

**THE STUDENTS' MISTAKES IN CONSTRUCTING SIMPLE
PAST TENSE AT THE SECOND YEAR OF
SMPN 1 BANGKINANG BARAT**

Thesis

Submitted to Fulfill One of Requirement
for Undergraduate Degree in English Education
(S.Pd.)



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PEKANBARU
1431 H/2010 M**

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ABSTRACT

This research entitles “The Students` Mistakes in Constructing Simple Past Tense at the Second Year of SMPN 1 Bangkinang Barat”.

At the second year of SMPN 1 Bangkinang Barat, the students have been taught English four hour a week during 2 semesters, but in the fact, the result of writing achievement is still far from expectation. Mistake is an understanding of something that is not correct or recognizes something incorrectly. On the other hand, students` mistakes come from incorrect understanding that they have been learning, especially in learning English grammar simple past tense.

The subject of this research was the second year students of SMPN 1 Bangkinang Barat, and the object of the study was the students` mistakes in constructing simple past tense.

In this research, the writer used the test technique in collecting the data. There were two questions, which was in each question the students were asked to make the sentences in positive form, in negative form, in interrogative form, and in two of W-H questions form by using two of verb words, one of the adjective word, and one of adverb word. All of the sentences made in simple past tense form. The test was given twice to the students. This test was to find out the students` ability in constructing simple past tense, the students` mistakes in constructing simple past tense, and the dominant mistakes made by the students in constructing simple past tense at the second year of SMPN 1 Bangkinang Barat. The data were analyzed by classifying the ability and mistakes made by the students to each type of mistakes by using the formula:

$$P = \frac{F}{N} \times 100\% \quad \text{and} \quad M = \sum \frac{fx}{N}$$

After collecting the data, the writer found the students` ability in constructing simple past tense that is categorized in fair level; it is about 31.80%-34.58%. The students` mistakes are 13. 19% in constructing Subject Verb Agreement (positive sentence), 14.91% in negative sentence, 18.24% in interrogative sentence, 14.91% in W-H question with auxiliary “did” sentence, and 27. 67% in W-H question with be “was& were” sentence.

ABSTRAK

Penelitian ini berjudul “Kesalahan- Kesalahan Para Siswa dalam Menyusun Kalimat Masa Lalu pada Siswa Kelas Dua SMPN 1 Bangkinang Barat”.

Di kelas dua SMPN 1 Bangkinang Barat, para siswa telah diajarkan bahasa Inggris 4(empat) jam seminggu selama 2(dua) semester, tapi pada kenyataannya, hasil prestasi menulis masih jauh dari harapan. Kesalahan adalah sebuah pemahaman terhadap sesuatu yang tidak benar atau mengenali sesuatu dengan tidak benar. Dengan kata lain, kesalahan- kesalahan para siswa berasal dari pemahaman yang salah terhadap yang telah mereka pelajari. Khususnya dalam pembelajaran kalimat pada masa lalu tata bahasa Inggris.

Subyek dari penelitian ini adalah para siswa kelas dua SMPN 1 Bangkinang Barat. Objek dari penelitian ini adalah kesalahan dalam menyusun kalimat masa lalu.

Dalam penelitian ini, penulis menggunakan teknik tes dalam pengumpulan data. Ada dua buah pertanyaan, dimana pada setiap pertanyaan siswa disuruh untuk membuat kalimat dalam bentuk positif, membuat kalimat dalam bentuk negatif, membuat kalimat dalam bentuk tanda tanya, dan membuat kalimat dalam bentuk pertanyaan W-H dengan menggunakan dua buah kata kerja, satu kata sifat dan satu kata keterangan. Semua kalimat- kalimat dibuat dalam bentuk kalimat masa lalu. Tes diberikan dua kali kepada para siswa. Tes ini untuk menemukan kemampuan siswa dalam menyusun kalimat masa lalu, kesalahan- kesalahan dalam menyusun kalimat masa lalu dan kesalahan yang dominan yang dibuat oleh siswa dalam menyusun kalimat masa lalu di SMPN 1 Bangkinang Barat. Data di analisa dengan mengklasifikasikan kemampuan dan kesalahan yang dibuat oleh siswa pada setiap tipe dari kesalahan- kesalahan dengan menggunakan rumus:

$$P = \frac{F}{N} \times 100\% \quad \text{dan} \quad M = \sum \frac{fx}{N}$$

Setelah mengumpulkan dan mengolah data, penulis menemukan kemampuan siswa dalam menyusun kalimat masa lalu yang dikategorikan pada cukup, diantara 31.80%- 34.58%. Kesalahan- kesalahan yaitu antara 13.19% pada menyusun kalimat positive, 14.91% pada menyusun kalimat negatif, 18.24% dalam menyusun kalimat tanya, 14.91% dalam menyusun kalimat pertanyaan W-H dengan pelengkap “did”, dan 27.67% dalam menyusun kalimat pertanyaan W-H dengan pelengkap “was& were”.

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CHAPTER I

INTRODUCTION

A. The Background

Education is an important role in our lives because it enables us to become more efficient to achieve goals in life. The function of education is to teach someone to discern from the false to the true ones, the real from the unreal, and the facts from the fiction. So, education makes our lives meaningful and better.

Education in our country cannot be separated with language learning. It is because language is the communication tool. There are two rules of language learning, they are as a foreign language and as a second language. Foreign language focuses on a language teaching as a subject in school and the second language focuses on language using in oral communication, written in education, government and mass media.

There are four skills in language learning and then expanded with curriculum, and it should be mastered by students to get the ability in language, they are listening, speaking, reading and writing. These skills are divided in two groups, namely listening and reading. These skills are grouped as receptive skills because they are used to receive language produced by someone else. Writing and speaking are grouped as productive skills because both skills are used to convey language to someone else. So, four aspects students' abilities are divided to be receptive skill and productive skill.

Writing as a conveying language is not free from grammar because one of the purposes of the writing is to make the students able to write sentences in

correct meaning and form. Understanding English grammar well can help us in constructing sentence in correct meaning and form. It is also as the first step for students to study about most essential matter of English subject. Sentence constructing is one way of describing different kinds of sentence by using the terms subject, verb, object, complement, and adverbial.

In fact, the result of writing teaching purposes is still far from what we want. It is because the students still make mistakes in writing, especially in constructing the simple past tense. These mistakes are in constructing simple past sentences in positive form, negative form, interrogative and WH question, and in identifying subject verb agreement in simple past tense. Sekolah Menengah Pertama Negeri 1(SMPN 1) Bangkinang Barat is one of the SMP in Kecamatan Bangkinang Barat. English also has been teaching as one of the fundamental subjects and tested in National examination.

In SMPN 1 Bangkinang Barat, English is taught 4 hours a week. Writing in presentation is 6 hours in one semester. So, all lessons of English are 26 periods, and 1 hour is 40 minutes (curriculum KTSP-SMP/MTs). Based on the curriculum, the purposes of teaching writing at the school are in order the students are able in writing and constructing a sentence correctly. In this school, writing is taught by the teacher especially simple past tense in narrative and recount form. Here, students are taught to analyze the text especially to know the simple past tense, retell the text by their own word based on the guide of questions, make a sentence in simple past tense, and make a story and experience. So, writing skill should be mastered by the students in this school.

Based on explanation above and based on the writer preliminary study to the problems above, although SMPN 1 Bangkinang Barat students have been taught English 4 hours a week during 2 semesters, but in the fact, a result of writing achievement is still far from expectation. It was because the students got many mistakes in writing. The weaknesses of students of SMPN 1 Bangkinang Barat can be seen as follow:

1. Some of the students made mistakes in constructing positive and negative sentences in simple past tense.
2. Some of the students made mistakes to differentiate the part of speech in simple past tense.
3. Some of the students made mistakes in constructing interrogative question in simple past tense.
4. Some of the students made mistakes in constructing W-H question in simple past tense.

Based on the symptoms above, writer interested to do a research entitled:

The Students' Mistakes in Constructing Simple Past Tense at the Second Year of SMPN 1 Bangkinang Barat.

B. The Problem

1. The Identification of the Problem

Based on the background above, it is clear that most of the second year SMPN 1 Bangkinang Barat students still make mistakes in constructing the simple past tense. These mistakes can be come from the students them selves or the subject it self.

Based on the phenomena above, so the problems in this research will be identified as follow:

- a. Why do some of the students make mistakes in constructing the simple past tense?
- b. Why do some of the students make mistakes in differ the part of speech in simple past tense?
- c. Why do some of the students make mistakes in constructing interrogative question in simple past tense?
- d. Why do some of the students make mistakes in constructing WH question in simple past tense?

2. The Limitation of the Problem

There are many problems in this research, so the writer limits the problems and focuses on students' mistakes in constructing simple past tense at the second year of SMPN 1 Bangkinang Barat.

3. The Formulation of the Problem

Based on the limitation of the problem above, the problems in this research can be formulated into research questions:

- a. How is the students' ability in constructing simple past tense?
- b. What are the students' mistakes in constructing simple past tense?
- c. What are the dominant mistakes made by the students in constructing simple past tense?

C. The Reason for Choosing the Title

1. As far as the writer concerned, this research titles has never been investigated by any researcher.
2. This title is relevant to the writer's status as a student of English Education Department.
3. The problems of the research are very interesting and challenging to be investigated in term "simple past tense". The English teacher is required to improve students' weaknesses in understanding grammatical especially in simple past tense.

D. The Objective and Significance of the Research

1. The Objective of the Research

The objective of this research are to find out the students' ability in constructing simple past tense, the students' mistakes in constructing simple past

tense, and the dominant mistakes made by the students in constructing simple past tense at the second year of SMPN 1 Bangkinang Barat.

2. The Significant of the Research

- a. The writer hopes that the result of this study can give some information to English teachers about the mistakes that made by students in constructing simple past sentences.
- b. Give some information to the student in order to improve their English learning especially in constructing simple past tense.
- c. To add the reader's knowledge about students' mistakes in constructing simple past tense.

E. The Definition of the Term

In order to avoid misinterpretation and misunderstanding about this research, it is necessary to explain the term used in this research. The terms are as follows:

1. Mistake

From online Etymology Dictionary Douglas Harper (2001), mistake has definition as a wrong action attributable to bad judgment or ignorance or inattention, an understanding of something that is not correct, and part of statement that is not correct.

Based on Edge (1994: 10 in Helyasiska, 2008:6), mistake is the unable of a student it self to correct a mistake in his or her own English, but the teacher thinks

that class is familiar with the correct form. Based on English grammar, this error refers to mistake made by the students in form of a sentence.

2. Constructing

Constructing is come from “construct” word that has meaning as a concept that is inferred on the basis of observable phenomenon Richard, (1992:80). Besides, Hornby (1989: 251 in Susrini, 2003: 6) says that constructing is put, fit together or draws in accordance with a certain rules. In this research, constructing means some steps that should students do to construct a good sentence.

3. Simple Past Tense

Team of five (2008:73) states that the simple past is to express action before now or in the past. It means, an event or action that happened at the last time and there is no relation with this time. Furthermore, according to Anne Seaton (2007: 98), simple past is to talk about things that happened in the past and also to talk about things that happened in stories.

CHAPTER II

THE THEORETICAL FRAME WORK

A. The Theoretical Frame Work

1. Mistake

In learning processing, students always do mistake, especially in writing. One of the factors of mistake is misunderstanding of English grammar. According to Webster, (1913, in Indah, 2008:14) that mistake is an understanding of something that is not correct or recognizes something that incorrectly. On the other hand, students` mistakes come from the incorrect understanding in learning English grammar.

Grammar is a description of the language structure and the way in linguistic units such as word and phrases are combined to produce sentences in the language. Furthermore, according to Hicks (2007:8), the general term ‘grammar’ is used to cover both the parts of speech and the structure of sentence. Hick, (2007:9) states that there are eight parts of speech; they are noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection. Tenses are also included in grammar, and one of them is simple past.

We know that learning English grammar has been being introduced since the learner was in elementary school. As Kalayo (2005, in potensia;128) points out that the policy of education ministry no. 060/0/ 1993 dated on February 25th, clarifies that teaching and leaning English to Elementary school can be started on grade 4. Although English has been taught from elementary school, the mistakes

are always done by them in making a sentence. Where, making a sentence is a step before making a paragraph to be an essay.

According to Brown (2000: 216 in Helyasiska; 2008:13), mistake refers to a performance error that is either a random guess or a slip. In addition, Brown (1980:165, in Rahmad; 2008: 8) shows that a mistake refers to a performance of error, that is a failure to utilize a know system correctly, and an error is a noticeable deviation from the adult grammar of a native speaker reflecting the inter language competence of the learner.

Norrish (1983 in Helyasiska; 2008: 13) make a clear distinction between error and mistake, where error as a systematic deviation when a learner has not learned something and consistently get it wrong and mistakes as a inconsistent deviation when a learner has been taught a certain correct form, and he uses one form some time and another at other times quite inconsistently.

Based on explanation above, we know that error and mistake are the errors produced by the students if they have not learned the correct form yet, and the mistakes are caused of inconsistent deviation and the learner has learned the correct form before.

Here, teacher and students should fix them, and mistakes are as an inevitable part there. It is useful to have an understanding of the mistake typically in written English, since these are the most amenable to correction. According to Talif and Edwin (1989 in Helyasiska; 2998: 11), there are three categories of written mistake, they are mistake of *mechanics*, *grammar* and *usage*.

Mechanical mistake consists of spelling, capitalization and punctuation. Mechanical mistake focuses in content of writing. It is always made by every one in writing whether native speaker or ESL student. However, the mistake of spelling can be solved by using a dictionary and/ or computer spelling check.

Grammar mistake is seldom we get from native speakers' writing but very commonly found in the work of less proficient ESL students, whose mother tongue "interferes" with the production of correct English. ESL students make numerous mistakes in the use of part of speech (verbs, noun, pronoun, adjective, preposition, conjunction, and article), incorrect tense choice, incorrect tense form and word order.

Usage mistake is some words or a string of word in a sentence that is true in grammatical, but it is not usual in English Standard. Native speaker seldom make usage mistake, but ESL students often do it.

Based on Edge (1989 in Helyasiska; 2008: 12), there are some mistake categories based on teacher`s opinion, that how a mistake fits in an individual student`s stage of learning in the class. They are slip, error, and attempt.

a. Slip

It means that the mistake that can be corrected by the students if the teacher gives a chance to them to correct it or students can correct the mistake it self.

b. Error

Error is a mistake where the students could not correct the mistake although they pointed it out. This mistake always happens in different students or same

students on different days. It is cannot be self- corrected but the teacher thinks that the students are familiar with the correct form.

c. **Attempt**

Attempt is the mistake when the students have not learned yet about how to express the language they want to say, but it is not clear what they want to mean or the structure that they want to use.

2. Simple Past Tense

We should understand tenses in order to understand simple past tense, because we will not be able to understand simple past tense if we do not understand tenses. In this case, Raymond (1989: 22) says that the simple past is used to talk about action or situation in the past. Simple past tense uses the time in the past time such like as; Yesterday, yesterday evening/ morning, last night/ week/ month/ year, this morning, the day before yesterday, the week before last, etc

Simple past tense consists of three types, they are regular, irregular verb and the past of the verb be (was/ were).

a. **Regular Verbs**

The regular verbs in simple past tense are formed by adding **-ed** to the infinitive. According to Anne (2007: 99- 100), that there are some kinds of adding **-ed**, they are; the verb just add **- d**, adding **-ed** by changing **y** to be **i**, adding **-ed** by double the last letter.

1. If the verb ends with *-e*, just add *-d*.

For example:

Agree + ed = agreed

Die + ed = died

Hate + ed = hated

Live + ed = lived

2. If the verb ends with *-y*, change the *y* to *i* before adding *-ed*.

For example:

Bury + ed = buried

Carry + ed = carried

Cry + ed = cried

Try + ed = tried

3. If the verbs are short or just one syllable, ended with a consonant such as *b, d, m, n, p, t* and have only a single vowel before consonant, so we must double the last letter of some verb before adding *-ed*.

For example:

Fan + ed = fanned

Grab + ed = grabbed

Nod + ed = nodded

Pat + ed + patted

According to Azar (1999), there are three different pronunciations of ending *-ed* they are /t/, /d/, and /ed/.

1. Ending – *ed* is pronounced /t/

The ending –ed with pronunciation /t/ has heard after all voiceless sounds. Voiceless sounds are “K”, “P”, “S”, “Ch”, “Sh”, “F”. These sounds made by pushing air through your mouth; no sound comes from your throat.

Examples :

looked → *look* /t/

walked → *walk* /t/

clapped → *clap* /t/

dropped → *drop* /t/

missed → *miss* /t/

crossed → *cross* /t/

watched → *watch* /t/

lunched → *lunch* /t/

finished → *finish* /t/

wished → *wish* /t/

sniffed → *snif* /t/

stuffed → *stuff* /t/

2. Ending *-ed* is pronounced /d/

The ending *-ed* with pronunciation /d/ has heard after voiced sounds. Voiced sounds are “L”, “V”, “N”, “B” and all vowel sounds (diphthongs; g, z, y, m, n , r). These sounds are come from the throat. If you touch your neck when you make a voiced sound, you can feel your voice box vibrate.

Examples :

smell → *smell*/d/

called → *call* /d/

saved → *save*/d/

arrived → *arrive* /d/

cleaned → *clean*/d/

burned → *burn* /d/

robbed → *rob*/d/

changed → *change* /d/

belonged → *belong* /d/

realized → *realize* /d/

played → *play*/d/

welcomed → *welcome*/d/

performed → *perform*/d/

planned → *plan*/d/

opened → *open*/d/

entered → *enter*/d/

shared → *share*/d/

3. Ending – *ed* is pronounced /**id**/.

The ending –ed with pronunciation /id/ has heard after “T”, and “D” sounds.

The sound /id/ adds a whole syllable to a word.

Example:

decided → *decide/ed/*

needed → *need/ed/*

wanted → *want/ed*

invited → *invite/ed*

b. Irregular Verb

Thomson (1995:161) says that the simple past form of each irregular verb must therefore be learnt, but once this is done there is no other difficulty. Azar(1989:24) says that simple past indicates that an activity or situation begun and ended at a particular time in the past. This Irregular verb in simple past tense is formed by verb that should have change in form, but this must be learned and should memorize the changing because it is not constant.

For example:

Arise – arose

come – came

pay - paid

Begin – began

do – did

put - put

Break - broke

drink – drank

read - read

Go – went

eat – ate

see – saw

c. The past of the verb be (was / were)

Anne (2007:104) pointed out that the verb *was* and *were* are also form of the verb *be*. The using of *was* with the pronoun *I, he, she, it* and with *singular nouns*. Use *were* with the pronoun *you, we, they*, and with plural nouns.

For example:

I was an English student.

He was an honest mayor.

She was a responsible girl.

It was an easy lesson.

You were interesting people.

We were classmates at senior high school.

They were good students.

Generally, the formulas of simple past tense are:

(+) S + V2 (regular / irregular)

(+) S + was/ were + adj/ noun

Example: I worked my job yesterday.

I began my activity yesterday.

It was very wet on Monday.

They were my best friends.

(-) S + did not + V1

(-) S + wasn't/ weren't + adj/ noun

Example: I did not work my job yesterday.

I wasn't well yesterday.

We weren't on the same team.

(?) did / did not + S + infinitive

Example: did I work my job yesterday?

(?) W-H questions + did + S + infinitive

Example: What did you get from that information?

Why did you work in this hospital?

Where did she stay last week?

When did he come to your house?

Whom did you see?

How much did she pay?

(?) W-H questions with 'be'

Example: Where were you?

How was she?

B. The Relevant Research

As writer has concerned before, there are a lot of previous researchers regarding with the students' mistakes in constructing simple past tense. One of which was conducted by Indah Muzdalifah, (2008). In her research, she focused her research on the mistakes made by students in using the conditional sentence. She found out that students' mistake in using conditional sentence (unreal in the

past) at the second year students SMAN 7 Pekanbaru at the first test and the second test were classified as high level.

Furthermore, the research about the students' mistake in constructing simple past tense was also conducted by Sefty Helyasiska, (2008). In her quantitative research, she discussed about the analysis of mistake on the use of passive voice produced by the students. She found out that the students still got difficulties in using passive voice in English sentences.

Based on both of the relevant research above, it is clear that their researches focus on the students' mistakes.

C. The Operational Concept

Knowing how to form a correct sentence is very important for the students. The students should have many skills in writing. Therefore, the students should be able to construct the sentences and should avoid the mistake in their writing. There are some indicators to find out the students' mistakes in constructing simple past tense at the second year student of SMPN 1 Bangkinang Barat, they are:

1. Students' ability in constructing simple past tense
 - a. The students are able to determine subject verb agreement in simple past tense.
 - b. The students are able to construct negative sentence in simple past tense.
 - c. The students are able to construct interrogative questions in simple past tense.

d. The students are able to construct W-H questions with auxiliary (did) in simple past tense.

e. The students are able to construct W-H questions with 'be' in simple past tense.

2. Students` mistakes in constructing simple past tense

a. The students do mistakes in determining subject verb agreement in simple past tense.

b. The students do mistakes in constructing negative sentence in simple past tense.

c. The students do mistakes in constructing interrogative questions in simple past tense.

d. The students do mistakes in constructing W-H questions with auxiliary (did) in simple past tense.

e. The students do mistakes in constructing W-H questions with 'be' in simple past tense.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Methodology

The method of this research is descriptive method that describes the research object condition from the process of producing data.

1. The Location and Time of the Research

The location of this research was at SMPN 1 Bangkinang Barat. The research was conducted on April to Mei 2010.

2. The Subject and Object of the Research

The subject of this research was the second year students of SMPN 1 Bangkinang Barat. The object of the study was the mistakes in constructing simple past tense.

3. The Population and Sample of the Research

The population of this research was the second year students of SMPN 1 Bangkinang Barat that consisted of four classes. They were: a, b, c, and d. The number of the population was 144 students. Suharsimi Arikunto (2006: 134) mentions that if the amount of the subject is more than 100, it is better to take about 10- 15%, 20- 25%, or more than it. Here, writer took only 25% of the population. So, the total sample of this research becomes 36 students. The technique used in this research was proportional random sampling. The specification can be seen on the table below:

Table III.1
The Population and the Sample

NO	CLASS	TOTAL	SAMPLE
1	VIII A	36	9
2	VIII B	37	9
3	VIII C	35	9
4	VIII D	36	9
TOTAL		144	36

4. The Data Collection Techniques

In this research, the writer used the test technique in collecting the data. Based on the operational concept, there were two questions, which was in each question the students were asked to make the sentences in positive form, negative form, interrogative form, and made two of W-H questions form by using two of verb words, one of the adjective word and one of adverb word. All of the sentences were made in simple past tense form. The tests were given twice to the students.

To make more clearly about the test, see the table bellow:

Table III.2

The Test Item

No	Sentences	Number of Item	Essay (item number)
1	Positive	4	1a.a, 1b.a, 2a.a, 2b.b
2	Negative	4	1.b, 1b.b, 2a.b, 2b.b
3	Interrogative	4	1a.c, 1b.c, 2a.c, 2b.c
4	W-H question	4	1a.d, 1a.e, 1b.d, 1b.e
5	W-H question	4	2a.d, 2a.e, 2b.d, 2b.e
TOTAL		20	20

Here, writer gave the emphasis on the students` mistakes in constructing simple past sentences. The test was to find out the percentage of the students ability in constructing sentences and to know what are their mistakes in constructing simple past sentences. The data were analyzed by classifying the ability and mistake in each type of categories.

5. The Data Analysis

The data analysis technique used in this research is descriptive quantitative. In order to find out the description of the answers given by the students and to know the students` abilities and mistakes in constructing simple past sentences, the writer used the following formula:

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

Note: P: percentage

F : frequency

N: number of students

$$M = \frac{\sum fx}{N}$$

Note: $\sum fx$: the sum of frequency

N : number of students

The level of the percentage of the students` scores can be seen according to Arikunto (1990: 57 in Saparini; 2008: 19) as follows:

81- 100 % = Excellent

61- 80% = Good

41- 60% = Fairly Good

21-40% = Fairly

0-20% = Poor

CHAPTER IV

THE DATA PERSENTATION AND DATA ANALISYS

A. The Data Presentation

This descriptive qualitative research describes about the second year students` mistakes in constructing simple past tense at the second year of SMPN 1 Bangkinang Barat. To know the result of the test, the writer has tried to estimate the mistakes index of each item to show how the students` ability, what are the students` mistake and what are the dominant mistake made by the students.

To gain the data about the students` mistake in constructing simple past tense of the second year of SMPN 1 Bangkinang Barat, the writer used the test technique and gave the tests twice to the students. The data were presented into three indicators. The writer gave the students two questions, which was in each question the students were asked to make the sentences in positive form, in negative form, in interrogative form, and in two of W-H questions form by using two of verb words, one of the adjective word and one of adverb word.

After that, the writer analyzed the students` answer sheet by evaluating the essay test one by one and checked the mistakes made by the students. Than, the students` mistakes were grouped into the types of mistake. Here, writer took the students score from the wrong answers from the students to know the students` abilities. If they answered correctly, they were scored 25(twenty five) for each correct item numbers. It was done in order to know how the criteria of the students` abilities in constructing simple past tense. After collecting the data and

computing the students` result, the writer presented them in the table form. These results of research are presented in tabular forms in appendix.

Than, the writer presents the table of each criteria to know the students` ability in constructing simple past tense.

Test I

TABLE IV.1

The total frequency of the student`s ability of subject verb agreement (positive sentence)

No	Score(x)	Frequency (F)	Total (Fx)
1	0	10	0
2	25	3	75
3	50	8	400
4	75	10	750
5	100	5	500
	TOTAL	36	1725

The table shows that there were 10 of students who made 4 wrongs sentences about subject verb agreement categories, and they got score 0. 3 students made 3 wrongs sentences, and they got score 25. 8 students made 2 wrongs sentences, and they got score 50. 10 students made 1 wrongs sentence, and they got score 75. 5 students did not make mistake in constructing positive sentence in subject agreement categories and they got score 100.

TABLE IV.2
The total frequency of the student`s ability
in constructing negative sentence in simple past tense

No	Score (x)	Frequency (F)	Total (Fx)
1	0	7	0
2	25	10	250
3	50	11	550
4	75	3	225
5	100	5	500
	TOTAL	36	1525

The table shows that there were 7 of students who made 4 wrongs sentences in constructing negative sentences categories of simple past tense, and they got score 0. 10 students made 3 wrongs sentences, and they got score 25. 11 students made 2 wrongs sentences, and they got score 50. 3 students made 1 wrongs sentence, and they got score 75. 5 students did not make mistake in constructing negative sentence categories in simple past tense, and they got score 100.

TABLE IV.3
The total frequency of the student`s ability
in constructing interrogative sentence in simple past tense

No	Wrong Answer (x)	Frequency (F)	Total (Fx)
1	0	10	0
2	25	7	175
3	50	12	600
4	75	4	300
5	100	3	300
	TOTAL	36	1375

The table shows that there were 10 of students who made 4 wrongs sentences in constructing interrogative sentences categories of simple past tense, and they got score 0. 7 students made 3 wrongs sentences, and they got score 25. 12 students made 2 wrongs sentences, and they got score 50. 4 students made 1 wrongs sentence and they got score 75. 3 students did not make mistake in constructing interrogative sentence categories in simple past tense, and they got score 100.

TABLE IV.4
The total frequency of the student`s ability
in constructing W-H question with “auxiliary(did)” in simple past tense

No	Wrong Answer (x)	Frequency (F)	Total (Fx)
1	0	24	0
2	25	5	75
3	50	3	150
4	75	0	0
5	100	4	400
	TOTAL	36	625

The table shows that there were 24 of students who made 4 wrongs sentences in constructing W-H questions categories with auxiliary “did” of simple past tense, and they got score 0. 5 students made 3 wrongs sentences, and they got score 25. 3 students made 2 wrongs sentences, and they got score 50. There was no student made 1 wrong sentence. 4 students did not make mistake in constructing W-H questions categories in simple past tense, and they got score 100.

TABLE IV.5
The total frequency of the student`s ability
in constructing W-H question with “be (was& were)” in simple past tense

No	Wrong Answer (x)	Frequency (F)	Total (Fx)
1	0	25	0
2	25	5	50
3	50	5	250
4	75	1	75
5	100	0	100
	TOTAL	36	475

The table shows that there were 25 of students who made 4 wrong sentences in constructing W-H questions categories with be “was &were” of simple past tense, and they got score 0. 5 students made 3 wrong sentences and they got score 25. 5 students made 2 wrong sentences, and they got score 50. 1 student made 1 wrong sentence, and she/ he got score 75. There was no student did not make mistake in constructing W-H questions categories with be “was &were” in simple past tense.

Test II

TABLE IV.6

**The total frequency of the student`s ability
of subject verb agreement (positive sentence)**

No	Score(x)	Frequency (F)	Total (Fx)
1	0	0	0
2	25	6	150
3	50	9	450
4	75	13	975
5	100	8	800
	TOTAL	36	2375

The table shows that there was no the students made 4 wrongs sentences about subject verb agreement categories, and they got score 0. 6 students made 3 wrongs sentences, and they got score 25. 9 students made 2 wrongs sentences and they got score 50. 13 students made 1 wrongs sentence, and they got score 75. 8 students did not make mistake in constructing positive sentence in subject agreement categories, and they got score 100.

TABLE IV.7
The total frequency of the student`s ability
in constructing negative sentence in simple past tense

No	Score (x)	Frequency (F)	Total (Fx)
1	0	1	100
2	25	7	525
3	50	11	550
4	75	10	250
5	100	7	0
	TOTAL	36	1425

The table shows that there was 1 of students who made 4 wrongs sentences in constructing negative sentences categories of simple past tense, and they got score 0. 7 students made 3 wrongs sentences, and they got score 25. 11 students made 2 wrongs sentences, and they got score 50. 10 students made 1 wrongs sentence, and they got score 75. 7 students did not make mistake in constructing negative sentence categories in simple past tense, and they got score 100.

TABLE IV.8
The total frequency of the student`s ability
in constructing interrogative sentence in simple past tense

No	Wrong Answer (x)	Frequency (F)	Total (Fx)
1	0	6	0
2	25	10	250
3	50	12	600
4	75	3	225
5	100	5	500
	TOTAL	36	1575

The table shows that there were 6 of students who made 4 wrongs sentences in constructing interrogative sentences categories of simple past tense, and they got score 0. 10 students made 3 wrongs sentences, and they got score 25. 12 students made 2 wrongs sentences, and they got score 50. 3 students made 1 wrongs sentence, and they got score 75. 5 students did not make mistake in constructing interrogative sentence categories in simple past tense, and they got score 100.

TABLE IV.9
The total frequency of the student`s ability
in constructing W-H question with “auxiliary(did)” in simple past tense

No	Wrong Answer (x)	Frequency (F)	Total (Fx)
1	0	23	0
2	25	7	175
3	50	5	250
4	75	1	75
5	100	0	100
	TOTAL	36	600

The table shows that there were 23 of students who made 4 wrongs sentences in constructing W-H questions categories with auxiliary “did” of simple past tense, and they got score 0. 7 students made 3 wrongs sentences, and they got score 25, 5 students made 2 wrongs sentences, and they got score 50. There was a student made 1 wrong sentence. There was no the student did not made mistake in constructing W-H questions categories in simple past tense, and they got score 100.

TABLE IV.10

**The total frequency of the student`s ability
in constructing W-H question with “be (was& were)” in simple past tense**

No	Wrong Answer (x)	Frequency (F)	Total (Fx)
1	0	27	0
2	25	5	50
3	50	4	200
4	75	0	0
5	100	0	0
	TOTAL	36	250

The table shows that there were 27 of students who made 4 wrong sentences in constructing W-H questions categories with be “was &were” of simple past tense, and they got score 100. 5 students made 3 wrong sentences, and they got score 25. 4 students made 2 wrong sentences, and they got score 50. There was no the student made 1 wrong sentence, and they got score 75. There was no the student did not make mistake in constructing W-H questions categories with be “was &were” in simple past tense.

B. The Data Analysis

1. Analyzing Procedures

In this research, the result of the statistical analyzes are presented based on the questions in the sequence and the formulation the problem. The writer gave the test to thirty six students of the second year twice. That consist of four different classes (VIII a, VIII b, VIII c, VIII d). They were tested by using the essay test technique that had 20 items. The data were divided into five criteria of mistakes in constructing simple past tense. They are:

- a. The mistakes in determining subject verb agreement in simple past tense.
- b. The mistakes in constructing negative sentence in simple past tense.
- c. The mistakes in constructing interrogative questions in simple past tense.
- d. The mistakes in constructing W-H questions with auxiliary (did) in simple past tense.
- e. The mistakes in constructing W-H questions with 'be' in simple past tense.

The wrong sentences came from the mistakes that made by the student in answering the test. In constructing simple past tense in positive sentence form categories in order to know subject verb agreement, the writer found the mistakes made by the students. They made the mistakes in using verb in simple past tense,

the mistake in using of “to be” (was& were), the mistake in placing of adverb, and the mistake in adding “to be” in the adjective word.

In constructing simple past tense in negative sentence form categories, the writer found the mistakes made by the students. They made the mistakes in adding “did” before not, the mistake in using verb (verb 2 should be change to infinitive), and mistake in choosing the “to be” before not in adjective and adverb sentence.

In constructing simple past tense in interrogative sentence form categories, the writer found the mistakes made by the students. They made the mistakes in using verb (verb 2 should be change to infinitive) after “did”, mistake in choosing “to be” to made interrogative sentence, and they used double “to be” in interrogative sentence.

In constructing simple past tense in W-H questions categories with auxiliary “did” sentence form categories, the writer found the mistakes made by the students. They made the mistake in using verb (verb 2 should be change to infinitive) after “did”, mistake in choosing “to be” to made W-H questions sentence, and they made W-H questions without “to be”, the mistake in placing of “to be”.

In constructing simple past tense in W-H questions with be “was &were” sentence form categories, the writer found the mistakes made by the students. They made the mistakes in making W-H questions without “to be”, using verb (verb 2 should be change to infinitive) after “did”, mistake in choosing “to be” to made W-H questions sentence, and the mistake in placing of adverb.

Next, the writer presented the result of collecting and computing data in table form. The tables contained the percentage of students` abilities in answering the test in each categories of past tense. The writer takes their score from wrong individual answers. It is expressed the percentage of students who have made the mistake in answered the item. The writer classified them in to five classes; excellent, good, fairly- good, fair and poor.

TABLE IV.11

The Categories of Score

The Classification of Score	Categories
0-20%	Poor
21-40%	Fair
41- 60%	Fairly- good
61- 80%	Good
81- 100 %	Excellent

It means to get score of 0- 100% about the students abilities, the writer uses the percentage formula as the writer wrote in chapter III that the collected data is analyzed using qualitative descriptive with percentage. This percentage of the students` abilities is analyzed using the following formula:

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

Where: P = percentage of error item

F = frequency

N = total number of students

Then, to categorize the general ability of the students mistake in constructing simple past tense, the following criteria is applied: the students ability is said to be excellent when their mistake is found about 81- 100%, the students ability is said good when their mistake is found about 61- 80%, the students ability is said fairly-good when their mistake is found about 41-60%, the students ability is said fair when their mistake is found about 21- 40%, the students ability is said less when their mistake is found about 0- 20%.

2. The Percentage of frequency number and Levels Category of the Students` Ability in Constructing Simple Past Tense

In this research, the writer presents the percentage of frequency number and level categories of the students` ability in constructing simple past tense. The percentage of the students` ability in constructing simple past tense can be seen as bellow:

Test I

TABLE IV.12

**The percentage of frequency number and the categories level of the students`
ability in constructing simple past tense at the second year of SMPN 1
Bangkinang Barat**

Classification of Score Obtained	Categories	Frequency	Percentage
0-20%	Poor	76	42.22%
21-40%	Fair	30	16.67%
41- 60%	Fairly- good	39	21.67%
61- 80%	Good	18	10%
81- 100 %	Excellent	17	9.44%
Total		180	100%

The table show us that there are 76 (42.22%) of the students are poor level, 30 (16.67%) of the students are fair level, 39 (21.67%) of the students are fairly-good level, 18 (10%) of the students are good level, and 17 (9.44%) of the students are excellent.

Test II

TABLE IV.13

**The percentage of frequency number and the categories level of the students`
ability in constructing simple past tense at the second year of SMPN 1
Bangkinang Barat**

Classification of Score Obtained	Categories	Frequency	Percentage
0-20%	Poor	57	31.67%
21-40%	Fair	35	19.44%
41- 60%	Fairly- good	41	22.78%
61- 80%	Good	27	15%
81- 100 %	Excellent	20	11.11%
Total		180	100%

The table show us that there are 57 (31.67%) of the students are poor level, 35 (19.44%) of the students are fair level, 41 (22.78%) of the students are fairly-good level, 27 (15%) of the students are good level, and 20 (11.11%) of the students are excellent.

To find out the average score of the students the formula is:

$$M = \frac{\sum Fx}{N}$$

Where: M = Mean

Fx = the sum of the students answer frequency

N = the number of students

The mean score in answering the first test about subject verb agreement (positive sentence) is calculated as follows:

$$M = \frac{1725}{36}$$

$$= 47.92\%$$

The mean score indicates that the students` ability in answering subject verb agreement (positive sentence) in simple past tense test is included in **Fair- good** categories.

The mean score in answering the first test about constructing negative sentence in simple past tense is calculated as follows:

$$M = \frac{1525}{36}$$

$$= 42.36\%$$

The mean score indicates that the students` ability in answering the test about constructing negative sentence in simple past tense is included in **Fair- good** categories.

The mean score in answering the first test about constructing interrogative sentence in simple past tense is calculated as follows:

$$M = \frac{1375}{36}$$

$$= 38.19\%$$

The mean score indicates that the students` ability in answering the test about constructing interrogative sentence in simple past tense is included in **Fair** categories.

The mean score in answering the first test about constructing W-H question with “auxiliary (did)” in simple past tense is calculated as follows:

$$M = \frac{625}{36}$$

$$= 17.36\%$$

The mean score indicates that the students` ability in answering the test about constructing interrogative sentence in simple past tense is included in **poor** categories.

The mean score in answering the first test about constructing W-H question with “be (was&were)” in simple past tense is calculated as follows:

$$M = \frac{475}{36}$$

$$= 13.19\%$$

The mean score indicates that the students` ability in answering the test about constructing interrogative sentence in simple past tense is included in **poor** categories.

Than, the writer calculates the percentage of mean score of students` mistakes in constructing simple past tense. The rate percentage is show bellow:

$$\begin{aligned} &= \frac{47.92 + 42.36 + 38.19 + 17.36 + 13.19}{5} \times 100\% \\ &= \frac{159.02}{5} \times 100\% \\ &= 31.80\% \end{aligned}$$

The mean score in answering the second test about subject verb agreement (positive sentence) is calculated as follows:

$$M = \frac{2375}{36} = 65.97\%$$

The mean score indicates that the students` ability in answering subject verb agreement (positive sentence) in simple past tense test is included in **Good** categories.

The mean score in answering the second test about constructing negative sentence in simple past tense is calculated as follows:

$$M = \frac{1425}{36} = 39.58\%$$

The mean score indicates that the students` ability in answering the test about constructing negative sentence in simple past tense is included in **Fair** categories.

The mean score in answering the second test about constructing interrogative sentence in simple past tense is calculated as follows:

$$M = \frac{1575}{36} = 43.75\%$$

The mean score indicates that the students` ability in answering the test about constructing interrogative sentence in simple past tense is included in **Fairly- good** categories.

The mean score in answering the second test about constructing W-H question with “auxiliary (did)” in simple past tense is calculated as follows:

$$M = \frac{600}{36} = 16.67\%$$

The mean score indicates that the students` ability in answering the test about constructing interrogative sentence in simple past tense is included in **poor** categories.

The mean score in answering the second test about constructing W-H question with “be (was & were)” in simple past tense is calculated as follows:

$$M = \frac{250}{36} = 6.94\%$$

The mean score indicates that the students` ability in answering the test about constructing interrogative sentence in simple past tense is included in **poor** categories.

Then, the writer calculates the percentage of mean score of students' mistakes in constructing simple past tense. The rate percentage is show bellow:

$$\begin{aligned} &= \frac{65.97 + 39.58 + 43.75 + 16.67 + 6.94}{5} \times 100\% \\ &= \frac{172.91}{5} \times 100\% \\ &= 34.58\% \end{aligned}$$

Finally, base on the calculation above, the average percentage of the students ability in constructing simple past tense at the second year of SMPN 1 Bangkinang Barat at the first test are about 31.80%. It means that the students categorize is in **fair** level. At the second test are about 34.58%. It means that the students categorize is in **fair** level. From that percentage, we got the result of writing teaching, especially about constructing simple past tense has not yet reached the target. The students' ability in fair level,

Next, writer show the percentage of mistakes average in each category, the writer took the data from the total frequency of the students' ability in each category of mistakes or from the table of the result of test in appendix. From that data, the total frequency or sum of mistakes is divided with the total of mistake frequency. The result is as the table bellow:

Test I

Table IV. 14

The Percentage of Mistakes Average in each Category

No	Categories of the mistakes	Frequency of the Mistakes	Percentage
1	constructing Subject Verb Agreement (positive Sentence)	75	15.30%
2	constructing negative Sentence	83	16.94%
3	constructing interrogative sentence	89	18.16%
4	constructing W-H question with auxiliary “did”	117	23.88%
5	constructing W-H question with be “was& were”	126	25.71%

The table shows that there are 75 total numbers of mistakes made by the students in constructing Subject Verb Agreement (positive Sentence). It is about 15.30 % of the students` mistakes. There are 83 total numbers of mistakes made by the students in constructing negative Sentence. It is about 16.94%. There are 89 total numbers of mistakes made by the students in constructing interrogative Sentence. It is about 18.16%. There are 117 total numbers of mistakes made by the students in constructing W-H question with auxiliary “did” Sentence. It is about 23.88%. There are 126 total numbers of mistakes made by the students in constructing W-H question with be “was& were” Sentence. It is about 25.71%.

Test II

Table IV. 15

The Percentage of Mistakes Average in each Category

No	Categories of the mistakes	Frequency of the Mistakes	Percentage
1	constructing Subject Verb Agreement (positive Sentence)	49	11.08%
2	constructing negative Sentence	57	12.89%
3	constructing interrogative sentence	81	18.32%
4	constructing W-H question with auxiliary “did”	124	28.05%
5	constructing W-H question with be “was& were”	131	29.64%

The table shows that there are 49 total numbers of mistakes made by the students in constructing Subject Verb Agreement (positive Sentence). It is about 11.08% of the students. There are 57 total numbers of mistakes made by the students in constructing negative Sentence. It is about 12.89%. There are 81 total numbers of mistakes made by the students in constructing interrogative Sentence. It is about 18.32%. There are 124 total numbers of mistakes made by the students in constructing W-H question with auxiliary “did” Sentence. It is about 28.05%. There are 131 total numbers of mistakes made by the students in constructing W-H question with be “was& were” Sentence. It is about 29.64%.

CHAPTER V

CONCLUTIONS AND SUGGETIONS

A. The Conclusions

Based on the research, the writer found how are the students` abilities in constructing simple past tense, what are the students` mistakes in constructing simple past tense and what are the dominant mistakes made by the students in constructing simple past tense. They can be concluded as follow:

1. The students` ability in constructing simple past tense is categorized in fair level; it is about 31.80%-34.58%.
2. The students` mistakes are:
 - a. There are about 13. 19% of the students' mistakes in constructing Subject Verb Agreement (positive Sentence). Their mistakes in using verb in past tense, using "to be" (was& were), placing of adverb, and adding "to be" in adjective word.
 - b. There are about 14.91% of the students' mistakes in constructing negative Sentence. Their mistakes in adding "did" before not, using verb, and choosing the "to be" before not in adjective & adverb.
 - c. There are about 18.24% of the students' mistakes in constructing interrogative sentence. Their mistakes in using verb after "did", choosing "to be", and using double "to be".

- d. There are about 25.96% of the students' mistakes in constructing W-H question with auxiliary "did" Sentence. Their mistakes in using verb after "did", choosing "to be", and placing of "to be".
 - e. There are about 27.67% of the students' mistakes in constructing W-H question with be "was& were". Their mistakes in making W-H questions without "to be", using verb after "did", and in choosing "to be".
3. The dominant mistake made by the students is in constructing W-H question with be "was& were", it is about 27.67%.

B. The Suggestions

After finishing this research, the writer would like to give some suggestions based on the conclusion of the research as follows:

1. The writer suggests that the English teachers pay attention and give interesting strategies in teaching in order to gain the students' motivation in learning English.
2. The writer suggest that the head master and institution to prepare the facilities for the teaching and learning process well.
3. The students are suggested to read books that have relation with tenses.
4. The students are suggested to study more to constructing simple past tense.
5. The students should understand the formula of simple past tense.
6. The writer also suggests to parents to give motivation and ask to study hard at home.

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