AN ERROR ANALYSIS ON THE USE OF SIMPLE PAST TENSE AND CONJUNCTION IN WRITING NARRATIVE COMPOSITION

(Survey at State SMK in West Jakarta)

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Abstract

The purpose of this research is to identify the errors of simple past tense and conjunction that is made by students in writing narrative composition. The qualitative method is used by researcher in finishing the research. She took 38 writing of students of state SMK in west Jakarta. The research was held for a month start from June to July. The errors made by students influence the English narrative composition. It can be seen in the writing they made which is showing the sentences they made became meaningless. The learners weren't used to write or made an English narrative composition by the English teachers so they got some difficulties when they were asked to make an English narrative composition. After having research on the learners' English narrative composition, the errors happened in simple past tense are 32 mistakes; they are the use of simple past tense 20 mistakes or 30% and the form of simple past tense 12 mistakes or 18%. Conjunction has 20 mistakes or 30% and kinds of errors have 15 mistakes or 22%.

Key words: Writing, Error, Simple Past Tense, Conjunctions, Narrative Composition.

Abstrak

Tujuan penelitian ini adalah untuk mengidentifikasi kesalahan dari simple past tense dan conjunction yang dibuat oleh siswa dalam menulis susunan narasi. Metode kualitatif digunakan oleh peneliti dalam menyelesaikan penelitian. Dia mengambil 38 tulisan siswa SMK negeri di Jakarta barat. Penelitian ini diadakan selama sebulan mulai dari Juni hingga Juli. Kesalahan yang dibuat oleh siswa mempengaruhi komposisi narasi bahasa Inggris. Itu bisa dilihat dalam tulisan yang mereka buat yang menunjukkan kalimat-kalimat yang mereka buat menjadi tidak berarti. Para pembelajar tidak terbiasa menulis atau membuat komposisi naratif bahasa Inggris oleh para guru bahasa Inggris sehingga mereka mendapat kesulitan ketika diminta untuk membuat komposisi narasi bahasa Inggris. Setelah melakukan penelitian terhadap komposisi narasi bahasa Inggris peserta didik, kesalahan yang terjadi dalam waktu lampau sederhana adalah 32 kesalahan; mereka adalah penggunaan kesalahan 20 tegang masa lalu yang sederhana atau 30% dan bentuk kesalahan 12 tegang masa lalu yang sederhana atau 18%. Konjungsi memiliki 20 kesalahan atau 30% dan jenis kesalahan memiliki 15 kesalahan atau 22%.

Kata kunci: Menulis, Kesalahan, Simple Past Tense, Conjunctions, Narasi Komposisi.

I. BACKGROUND

English is one of the languages which used by people to communicate every event or information. Indonesian students learn English as an official foreign language in schooling classrooms. English becomes foreign language to Indonesian people because they do not use English in their daily lives (Ag. Bambang Setiyadi, 2006: 22)

English is used in all aspects such as art, technology, education, etc. Because of that reason, English now becomes an important subject in school and in a university. The government in the Curriculum for Senior High School (1994:1) explained:

Mata pelajaran bahasa Inggris merupakan mata pelajaran wajib di sekolah menengah umum yang berfungsi sebagai alat pengembangan diri siswa dalam bidang ilmu pengetahuan, teknologi dan seni budaya. Dengan demikian mereka dapat tumbuh dan berkembang menjadi warga negara yang cerdas, terampil dan berkepribadian Indonesia, serta siap mengambil bagian dalam pengembangan nasional.

English is the main subject in senior high school which is functioned as learners'

tool in*, epistemic adjectives, nouns epistemic, epistemic lexical verbs, impersonal passive constructions, agentless passive construction, and attribution to the source). In this study, researchers found the three strategies in dialogue Lassie movie. In the category of epistemic lexical verbs: seem, thought; epistemic adverbs in category: perhaps (6), probably (2), maybe (3); in the category of capital auxiliary verbs: may, might. In the category approximators of quantity, frequency and degree: a bit, some (2), some kind of (2), a number, a little while, as soon as (3) and near. In the category of implicit* knowledge, technology and art. So they can grow and become not only smart, skillful, has an Indonesian characteristic but also can take part in the national development.

There are some kinds in learning English such as; listening, speaking, writing, and reading. Most people feel that writing is the most difficult part in learning English as what J.B. Heaton (1988:135) stated, "The writing skills are complex and certainly difficult to teach, requiring not only of grammatical and theoretical devises but also conceptual and judgmental elements."

People say is different to what is written. Tarigan (1982:5), "Writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability."

Writing is also concerned about the linguistics because "Linguistics is the scientific study of language", Loreto Todd (1987:5). In linguistics there are branches of the linguistics which one of them has the specific purpose that also help the learners in learning writing. "With writing, on the other hand, language competence involves the association of a meaning with a sign, a visual symbol", Loreto Todd, (1987:8).

II. THEORETICAL REVIEW

A. Grammar

Swan (2005: xix) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Swan suggests that the teaching of grammar should be determined by the needs of the students. Grammar is a method to make a good sentence and coherence each word, through arrange a word, phrase, and clause until to be a good sentence, but not only about to arrange a good sentence it is describe about

sound and pronouncing too. Good pronunciation reflects good understanding of listener, it means good in pronouncing word to word in articulation, saying sentence structure and using of tenses. Cruse (1995:12) added that English has developed as a language on its lines and cannot be forced to conform to any earlier language rules. Ultimately, the only purpose of grammar is to serve to conveyance of meaning. According to Thornbury (1999:2), Grammar is partly the study of what forms or structures are possible in a language. Therefore, a grammar is a description of the rules that govern how sentences are formed.

Aarts (2011:3) said "Grammar is concerned with the structure of words (morphology) and of phrases and clauses (syntax)." Grammar is a process of forming words from the small unit, then to be phrases and also clauses until to be a higher form that unit of sentence.

Meanwhile Denham and Lobeck (2010:7) quote, "Grammar is a complex system of rules that governs how speaker organize sounds into words and words into sentences." In this theory, the grammar is not only explained about word formation into a sentence, but also about pronunciation so that

the reciter can produce the words or sentences with good and fluent. Until the listener can understand of speaker mean.

The writer quotes from Hopper in Brisard (2009:70), "Grammar is discrete set of rules which are logically and mentally presupposed by discourse." According to Hopper, grammar is the way to make word, phrase, clause, and sentence structure properly, presence of interconnected between one word with another word which make the text acceptable and easily understood by the reader.

In the other theory, Raman (2006:27) said, "Grammar is a method, the method of language and its rules are its line of projection by which it links language to reality in the use of language." This theory explains that grammar is a method of relation between the words which is arranged in the context, with speaker pronounces appropriately. Thus, what is written can be expressed with the pronunciation in the context available. To avoid misunderstanding in the text to the context used.

According to Stekauer and Lieber (2005:285), "A grammar can be defined as the set of principles that distinguish the possible morpheme combinations, words combinations, and sound combinations sin a language from the impossible one." It means that grammar is a distinguishing element in the grammar itself. For example in a sentence are morphemes, words, phrases, clauses and till to be a sentence. To distinguish equality form, it is to be required combination of some words with another lik conjunction. Thus forming a phrase or clause and to be a sentence, and with the differences in formation and corporation of the words can avoid common errors, misunderstanding in interpreting, writing, or translating.

Carter and Nunan (2001:222) exposed, "Grammar is the subconscious internal system of the language user linguist' explicit codification of this system to reflect the structural organization of the language, normally up to the level of the sentence." Grammar is the system of the language master in grammar to reflect the structural organization of a language. It is important for everyone because a sentence with a correct grammar will bring the reader understands to what the writer or speaker means on that sentence.

B. Simple Past Tense

Azzar (1989: 24) states that the simple past indicates that an activity or situation ended at a particular time in the past.

1. The Use of Simple Past

a. Complete Action in the Past

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

b. A Series of Completed Actions

Simple Past is used to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

c. Duration in Past

The Simple Past can be used with a duration w ich starts and stops in the past. Duration is a longer action often indicated by expressions such as: for ten minutes, for five hours, all day, for three weeks, for six months, for a year, all year, etc.

d. Habits in the Past

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

e. Past Facts or Generalizations

The Simple Past can also e used to describe past facts or generalizations which are no longer true. As in use 4 above, this use of the Simple Past is quite similar to the expression "used to."

2. The Form of Simple Past

a. Most Verbs

Most verbs conjugate by adding –ed like the verb "play."

b. Irregular Verbs

There are many verbs people can find. In this thesis paper, the researcher takes word *write* that takes irregular forms in the Simple Past. Notice that the irregular verbs are only used in positive statements. In negative form and questions, *did* indicates Simple Past.

c. To be

The verb "be" is also irregular in the Simple Past. Unlike other irregular verbs, there are two Simple Past forms: *was* and *were.* It also has different question forms and negative forms. Notice that I *did* is not used with the verb *be* in the Simple Past.

C. Syntax

Syntax is one of the major components of grammar. Syntax is one of a member core

interesting topic discussion in English. It contains to form sentences. One argued, syntax is the sentence patterns of language (Victoria Fromklin, 1998:106). The main emphasis to study about syntax is elements phrases and sentences. This section is related to the previous discussion. On the above points have been written that words are combined to form phrases, phrases are combined to form clauses and clauses are combined to form complex sentences. (Andrew Radford, 2009:245)

Loretto Todd (1987:34) stated that British linguists often use the term 'grammar' for the same level that is referred to as 'syntax' in many Americans. The differences in terminology will become clear when various models of grammar are examined. Syntax commonly studies about the phrase, the clause and the sentence.

J.D Murthy (2003:209) said that:

a. The phrase is a group of words which does not make complete sense.

b. The clause is a group of words which forms a part of a sentence and contains a subject and a verb.

c. The sentence is a group of words which makes complete sense.

4. Conjunctions

Wishom and Burks (1980:104-145) classified conjunctions into four categories:

a. Coordinate Conjunctions

These conjunctions join equal sentence part. We have seen that compound subjects and predicates are joined together by these words. They are actually used to join any parallel element of sentence. These conjunctions are also used to join whole sentences together. There are seven coordinate conjunctions: For, And, Nor, But, Or, Yet, So (FANBOYS).

b. Correlative Conjunctions

These conjunctions, as seen in the ease of compound subjects and predicates, are used in pairs. They may be used to join two basic sentence patterns or two parallel elements of any kind.

c. Subordinate Conjunctions

Subordinate conjunction introduces the adverbial clause and connects it with a word in the main clause. The following are frequently used coordinate conjunctions:

After	Although	As
As/So long as	As soon as	Since
So that	Than	Unless
Until	Because	Before
Even if	Even though	Fear that

If   No matter if   When

Whatever   On condition that

Whenever   In order that   Where

Wherever   Whether   While

d. Conjunctive Adverb

These adverbs, like coordinate and correlative conjunctions, are used to connect basic sentence patterns and make compound sentences. However, unlike the coordinate conjunctions, they are grammatically a part of the sentences they introduce and could be moved to an internal position in the sentence, the main conjunctive adverbs are the following:

However Therefore   Otherwise

Thus   Moreover   Furthermore

Hence   Besides   Likewise

Meanwhil

Murphy (1985:145-157) in his book, English Grammar in Use, is also classified conjunction into four:

a. Coordinating Conjunctions

These conjunctions join words, phrases, or clauses. As we will discuss more fully below, when you use them, you must make absolutely certain each element in the series (of words, phrases, or clauses) is grammatically equal to all other elements in the same series.

b. Subordinating Conjunctions

After Although   As

As far as   As soon as   Because

In order to Unless

c. Correlative Conjunctions

Transitions that always appear in pairs and link sentence elements together are called correlative conjunctions.

Both… and…, Neither… nor…

Either… or…, Not only… but also…

d. Conjunction Adverb

Conjunctions have one job, to connect. They join words, phrases, or clauses together to clarify what the writer is saying. Their presence provides smooth transitions from one idea to another. When the job of an adverb is to connect ideas, we call it a conjunctive adverb. A conjunctive adverb can join two main clauses. In this situation, the conjunctive adverb behaves like a coordinating conjunction, connecting two complete ideas. Notice, however, that you need a semicolon, not a comma, to connect the two clauses.

Effendy (2013:219-225) is also divided conjunctions into four categories, they are:

a. Coordinating Conjunctions

Coordinating conjunctions is connecting part of the sentence or word or clause. Similar types of words that are not

connecting the connecting part of the sentence, but only connects sentence clause is often referred to as a connector by means similar conjunctions can be grouped to fourth.

b. Subordinating Conjunctions

Free clauses that serve as the parent sentence can be coupled with a clause attached that serves as clause by using conjunctions unequal. Subordinating conjunctions which is used to connect the main sentence (main clause) with clause (sub-clause) consists of all kinds of question words, what, when and etc. as well as conjunctive, because, that and if. We will discuss further usage conjunction that and if in a terraced compound sentences to help understand the concept of multilevel preparation of compound sentences which will be discussed.

3. Writing

As Gould, Diyanni, and Smith (2008:18) state that "Writing is an effort to create a dialogue with readers, and it involves exploring our relationships to our readers in much the same way that exploring our relationships to people we talk to." Then they continued, "Writing is a creative act, the act of writing is creative because it requires to interpret or make sense of something; an experience, a text, an event."

Meanwhile if we want to make good writing, we have to know some criteria of good writing. According to Guth (1969: 1), the criteria of good work of writing are as follows:

1. It is authentic. It proceeds from accurate observation and careful study of audience. It doesn't merely repeat second hand idea.

2. It is thoughtful. It reflects the writer's desire to think about certain things as a topic.

3. It is organized. It shows the writer's ability to express his ideas, to select what is important, and to present it in possible order.

4. It is effective. It shows that the writer is aware of his audience and that he respects their standard expectation or needs.

4. Composition

Writing is the most difficult part in English subject as what it is said different from what it is written. Ron White and Valerie Ardnt (1991:3) stated, "Writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its right." So, before the learners starting to

write an English composition, they should master the English pattern correctly.

Mc. Dougal (1988:114) said, "A composition is a group of closely related paragraph that develop a single idea." David Crystal (1991:3) also said, "Writing a composition with vocabulary and structure which the student has either learnt to use orally or written exercises for each lesson. These exercises may be of various types. The range from filling blanks to the composition and may be modification, sentences composition and paragraph writing."

There are 4 kinds of compositions; they are argumentation, description, exposition and narration.

5. Errors and Mistakes

Brown (2007: 257-258) stated that a mistake refers to a performance error that is either a random guess or a "slip," in that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.

6. Kinds of Errors

Based on the errors which happened commonly,Richards (1974:173-174) explained that the errors are:

1. ***Interlingua Errors***. Interlingua errors are the errors happen in the learners' grammar which reflects the learners' mother tongue.

2. ***Intralingua Errors***. Intralingua errors is the errors happen in the learners' mother tongue but they don't reflect the learners' mother tongue, but it looks like a language which is made by the learners studying the target language as their mother tongue or looks like the errors in the target language occur because the grammar, itself, effects one another in the target language.

Based on Duley (1982:101-102), he divided the errors into four types, they are:

1. ***Linguistic Category Taxonomy***. This error based on the language components or the linguistic main elements which affect the errors.

2. ***Surface Strategy Taxonomy***. These errors explained about the way to change the strategy taxonomy which occurs.

3. ***Comparative Taxonomy***. These errors based on the comparative between the structures of the errors in the second language with the certain another type construction. Comparative taxonomy consists of:

a. ***Developmental Errors (Intralingua Errors)***. This error happened because

the learners' study the target language as their first language.

b. *Interlingua Errors*. This error happened commonly in the structure of the language becoming the semantic which is same as phrase or in the learners' native language.

4. *Communicative Effect Taxonomy*. Surface Strategy Taxonomy and Comparative Taxonomy only focus on the errors happened in both of those taxonomies. Communicative taxonomy influences the classification with the errors from the listeners' or the readers' view.

Based on Hendrickson (1970:10), he grouped the errors into two types, they are:

1. *Global Errors*. Global errors are same as communicative errors.

2. *Local Errors*. Local errors are also called linguistics errors.

Based on the theories, the linguistics experts classified the errors into four types, they are:

1. *Social Error*. The social errors, the errors commonly occurred in the structure element.

2. *Register Error*. This error happened because the language used didn't suitable for a certain occasion

3. *Referential Error*. This error happened between the linguistics form with the objects or the situations happening outside the class.

4. *Textual Error*. This error happened related with the learners' knowledge based on the target language patterns. S.Pit. st (1971:104) explained, "The learner's errors are classified as a textual error when he does not select the structurally correct form in his sentence of intended relation between two sentences". Textual errors are:

a. *Errors of Omission*. Error of omission is the missing of some elements which should exist.

b. *Errors of Addition*. Error of addition is the adding of some elements which shouldn't exist.

c. *Errors of Selection*. Error of selection is the use of words which shouldn't be used.

d. *Errors of Ordering*. Error of ordering is the elements which are not put in the proper place.

7. The Purpose of the Error Analysis

By analyzing the errors, the English teachers will know the errors causes which have been made by the learners when they are

doing an English narrative composition and by knowing the errors causes, it hopes that the learners will not make any same errors. S.K. Sharma (1983:76) stated, "An error analysis is a process based on analysis of learner's error."

Ellis (1985:296) defines error analysis as a procedure involving collecting samples of the errors, classifying them according to their hypothesized causes and evaluating their seriousness. "The teacher and researcher use it for pedagogical purposes as a tool for investigating how the students learn a language."

Dulay (1982:138), the errors analysis have two purpose, they are:

a. It provides data from which difference about nature of the language learning process can be made;

b. It indicates to teacher and curriculum developers which part of the target language students have most difficulty producing correctly and which error types distract most from a learner's ability to communicate effectively.

B. Frame of Thinking

The mother tongue is the most reasonable cause why the errors happened so there are some opinions:

1. The way in teaching English in school is the process of English 'translation'. Basically, the learners have mastered their mother tongue and English as their second language.

2. Indonesian as a mother tongue and English as a second language, they aren't in 'group' and both of the languages show more difference structure than the similarity of those languages. The more the structure similarity between the languages are the more easily to study them. But, the more differences between the languages are the more difficult to study by them.

III. RESEARCH METHODS

Descriptive qualitative is applied by the researcher to finish this paper because it was the most appropriate approach to describe the result of the research. Descriptive research collects quantitative information that can be used for statistical inference on the target audience through data analysis. As a result, this type of research takes the form of closed-ended questions, which limits its ability to provide a unique insight.

Burns and Groove (2003:19) describe a qualitative approach as "A systematic subjective approach used to describe life experiences and situations to give them

meaning." While, they continue in their writing about the descriptive research (2003:291), "is designed to provide a picture of a situation as it naturally happens."

C. Population and Sample

The population of this research is all the ten grade students of SMK Negeri in West Jakarta in the academic year of 2014/2015.

The researcher has consulted to English teacher of SMK Negeri in West Jakarta before deciding to have data of example of the narrative composition. Based on the topic of the researcher which is about past tense and conjunction, the teacher recommend to take data from the grade who has been given the material about, that is at ten grade.

To make the process of analyzing data easier, the researcher decided to take only 38 students as the sample of the research. The method used in taking the sample is simple random sampling which means the sample is taken randomly from the population.

D. Technique of Collection Data

In collecting data, the writer used test technique as a secondary resource because in collecting the data, the material is not given directly to the learner but the English teacher gave the material to the learners. The data collected from the written test which is about the English narrative composition. First, the researcher asks the learners to make an English narrative composition, and checked the errors found in it. Then the she takes some conclusions about the errors found in the learners' English narrative composition.

Passive observation is also done in collecting the data. When doing the passive observation, the researcher do not involve with the learner.

E. Instrument of the Research

In qualitative research, the research instrument is the researcher herself, so the validation is done by observing some things, such as 1) the researcher's understanding to the qualitative research method, 2) the knowledge about the observed objects that should be mastered, and 3) the writer's readiness to involve with the observation object both academically or logically.

The research instrument in this research is taken from the learner's English narrative composition. Based on the learner's English narrative composition, the evaluation is done in order not only to get the errors done by the learner but also to analyze them.

F. Procedures of Collecting Data

The first step is preparing the research instrument. The second step is implementing the test. In this step; the researcher asked the students to make narrative composition. In this case, the researcher asked the students to make a writing that uses simple past tense and contains the conjunctions in it.

Then, the researcher collected the tests that are done by the students. The researcher analyzed the students' writing in order that she could see what the students made in their writing, focusing in simple past tense and conjunctions.

G. Technique of Analyzing Data

The technique used in this research is descriptive analysis. Descriptive analysis functions as a technique used to describe something in details. It means that the data were analyzed and described in details to know the simple past tense and conjunctions errors made by the students in their writing English. In this research, the researcher tries to list, identify, and describe them. It is descriptive since the errors will be identified and described in the form of category, in this case the type of errors, and the causes of errors.

IV. DISCUSSION

After having been corrected and analyzed, some errors were found and most of the errors are about the using of the simple past tense which is divided into two categories, the use of simple past tense and the form of simple past tense. In the category of the use of simple past tense, the errors found in sentences such as complete action in the past, a series of completed actions, duration in the past, habits in the past, and past facts or generalizations. From the category of the form of simple past tense, the researcher found errors in most verbs, irregular verbs, to be, and modal verbs. From the conjunctions, there are still many errors found in the form of its conjunction in the sentence, such as the form of coordinating conjunctions, subordinating conjunctions, conjunctive adverbs, and correlative conjunctions.

In simple past tense errors, the learner still did not change the tense of the sentence. In narrative composition, past tense should be used by the learner because the learner told something that had happened in the past or used to be called "retells" the story to the readers. Example: **There were visitors who come to ask for his money back**. The word "***came***" should be used by the learner to

replace the word "***come***" in order to make the parallelism in the sentence. The word "***Were***" was used in the main clause so the word "***come***" should be changed into "***came***" in order to make the parallelism. So the sentence became "**There were visitors who _came_ to ask for his money back**."

In conjunctions errors, the learner used wrong conjunction to connect between one sentences to another sentence. Example: **Suddenly I met my friend that wanted to swim too**. The sentence is wrong in using the subordinating conjunctions. The conjunctions "***that***" is used to connect things, while, the word "**brother**" is referring to a man, so conjunctions used must connect people as a subject. Conjunctions "***who***" is used to connect people as a subject, so the sentence should be **Suddenly I met my friend who wanted to swim too**.

In kinds of errors, the learner made mistakes in some kinds of errors, such as error of selection, example: **There _was_ two apples rested in the table**. "***Was***" shouldn't be used in the sentence as "*was*" is for singular subject, meanwhile, the sentence talked about "***two apples***" so "***were***" should be used in the sentence. It is called subject of agreement where to be should follow to the next word

which refers as a subject. Another mistake is the using of preposition of word "***in***". "***In***" Should not be used to show a place of thing which is up of something but it shows that the thing is in the inside of something. So, the using of preposition of word "***in***" is incorrect, the sentence should use "***on***" to show the position of the apple .So, the sentence should be **There _were_ two apples rested _on_ the table**. Based on the errors made by the learners and studied by the writer, so the correction made and from those errors, the errors were found common happened in the learner's English narrative composition was about "Textual Error". The descriptions of the learner's errors are divided into three parts in order to ease the recognition of the learner's errors. The examples of textual errors which were found were:

1. Simple Past Tense Errors

A. The Use of Simple Past

a. *Complete action in the past*

1. *I _serve_ visitors who came to pay electricity bills, water bills and soon*. The word "*serve*" is wrong because the activity is happened in the past time. So, the verb "**serve**" must be changed into verb 2 "*served*", so the sentence becomes, "*I*

__served__ visitors who came to pay electricity bills, water bills, and soon."

b. *A series of completed actions*

1. *I started waking up at 5 a.m. then I got up to perform the dawn prayer. After that, I tidy up the bedroom is to open the windows, turn off the lights, and arranging pillows, bolsters, and a folded blanket.* The sentence is wrong because it does not show the parallelism between one clause to another clause. The correct sentence is "*I started waking up at 5 a.m. then, I got up to perform the dawn prayer. After that, I arranged the bedroom, opened the windows, turned off the lights, and arranged pillows, bolsters, and a folded blanket*."

2. *Duration in past*

1. *The rain fall for only 15 minutes*. The sentence is wrong because it does not show activity that has ended in the past. The right sentence is "*The rain __fell__ for only 15 minutes,*"

2. *Habits in the past*

1. *I always feel the atmosphere repeatedly*. The sentence is wrong because after the word "*feel*" is still in the present time. Eventhough this is the habits, but the habits in the past time, so the correct

sentence is "*I always __felt__ the atmosphere repeatedly*"

2. *Past facts or generalizations*

3. *Shortly, many people came to the swimming pool and the most of them is children*. The sentence is wrong because the wrong using of to be "*is*" should be replaced in the past form, which is "*was*". So, the correct sentence is "*Shortly, many people came to the swimming pool and the most of them __was__ children*"

B. **The form of simple past tense**
   a. *Most verbs*

1. *I don't know what to do there, but I was attracted by my invitation then I accepted*. The word "*don't*" is used in present, while the time of the activity is in the past. So the best sentence is "*I did not know what to do there, but I was attracted by my invitation then I accepted.*"

b. *Irregular verbs*

1. *I have to go home to rest, because tomorrow afternoon I had to return to Jakarta*. "*have*" is the base form, while in the past tense must use "*had*". So, the correct sentence is "*I __had__ to go home to take a rest, because tomorrow afternoon I had to return to Jakarta.*"

2. **Conjunctions Category**

a. _**Coordinating conjunctions**_

These conjunctions are used to link or join two words or phrases that are equally important and complete in terms of grammar when compared with each other. That is to say, the sentences or words do not depend on anything to give themselves meaning. There are seven main coordinating conjunctions, they are: _**For**_, _**and**_, _**nor**_, _**but**_, **or**, _**yet**_, and _**so**_.

1. _**Thought, I felt nervous and I was happy**_. The sentence is wrong because the use of "**and**" as the conjunction is not appropriate in the sentence. "_**but**_" is more appropriate to use in the sentence so the correct sentence is "_**Thought, I felt nervous but I was happy.**_"

b. _**Subordinating conjunctions**_

Subordinate conjunctions are used to join subordinate clauses with independent clauses. Subordinate conjunctions are: _**if, because, when, since, where, while, whereas, after, before, until**_ and _**as if**_.

1. _**Suddenly I met my friend that wanted to swim too.**_ The sentence is wrong because the sentence uses "_**that**_" as the conjunction. "_**that**_" as the conjunction is used to connect things meanwhile the

subject of the sentence is "_**my friend**_" so the conjunction should use "_**who**_". The correct sentence is "_**Suddenly I met my friend who wanted to swim too**_."

2. _**Conjunctive adverb**_

Conjunctive adverb is adverb used to connect independent clauses. The conjunctive adverbs are _**however, consequently, moreover, besides, on the other hand, that is to say, furthermore, nevertheless, meanwhile, indeed, anyhow, hence, and henceforth**_. Always place _**a semicolon (;) before**_ and _**a comma (,) after a conjunctive adverb**_ that connect two independent clauses.

3. **Kinds of Errors**

a. _**Error sentences in error of selection**_

Error of selection is about the use of words which shouldn't be used. Example: **His mother told him when they _were_ on the way home**. In this sentence, the word "**were**" is used to replace the word "_was_". "_were_" is used as the subject is "_they_".

1. _**Not long ago, then there is a visitor who came to ask for his money back.**_ The sentence is wrong because "_**not long ago**_" is not correct word. "_**shortly**_" is more appropriate to tell the meaning of sentence. "_**Shortly, there was a visitor**_

*who came to ask for his money back***.**" is the correct sentence.

b. *Error sentences in error of ordering*

Error of ordering is about the elements which are not put in the proper place.

1. *I prayed for him every night and begged god to be healed and raised the disease in order to perform usual activities.* . The sentence is wrong because of the arrangement of the sentence. The arrangement of the sentence should be "*I prayed for him every night and begged god to* <u>*heal and raise*</u> *the disease in order to perform usual activities*."

V. CONCLUSION

Simple past indicates that an activity or situation ended at a particular time in the past. In this research, the simple past tense errors made by students in making English narrative composition were found. After analyzing the writing they made, the researcher found the errors happened in simple past tense were 32 mistakes; they are the use of simple past tense 20 mistakes or 30% and the form of simple past tense 12 mistakes or 18%.

A conjunctions connects words, phrases or clauses. Incoherent or mispunctuated sentences often result from misused conjunctions. In this research, the conjunctions errors made by students in making English narrative composition are found. After analyzing the writing they made the conjunctions has 20 mistakes or 30% error, they are 5 mistakes in coordinating conjunctions, 6 mistakes in subordinating conjunctions, 3 mistakes in Correlative conjunctions, and 7 mistakes in conjunctive adverbs.

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