increasing motivation, and practicing the use of verb forms in context are important to support students in using the Simple Past Tense more accurately in their

writing. Future researchers are encouraged to examine the effectiveness of specific instructional strategies in reducing misinformation errors, particularly in the use of verb forms, as this was identified as the main difficulty faced by students. In addition, further studies may involve a wider range of participants or different educational levels to obtain more comprehensive insights.

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APPENDICES

Appendix 1 Research Permit Letter

		
KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http://fitk.uin-malang.ac.id email : fitk@uin-malang.ac.id		
Nomor	: 649/Un.03.1/TL.01.04/02/2026	9 Februari 2026
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
Kepada		
Yth.		
di		
Kediri		
Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Naafa Nabila Romadhoni	
NIM	: 220107110066	
Jurusan	: Tadris Bahasa Inggris (TBI)	
Semester - Tahun Akademik	: Genap - 2025/2026	
Judul Skripsi	: Grammatical Errors Made By Students With Low Achievement on Simple Past Tense	
Lama Penelitian	: Februari 2026 sampai dengan April 2026 (3 bulan)	
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.		
Wassalamu'alaikum Wr. Wb.		
		Dr. Muhammad Walid, MA 19730823 200003 1 002
Tembusan :		
1. Yth. Ketua Program Studi TBI		
2. Arsip		

Appendix 2 Written Test Instrument

Write a recount text in English about "My Unforgettable Holiday." Describe what happened during your holiday, including places you visited, activities you did, and people you met. Your writing must have at least 6 sentences. Use the simple past tense to talk about events from the past. You have 30 minutes. Do not use a dictionary or any devices.

Instructions for Administration:

- Target participants: Low-achievement students at MTsN X (20-30 students, selected based on English grades).
- Setting: Classroom, supervised by the researcher and English teacher.
- Materials: Paper and pen provided; no aids allowed.

To evaluate the compositions and address RQ1 (types of grammatical errors), a scoring rubric will be used, focusing on grammatical aspects related to the simple past tense. The rubric is structured on a scale of 0-100 points, divided into four main criteria, each weighted equally (25 points each), to ensure objective assessment of low-achievement students. The criteria are as follows:

Error Types	Description	Score Range (1-5)
Omission	Leaving out necessary elements, such as <i>She not go</i> instead of <i>She did not go</i> .	1: Many mismatches. 2: Some mismatches. 3: Few mismatches. 4: Mostly correct. 5: All correct.
Addition	Adding unnecessary elements, like <i>She did</i>	1: Many mismatches. 2: Some mismatches.

	<i>not went</i> instead of <i>She did not go.</i>	3: Few mismatches. 4: Mostly correct. 5: All correct.
Misformation	Incorrect use of a grammatical form, like <i>buyed</i> instead of <i>bought</i> .	1: Many mismatches. 2: Some mismatches. 3: Few mismatches. 4: Mostly correct. 5: All correct.
Misordering	Incorrect placement of words, such as <i>She went never to the park</i> instead of <i>She never went to the park</i> .	1: Many mismatches. 2: Some mismatches. 3: Few mismatches. 4: Mostly correct. 5: All correct.

Appendix 3 Interview Question

Student Interview Question

1. **Do you find it difficult to use the simple past tense in English? If so, what do you find most difficult?**

Apakah kamu merasa kesulitan menggunakan simple past tense dalam bahasa Inggris? Jika iya, bagian apa yang paling sulit menurutmu?

2. **Do you often make errors when using the simple past tense? If so, what kind of errors do you often make?**

Apakah kamu sering melakukan kesalahan saat menggunakan simple past tense? Jika iya, kesalahan seperti apa yang paling sering kamu lakukan?

3. **Do you often remember Indonesian language rules when speaking English? For example, not changing the form of verbs for the past tense does that happen to you?**

Apakah kamu sering teringat aturan bahasa Indonesia saat berbicara bahasa Inggris? Misalnya, tidak mengubah bentuk kata kerja untuk bentuk lampau, apakah itu terjadi padamu?

4. **When was the last time you were confused about when to use the simple past tense in English? What confused you?**

Kapan terakhir kali kamu merasa bingung tentang kapan harus menggunakan simple past tense dalam bahasa Inggris? Apa yang membuatmu bingung?

5. **When doing exercises or taking tests, do you double-check your answers to make sure you've used the simple past tense correctly? If not, what prevents you from double-checking?**

Saat mengerjakan latihan atau ujian, apakah kamu memeriksa kembali jawabanmu untuk memastikan bahwa kamu sudah menggunakan simple past tense dengan benar? Jika tidak, apa yang membuatmu tidak melakukan pengecekan ulang?

Teacher Interview Question

1. **From your observations, what are the most common errors students make when using the simple past tense?**
Berdasarkan pengamatan Anda, apa kesalahan yang paling umum dilakukan siswa saat menggunakan simple past tense?
2. **Do you feel that students often make errors due to carelessness when using the simple past tense? Can you give an example?**
Apakah Anda merasa bahwa siswa sering melakukan kesalahan karena kurang teliti saat menggunakan simple past tense? Bisakah Anda memberikan contohnya?
3. **Does the influence of Indonesian often cause students to misuse the simple past tense? Can you explain?**
Apakah pengaruh bahasa Indonesia sering menyebabkan siswa salah menggunakan simple past tense? Bisakah Anda menjelaskannya?
4. **Do students often make the same errors, or are their errors random and varied?**
Apakah siswa sering melakukan kesalahan yang sama, atau kesalahan mereka bersifat acak dan bervariasi?
5. **What is the biggest difficulty students face when using the simple past tense correctly?**
Apa kesulitan terbesar yang dihadapi siswa dalam menggunakan simple past tense dengan benar?
6. **How do you help students who often make errors in using the simple past tense? Do you use specific methods to address errors due to interference from their first language or carelessness?**
Bagaimana Anda membantu siswa yang sering melakukan kesalahan dalam menggunakan simple past tense? Apakah Anda menggunakan metode khusus untuk mengatasi kesalahan yang disebabkan oleh pengaruh bahasa pertama atau karena kurang teliti?

Appendix 4 Interview Transcript

Student Interview Transcript

No	Questions	Answers
1	Apakah kamu merasa kesulitan menggunakan bentuk lampau dalam bahasa Inggris? Jika iya, bagian apa yang paling sulit menurutmu?	BAA: Sedikit saja, karena sebenarnya saya tidak terlalu pintar dalam bahasa Inggris. Kesulitannya ada di merangkai kata-kata dan juga dalam penggunaan bentuk kata kerja kedua (V2). AKS: Tidak terlalu sulit. Tapi yang agak membingungkan itu di bagian V2-nya, terutama kalau harus mengubah kata kerja. FNH: Tidak terlalu sulit, karena sudah tahu rumusnya dari les. Jadi bukan di rumusnya yang susah, tapi lebih ke penggunaan V2-nya, karena masih bingung saat harus menggunakannya. MAHA: Lumayan sulit, sekitar enam dari sepuluh, jadi tidak terlalu sulit sekali, tapi juga tidak mudah. Kesulitannya karena masih bingung saat menulis, bahkan sudah mencoba bertanya ke teman, tetapi tetap belum benar-benar paham. RMS: Tidak terlalu sulit, sekitar lima dari sepuluh. Jadi masih bisa dikerjakan kalau diminta menulis lagi. Kesulitannya lebih ke mengingat bentuk kata kerjanya, karena memang membutuhkan hafalan. SANH: Tidak terlalu sulit, tetapi jika dinilai dari skala satu sampai sepuluh, sekitar tujuh. Jadi masih bisa dikerjakan jika diminta membuat lagi. Kesulitannya lebih pada memahami penggunaan rumus dalam kalimat. YCTGI: Iya, menurut saya cukup sulit, sekitar tujuh dari sepuluh. Jadi tidak terlalu ekstrem, tapi tetap terasa susah, apalagi kalau harus menulis kalimat sendiri. Biasanya yang bikin sulit itu saat menyusun kalimatnya dan memastikan bentuk kata yang dipakai sudah benar. AFR: Iya, menurut saya sangat sulit, bahkan bisa dibilang mendekati sepuluh dari sepuluh. Kesulitannya karena saya belum benar-benar memahami rumus simple past tense, jadi saat diminta membuat kalimat, saya merasa bingung harus mulai dari mana. ASW: Iya, menurut saya cukup sulit, bahkan bisa dibilang mendekati sangat sulit. Kalau dinilai dari skala satu

		sampai sepuluh, termasuk tinggi karena saya masih belum benar-benar paham. Kesulitannya terutama saat membuat kalimat dalam bahasa Inggris, karena merasa bingung dalam menyusunnya dengan benar.
2	Apakah kamu sering melakukan kesalahan saat menggunakan bentuk lampau? Jika iya, kesalahan seperti apa yang paling sering kamu lakukan?	BAA: Iya, kadang-kadang saya melakukan kesalahan, terutama dalam penggunaan bentuk kata kerja kedua (V2) dan dalam menyusun kalimat. AKS: Iya, sering salah di bagian mengubah ke V2, apalagi kalau irregular verbs, jadi harus dihafalkan. FNH: Iya, sering salah di bagian kata kerja, terutama V2, dan juga kadang bingung dalam menyusun kalimatnya. MAHA : Iya, sering melakukan kesalahan, terutama dalam menuliskan kata. Kadang artinya mirip, tetapi bentuk atau penulisannya berbeda, jadi sering tertukar dan salah. RMS : Iya, kadang masih salah, terutama lupa bentuk kata kerjanya. Tetapi untuk susunan kalimat biasanya masih bisa. SANH: Tidak terlalu menyadari kesalahan yang sering dibuat, karena biasanya hanya mengikuti rumus seperti subject + verb 2 + object, tetapi belum benar-benar memahami penggunaannya dalam kalimat. YCTGI: Iya, saya masih sering melakukan kesalahan, terutama dalam penulisan. Kadang ada kata yang tertulis dua kali atau bentuk katanya kurang tepat, jadi hasil kalimatnya masih belum rapi. Kesalahan seperti itu sering terjadi karena kurang teliti saat menulis. AFR: Iya, sering melakukan kesalahan, terutama karena tidak memahami rumusnya. Jadi saat menulis, sering tidak yakin apakah kalimat yang dibuat sudah benar atau belum. ASW: Iya, masih sering melakukan kesalahan, terutama dalam menyusun kalimat. Kadang merasa bingung karena struktur bahasa Inggris berbeda dengan bahasa Indonesia, jadi sering tidak yakin apakah kalimat yang dibuat sudah benar atau belum.
3	Apakah kamu sering teringat aturan bahasa Indonesia saat berbicara bahasa Inggris? Misalnya, tidak mengubah bentuk kata kerja untuk bentuk lampau, apakah itu terjadi padamu?	BAA: Iya, kadang saya merasa kesulitan ketika mengubah kalimat dari bahasa Indonesia ke bahasa Inggris, karena susunannya berbeda dan dalam bahasa Inggris harus menggunakan tambahan seperti “is” dan lain-lain.

		AKS: Iya, biasanya saya nulis bahasa Indonesia dulu, baru diterjemahkan ke bahasa Inggris. Tapi kadang susah karena susunannya beda, jadi harus dibolak-balik juga kalimatnya. FNH: Iya, biasanya saya menulis bahasa Indonesia dulu, lalu diterjemahkan ke bahasa Inggris. Karena lebih sering menggunakan bahasa Indonesia, jadi cukup berpengaruh dalam penulisan bahasa Inggris. MAHA: Tidak selalu menulis bahasa Indonesia terlebih dahulu, tetapi ketika diminta menerjemahkan dari bahasa Indonesia ke bahasa Inggris, masih merasa sulit karena tidak tahu arti kata dalam bahasa Inggris. RMS: Biasanya saya menulis bahasa Indonesia terlebih dahulu lalu menerjemahkannya ke bahasa Inggris. Kalau kalimatnya sederhana masih bisa, tetapi tetap sering berpikir dari bahasa Indonesia terlebih dahulu sebelum menulis dalam bahasa Inggris. SANH: Tidak selalu menulis bahasa Indonesia terlebih dahulu, karena terkadang bisa langsung menulis dalam bahasa Inggris tanpa menerjemahkan dari bahasa Indonesia. YCTGI: Iya, kadang saya menulis bahasa Indonesia dulu, lalu baru diterjemahkan ke bahasa Inggris. Saya juga sering menggunakan bantuan seperti Google Translate atau kamus karena lebih cepat dan membantu saat tidak tahu arti kata. Jadi bisa dibilang bahasa Indonesia masih cukup berpengaruh saat saya menulis bahasa Inggris. AFR: Iya, biasanya saya menulis bahasa Indonesia terlebih dahulu, kemudian menerjemahkannya ke bahasa Inggris menggunakan bantuan seperti Google Translate. Jadi dalam menulis bahasa Inggris masih sangat bergantung pada bahasa Indonesia dan alat bantu terjemahan. ASW: Iya, biasanya saya menerjemahkan dari bahasa Indonesia ke bahasa Inggris dengan bantuan Google Translate. Kalau tidak menggunakan Google Translate, saya mencoba mencari kata atau kalimat yang sudah saya tahu dalam bahasa Inggris, lalu menggabungkannya. Jadi bahasa Indonesia masih sangat
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		berpengaruh dalam proses menulis bahasa Inggris.
4	Kapan terakhir kali kamu merasa bingung tentang kapan harus menggunakan bentuk lampau dalam bahasa Inggris? Apa yang membuatmu bingung?	BAA: Terakhir saya menggunakannya baru-baru ini, dan saya bingung dalam menentukan bentuk kata kerja yang tepat, terutama bentuk V2. AKS: Terakhir itu sekitar beberapa hari yang lalu, dan masih bingung di bagian menentukan bentuk V2 yang tepat. FNH: Terakhir saya menggunakannya baru-baru ini, dan saya bingung dalam menentukan bentuk kata kerja MAHA: Terakhir menggunakan simple past tense adalah saat tugas di sekolah kemarin, dan saat itu masih merasa bingung dalam menggunakannya. RMS: Terakhir menggunakan simple past tense adalah pada tugas hari Rabu sebelum tugas kemarin di kelas. SANH: Terakhir menggunakan simple past tense adalah pada semester satu, sebelum tugas yang diberikan kemarin. YCTGI: Terakhir saya menggunakan simple past tense itu saat membuat cerita tadi pagi. Waktu itu masih merasa bingung dalam menentukan kata yang tepat dan bagaimana menyusun kalimatnya dengan benar. AFR: Terakhir menggunakan simple past tense adalah pada tugas minggu kemarin yang diberikan oleh guru. Saat itu saya masih merasa bingung karena belum memahami materi dengan baik, sehingga harus melihat contoh dari buku terlebih dahulu. ASW: Terakhir menggunakan simple past tense adalah pada hari Selasa kemarin. Saat itu masih merasa bingung karena belum yakin dengan struktur kalimat yang digunakan.
5	Saat mengerjakan latihan atau ujian, apakah kamu memeriksa kembali jawabanmu untuk memastikan bahwa kamu sudah menggunakan bentuk lampau dengan benar? Jika tidak, apa yang membuatmu tidak melakukan pengecekan ulang?	BAA: Saya biasanya mengecek kembali jika merasa ragu. Jika masih belum yakin, saya bertanya kepada teman lalu memperbaiki jawaban saya. AKS: Iya, biasanya saya tetap cross-check jawaban setelah selesai, untuk memastikan sudah benar. FNH: Iya, biasanya saya tetap melakukan cross-check setelah selesai mengerjakan, karena kadang masih merasa kesulitan dan takut ada kesalahan. MAHA: Biasanya setelah selesai mengerjakan, saya tidak mengecek kembali jawaban saya, jadi langsung dikumpulkan saja tanpa diperiksa lagi. RMS: Biasanya setelah selesai mengerjakan, saya mengecek kembali

		jawaban dari awal untuk memastikan tidak ada kesalahan sebelum dikumpulkan. SANH: Biasanya setelah selesai mengerjakan, saya mengecek kembali jawaban sebelum dikumpulkan. YCTGI: Biasanya setelah selesai mengerjakan, saya mencoba mengecek kembali jawaban saya untuk memastikan tidak ada kesalahan, walaupun kadang masih ada yang terlewat. AFR: Biasanya setelah selesai mengerjakan, saya langsung mengumpulkan jawaban tanpa mengecek kembali, karena merasa bingung dan tidak yakin dengan jawaban yang sudah dibuat, jadi tidak melakukan pemeriksaan ulang. ASW: Biasanya setelah selesai mengerjakan, saya mencoba mengecek kembali jawaban karena masih merasa tidak yakin, sehingga perlu memastikan kembali apakah jawaban yang dibuat sudah benar atau belum.
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Teacher Interview Transcript

- 1. Berdasarkan pengamatan Anda, apa kesalahan yang paling umum dilakukan siswa saat menggunakan simple past tense?**

Berdasarkan pengamatan saya, sebenarnya siswa sudah cukup paham perbedaan antara simple present dan simple past. Namun, masalah utamanya ada pada penguasaan bentuk kata kerja, terutama verb 1, verb 2, dan verb 3. Banyak siswa yang belum hafal perubahan bentuk tersebut, sehingga ketika diminta menulis kalimat dalam simple past tense, mereka masih sering salah dalam menggunakan kata kerja bentuk kedua.

- 2. Apakah Anda merasa bahwa siswa sering melakukan kesalahan karena kurang teliti saat menggunakan simple past tense? Bisakah Anda memberikan contohnya?**

Iya, ada juga kesalahan yang disebabkan oleh kurang teliti. Misalnya, siswa sebenarnya sudah pernah dijelaskan, tetapi masih lupa atau tidak memperhatikan dengan baik saat menulis. Jadi bukan hanya karena tidak paham, tetapi juga karena kurang fokus atau kurang terbiasa dalam menggunakan bentuk kata kerja yang benar.

- 3. Apakah pengaruh bahasa Indonesia sering menyebabkan siswa salah menggunakan simple past tense? Bisakah Anda menjelaskannya?**

Iya, pengaruh bahasa Indonesia sangat terlihat. Kebanyakan siswa sebelum menulis dalam bahasa Inggris, mereka membuat kalimat dalam bahasa Indonesia terlebih dahulu, lalu menerjemahkannya ke bahasa Inggris secara kata per kata. Hal ini sering menyebabkan kesalahan, karena struktur bahasa Indonesia berbeda dengan bahasa Inggris, terutama dalam penggunaan bentuk kata kerja. Selain itu, siswa juga banyak yang bergantung pada Google Translate, sehingga ketika di kelas tanpa bantuan tersebut, mereka mengalami kesulitan.

- 4. Apakah siswa sering melakukan kesalahan yang sama, atau kesalahan mereka bersifat acak dan bervariasi?**

Kesalahan yang dilakukan siswa cenderung memiliki pola yang sama, terutama terkait dengan penggunaan kata kerja dan penyusunan kalimat. Hal ini menunjukkan bahwa masalahnya bukan hanya kebetulan, tetapi memang karena pemahaman dasar yang belum kuat.

- 5. Apa kesulitan terbesar yang dihadapi siswa dalam menggunakan simple past tense dengan benar?**

Kesulitan terbesar siswa adalah kurangnya pemahaman dasar tentang bentuk kata kerja serta kurangnya latihan sejak kelas sebelumnya. Banyak

siswa yang saat di kelas tujuh belum mendapatkan penekanan yang cukup terkait verb forms, sehingga ketika naik ke tingkat berikutnya, mereka masih kesulitan dalam menerapkan simple past tense dengan benar.

- 6. Bagaimana Anda membantu siswa yang sering melakukan kesalahan dalam menggunakan simple past tense? Apakah Anda menggunakan metode khusus untuk mengatasi kesalahan yang disebabkan oleh pengaruh bahasa pertama atau karena kurang teliti?**

Saya biasanya memberikan penjelasan ulang mengenai fungsi masing-masing bentuk kata kerja, serta memberikan contoh-contoh kalimat sederhana agar siswa lebih mudah memahami. Selain itu, saya juga menyesuaikan metode pengajaran dengan kondisi siswa, karena kemampuan mereka berbeda-beda. Saya juga menekankan pentingnya latihan dan pemahaman dasar agar mereka tidak hanya menghafal, tetapi juga bisa menerapkan dalam kalimat.

Appendix 5 Research Completion Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA KEDIRI**

NSM: 121135710001 NPSN: 20583788
Jalan Rauno Nomor. 87 Kota Kediri 64118 Telepon (0354) 773360
email: Website:

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 274 /MTs.13.24.01/02/2026

Yang bertanda tangan di bawah ini :

Nama : MARWAH, S.Pd
NIP : 196807142005011003
Pangkat/Gol. Ruang : Pembina (IV/a)
Jabatan :
Menerangkan bahwa :
Nama : NAAFA NABIILA ROMADHONI
NIM : 220107110066
Program Studi : Tadris Bahasa Inggris (TBI)
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang

mahasiswa tersebut di atas benar – benar telah melaksanakan penelitian di Kota Kediri pada tanggal 10 s.d 14 Februari 2026 dengan judul skripsi "Grammatical Errors Made By Students With Low Achievement on Simple Past Tense".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kediri, 27 Februari 2026



Appendix 6 Documentation



Appendix 7 Curriculum Vitae

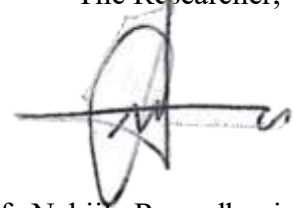
CURRICULUM VITAE



Name : Naafa Nabiila Romadhoni
Place, Date of Birth : Kediri, 11th of November 2003
Gender : Female
Religion : Islam
Faculty : Faculty of Education and Teacher Training
Department : English Education
University : UIN Maulana Malik Ibrahim Malang
Email : naafanbl@gmail.com
Phone Number : 085784262465
Educational Background : 1. TK ABA 6 Kediri (2008-2010)
2. SDN Mojoroto 3 Kediri (2010-2016)
3. SMPN 8 Kota Kediri (2016-2019)
4. SMAN 2 Kota Kediri (2019-2022)
5. UIN Maulana Malik Ibrahim Malang

Malang, 27 April 2026

The Researcher,



Naafa Nabiila Romadhoni