

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

Reading is one of four skills that should be mastery by the students, teacher, and everyone. Reading is not only the proses where the reader read the words, sentences, and the text, but also the reader wants to get something from the reading materials. By having good skill in reading, we can get a lot of advantages and improve our knowledge from it. Reading is a thinking process, in a most of obvious sense, reading incriminates thinking. It is the way of the reader to understand as nearly as possible the thinking of the writer. In less obvious but perhaps more crucial way, reading involves thinking of our own. We infer, we predict, we draw the conclusion, etc. It means that, after we read the text try to think quickly what the text means, and try to imagine what the writer means in the text. Finally, the reader can conclude the text clearly. Reading is a very complex process involving many physical, intellectual, and emotion reaction. The physical variable, visual perception (perceptual skill) is a prerequisite of accurate and rapid reading. However, many people, including several professional teachers, think that reading merely involves the ability to sound the word printed on a page. Your understanding of the skill you are teaching and your choice of how you teach the skill will very strongly influence what and how you teach. So,

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

we will take some time trying to understand what reading involves before going on to think about how actually to teach it.

Namara (2007) reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Therefore, reading needs a concentration seriously. It also needs a critical thinking to comprehend the meaning of reading texts. A critical thinking will create the active learning. With reference to Hasibuan and Ansyari (2007), reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The reader uses knowledge, skills, and strategies to determine what that meaning is. In line with definition above, it can be concluded that reading is a way to get information from something that has been written. Reading involves the interaction between reader and the passage.

According to Irwin (1991), five basic comprehension process that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes.

a. Micro processes.

Micro processing refers to the reader's initial chunking of idea units within individual sentences. Chunking involves grouping words into phrases or clusters of word that carry meaning, and requires an understanding of syntax as well as vocabulary.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## b. Integrative processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing.

## c. Macro processes

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read.

## d. Elaborative processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

## e. Metacognitive processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognitive is the reader's conscious awareness or control of cognitive process. The metacognitive process the reader use are those involved in monitoring understanding, selecting, what to remember, and regulating the strategies used when reading.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Finally, the writer can conclude that reading can be defined as a complex activity to gain meaning from the written text. The readers will draw the meaning of symbols by interacting with the text in isolate activity. The information that readers get from reading activity is very useful for themselves because it will increase and improve their knowledge and information about the topics that they are reading about. Therefore, reading is an important skill that should be mastered by everyone, every student, and every teacher.

## 2. Strategies for Successful Reading.

Moreover, Brown (2004), said that there are some strategies used for reading comprehension, they are:

1. Using efficient silent reading technique for relatively rapid comprehension. There are some rules that can help us increase our efficiency in reading as follows:
  - a. You need to pronounce each word to yourself.
  - b. Try to visually perceive more than one word at a time, preferably phrases.
  - c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer it meaning thought it context.
2. Skimming.

Skimming consist of quickly running one ayes across a whole text to get the gist. The advantages of this strategies as follows:

- a. We are able to predict the purpose of the passage.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. We are able to predict the main topic or message.
- c. We are able to predict some of the developing or supporting idea.

#### 3. Scanning.

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is extract certain specific information without reading thought the whole text.

#### 4. Guessing.

We can use the strategy of guessing to:

- a. Guess the meaning of the word.
- b. Guess a grammatical relationship.
- c. Guess a discourse relationship.
- d. Infer implied meaning (between the line).

#### 5. Extensive reading

Extensive reading is reading longer texts, usually for pleasure.

This is fluency activity, mainly involving global understanding.

#### 6. Intensive reading

The different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what it is about before whether it is worth scanning a particular paragraph for the information that is looking for.

### 3. Types of Reading Assessment

According to Brown (2004), there are 3 types of reading, they are:

#### a. Perceptive Reading

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

#### b. Selective Reading

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, and etc.

#### c. Interactive Reading

Interactive is included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in a psycholinguistic sense, interactive with the text.

#### d. Extensive Reading

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour.

### 4. Types of Students' Errors

Learning English as a foreign language makes students make errors. In this research, the writer will focus on students' errors in understanding simple past tense at tenth grade of SMAN 1 Hulu Kuantan. In line with Dulay (1982), there are four types of errors, they are: omission, addition, misformation, and misordering.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## a. Omission

Dulay (1982) state that omission error is a type of error which occurs if there are one or more items that do not appear in a well-formed utterance. Morpheme or word which does not appear like it should be categorized as omission but grammatical morphemes are more frequent to be omitted by learners rather than content word. In other words, Omission errors are where some elements are omitted which should be present. Omission occurs when learners miss necessary items from an utterance.

Example of omission errors:

## 1) Omission of regular verb

Example: “My mother work in the market yesterday”

The sentence above contains of omission error, because the students miss “ed” in the end of work. The correct sentence is “My mother worked in the market yesterday”.

## 2) Omission of to be

Example: “My father born in Pekanbaru”

The sentence above contains of omission error, because the students miss “to be” of simple past tense. The correct answer is “My father was born in Pekanbaru”

## b. Addition

According to Dulay (1982), addition error is defined by “the presence of an item which must not appear in a well-formed utterance”. In other words, Errors of Addition is when some elements are putted

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

which should not be there. This error is opposite of Omission Error. Where the students do not only omit necessary elements but they also present redundant element which should not be there. Dealing with this type of errors, the writer provides the example of sentences which are called addition error. They are:

1) Addition of subject

“Father she work in Japan”. This sentence shows the addition error because students added “she” whereas it should be “Mother worked in Japan”

2) Addition of to be in simple past tense

“I am loved the food”. This sentence indicates addition error because the students added “to be” in the sentence. The correct sentence should be “ I loved the food”

3) Addition of preposition

“I am from in Pekanbaru”. This sentence indicates the addition error, because the students added the preposition “in”. it must be changed became “ I am from Pekanbaru”.

c. Misformation

Misformation error is any wrong form of certain morphemes or structures. Students choose a wrong item in place of the right one.

Example of misformation:

“Tini is in jungle two days ago” the sentence above contains misformation error. The students used an incorrect form because the use of “is” it should be replaced of “was”.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## d. Misordering

Misordering errors are characterized by “incorrect placement of a morpheme or group of morpheme in an utterance”. The morpheme does not take place in where it should be. Errors of Misordering are where the element presented is correctly but wrongly in sequenced.

Example of Misordering:

**Parents Tini’s separated them.**

From the sentence above, it can be known the students incorrectly ordered the words. The correct syntactical order is “ Tini’s parents separated them”

## 5. Simple Past Tense

## a. Definition of Simple Past Tense

According to Azar (1999), simple past tense is used to say something that happened at one particular time in the past, it began and ended in the past. The simple past tense is used to express the activity happened in the past time. In line with Hakim (2007), simple past tense is used to express an activity or situation that happened in the past. Past tense describes actions or activities that began and ended in the past. In addition, Perbani (2013) said that simple past tense is used to tell an event happened in the past and there is no relation with present time.

## b. The Form of Simple past tense.

## 1. Verbal Sentence

The Affirmative form of verbal sentence is:

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Subject (She/He/It/I/You/We/They + Past tense Form (V2) +...

From the form above, it can be concluded that in affirmative sentence is using verb 2 not only for third singular subject (She/He/ It), but also for plural subject (You/We/They) and First person (I).

The Negative form of verbal sentence is:

Subject (She/He/It/I/You/We/They + did + not + Simple Form (V1) +..

From the negative form above, it can be seen that there is did there as a symbol for past form in negative sentence. It is used for third singular subject (She/He/It), plural subject (You/We/They), and first person (I).

The interrogative form of verbal sentence is:

Did + Subject (She/He/It/I/You/We/They) + Simple form (V1) +..?

From the Interrogative form above, it can be summarized that Did are used in the front of sentence before subject used where it puts question mark at the end of sentence.

## 2. Nominal Sentence

The affirmative form of nominal sentence is:

Subject + be + Noun/Adjective/ Prep. Phrase

Example: She was beautiful

You were students

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

We were in Arabic Building.

The negative form of nominal sentence is:

Subject + be + not + Noun/Adjective/Prep. Phrase

Example: He was not handsome

It was not my classroom

They were not soldiers.

The interrogative form of nominal sentence is:

Be + Subject + Noun/Adjective/Prep. Phrase+?

Example: Were you a doctor?

Was it my house?

Was he clever?

There are two verbs that can we use in simple past tense. The verbs are as follows:

1. Regular Verb.

Regular verb is a verb end with ed.

2. Irregular verb.

Irregular verb is a verb end without ed.

Example:

**Table II.1**  
**Irregular Verb in Simple Past Tense**

Simple Form	Past Form	Past Participle	Present Participle
Study	Studied	Studied	Studying

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Meanwhile, Azar (1999), English verbs have four principal parts: Simple form, simple past form, past participle form, and present participle form. Regarding to the statement, Kirn and Jack (2002) stated that if the simple form ends in -y after consonant, change the-y to-I and add-ed.

Example: copy became copied.

Base on the definition above, the writer concludes that the usages of simple past tense are for stating the activities or events that have started and finished in the past. So, there is a particular time when someone or people doing the activities. Usually, there is the specific time signal such as, last, ago, yesterday, and so on. Sometime, the students get confused when the time they have to use the simple past tense.

## 6. The Concept of Narrative Text

### a. Definition of Narrative Text

Narrative text is a text which is telling about what happened in the past. Narrative text is focusing on specific participants which tell an interesting story. According to Syafi'I (2016), Narrative text is a narration or storytelling tells a true or fiction story. A narrative text gives a story of one or more experiences. As a result, this text can be produce to read or to write. Narrative is a form of composition, which has the main objective, most of narrative have the following characteristics:

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 1) It tells story of an event or events.
- 2) The events are usually arranged in a chronological order, in the order in which they occurred in time.

#### b. The Generic Structure of Narrative text.

##### 1) Orientation

In this paragraph the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on.

##### 2) Complication

This is the part of story where the narrator tells about something that will begin in a chain of events. These events will affect one or more of the characters. The complication is the trigger.

##### 3) Resolution

In this part of the narrative the complication is sorted out or problem is solved. The purpose of narrative text is to amuse or entertain the reader with the story.

Example of Narrative text:

#### Love Story of Cinderella

Once upon a time... In the past era, there was a beautiful young girl named Cinderella. He lived with his mother and two sisters. Mother and sister arrogant and bad tempered. They treated Cinderella very badly. Step mother made Cinderella do the hardest job in the house, such as scrubbing the floor,

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

cleaning the pot and pan and preparing food for the family. Second step sister, on the other hand, did not work on the house. Their mother gave them many handsome dresses to wear. One day, two half-brothers received an invitation to the ball that the king 's son would give at the palace.

They were excited about this and spent so much time choosing the dresses they would wear. Finally, the ball came, and away went the sisters. Cinderella could not help crying after they left. Why are crying, Cinderella? The voice asked. He looked up and saw her fairy godmother standing beside her, because I wanted to go to the ball Cinderella. Well godmother said, you've been such a cheerful, hardworking, uncomplaining girl that I will see that you go to the ball. Magic, fairy godmother turned a pumpkin into a coach and mice into a smooth two coachman and footman. Her godmother tapped Cinderella's dress with her wand, and it became a beautiful ball gown.

Then he gave her a pair of pretty glass slippers. Now, Cinderella, she said, you have to go before midnight. Then he drove away a wonderful coach. Cinderella had a marvelous time either. She danced again and again with the king 's son. Suddenly the clock began to strike twelve, she ran toward the door as fast as he could do. In her hurry, one of her glass slipper behind. A few days later, the child king declared that he would marry the girl whose feet fitted the glass slipper. Stepsisters tried on shoes, but it was too small for them, no matter how hard they squeezed their toes into it.

In the end, the king's page lets Cinderella try the shoes. He stretched his legs and slipped the shoes on the page. It fitted perfectly. Finally, he was

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ushered into a magnificent palace and height. Young kings were glad to see him again. They marry and live happily ever after. End of story Cinderella no longer with his mother and brothers sisters.

### 1. Language Feature of Narrative Text

- 1) Narrative text is using simple past tense
- 2) Narrative text is using action verbs
- 3) Narrative text is using Adverb of time

### B. Relevant Research

According to Syafi'I (2017), relevant research is required to observe some previous researcher conducted by other researchers in which their researches are relevant with the research we are conducting. To avoid plagiarism from other research, in this research the researcher takes some relevant researches that have been investigated by previous researchers dealing with the analysis on students' errors in understanding simple past tense in narrative text.

The first thesis relevant with this research is a research conducted by Rinda Rizaldi Syarif (2014) entitles "An Error Analysis on Students' Simple Past Tense Mastery in Their Narrative Text at the Eleventh Grade Students of SMAN 4 Bekasi". In collecting the data she used a test and an interview to know the students' ability in comprehending simple past tense and the reason why they had difficulties in simple past tense. This research focused on students' simple past tense errors in writing narrative text. It can be seen that the highest frequency of error that students' made was misinformation about

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

57.83% errors, omission was 15.68% errors, misordering was 14.59% errors, and addition with frequency 11.9%. It showed that students still committed errors. Based on the result of questionnaire the writer found that the highest errors was caused by intralingual (77.83%), the second highest was caused by interlingual (20%), the third was caused by context of learning with 0%.

The second is a research conducted by Mustafidah (2014) entitled “An Analysis on Students’ Errors in Understanding Simple Past Tense and Present Perfect Tense at SMK 2 Mei Ciputat. In collecting the data the writer used observation, test, and interview. It can be seen that there are three types of errors made by students. The types of error which the students made the most in understanding simple past tense and present perfect tense was misselection errors with the total number of error 214 errors (71.09%). The second error made the most by the students is omission error with the total number of errors 48 (15.94%). Then, addition type of error is the third with the total of errors 34 errors (11.30%). The last error which is made by the students is misordering type with the total of error 5 (1.67%). it showed that students still committed errors.

Another research that is relevant with this research conducted by Aminah (2016) entitles ” Error Analysis on the Use of Simple Past Tense in English Narrative Text Written by the Students of SMKN 1 Tenganan” The writer uses Test and Documentation as her techniques in collecting the data. From the result of the research, there are four types of error that occurs on the use of simple past tense in English Narrative text written by the students of

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SMKN 1 Tengaran in the academic year of 2016/2017. The students made total of 106 errors. The most dominant error made by students is misformation error with the percentage is 65.09% or amount 69 errors. the other percentage of errors are 20.75% or 22 for error of addition, 11.32% or 12 for error of omission and 2.83% or 3 for misordering error.

In addition, these research above conducted in writing skill, and collected the data use observation, test, and interview, but in this research the writer collected the data use test only and conducted in reading skill.

### C. Operational Concept

Operational concept is a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. According to Syafi'I (2011), operational concepts are concluded from related theoretical concept on all of the variables that should be practically and empirically operated in academic writing-research paper. In this research, the writer focuses on students' errors in understanding simple past tense in narrative text. The indicators of the students' errors in understanding simple past tense are:

1. The students make omission errors of simple past tense in narrative texts.
2. The students make addition errors of simple past tense in narrative texts.
3. The students make misformation errors of simple past tense in narrative texts.
4. The students make misordering errors of prepositions in narrative texts.