

THESIS

**ERRORS ANALYSIS ON THE USE OF PAST TENSE
IN ARGUMENTATIVE WRITING OF TENTH
GRADE STUDENTS AT SMAN 2
FAKFAK WEST PAPUA**

WA NURSILA

4617107004



**GRADUATE PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2020**

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Analisis Kesalahan terhadap penggunaan Kata Lampau dalam menulis
karangan argumentasi pada Siswa Kelas 10 SMAN 2

FakFak Papua Barat

Written and Submitted

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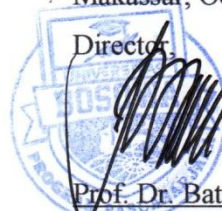
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PERNYATAAN

Dengan ini saya menyatakan bahwa tesis dengan judul “*Errors Analysis on the Use of Past Tense in Argumentative Writing of Tenth Grade Students at SMAN 2 Fak-Fak West Papua*” beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

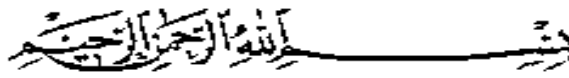
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Yang Membuat Pernyataan,



Wa Nursila

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As human being, the writer realizes that what she presents in this thesis is still far from being perfect. Therefore, criticisms and suggestions will surely be appreciated. Finally, the writer prays may the almighty God bless all of them. Amin.

Makassar, March 2020

Wa Nursila

ABSTRAK

WA NURSILA, 2019 Errors Analysis on the use of Past Tense in Argumentative Writing of Tenth Grade Students at SMAN 2 FakFak West Papua. Thesis. Graduate Program, The Faculty of Teachers' Training and Education. Bosowa University. Supervised by Syarifuddin Dollah and Ramli.

The objective of this study was to carry out whether the students make errors, and to find the types of errors made by the second-year students of SMAN 2 FakFak in learning the Simple Past Tense in their Argumentative writing. The classification of the types of the error of this study was based on Dulay, and the procedure of error analysis used Ellis' procedure.

In this study, the writer used descriptive analysis method to describe students is error and analyze the data. The data which were taken from the test focus on Simple Past Tense. The sample of this study was the students of tenth grade of SMAN 2 FakFak, academic year 2020/2021, the class X IPA 1 consisting of 12 students. Procedure of data analysis covered identifying and describing.

The result of writer's analysis Argumentative Writing was made by students, most of them made an error in used past tense. They did not pay attention about changing of verb in past tense and past continuous. The students also made errors in others type of errors. They are such as students made errors in addition parts, omission, misformation and misordering. From the data, we could know that students X IPA 1 had a problems about using past tense in Argumentative Writing. The suggestion is if students often practice in Argumentative writing it may minimize mistakes and errors.

Keywords: Error Analysis, Simple Past Tense, Argumentative writing

ABSTRAK

WA NURSILA, 2019. Kesalahan Analisis terhadap penggunaan Kata Lampau dalam menulis karangan argumentasi pada Siswa Kelas 10 SMAN 2 FakFak Papua Barat. Tesis. Program Pascasarjana Universitas Bosowa. Dibimbing oleh Syarifuddin Dollah dan Ramli.

Tujuan penelitian ini adalah untuk mengidentifikasi jenis kesalahan menulis karangan argumentasi dengan menggunakan kata lampau di SMAN 2 FakFak. Klasifikasi jenis kesalahan dalam penelitian ini berdasarkan pada prosedur yang dibuat oleh Dulay dan nalisis kesalahan menggunakan prosedur yang dibuat oleh Ellis.

Dalam penelitian ini, penulis menggunakan pendekatan analisis deskripsi dalam menjelaskan dan menganalisis kesalahan data yang diperoleh. Data penelitian diperoleh berdasarkan hasil tes siswa pada penggunaan kata lampau. Sampel penelitian ini adalah siswa kelas X SMAN 2 FakFak periode akademik 2020/2021. Kelas X IPA 1 terdiri dari 12 siswa. Prosedur analisis data dilakukan dengan mengidentifikasi dan menganalisis hasil tes siswa.

Hasil penelitian menunjukkan bahwa hamper semua siswa melakukan kesalahan dalam menulis karangan argumentasi dengan menggunakan kata lampau. Siswa kurang memahami dan memperhatikan perubahan kata kerja dan bentuk masa lalu yang berkelanjutan. Mereka membuat kesalahan di bagian tambahan, kelalaian, kesalahan informasi dan salah urus. Oleh karena itu peneliti menyarankan kepada siswa untuk lebih giat lagi menulis sehingga dapat meminimalisir kesalahan dalam penulisan karangan.

Kata kunci: Analisis kesalahan, penggunaan kata lampau, karangan argumenstasi.

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CHAPTER I

INTRODUCTION

This chapter dealt with background, problem statements, objective significance, and scope of the reaearch.

A. Background of the Research

Writing is the important and essential skills for English learners (Lasaten, 2014). In learning writing, students should practice their writing in order to let them develop in this skill. The students should be able to think about the ideas then express them in the written form. Since writing is difficult, the teacher must give some strategies and practices in teaching writing. Nowadays, some English teachers in SMAN 2 FakFak still teach the writing to the students by lecturing method without combining it with the other methods. It causes less interaction between students-teacher or students-students. The teacher often just asks the students to write without giving clear explanation and instruction about the writing, or do the writing tasks in the textbook or students' work.

According to Mohanna (2014), there are some linguistic errors namely comparatives, surface strategy, communicative effect, and linguistic category. Senior High School students still make error in their writing. It is caused by the students who do not have enough ideas to express what they want to write. It was difficult for them to make a good writing. The main cause is that foreign language different from native language writing. Besides, the students can't learn writing in a short time. The students need to understand the vocabulary, a sentence

structures, spelling and punctuation, and paragraph development. Because of that, students still make some errors about the structure construction when they are writing.

In learning a foreign language error plays an important role. The students still have to learn to determine their level of language system and discover their errors. According to Sermsook et al. (2017), teachers should realize errors made by the students. There should be at least two stages of activities carried out in error analysis. The first is identifying and analyzing errors based on the type of error. Types of error included omission, addition, malformation, and disordering.

Otherwise, tenses are a part of grammar. It explains accidents in the story happened. Wati (2011) found that tense is a tool to express time in language like an argumentative writing. Besides, in writing students need to comprehend the part of tenses. Simple past explains the accident in the past. Furthermore, simple past used regular and irregular verb.

Azar (2012) stated that simple past tense explains the activities or situations that ended in the past. Based on the study from Azar , most students confused to add regular and irregular verb. The research similarities are error analysis in using simple past tense in argumentative writing but researcher analyzed the error through the surface structure taxonomy.

Based on the preliminary observation conducted at SMAN 2 FakFak, the researcher found that English teacher often finds their students are disable to express their ideas in writing, it was experienced by English teacher of SMAN 2 FakFak who stated three main problems in writing faced by the students; lack of

ideas, poor in grammar and mother tongue interference. Related to the situation happening at SMAN 2 FakFak, the present researcher had conducted a preliminary research to the tenth-grade students of SMAN 2 FakFak. In this preliminary research, she administered a diagnostic test to measure their performance especially argumentative and procedural writing. The present researcher found that most of the students are in “fair” and “poor” level. So that, from the result, researcher concluded that it is still far away left from the curriculum expectation in writing subject. Referring to the curriculum being implemented at SMAN 2 FakFak found that the curriculum 2013 demanded writing class which is contrast than the students’ achievement. In this research, the researcher focused on students argumentative writing using past tense.

Based on the researcher’s observation in SMAN 2 FakFak West Papua, the teacher seldom used the variation in teaching writing. For example, the teacher just used a handbook as a source of materials and asked the students to do the writing tasks in the handbook. It made the students passive during the writing class and unenthusiastic in doing the writing tasks from the teacher. As a result, students’ achievement in writing is low. In teaching writing, the use of various media, sources, and teaching activities is needed to attract students’ attention. The teacher as a manager, who has the power to manage the class, should be able to create good, fun and interesting teaching and learning that enable the students to play active roles in the class.

This study intended to analyze the students of SMAN 2 FakFak West Papua who are at the third year to overcome their inability in writing class. The

researcher conducted this research by focusing on error analysis in argumentative paragraph and to find out error analysis made by the students because it was shown in their syllabus that argumentative paragraph is taught in the third-year grade. Therefore, this research was urgent to carry out to find out a solution of the problem.

Apart from the importance, urgency, and novelty, this study was feasible to conduct at SMAN 2 FakFak West Papua. Based on the consideration and statements above, the writer intended to conduct a research with the title “Errors Analysis on the use of Past Tense in Argumentative Writing of Tenth Grade Students at SMAN 2 FakFak West Papua”.

B. Problem Statements of the Research

Based on the stated research problem and the attempt to be pursued, the research question is

1. what are types of error on the use of past tense in argumentative writing made by students of SMAN 2 FakFak ?
2. what's the factors that influence the error in the past tense form in argumentative writing made by students of SMAN 2 FakFak ?

C. Objective of the Research

The objective of the research stated as follow :

1. To find out error types of past tense in argumentative writing made by students of SMAN 2 FakFak.
2. To find out factors that influence the error in the past tense form in argumentative writing made by students of SMAN 2 FakFak

D. Significance of the Research

The result of the study was expected to give contribution to theoretical development/ refinement of ELT in writing. The teacher also checked and analysis students' errors using past tense. This research could be used helping students by practice make an argumentative writing using past tense. By content, the writer focused on error analyses using past tense in argumentative writing text. By activity, this research provided argumentative writing which meant that the writer gave a topic of argumentative writing. The writer analyzed the errors of simple past, past continues, past perfect, and past continues tense.

E. Scope of the Research

To avoid the research broadening, it is very important to made clarification of some issues that is limited. By discipline, this research deals with teaching argumentative writing of tenth grade students of SMAN 2 FakFak West Papua. By content, the researcher focuses on error analyzing in the past tense (irregular verb and regular verb) use argumentative writing. By activity, this research provided argumentative writing which means that researcher gave a topic of argumentative writing. The researcher analyzed error of simple past, past continues, past perfect and past continues tense.

F. Operational Definition of Key Terms

To prevent the interpretation especially related to the terms used on this study, operational definitions of variables was formulated as follows:

1. Error analysis is an activity to identify, classify, and interpret or describe the error made by someone in writing.
2. Past tense is an important item because all occurrence and event and a sentences must as according to action time.
3. Argumentative writing is a kind of writing an opinion based on the belief, intuition, or emotion.
4. Omission is characterized by the absence of an item that must appear in a well-formed utterance.
5. Addition is characterized by the presence of an item which must not appear in a well-formed utterance.
6. Misinformation is characterized by the use of the wrong form of the morpheme or structure.
7. Misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

CHAPTER II

REVIEW LITERATURE AND FRAMEWORK

This chapter deals with some literature review, some research findings and theoretical framework.

A. Literature Review

1. Error

a. Definition

Saville (2006:39) stated that basically error and mistake have difference. Native speakers are claim that they have perfect knowledge of language system, but other native speakers judged they produce utterances which ungrammatical. They fail to apply a language system correctly. Several students who did not understand language system typically produced error.

Ellis (1997: 17) stated that error reflect sometimes appears in performance, it occurs because for instance the students' is unable to show what they know. Besides that, error produces misunderstanding because students do not know their mistakes refer to the performance error in learning process. Error is an act involving unintentional deviation from accuracy. It is different from mistake, which defined as to misunderstand the meaning. Error is more unintentional than mistake, which can be made on purpose.

Longman dictionary of Linguistic (1985: 96) defines that error is a study to analyse the error of language. Brown (2000: 1) assumed that writers and

teacher realize that the errors produce from new system of language and it should be analysed carefully.

Richards (1997:1) defined that error is usually made by the third or foreign language. Brown (1987:259) stated that error was analysed and classified into a good language system. The writer assumed that error analysis is usually faced in writing English which made by speaking or in writing to obtain information.

b. The Goal of Error Analysis

The error was analysis usually used by the teacher to analyse the students' writing. It is providing a value for teacher by designing pedagogical material. Dulay (1982:138) classified that students 'error serves such as data are provided from the language learning process and most of teachers and curriculum developers found difficulty to produce it correctly. Based on the exposure, it is known that error analysis is necessarily made by students' in foreign language.

c. Types of Error

In writing paragraphs, some different errors can be made. Azar (1989:29-30) classified types of error fall into four categories; Omission, Addition, Singular-plural, Capitalization.

Table 2.1

Technique for Correcting Error

No	Types of Error	Example of Error	Error Correction
1.	Omission	I not go to market by bus yesterday	I did not go to market by bus yesterday
2.	Addition	We do study two times	We study two times in

		in a week.	a week
3.	Singular-plural	He have been there for two hours	He has been there for two hours.
4.	Capitalization	I am studying English	I am studying English

Furthermore, there are four types of error.

No	Types of Error	Characteristic	Example
1.	Omission	It is really needed in a well-formed writing.	<ul style="list-style-type: none"> • She always give me motivation It should be : <ul style="list-style-type: none"> • She always gives me motivation
2.	Addition	It must not appear in a well-formed writing.	<ul style="list-style-type: none"> • I am likes my sister very much. It should be : <ul style="list-style-type: none"> • I like my sister very much
3.	Misformation	The wrong formation of morpheme.	<ul style="list-style-type: none"> • She always took care of me It should be : <ul style="list-style-type: none"> • She always takes care of me.
4.	Misordering	The incorrect of a morpheme in writing.	<ul style="list-style-type: none"> • My mother have face oval It should be: <ul style="list-style-type: none"> • My mother has an oval face

d. Sources of Error

Richard (1974:190) classified error as interlingua error are caused from process/ mechanism of transfer and borrowing L1 to L2. While, intralingua error is attributed to the processes/mechanism of same factors. According to James (1998), errors are traceable to both language and other language source. A single conceptual framework uniting both these sources alone seems to provide a meaningful frame for inquiry into error source and error significance. The phenomenon of error caused by the cross-association of both first language and third language.

Richards, et al. (2010: 187) labels intralingual, interlingual transfer, and context of learning. Interlingual error is made by the students from their language usage. It means that, the students use the structure of first target language. The early stages of language learning are characterized but once students' have begun to acquire then it is manifested more generalization within the target language. Brown (2006:263) defined an Interlanguage error is learning fault of language acquisition rather than transfer it. Students usually make error because of a mis explanation. It also caused by faulty presentation that is rottenly memorized. Hubbard (1983:140-142) state that three major causes of error are teaching material and overgeneralizations.

2. Tense

In English, tense is an important item because all occurrence and event. A sentence must as according to action time. Several learners feel difficulty in getting real correct congeniality and comprehending about tenses. Tenses

consistently only to grammatical form. There are four kinds of tenses such as present tense, past tense, future tense, and past future tense. By research, the writer focusses to analyze Simple Past Tense, so here the meaning, the patterns and the function from the tenses.

a. Simple Past Tense

1) Definition

It is used for past actions. The action that done in a specific time, for instance yesterday, last year, etc. Regular Verbs add **-ed** to the main form. Irregular verbs may form in other line. The usage of its formation is the same for all objects. Uchiyama defined that “Simple past tense is action ended in the past. Simple past may use for most past actions. “It refers to the situation that *start and ended in the last time.*

2) Patterns of Simple Past

Simple past tense formed two kinds of sentences. Those are verbal sentences and nominal sentences using complement to describe the subject of positive sentences, negative sentences and interrogative sentences.

a) Verbal Sentence

1. Positive

S + Ver2 + O

For Example:

- ✓ My mother went to market yesterday
- ✓ He played football last night
- ✓ She studied last night
- ✓ They washed the cars yesterday

2. Negative

S + did + not + Verb1+ O

For Example:

- ✓ My mother did not go to market yesterday
- ✓ He did not play football last night
- ✓ She did not study last night
- ✓ They did not wash the cars yesterday

3. Interrogative

Did + S + Verb1 + O ?

For example:

- ✓ Did my mother go to market yesterday?
- ✓ Did he play football last night?
- ✓ Did she study last night?
- ✓ Did they wash the cars yesterday?

b) Nominal Sentences

1. Positive

S + were + Non + Verb or S + was + non verb

For Example:

- ✓ I was sick yesterday
- ✓ They were enjoyed last night

2. Negative

S + were + not + non verb or S + was + not + non verb

For Example:

- ✓ I was not sick yesterday
- ✓ They not enjoy last night

3. Interrogative

Were + s + non verb ?or Was + s + non verb ?
--

For example:

- ✓ Was I sick yesterday?
- ✓ Were they enjoyed last night?

b. Time Signals that are Generally Used in Simple Past Tense

Frank (1972:345) defined that past tense indicates to definite time terminating. Past tense represents definite past such as last year, yesterday, two weeks ago. Simple past tense adverb of time refers to two days ago, once upon a time, long time ago and etc. It placed in front of or in the end of sentence.

c. Past Continuous Tense

1) Definition

Past continues tense is an action in the past but still happened until today. Past continues tense has was/ were to help the sentences clear. Besides, past continues tense use verb -ing. Past continues tense talked about two actions in the past and the other starts and ends (past simple).

2) The patterns of Past Continuous Tense

1. Positive

S + Was / were + Verb-ing + O

For Example:

- ✓ She was eating fried rice when they came
- ✓ We were studying chine when Mr. Handoko called our classmate.
- ✓ I was watching tv when the bell rang
- ✓ They were cooking when I visited them yesterday

2. Negative

S + Was / were + not + Verb-ing + O

For Example:

- ✓ She was not eating fried rice when they come
- ✓ We were not studying Chinese when Mr. Handoko called our classmate.
- ✓ I was not watching tv when the bell rang
- ✓ They were not cooking when I visited them yesterday

3. Interrogative

Was / were + s + Verb-ing + O ?

For example:

- ✓ Was she eating fried rice when they come?
- ✓ Were you studying chine when Mr. Handoko called our classmate?
- ✓ Was I watching tv when the bell rang?
- ✓ Were they cooking when I visited them yesterday?

2)based on Silva statements:

***While I was cooking, thieves stole my motorcycle.**

The writer assumed that past continues explained about action that happened in past time same with others action in the same time.

3) Time Signal in Past Continuous Tense

Time signal that use in the form of past continuous tense is when, while, as, all day yesterday, at seven o'clock yesterday, yesterday, last afternoon, at that time, at this time yesterday.

d. Past Perfect Tense

According to Evi (2007), past perfect tense is one action had happened same with the action which had done. It is formed with "had" and past participle. Besides that, past perfect tense may use to describe the past action.

- 1) It indicates that an event had happened before a given time in the past.
- 2) It describes an event completed before a defined past action.
- 3) It describes an event that comes before another event in the past.
- 4) It describes a past event that began and ended before another event.

Form Affirmative:

Subj. + had + verb in the past participle

Examples:

- 1) He had taken his diet.
- 2) They had played volleyball

Negative:

Subj. + had + not + verb in the past participle

Examples:

- 1) He hadn't taken his diet yet, when his mother arrived.
- 2) They hadn't comprehended the lesson yet.

Interrogative:

Had + subj + verb in the past participle

Example:

- 1) Had his sister been there when they mother arrived?
- 2) Had she told you the information?

Most students faced the problems when they encounter an irregular verb they didn't know. But as for regular verbs is always "verb+ed" because of the no-inflexion in the past and past participle.

e. **Past Perfect Continues Tense**

According Evi (2007) past perfect continuous tense refers to one event was in progress immediately before another event in the past. Basically, it has same relation to past perfect. However, it emphasizes continuity of past action. Past perfect continuous refers to an action that done to some other past events.

3. Difference between Errors and Mistake

Corder (1974) state that Errors reflect deviations on the student's grammatical rules in writing. In target language indicate that errors are systematic incorrect refers to grammatical. Mistakes are reflective un-systematic system when the students know the correct grammatical rules. Corder (1974) stated that Error Analysis should only concentrate on grammatical. Furthermore, identify the Errors or Mistakes should follow the grammatical rules.

The first strategy is to asking the students to aware of the rule and error corrected. Presumably, one by one the students will write an essay through each issue. It refers to mistake when the students can correct the written themselves (Ellis & Burkhuizen, 2005: 64). Apart of practical challenge is that the students are not available to consult the mistake. The students also ask the teacher when the class is running. It is not currently clear how students' awareness their errors and mistake.

Moreover, it is not clear whether asking the students arise themselves when they made errors. It is hard to collect a good writing from the students because of the lack of vocabulary. Another method to define an error from a mistake could be asking the teachers in a given class. However, a teacher must

give the students pre-writing before starting the lesson to reduce error or mistake. Finally, it might be possible to know an error when students usually write an essay. Error more frequent deviations than mistake in writing.

4. Concept of Writing

a. Definition of Writing

Several experts have argued the definition and explain the concept of writing. Gould (1989: 30) stated that writing is to create a dialogue with the readers. Writing is a process to developed the ideas, thought and feelings. Fajaryani (2015) defined that writing is the act of making up correct sentences thought the visual medium on paper. Writing also is a process to make a meaningful writing. Fajaryani (2015) stated that writing is a communication by message to the reader. The purpose of writing is to express ideas and giving information the readers.

b. The Importance of Writing

Writing is important way to express ideas on a paper. Raimes (1983: 3) defined that there are some reasons of writing which is reinforces the grammatical structure, idiom and vocabulary and to express the idea. Byrne in Hermini (2015), defined that why the writing is important. The introduction and practice of writing enables us to provide a different learning style. Some students do not learn easily through independent practice. Writing is likely to be aid retention for such students. Nunan (2015:78) argues that there are some reasons why writing systems may have evolved because it provides a more-or-less permanent record of

some event. Records come in many shapes and forms: from records of the weather for a particular city over the course of a year, to a personal diary kept by someone over the course of their life. Besides, to communicate with someone else who is distant in time and space by means of letters, postcards, or emails, it also entertains or instructs through creative literature such as stories, novels, and poems. It is important to present complex arguments that would be beyond the spoken word in the form of essays, journal articles, and so on.

From the theories above, it can be concluded that generally writing is important to give information and to entertain the readers. Writing is also used to communicate with other in different time and place (e.g. letter, short message service, etc.).

c. The Process of Writing

According to Brown (2015), writing is skill of the ability to use word diction, grammar, and writing mechanics including the use of capital letter, spelling, and punctuation. As stated by Fachrurrazy (2011), writing has five processes to become a good paragraph such as prewriting, outlining, drafting, revising and editing. Ahearn (2012: 381) stated that prewriting is the way to transfer ideas. Prewriting is an idea and still abstract that would be basic to write information while outlining is making an outline before doing their scientific work after prewriting technique has done. Drafting is the purpose to write systematic paragraph. Moreover, the writer just writes the point of the topic.

Drafting is to completely write the task with new idea. The aim is to make sure that the reader understands the information. The steps are when a writer began with introduction, content of paragraph, and conclusion. Revising and editing is a procedure of the writer checking their scientific written. In this process the writer reads and matches with content of sentences.

d. Types of Writing

Gould (1989:122-126) defined that there are four type in writing such as descriptive, narrative, argumentative and expository. Descriptive text refers to describe something. People, animal, and things are commonly objects discussed in descriptive text. The aim is to inform the condition and characteristic to the reader.

Narrative text explained about telling the chronological of story. The aim is to entertain and bring the reader involved into the story. This text involved fable, myth, fairytales and legend. Argumentative contained of written text which shows the crucial issue. The text contains of pro and contra issue. George (1996) stated that expository is a text which inform the issue to the reader. It is containing the persuasive element. The aim of this text is to make sure that the reader believes the paragraph.

5. Argumentative Writing

a. Definition of Argumentative

According to Richards and Schmidt (2010:337), argumentative as a composition which attempts to defend a position is different from opinion. There are four terms of writing modes such as descriptive, expository, narrative, and argumentative writing. Argument is different from an opinion whether in written or oral. An opinion is not based so much on evidence but on belief, intuition, or emotion. Besides that, argument is a position supported solid facts. While arguments rarely prove a conclusion to be absolutely true but arguments demonstrate the probability of that conclusion. Opinions tend to be expressions of personal taste that have not been tested by the application of reasonable principles. As the example your student's opinion claims that history is a more interesting subject than literature, or that yellow is prettier than red.

It indicated when someone writes an argument, they should apply some principles argumentative writing. Argumentative writing could not be written freely without any consideration.

b. The Characteristics of Good Paragraph

According to Asmiyah (2011:12), a good paragraph should have four characteristics. Most of sentences in a paragraph create a topic. It develops without getting of tract. This means that all developments support the topic sentences. To provides well developed information to convince the reader, the truth of the paragraph must be completed. The organization of information in a paragraph is represented in a desirable sequence. Coherence means sentence

related to paragraph so it makes the readers understood logically the ideas stick one another.

Apart of explanation above, the writer concluded that a good paragraph is a mini essay which should demonstrate three complements including introduction that is a topic sentences; body which includes supporting details; and conclusion to the paragraph. The characteristics of good paragraph is unity, completeness, order, and coherence.

B. Some Previous Research Findings

Some writers have conducted studies on the use of past tense in writing method which showed the positive analysis. Abdullah (2013) discussed *about error analysis on the use of the simple tense in writing essays*. This theory has ever been applied in Universitas Zainal Abidin, which was only identifying simple past of writing essay on error analysis in argumentative writing.

According to Syarif (2014), an error analysis of the use simple past to identify students' errors in writing narrative text. The study under apply classroom action research. This strategy was conducted in SMP Negeri 4 Bekasi. This study analyzed error of the use of simple past. The focus of this was to analyze error that made by students in using past tense in argumentative writing.

Wahyuni et al, (2014) researched on *Analysis Error of the Grade VIII in Writing Recount Text* which found that the students of SMP Negeri 2 Parigi classified as poor in writing. The highest percentage error was made in subject-verb agreements by 89.2 %. punctuation and spelling 85.7% simple past tense by

78%, preposition b 67.8%, and the last error was pronoun 28.8%. The problems indicated that those error were interlingual error and induced error.

Hermi (2015) assumed that the main errors were ignorance of the rule structure and interference. Research group had a several difference of committing for instance irregular verbs, part of speech, and infinitive verb. The similarity between research and this research that both of writers analysed the grammatical error in writing. The difference was the kind of text. It was analysing students' grammatical error in recount text while the writer analyzed in argumentative writing.

Ma' mun (2016) stated that several of students of *made grammatical Error in Omission and Misinformation of their paragraph writing*. EFL writing are related to the transfer of Grammatical structures. The similarity between this research that both of writers wanted to analyse grammatical error in writing. This research took two classes senior high school as their sample and this research only took one class as the sample of research.

For all previous studies, the writer strongly believed that most of the students had positive impression in analysing the use of past error in teaching writing. From these findings, the writer tried to integrate those findings into argumentative writing and analysed the students' error writing.

C. Theoretical Framework

The writer analyzed the students writing ability focus on argumentative writing. The writer, in this case was wondering whether the students in the research location was able to improve their writing ability by error analysis past tense as teaching method that they needed to accomplish. The writer analyzed the students' past tense error analysis such as omission, addition, singular-plural and capitalize.

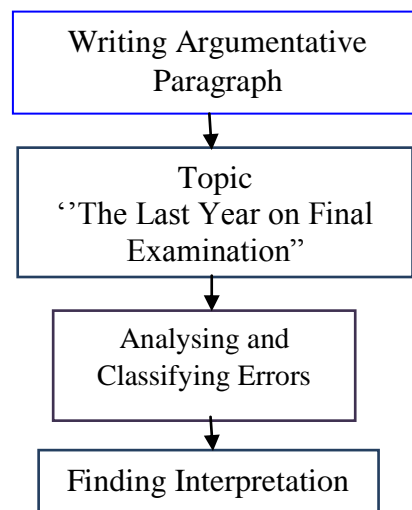


Figure 2.1. Theoretical Framework

CHAPTER III

RESEARCH METHOD

This chapter presented the research method and procedure of collecting data. The researcher analyzes students' error based on writing test result.

B. Research Design

This research applied descriptive qualitative method. Qualitative data sources included observation dan writing texts. The writer analyzed and classified students' errors in argumentative writing. The writer described the number of errors in the table form as recapitulation of the error that the students have made in each sentence and gave reconstruction of whole composition.

C. Sample of the Research

The writer took the ninth-grade students of SMAN 2 FakFak as the sample of the research. The research took class X IPA 1 as the sample of the research. Total samples of the research were 12 students.

D. Instrument of the Research

It was a writing test. The students wrote an argumentative under the title "The Last Year on Final Examination". The writer analyzed the students' past tense error to know their ability in argumentative writing text.

E. The Validity of the Test Instrument

Burke (2000: 106) states that validity is a judgment of based on a test or assessment procedures. To measure the validity the writer used the expert judgment. The expert judgment used to validate the writing test. The expert judge whether a test instrument has high validity and the test was based on the given materials. The writer supervisor were expert to validate the writing text. Therefore, the writer needs a judge from the experts to identify the research instrument was valid and reliable before apply it in the classroom.

F. Techniques of Data Analysis

The writer made some procedures in data analysis. The writer analyzed he student's writing test. Besides that, the writer classified types of errors in writing test. The error sentences were classified in each of errors columns and corrected it. According to Anwar (2014: 30), classified types of errors are as follow:

Table 3.1

Assessment Table

No	Types of Errors			
	Omission	Addition	Misodering	Misformation
1				
2				
Total				

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter contained of research finding and discussion after the writer conducted the research.

A. Research Finding

The data were collected by given test. The writer found some errors made by the students using Past Tense in argumentative writing.

Table 4.1
The Identification of the Errors of students 1

Identification of Errors	Types of Errors	Explanation	Correction
At or tu early first river	Misformation	“At or tu early first river” Unappropriated sentences and Should be replaced “	“The story of my last final examination”
I follow exam I nation nassional have as a base computer in at SMPN .2.Fak-Fak.	Misordering	“exam I nation nassional” Should replaced by “national examination”	I follow <i>the national examination used Computer Based Test in SMPN 2</i> Fak-Fak
	Misformation	“exam I nation nassional have as a base computer in at SMPN .2.Fak-Fak. Should be replaced to “the national examination used Computer Based Test”	
	Addition	“have as a” Should be deleted	

	Addition	“in at SMPN 2 Fak-Fak” “in” should be deleted	
I fell difficulty when examination continue because at ar to that.	Omminsion	“Fell” should be replaced by Felt	<i>I felt difficulty followed the national examination.</i>
	Misfomation	“exam ination Should be replaced by national exanimation	
	Addition	“continue because at ar to that” Should be deleted	
Also network moderate disturbed and I have to wait for again to network talked about return improve again.	Addition	“also, moderate, to	<i>The computer network was error and I had wait it run well again.</i>

Table 4.2

The Identification of the Errors of students 2

Identification of Errors	Types of Errors	Explanation	Correction
I am an alumni of X Yapiz Fak-Fak STATE MEDDLE School.	Addition	“am an alumni” Should be deleted	<i>I was a student from Junior High School of Yapiz Fak-Fak</i>
	Misformation	“am an alumni” should be replaced by “was a student”	
	Misordering	Yapiz Fak-Fak STATE MEDDLE School” Should be replaced by “ Junior High School of Yapiz Fak-Fak”	
I will tell a little about my	Misformation	“middle school” Should be replaced by	I will tell a little about my

experiences in middle Scholl until I become one of the students from SMA 2 Fak-Fak.	Omission	“Junior High School” “become” Should be replaced by “became”	experiences in <i>junior high school</i> until I <i>became</i> one of the students <i>of</i> SMA 2 Fak-Fak.
	Addition	“from” Should be replaced by “of”	
Early in Junior High School I felt scared ad for some reason.	Addition	“Early” should be deleted “Early”	<i>When I was</i> in Junior High School, I felt scared for some reasen
	Misformation	Should be replaced by “When I was”	
	Addition	“ad” error word and should be deleted	
That fear suddenly appeared in me.	Addition	“That” should be deleted	<i>The</i> fear suddenly appeared
	Addition	“in me” should be deleted	
	Misformation	“that”Should be replaced by ”The”	
I was afraid that I would have no frends and it wouldl be difficul to adapt.	Addition	“frends, wouldl, difficul “ Should be replaced by “friends, would, difficult”	I was afraid that I would have no friends and it would be difficult to adapt.

Table 4.3

The Identification of the Errors of students 3

Identification of Errors	Types of Errors	Explanation	Correction
When i look the junior high school exam	Misordering	“i” Should be replaced by “I”	When <i>I took</i> the Junior High School ” <i>examination</i> ”
	Omission	‘look” Should be replaced by “took”	
	Addition	“exam” should be replaced by “examination”	

on the first day i was very nervous to see the sheet of exam was finished	Addition	“on” Should be replaced by “On”	<i>On</i> the first day, <i>I</i> was very nervous to saw the sheet of <i>examination</i> was finished.
	Misordering	“i” should be replaced by “I”	
	Omission	“See” should be replaced by “saw”	
	Addition	“exam” should be replaced by examination	
i immediately when home	Addition	“i” Should be replaced by	<i>I</i> immediately <i>went</i> home
	Omission	capital “I” “when” Should be replaced by “went”	
i took of my oniform and after eating i wasked to the bed and i sleep and i wake up at 5:26 wit and i go take a shower	Addition	“i” Should be replaced by capital “I”	
	omission	“oniform” Should be replaced by “uniform”	
	Addition	“and” Should be deleted	
	Misordering	“wasked to the bed” Should be replaced by “walked to bed”	
	Addition	“and i” Should be deleted “sleep and”	
	Addition	should be replaced by “sleep”.	
	Omission	“wake” should be replaced by “woke” “and i go take a	
	Misformation	shower” should be replaced by “I took a shower”	
after taking a bath i go to a friends house and	Addition	“i” Should be replaced by capital “I”	After taking a bath, <i>I went</i> to <i>my</i> friend house and

i gather together with friends	omission	‘go’ Should be replaced by “went”	gather <i>with them</i>
	Misordering	“a” should be replaced by “my”	
	Addition	“i” should be Deleted	
	Misordering	“together with friends” Should be replaced by “with them”	
we stay up late and the second day of the exam i enter the class sleepy.	Addition	“i” Should be replaced by capital “I” “and” should be deleted. “exam” Should be replaced by “examination” “enter” should be replaced by “get into”	We stay up late. Second day of the examination, I get into the class sleepy.

Table 4.4

The Identification of the Errors of students 4

Identification of Errors	Types of Errors	Explanation	Correction
my experince when when taking the first Semester , exam 1 day	Addition	“experince when when” Should be replaced by “experience when”	<i>My experience when I took the examination on first semester</i>
	omission	“taking” should be replaced by I took”	
	Addition	“exam 1 day” should be replaced by “examination	

I felt happy and tense but so I passed the exam well and smoothy, tousand nineteen	Addition	“and tense but so” should be deleted “and tense but so”	I felt happy <i>when</i> I passed the <i>examination</i> well and <i>smoothly</i> in <i>two thousand nineteen</i>
	Addition	Should be replaced by “when”	
	Omission	“Exam” Should be replaced by “examination”	
	Addition	“smoothy” Should be replaced by “smoothly”	
	Omission	“tousand nineteen” should be replaced by “in two thousand nineteen”	
I was very happy to take the selon day of the exam because the lesson I liked was right that day.	Addition	“the selon day of” should be deleted	I was vey happy to take the <i>examination</i> because the lesson I liked was <i>on that day</i>
	Omission	“exam” Should be replaced by “examination”	
	Omission	“right that day” should be replaced by “on that day”	
On the fifth day I was hit by obstacles in the subject of Indonesian literature because these subjects we rerely studied so that made me feel dificult but day after day passed I passed well	Addition	“day” Should be added by “.”	On the fifth day, I was hit by obstacles in the subject of Indonesian literature because the subject we <i>rarely</i> studied. <i>It</i> made me <i>felt</i> <i>difficult</i> but day after day <i>I passed it</i> .
	Omission	“Rarely” should be replaced by “rarely”	
	Misordering	“studied” should be added with “.” “so that” should be replaced by “It” “feel” should be replaced by “felt” “dificult y” should be replaced by “difficult” “passed I passed well” should be replaced by “ I passed it”	

Mybe that's all I remember from my experince, that's all and thank you.	Addition	"Mybe, experience" Should be replaced by Maybe, experience"	Maybe that's all I remember from my experience, that's all and thank you.
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Table 4.5

The Identification of the Errors of students 5

Identification of Errors	Types of Errors	Explanation	Correction
In 2019 I prepare to take the exam based komputer in the middle of 2 Fak-Fak .	Addition	"In 2019" should be added by " ;" "I prepare" should	In 2019, I <i>was</i> prepare to take the <i>examination</i> based <i>on</i> <i>computer</i> in the SMPN 2 Fak-Fak
	Misformation	be replaced by "I was prepare" "exam" Should be replaced by "examination"	
	Addition	"on computer" Should be replaced by "computer " "middle of 2" should be reolaced by " "SMPN 2"	
When I follow simulation of the first these I felt confused because I have not been regular using a computer and in the and I take the exam based computer.	Misformation	"I follow " Should be replaced by	I <i>was</i> follow simulation on the first <i>time</i> and I felt confused. I have not been <i>capable</i> used a computer <i>when I took the examination</i>
	Addition	"when I was" "because" Should be deleted	
	Misformation	"these" should be replace by "time," "regular using" should be replace by "capable used" "and in the and" should be replaced by "when I took" "exam" Should be replaced by "examination" "based computer" should be deleted	

Table 4.6
The Identification of the Errors of students 6

Identification of Errors	Types of Errors	Explanation	Correction
On the first day I Followed national exam in state junior hight school Negeri Girgir Brongkendik	Addition	“Day” Should be added by “;” Should be replaced by “exam” Should be replaced by “examination”	On the first day, I followed national <i>examination</i> in state junior hight school Negeri Girgir Brongkendik
I Feel nervous and scared but I am confident and take the exam well.	Misformation	“Feel” Should be replaced by “felt” “exam” Should be replaced by “examination”	I felt nervous and scared but I am confident to take the exam well.

Table 4.7
The Identification of the Errors of students 7

Identification of Errors	Types of Errors	Explanation	Correction
On the first day I Followed national exam in state junior hingt school 4 Fak-Fak.	Addition	“Day” Should be added by “;” Should be replaced by “exam” Should be replaced by “examination”	On the first day, I followed national <i>examination</i> in state junior hight school Negeri Girgir Brongkendik
I feel hervous and scared but I am still confident and take the exam well.	Misformation	“Feel” Should be replaced by “felt” “exam” Should be replaced by “examination”	I felt nervous and scared but I am confident to take the exam well.

Table 4.8
The Identification of the Errors of students 8

Identification of Errors	Types of Errors	Explanation	Correction
On the first day I Followed national exam an state junior hight school Gir-Gir Brongkendik	Addition	“Day” Should be added by “,” Should be replaced by “exam” Should be replaced by “examination”	On the first day, I followed national <i>examination</i> in state junior hight school Negeri Girgir Brongkendik
I Fawes hervous and scared but I am still confident and fare the exam well.	Misformation	“Feel” Should be replaced by “felt” “and fare the” should be replaced by “to take the” “exam” Should be replaced by “examination”	I felt nervous and scared but I am confident to take the exam well.

Table 9
The Identification of the Errors of students 9

Identification of Errors	Types of Errors	Explanation	Correction
When distributing the exam cards at SNPN 6 Makale, I and my friends hoped that we would all enter the first session, but done of that happened	Addition	“exam” Should be replaced by “examination” “I” should be replaced by “me” “but done of that happened” should be deleted	When distributing the exam cards at SNPN 6 Makale, <i>me</i> and my friends hoped that we would all enter the first session.
There are first seseion to the second session	Addition	“seseion” Should be replaced by “session”	There are first <i>session</i> to the second session

because of the lack of computers and to many students so that the computer is not enough	Misformation	“students” should be added by “,” “that” should be deleted “is” should be replaced by “was”	because of the lack of computers and to many students, so the computer <i>was</i> not enough
I get the third session which was at one in the afternoon	Misformation	“get” Should be replaced by “got”	I <i>got</i> the third session which was at one in the afternoon
Until foor in the afternoon I and my friends sevosated	Addition	“foor” Should be deleted	<i>we were waiting</i> until in the afternoon
	Misordering	“I” should be replaced by “me” “I and my friends sevosated” should be replaced by “we were waiting”	
I want it i the morning but whatever my power found the third session.	Misformation	“want it “ should be added by “want took it” “i should be replaced by “in”	want <i>took it in</i> the morning but whatever my power found the third session.

Table 4.10

The Identification of the Errors of students 10

Identification of Errors	Types of Errors	Explanation	Correction
Sentence examples for write down on a paper from inspiring English sowrces write down on a paper	Addition	“Sowrces” Should be replaced by “sources”	Sentence examples for write down on a paper from inspiring English <i>sources</i> write down <i>in a piece of</i> paper
	Misformation	“on a” should be replaced by “ in a piece of”	

Table 4.11
The Identification of the Errors of students 11

Identification of Errors	Types of Errors	Explanation	Correction
On corry the first time I follow exam nassional kased on computer in SMPN 1 Fak-Fak .	Addition	“corry” should be deleted	On the first time <i>followed national examination based on computer in SMPN 1 Fak-Fak</i>
	Omission	“exam” Should be replaced by “examination”	
	Misformation	“follow exam nassional” should be replaced by “followed national examination”	
	Addition	“kased” should be replaced by “based”	
I orginated trouble on when exam take place – cool on	Addition	“orginated” should be replaced by “got”	I <i>got</i> trouble when <i>the examination</i> take place
	Omission	“on” should be deleted	
	Misformation	“exam” Should be replaced by “ the examination” “cool on “ Should be deleted	
when that to network is on disturbeb and I should the back get better again.	Addition	“that to “Should be replaced by “the”	When <i>the network was error, I should waited for it getting</i> better again
	Misformation	“is on disturbeb” Should be replaced by “was error,” “the back get” should be replaced by “waited for it getting”	
After network airady back get better I live fli to an work	Ommision	“after network” Should be added by “after the network	After <i>the network got</i> better, I <i>fill my work again.</i>
	Addition	“airady back” should be deleted	

	Misformation	“get” Should be replaced by “got”	
	Addition	“live fli to an” should be replaced by “fill my” “again” should be added after “work”	
the questions that constrain	Misformation	“that constrain ” Should be replaced by “was hard”	The question was <i>hard</i> .
that first I confused pus the computer.	Addition	“that” should be deleted	<i>For the first time</i> , I was confuse using the computer
	Omission	“first” should be added by “for the first time,”	
	Addition	“I confused” should be replaced by “ I was confuse” “pus” should be replaced by “using”	
Constrains that second, computer always distrubed.	Addition	“Constrains that “ should be deleted “Disturbed” Should be replaced by “error”	Second, the computer always error.

Table 4.12

The Identification of the Errors of students 12

Identification of Errors	Types of Errors	Explanation	Correction
Time is I want in the following national test.	Addition	“Time is” should be deleted	I want <i>to</i> following <i>national examination</i>
	Misordering	“In” should be replaced by “to” “tast national” Should be replaced by “national examination”	

and I think is I will thing flow ever ell in but see is I spirit and hold for Christ and to went I champion	Addition	”and” Should be replaced by “what”	<i>What</i> I think is, I will flow ever but <i>my</i> spirit and hold for Christ <i>bring me to be a</i> champion
	Omission	“Thing” should be deleted “ell in” should be deleted “see is” should be deleted “I” should be replaced by “my” “and to went I” should be replaced by “bring me to be a”	
I present never good	Addition	“I” Should be replaced by “My”	<i>My</i> present never good.

Based on the writing test result show that most of the students made grammatical error at SMAN 2 FakFak. The writer made primarily research. The writer found that the student’s made errors in argumentative writing. The result showed that students of X IPA 1 felt confused to understand pattern of simple past. The students were able to change adjective to verb form. Thus, they could not identify regular and irregular verb. The problem was when the teacher explained the material, the student did not pay attention. Otherwise, the test result was poor. It was related with 2013 curriculum because learning of tenses must be integrated. The teacher said that the students still confused when just give explanation without the example. Moreover, by adding other method, it made students unable to apply simple past in Argumentative writing.

The results of students writing test of X IPA 1 was poor. The students thought that they did not know the meaning and lack vocabulary to write. Besides that, they did not know about verb. The students said that they were did not know verb in Indonesia and English as well. Some of the students said that they still confused using simple past tense.

The writer collaborated with English teacher to observe teaching activities in X IPA 1. The writer monitored how teacher opened the class, explained the subject, and gave students test about Argumentative Writing. The writer found that the English teacher did not use slide in order to explain the material at the time. Furthermore, teacher explained Argumentative Writing very fast. It seems that some students felt confused about the material. The writer found that only some students understood about argumentative test. The writer also found that the some of the students did not pay attention. When the teacher did feedback and asked students to answer the question, the student did not give a response about Argumentative Writing. Then, the English teacher gave writing test about Argumentative Writing to the students.

When students' test was done, the English teacher gave the students writing test. The writer analyzed the student's test result compared with the observation. The writer identified what types of errors made by students X IPA 1 used writing test and observation. At last, the writer found that most of the students made errors in argumentative writing based on four parts of errors types.

B. Discussion

The writer observed the English learning process. The writer analyzed students' Argumentative writing by identifying errors, types of errors, content of explanation and sentences correction. The writer collected the data and the result showed that students X IPA 1 almost entirely made Errors in Argumentative Writing. The writer found that from the test result of errors and observation analysis, several aspects caused errors made by students in argumentative writing. The result showed that students unable to translated words because of lack knowledge writing past tense and vocabulary . The students did not know structural using tenses in writing Argumentative Writing. Besides that, the students are lack on tenses in their writing. Moreover, there were some factor which influenced English teacher for instance teacher did not use an instrument to explain the subject. Otherwise, some students did not pay attention. The writer analyzed the students' Argumentative writing which referred to identification of errors, types of errors, content of explanation and sentence correction. Therefore, Error analysis could help English teacher found other teaching media or technique to help students when finding difficulties in making sentences and paragraph. The writer checked and analyzed the grammatical error made by students in Argumentative Writing.

Related to the previous study, the writer found that it was important to describe kind of errors in a paragraph and to correct the student's errors and students could learn from their mistake as a English teacher Error analysis. Besides that, Wati (2011) in her research result found that omission and

misordering were in percentages 28,9%. Then, the dominant errors were addition. This research was different with this research because the dominant errors was misformation. The dominant errors in Wati (2011) was influenced by English teacher who did not aware with error made by students in their writing and they did not check their student's writing. Moreover, the object of previous research was the students of ninth grades who only focused on student's exam procedures.

Meanwhile, Syarif (2014) on his research found that misformation was the dominant errors with 58%. The result between writer and the previous study is same. The errors caused by different objects of the research. The object of the research was tenth grade students. Therefore, it caused the different result where students commonly used present tense in writing. This error was unacceptable.

Hourani (2008:42) stated that causes of error in English writing were language transfer between SL (source language) to Tl (Target language). It made the students more comprehend the language transfer. Otherwise, it could influence students in writing. The writer concluded that understanding and do the writing every day is necessary to minimize errors. Hourani (2008:18) stated that error analysis is a good information to teachers. It provides information on students' errors which in turn their improvement in teaching'.

The correlation was error analysis. It was support by the previous study that described about error analysis. It contained the important role to find a solution by the teacher about what they to do next in explaining the material.

Besides that, in argumentative writing the students could use material correction of their task to find out errors in their assignment. Therefore, if they got writing task, they did not do the same errors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result the writer concludes that most of students of X IPA 1 made errors of past tense in argumentative writing. The writer identified of errors, types of errors, content of explanation then correct the sentences. That influence the errors in writing such as students unable to change the word, less practice and lack vocabulary and factors students errors is cannot distinguish the types of irregular veb and use irregular verb the influence sentences. The students made errors in addition parts, omission, misformation and misodering. The result shows that students X IPA 1 are still poor in using past tense in Argumentative Writing. They need more attention by doing a lot of exercise to improve their argumentative writing.

B. Suggestion

After having conducted this research, the suggestion is that learning activities must be more interesting using variative media. The teacher should be able to manage the classroom especially for the students who have difficulty in learning tenses. Moreover, this research is expected to minimize the occurrence of errors in argumentative writing. The teacher should find the related media in order to minimize the errors. The teachers are expected to be able to focus on errors in

argumentative writing. Therefore, teacher can apply new method in teaching grammar.

This research is useful to help students know their errors and their ability in argumentative or types of writing. When students often practice to make Argumentative writing. It may reduce mistakes. This research can be used references for other studying. The aim is to provide other research information of assessing students' past tense usage in argumentative writing.

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Appendix 1. Research Instrument**RESEARCH INSTRUMENT****Name :****Nis :****Class :****Directions:**

1. Write down on a piece of papers argumentative text using Simple Past Tense with the topic “The Last Year on Final Examination”
2. Your time is 45 Minutes

Appendix 2. The Result of Writing Test

Student 1

Answer :

At or tu early first river I follow exam I nation nassional have as a base computer in at SMPN .2.Fak-Fak.I fell difficulty when exam ination continue because at ar to that. Also networ moderate disturbed and I have to wait for again to network talked about return improve again.

Student 2

Answer :

My name is Said Rahman Toknam. I am an alumni of X Yapiz Fak-Fak STATE MEDDLE School. I will tell a little about my experiences in middle Scholl until I become one of the students from SMA 2 Fak-Fak. Early in Junior High School I felt Scared ad for some reason. That fear suddenly appeared in me. I was afraid that I would have no frends and it would be difficul to adapt. But my mom advised me and always calmed me down.

Student 3

Answer :

When I look the junior high school exam on the first day I was very nervous to see the sheet of exam was finished I immediately when home I took of my oniform and after eating I wasked to the bed and I sleep and I wake up at 5:26 wit and I go take a shower after taking a bath I go to a friends house and I gather together with friends we stay up late and the second day of the exam I enter the class sleepy

Student 4

Answer :

Hello my name is Lusi Sisilia Rahmania I went to SMAN 2 Fak-Fak, Class X BBI my experince when when taking the first Semester , exam 1 day I felt happy and tense but so I passed the exam well and smoothy, tousand nineteen I was very happy to take the selon day of the exam because the lesson I liked was right that day.

On the fifth day I was hit by obstacles in the subject of indonesian literature because these subjects we rerely studied so that made me feel dificult but day after day passed I passed well

Mybe that's all I remember from my experince, that's all and thank you.

Student 5

Answer :

In 2019 I prepare to take the exam based komputer in the middle of 2 Fak-Fak .

When I follow simulation of the first these I felt confused because I have not been regular using a computer and in the and I take the exam based computer.

Student 6

Answer :

On the first day I Followed national exam in state junior high school Negeri GIRGIR BRONGKENDIK I Feel hervous and scared but I am confident and take the exam well.

Student 7

Answer :

On the first day I Followed national exam in state junior hingt school 4 Fak-Fak. I feel hervous and scared but I am still confident and take the exam well

Student 8

Answer :

On the first day I Followed national exam an state junior high school Gir-Gir Brongkendik I Fawes hervous and scared but I am still confident and fare the exam well.

Student 9

Answer :

‘‘the last year final examination’’

The last year final examination is I am

When distributing the exam cards at SNPN 6 Makale.I and my friends hoped that we would all enter the first session, but done of that happened.

There are first seseion to the second session because Of the lack of computers and to many students so that the computera is not enough the first day of the exam I feel scored and nervous even though elementari school has had a national exam too, but that sense arises

I get the third session which was at one in the afternoon until foor in the afternoon, I and my friends sevosated I want it i the morning but whatever my folover find the third session.

Student 10

Answer :

Sentence examples for write down on a paper from inspiring English sources write down on a paper

The type of the page and next to it write what kind of box you will need

Student 11

Answer :

On my first time I follow exam national based on computer in SMPN 1 Fak-Fak. I originated trouble on when exam take place –cool on when that to network ison disturbed and I should the back get better again.

After network already back get better I live fly to answer the questions that constrain that first I confused plus the computer. Constrains that second, computer always disturbed.

Student 12

Answer :

- Time is I want in following test national and I think is I will thing flow ever ell in but see is I spirit and hold for christ and to went I champion I present never good.
- (I).(Me).
(welcome).(forever).(good).(morning).(hand).(afternoon).(food).(bath).
(black).(people).
(dictionary).(library).(animal).(eye).(foot).(ball).(basket).(bag).(read).(write).(red).(pen).(pencil).(box).
 - 150 minutes 5 I Finish

Appendix 3. Documentation of the Research



Picture 1. The research location at SMA Negeri 2 FakFak



Picture 2. The researcher was distributing the written test.



Picture 3 .The researcher was monitoring the students.



Picture 4. All students were answering the test.

Appendix 4 : The Students Test Result of Argumentative Writing

1. Write down on a piece of papers argumentative writing using past tense with the topic ‘The Last Year Final Examination.
2. Your write one paragraph
3. Your time is 45 minutes

RESEARCH INSTRUMENT

Name : ALwan kapouruma

Nis : 5416/0032968527

Class : x IBB 1

Directions:

1. Write down on a piece of papers argumentative writing using Past Tense with the topic "The Last Year Final Examination"
2. Your word more than 150 word.
3. Your time is 45 Minutes

Answer : when i look the junior high school exam on the first day i was very nervous to see the sheet of exam was finished i immediately when home i look of my uniform and after eating i walked to the bed and i slept and i wake up at 5:26 wit and i go take a shower after taking a bath i go to a friend's house and i gather together with friends we stay up late and the second day of the exam i enter the class sleepy

RESEARCH INSTRUMENT

Name : JEREMIAS WAGAB

Nis :

Directions:

1. Write down on a piece of papers argumentative writing using past tense with the topic "The Last Year Final Examination.
2. Your write one paragraph
3. Your time is 45 minutes

Answer :

On the first day I followed
national exam in State Junior
high school 4 fak-fak I feel
nervous and scared but I am still
confident and take the exam well

RESEARCH INSTRUMENT

Name: SEBASTIANUS Lorino Genab

Nis : 001624 9020

Directions:

1. Write down on a piece of papers argumentative writing using past tense with the topic "The Last Year Final Examination.
2. You write one paragraph
3. Your time is 45 minutes

Answer :

* Time is I want in flowing East National and I think is
 I will thing flow ever in But see is I spirit
 and hold for christ and to want I champion
 I present Never Good.

* (I). (me). (welcome). (forever). (Good). (morning). (hand). (Afternoon). (food).

(Bath). (Room). (Table). (glue). (Blue). (Candy). (white). (green). (Spoon).

(Coffee). (Black). (people). (Dictionary). (Library). (Animal). (eye). (foot).

(Ball). (Basket). (Bag). (Read). (White). (Red). (Pen). (pencil). (Box).

* 150 minutes 5 I finish

RESEARCH INSTRUMENT

Name : Marcella Dora Margaretha Gewab

Nis : 5424/0036581273

Directions:

1. Write down on a piece of papers argumentative writing using past tense with the topic "The Last Year Final Examination.
2. You write one paragraph
3. Your time is 45 minutes

Answer :

on the first day I followed
national exam in State Junior
high school Gir-Gir Brongkendik
I was nervous and scared but
I am still confident and take
the exam well

RESEARCH INSTRUMENT

Name : SEKOLASTIKA TENONGMEIRE

Nis : 5476 / 00 26 28 2554

Directions:

1. Write down on a piece of papers argumentative writing using past tense with the topic "The Last Year Final Examination.
2. Your write one paragraph
3. Your time is 45 minutes

Answer :

on the first day I followed
national exam in state junior
high school NEGERI GIRGIR BRONGKENDIK
I feel nervous and scared but I am
still confident and take the exam well

RESEARCH INSTRUMENT

Name : SELPINA YOLANDA HEGEMUR

Nis :

Directions:

1. Write down on a piece of papers argumentative writing using past tense with the topic "The Last Year Final Examination.
2. Your write one paragraph
3. Your time is 45 minutes

Answer :

) In 2019 I prepare to take the exam based komputer in the middle of 2 weeks, when I follow simulation of the first time I felt confused because I have not been regular using a computer and in the end I kept trying until I could use a computer and I take the exam based komputer.

RESEARCH INSTRUMENT

Name : IJEL

Nis :

Directions:

1. Write down on a piece of papers argumentative writing using past tense with the topic "The Last Year Final Examination.
2. Your write one paragraph
3. Your time is 45 minutes

Answer :

"The Last Year Final Examination"

The Last year Final Examination is I am

When distributing the exam cards at SMPN 6 Makale, I and my friends hoped that we would all enter the first session, but none of that happened.

There are the first session to the second session because of the lack of computers and too many students so that the computer is not enough the first day of the exam I feel scared and nervous even though even though elementary school has had a national exam too, but that sense arises I got the third session which was at one in the afternoon until test in the afternoon, I and my friends separated I want it in the morning but whatever my power found the third session.

RESEARCH INSTRUMENT

Name : NURMINAH KAPUR

Nis : 5507.

Directions:

1. Write down on a piece of papers argumentative writing using past tense with the topic "The Last Year Final Examination.
2. Your write one paragraph
3. Your time is 45 minutes

Answer :

on ~~my~~ early ~~time~~ the first time I

Follow exam nasional based on computer

In SMA N. 2 Fak-fak I originated trouble on when exam take place. cool on when that to network ison disturbed and I should the back get better again

after network already back get better I live fii to answer the questions that there is constraint that first I confused pus the buitons computer. constrains That second, computer always dis trubed.

RESEARCH INSTRUMENT

Name: LUSA SESILIA RAHANGIAR

Nis :

Directions:

1. Write down on a piece of papers argumentative writing using past tense with the topic "The Last Year Final Examination.
2. Your write one paragraph
3. Your time is 45 minute

Answer :

hello my name is usi Sisilia rahangiar i went to SMA N 2 fak-fak, class x BBI my experience when taking the first semester exam 1 day i felt happy and tense but so i passed the exam well and smoothly, the next day on the third day of december ~~two~~ two thousand nineteen i was very happy to take the second day of the exam because the lesson i liked was right that day.

on the fifth day i was hit ~~by~~ by obstacles in the subject of Indonesian literature because these subjects we rarely studied so that made me feel difficult but day after day passed i passed well

maybe that's all i remember from my experience, that's all and thank you

RESEARCH INSTRUMENT

Name : MUHAMAD FANDER SOROWAT

Nis :

Directions:

1. Write down on a piece of papers argumentative writing using past tense with the topic "The Last Year Final Examination.
2. Your write one paragraph
3. Your time is 45 minutes

Answer : At or to early First river I follow exam I nation
passional have as a base computer in at
SMP N.2. Pak-Pak.
I feel difficulty when examination continue.
because at or to that.
also network moderate disturbed and I have to
wait for again to network talked about
return improve again.

RESEARCH INSTRUMENT

Name : VILLA DELFIA WBYAAM

Nis :

Class :

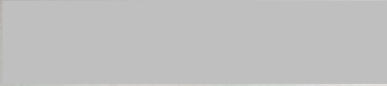
Directions:

1. Write down on a piece of papers argumentative writing using past tense with the topic "The Last Year Final Examination.
2. Your write one paragraph
3. Your time is 45 minutes

Answer : Sentence examples for write down on a paper
from Inspiring English Sources
write down on a paper
the type of the file and next to it write
what kind of box you will need.

RESEARCH INSTRUMENT

Name: Siti HAJAR TOFIR

Nis :


Directions:

1. Write down on a piece of papers argumentative writing using past tense with the topic "The Last Year Final Examination.
2. You write one paragraph
3. Your time is 45 minutes

Answer ;

on Condy The first TIME I
 Follow exam nassional KASED on Cempoter
 In SMP N. 1 fak-fak .I onginated Trouble on
 when exam take Place. Cool on when That TO
 network ison distur beb and I should The back
 get better again .

after network already back get better I live
 fii to anwork The questions That
 Constrain That first I Confused Pus The
 Computer. Constrains That Se cond, Computer
 always dis trubed

Appendix 5 : Letters



UNIVERSITAS BOSOWA

PROGRAM PASCASARJANA

Jl. Urip Sumoharjo Km. 4 Telp. (0411) 452901 - 452789 Fax. (0411) 424568
 Website <http://www.univ45.ac.id> E-mail pascasarjana_empati@yaho.com
 MAKASSAR - INDONESIA

Makassar, 14 November 2019
 No. : **870/B.03/PPs/Unibos/XI/2019**
 Lamp. : **Satu buah Proposal Penelitian**
 Hal : **Izin Penelitian dan Pengambilan Data**

Kepada Yth.
Bupati Fak-Fak
Cq. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Fak-Fak
 di
 Tempat

Dengan hormat,

Bersama ini kami sampaikan bahwa Berdasarkan Hasil Seminar Proposal Penelitian pada Tanggal **Delapan** Bulan **Oktober** Tahun **Dua Ribu Sembilan Belas** Mahasiswa Program Pascasarjana Universitas Bosowa Makassar atas nama:

Nama : **WA NURSILA**
 NIM : **4617107004**
 Program Studi : **Magister Bahasa Inggris**
 Konsentrasi Studi : **-**
 Judul Tesis : **ERRORS ANALYSIS ON THE USE OF PAST TENSE IN ARGUMENTATIVE WRITING OF TENTH GRADE STUDENTS AT SMAN 2 FAKFAK WEST PAPUA**

Untuk mendukung penulisan Tesis Mahasiswa tersebut di atas maka Kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa tersebut di atas untuk melakukan penelitian.

Mahasiswa tersebut di atas dibimbing oleh:

1. Prof. Dr. Syarifuddin Dollah, M.Pd.
2. Dr. Ramli, S.S., M.Pd.

Demikian permohonan izin penelitian ini, atas perhatian dan kerjasamanya kami ucapkan terima kasih

Direktur
 Asisten Direktur,

Dr. Syamsul Bahri, S.Sos., M.Si.
 NIDN 00 1501 6704

Tembusan:
 1. Rektor Universitas Bosowa Makassar
 2. Mahasiswa yang bersangkutan
 3. Peringgal



**PEMERINTAH KABUPATEN FAKFAK
BADAN KESATUAN BANGSA DAN POLITIK**

Jl. Jend. Sudirman Kelurahan Wagom, Fakfak-Papua Barat 98613 J(0956) 22015

REKOMENDASI PENELITIAN

NOMOR : 070/ 32 / BKBP/2019

- a. Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Daerah Kabupaten Fakfak Nomor 04 Tahun 2016 tentang Susunan Organisasi Badan Kesatuan Bangsa dan Politik Kabupaten Fakfak.
- b. Menimbang : Surat Direktur Program Pascasarjana Universitas Bosowa Makassar Nomor: 870/B.03/PPs/XI/2019 Perihal Permohonan Ijin Penelitian dan pengambilan Data.
- MEMBERITAHUKAN BAHWA :
- c. Nama/Objek : **WA NURSILA**
d. Nim : **4617107004**
e. Judul Proposal : **ERRORS ANALYSIS ON THE USE OF PAST TENSE IN ARGUMENTATIVE WRITING OF TENTH GRADE STUDENTS AT SMAN 2 FAKFAK WEST PAPUA**
- f. Perguruan Tinggi Identitas : **PROGRAM PASCASARJANA UNIVERSITAS BOSOWA MAKASSAR**
- g. Untuk : 1) Melakukan Penelitian guna " **Penulisan Tesis** "
2) Lokasi Penelitian : Pada Sekolah SMA Negeri 2 Fakfak
3) Waktu /Lama Penelitian : 6 Desember 2019 s/d 6 Januari 2019
4) Anggota Tim Peneliti : -
5) Bidang Penelitian : Pendidikan
6) Status Penelitian : Baru
- e. Melaporkan Hasil Penelitian/Praktek Kerja Lapangan kepada Bupati Cq. Kepala Badan kesatuan Bangsa dan Politik.

Demikian Rekomendasi ini dibuat untuk digunakan seperlunya.

Fakfak, 6 Desember 2019

**KEPALA BADAN KESATUAN BANGSA DAN POLITIK
KABUPATEN FAKFAK**



MAHMUD LA BERU, S.Sos.MM
PEMBINA UTAMA MUDA
NIP. 19650702 199003 1 013



**PEMERINTAH KABUPATEN FAKFAK
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Jend. Sudirman, Wagom, Pariwari, Fakfak, Papua Barat (88611)
email : dpmpstsp_ff@yahoo.com website : http://dpmpstsp.fakfakkab.go.id

**SURAT IZIN PENELITIAN
NOMOR : 504/27/SIP/DPMPSTSP-FF/2019**

- Dasar :
1. Peraturan Bupati Fakfak Nomor 21 Tahun 2017 tentang Penyelenggaraan Perizinan pada Lembaga Perizinan Terpadu Satu Pintu di Kabupaten Fakfak sebagaimana telah diubah dengan Peraturan Bupati Fakfak Nomor 67 Tahun 2018;
 2. Rekomendasi Penelitian Badan Kesatuan Bangsa dan Politik Kabupaten Fakfak Nomor 070/32/BKBP/2019;
 3. Permohonan dengan Nomor Pendaftaran 321 tanggal 10 Desember 2019;
 4. Izin Penelitian & Pengambilan Data dan Asisten Direktur Nomor 870/B.03 /PPs/Unibos/XI/2019;

Yang bertanda tangan di bawah ini Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Fakfak memberikan Izin Penelitian kepada:

Nama : WA NURSILA
 Tempat, Tanggal Lahir : WARINGIN CAP, 21 September 1994
 Asal Perguruan Tinggi : UNIVERSITAS BOSOWA
 Lokasi Penelitian : SMA negeri 2 Fakfak
 Waktu Penelitian : 06 Desember 2019 s/d 06 Januari 2020
 Judul Penelitian : ERRORS ANALYSIS ON THE USE OF PAST TENSE IN ARGUMENTATIVE WRITING OF TENTH GRADE STUDENTS AT SMAN 2 FAKFAK WEST PAPUA

Dengan ketentuan sebagai berikut:

1. Surat Izin Penelitian ini berlaku hanya untuk kegiatan penelitian tersebut di atas.
2. Mentaati semua ketentuan dan peraturan yang berlaku pada organisasi tempat melakukan penelitian tersebut di atas.
3. Jika masa berlaku Surat Izin Penelitian ini berakhir sedangkan pelaksanaan penelitian belum selesai, harus mengajukan kembali perpanjangan.
4. Setelah penelitian selesai harap melapor ke Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Fakfak.

Ditetapkan di : Fakfak
 Pada tanggal : 10 Desember 2019

a.n. BUPATI FAKFAK
 KEPALA DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 KABUPATEN FAKFAK

Drs.
 Marthen
 Idie, M.Si

Digitally signed by Drs. Marthen
 Idie, M.Si
 DN:
 email=marthenidie6102@gmail.co
 m, cn=Drs. Marthen Idie, M.Si,
 ou=Dinas Penanaman Modal dan
 Pelayanan Terpadu Satu Pintu,
 ou=Kabupaten Fakfak, o=Perseminah
 Kabupaten Fakfak, ln=Fakfak,
 st=Papua Barat, c=ID
 Date: 2019.12.11 10:38:56 +0900

PEMBINA UTAMA MUDA
 NIP. 196403091992031008



Rp0

Tembusan:

1. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Fakfak;
2. Pimpinan Organisasi tempat penelitian dilakukan;
3. Arsip.



PEMERINTAH PROVINSI PAPUA BARAT
DINAS PENDIDIKAN
SMA NEGERI 2 FAKFAK
TERAKREDITASI 'A'



Alamat : Jl. La Tonde Kelurahan Danaweria Distrik Fakfak Tengah

Tlp. 23516

SURAT KETERANGAN

Nomor : 152/422/SMA-2/I/2020

Yang bertanda tangan dibawah ini :

Nama : JUMAD PATIRAN, S.Pd, M.Si
NIP : 19680708199903010
Pangkat/Gol : Pembina / IV/a
Jabatan : Kepala SMA Negeri 2 Fakfak

Dengan ini memberikan surat keterangan kepada :

Nama : WA NURSILA ANALYZING
NIM : 4617107004
Program Studi : Magister Bahasa Inggris

Untuk Melaksanakan Penelitian dan pengambilan data di SMA Negeri 2 Fakfak, dalam rangka penulisan Tesis, dengan judul : " **ERRORS ANALYZING ON THE USE OF PAST TENSE IN ARGUMENTATIVE WRITING OF TENTH GRADE STUDENTS AT SMA NEGERI 2 FAKFAK WEST PAPUA.**

Demikian surat keterangan penyelesaian penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Fakfak, 24 Januari 2020

Kepala SMA Negeri 2 Fakfak

JUMAD PATIRAN, S.Pd. M.Si
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SERTIFIKAT UJI SIMILARITAS

No: 03 / pps-gpm / v / 2020

Menerangkan bahwa TESIS dengan judul:

**ERRORS ANALYSIS ON THE USE OF PAST TENSE IN
ARGUMENTATIVE WRITING OF TENTH GRADE STUDENTS
AT SMAN 2 FAKFAK WEST PAPUA**

Penulis: WA NURSILA

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Makassar, 08 Mei 2020

Dr. Harifuddin, S.Pd., M.Si.



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SERTIFIKAT UJI SIMILARITAS

No: 101 / pps-gpm / x / 2020

Menerangkan bahwa ARTIKEL dengan judul:

**ERRORS ANALYSIS ON THE USE OF PAST TENSE
IN ARGUMENTATIVE WRITING OF TENTH GRADE
STUDENTS AT SMAN 2 FAKFAK WEST PAPUA**

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Makassar, 01 OKTOBER 2020

Dr. Harifuddin, S.Pd., M.Si.

BIOGRAPHY



Wa Nursila was born on 21st September 1994 in Maluku. She has three brothers and two sisters. She is the fourth child of the six siblings in her family. Her father's name is La Usman and her mother's name is Wa Iwa. She started her first education in 2010 at SDN Inpres Kayu Merah Fak-fak West Papua and graduated in 2006. In the same year, she continued her Junior High School at SMPN 2 Fak-fak West Papua and graduated in 2009. After that, she continued her Senior High School at SMAN 2 Fak-fak West Papua and finished in 2013. In the same year, she entered the University of Bosowa Makassar at the Faculty of Teacher Training and Education and chose the English Education Department and finished in 2017.