ERROR ANALYSIS OF USING PAST VERBS IN WRITING SHORT STORY AT GRADE VII SMP MUHAMMADIYAH 30 SIHEPENG KECAMATAN SIABU MANDAILING NATAL

A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of Graduate
Education (S.Pd) in English Program

Written by:

RUKIAH YANI
Reg. Number: 12 340 0109

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2017

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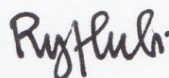**Dean of Tarbiyah and Teacher Training Faculty**

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Assalamu'alaikum Wr.Wb.

After reading, studying, and giving advices for necessary revises on thesis belongs to Rukiah Yani, entitle **"Error Analysis of Using Past Verbs in Writing Short Story at Grade VII SMP Muhammadiyah 30 Sihepeng Kecamatan Siabu Mandailing Natal".** We assume that the thesis has been acceptable the assignment and fulfill the requirement for the Degree of Graduate Education (S.Pd.) in English Program, at Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
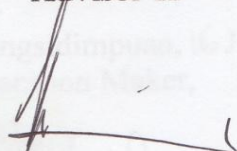
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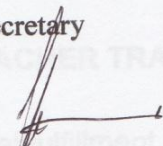7F24BAEF121697759

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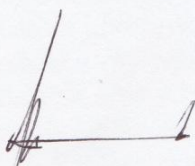
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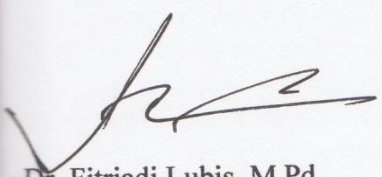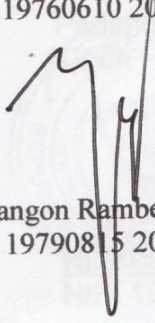
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ABSTRACT

The aims of this research were to know the students omission error, addition error, misformation error, and misordering error in using past verbs in writing short story, and to know the teacher's effort to prevent students error in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng.

The kind of this research was quantitative research by using descriptive method. The sources of the data were students at grade VII[1] which consist 20 students, and English teacher. The instrument of collecting data was test and interview. The technique of data analysis used formula P = f/ N x 100 %.

After the research was done, the researcher took conclusion as follows: based on the surface structure taxonomy, there are four types of error, they are: error in omission type was 17 cases (6.64 %), then, error in addition type was 239 cases (93.36 %), and there was no error in misformation and misordering. So, the total of students error in using past verbs in writing short story was (256 errors). The most dominant type of students error was error in addition type with 239 cases (93.36%).

The teacher's effort to prevent students error in using past verbs in writing short story was: the English teacher often repeat the lesson about using past verbs in writing short story and give more explanations and examples that related to students experience and sometimes the teacher made example with Indonesian Language, the English teacher must use a media that suitable with the lesson to support the process of teaching and learning English, the English teacher ordered the students to memorize verb such as, present tense, past tense, past participle, the English teacher gave some tests, exercises for students, the English teacher ordered the students to study hard and practice.

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Padangsidimpuan,   June 2017

RUKIAH YANI
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CHAPTER I

INTRODUCTION

A. Background of the Problem

    Language is a tool to shape our thoughts, feelings, desires and deeds as well as tools to influence the form of symbols generated by the human sensory organs with a compact system in the brain. Language helps us to fulfill our potential, to share our inner selves with others, or to act the world powerfully.[1] According to Tarigan, he gives two definitions of language. The first, it is a system that systematically, perhaps for generative system. The second, language is a set of arbitrary symbols.[2] The last, Walija states that, language is a communication in complete and effective way to convey ideas, messages, purpose, sense, and opinion to other people.[3] Based on some above definitions, it can be concluded that, language is the expression of human communication through with knowledge, belief and behavior that can be experienced, be explained, be shared and it is very important in our life.

    Language is very important for human life. The important of language for human life, such as: The first, as tool of communication. Through language, human can communicate and express ideas, opinions, thoughts, feelings, and desires to another people. The second, a social phenomenon, it means language is

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[1] Lynne T. Diaz-Rico, *Strategies for Teaching English Learners, Second Edition* (USA: Person Education, Inc, 2008), p. 1.

[2] Jago Tarigan, *Pembelajaran Bahasa Indonesia di SD* (Jakarta: UT, 2000), p. 4.

[3] Walija, *Bahasa Indonesia dalam Perbincangan* (Jakarta: IKIP, 1996), p. 4.

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a set of convention of communicative signal used by human for communication in a community. The third, as an instrument to know about something, such as: habbit, kinds of culture in the countries, and to understand another people. So language is an instrument that make people are more easy for intracting to another people. And so on.

Thus, Language learning is very important for our life. Because all science depends upon it and also all education in human life are conducted through it. There are many languages in this world. Such as: Mandarin, Arabic, French, Germany, English and others. One of the language that have a significant influence in international interaction is English. English is used in many aspects of international relationship. People use English for business, technology, even in educational interaction.

English is an international language. It is an important language which is studied by studentsat schools, colleges, and universities so they can communicate by using English. It has become the popular language which is used by most people in many areas of the world. They use it not only for trade association but also for scientific terminologies. English has mushroomed in every part of the world and become a universal language because it is used by almost all countries, even in some countries have became the primary language orthe standard language that used in daily life whether in goverment, social, and other formal institution.

English is used in globalization and the free trade market have made English extremely important because there is no other language that has wide spread use through the world. It is inevitable that Indonesia, as a developing country is in need of the English as information concerning advance technology and science is conveyed. So, every country want the country always bloom and good relate in international area. Based on above statement, every country want the next generation can speak English with good and fluency because it is international language. So, many countries have been English language as subject matter in school. Such as: Indonesia.

In Indonesia, English is acknowledged as a foreign language. The needed of English as a foreign language has developed. It is an instrument to transfer modern knowledge, culture, and to develop international relation. Realizing how the important this language, the government has determined English as a foreign language which is taught in Indonesia. It has became an obligation subject that must be learnt by students from elementary school level up to university level.

In studying English, students will learn language competence. There are four language skills. They are: speaking, listening, reading and writing. The four language skills are divided in two kinds they are: receptive competence and productive competence. In receptive competence, language they can understand there are: listening and reading. Whereas in productive competence, language they can produce there are: writing and speaking. Then, there are also English component such as: grammar/structure, vocabulary, and pronunciation. They are

integrated skills and they cannot be separated one to others. In this research the researcher focuses in writing skill and grammar/structure.

Writing includes in the productive competence. It can't be separated from reading. When we write we produce our reading, knowledge, experience and it shall be meaningful. Writing is one of the four language skills that important to be mastered by students. It is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience and also a process to express feelings or ideas, opinions, perceptions, and point of view written. By writing, studentscan develop their knowledge, ideas, experience in some of the forms.

English component such as: grammar/ structure is also important to be mastered by students. It consists of guidance to make statement about how to use language skills factors in order to understand writing. Grammar/ structure has parts, such as: tenses, parts of speech and others. In parts of speech, there are eight classifications, they are: noun, pronoun, verb, adverb, adjective, preposition, conjunction, interjection. In this research the researcher focuses on verb.

Verb is a kind of word which is used to indicate an action, event, activity that show a state of being. Verb has a very important function to make a sentence. It is impossible to make a sentence without verb because the basic formula a sentence is minimally consist of a noun as subject and a verb as predicate. From some of the sentences will become paragraph, from some of the paragraphs will become short story. When we write short story, verb is one of the important element to be

mastered by students. So, the relationship between verb especially past verbs and writing short story cannot be separated. Study about verb has been taught to studentssince they are in the fourth grade at elementary school up to university later. Nevertheless, the result is still not good enough for students, especially in their writing ability. The ability of the students in mastering grammar/structure is still poor especially in verb. They can't use the verb correctly in their written.[4]

Unfortunately, problems regarded to writing skill happened at research school. Moreover, the researcher interview students: they say English is difficult. The students have lack of motivation and interest in English. They do not have desire and interest to write because they feel difficult to write English.[5]

Based on above explanations, the researcher wants to do a research entitles, *"Error Analysis of Using Past Verbs in Writing Short Story at Grade VII SMP Muhammadiyah 30 Sihepeng Kecamatan Siabu Mandailing Natal".*

B. Identification of the Problem

Based on above background of the problem, there are some problems on students' English learning at grade VII SMP Muhammadiyah 30 Sihepeng as following: most of students said that English is difficult. It can be seen from their grammar. The ability of the students in mastering grammar/ structure is still poor especially in verbs, they still confuse of using past verbs in writing short story, they can't use the verb correctly, they are still poor in English especially in

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[4] Seri Rahayu, et al, The students in Class VII, *Personal Interview,* SMP Muhammadiyah 30 Sihepeng, Monday, October 17th 2016 at 10.00 a.m.
[5] *Ibid.* at 10.00 a.m.

writing, they are passive in the class, and they have lack of motivation and interest in English.

C. Focus of the Problem

Based on above background and identification of the problem, the researcher focuses the problem of the research on Error Analysis of Using Past Verbs in Writing Short Story at Grade VII SMP Muhammadiyah 30 Sihepeng Kecamatan Siabu Mandailing Natal.

D. Formulation of the Problem

Based on the above background of the problem, the researcher formulates the problem of the research as follows:

1. How many omission errors do students have in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng?.

2. How many addition errors do students have in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng?.

3. How many misformation errors do students have in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng?.

4. How many misordering errors do students have in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng?.

5. What are the teacher's efforts to prevent students' error in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng?.

E. Aims of the Problem

From above formulation of the problem, the aims of the research as follows:

1. To know omission errors do students have in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng.

2. To know addition errors do students have in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng.

3. To know misformation errors do students have in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng.

4. To know misordering errors do students have in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng.

5. To know the teacher's efforts to prevent students' error in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng.

F. Significances of the Problem

The results of this research are expected to be useful for:

1. Headmaster, to encourage English teacher to do the best in teaching process.

2. English teacher, to improve their teaching and learning process especially in using past verbs in writing short story.

3. Researchers, to do further same and different research.

G. Definition of the Key Terms

To avoid the vagueness and misunderstanding between the researcher and the reader, the researcher wants to introduce definition of the key terms as follows:

1. Error

Error is referred to the systematic deviation due to the learners are still developing knowledge of the second language rule system. According to Carl James that, "errors are the result of some failure of performance. Moreover, the noticeable thing about erroneous sentence is that they can readily be corrected by the speaker himself since they are cases of failure to follow a noun rule".[6] Rod Ellis states that, "error is to be avoided and its influence overcomes. However, as errors were the result of the negative transfer of first language habits, it is difficult to see show they could become habits simply by tolerating them".[7] Whereas, Douglas Brown states that, "an error is noticeable deviations from adult grammar of a native speaker, reflecting the inter-language competence of the learner".[8]

A mistake is also a deviation of the norms of the language but is not systematic. It means that the use of the norms of the language in sentences is sometimes true and sometimes wrong. Norrish states that, "a mistake is an inconsistent deviation that is sometimes the learner gets it right but sometimes wrong".[9] According to Richards that, 'mistake is made by a learner when

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[6] Carder in Carl James, *Error in Language Learning and Use* (New York: Longman, 1998), p. 79.
[7] Rod Ellis, *Understanding Second Language Acquisition* (Hongkong: Oxford University Press, 1985), p. 22.
[8] H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: State University Pearson Longman, 2007), p. 258.
[9] J. Norrish, *Language Learning and their Error* (London: Macmillan Publisher Ltd, 1987), p. 7.

writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance".[10]

From above definitions, it can be concluded that error is typically produced by learners who have not mastered the target language system being instructed, and mistake is a failure in using the target language system which actually has been mastered by learners. In other word, error is grammatical utterance which refers to the language competence, while mistake is imperfectness of utterances refers to the language performance.

2. Analysis

Hornby states that, "the analysis is the study of something by examining its part and their relationship".[11] While in Indonesian Dictionary states that "*analisis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya*".[12] (analysis is the study about something to find out the real situation). Based on above definition, it can be concluded that, analysis is analysis that will do a researcher to find condition, even, in the location that is planed a researcher. In analysis there is no manipulation, but by doing analysis for finding the real situation.

3. Using is the action of using somethingor the state of being used.[13]

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[10] J.C. Richards, *Error Analysis* (London: Longman, 1973), p. 96.
[11] AS.Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 38.
[12] Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 43.
[13] AS, Hornby, *Loc. Cit,* p. 1315.

4. Past verbs

According to Hornby, "past is the time before the present: gone by in time".[14] Efendi states that, *"bentuk preterit (past) digunakan sebagai finite verb atau kata kerja yang bentuknya terpengaruh oleh subjek dan tenses untuk mengutarakan kejadian atau aktivitas di masa lampau"*. (preterit form is used as finite verb or verb the form is influenced by subject and tenses to state even or activity in the past).

For example:

No	Past Sentence			
	Subject	Verb	Complement	Meaning
1	We	*lit*	the fire	Kami *meyalakan* api
2	You	*ate*	the bread	Kamu *makan* roti
3	He	*liked*	to dance	Dia *menyukai* dansa[15]

According to Hornby that, "verb is a word or phrase indicating or action an even or a state example: bring, happen".[16] Marcella Frank states that, "the verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences, statements, question, commands, exclamations".[17] According to Jayanthy Dakshina Murthy, "verb is described as a word which is used to indicate an action, a state of being of

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[14] *Ibid,* p. 614.
[15] Efendi, *English Structure Self Remedy* (Jakarta: Grasindo PT Gramedia Widiasarana Indo, 2003), p.109.
[16] AS, Hornby, *Loc. Cit*, p. 1323.
[17] Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, 1972), p. 47.

existence or possession".[18] Wren & Martin states that, "verb is a word that tells or asserts something about person or thing."[19] Based on above definition, it can concluded that, verb is a kind of word which is used to indicate an action, event, activity that show a state of being.

So, based on some above explanations, the researcher concludes that, past verbs is a word that express an action, event, or state about person or thing that happen at one specific time in the past.

5. Writing

According to Hornby that "writing is the activity or occupation of writing example: books, stories, or article".[20] Sabarti Akhadiah states that, "writing is a process of revision and raw writing the concept of writing based prose has proved to a break trough concept because the difference between a text that communicate a reader and writer. Writing is a process, means process of writing".[21]

Whereas David Nunan states that, "writing is both a physical and a mental act the most basic level. On the other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. It also both a process and a product the writer imagines, organizes, drafts, edits, and

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[18] Jayanthy Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Indu Mala Ghosh Manoj Sharma, 2003), p. 86.
[19] Wren & Martin, *High School English Grammar and Composition* (NP: Persada Rao, 1990), p. 63.
[20] AS. Hornby, *Op. Cit,* p. 1383.
[21] Sabarti Akhadiah, *Pembinaan Kemampuan Menulis* (Jakarta: Erlangga, 1988), p. 2.

reads".[22] So, based on above definition, it can be concluded that, writing is an activity to express our opinion, thought in written form.

6. Short Story

According to Hornby that, "short story is a piece of fiction that is shorter than a novel, especially one that deals with a single even or theme".[23] According to Wilfred L. Guerin, et al, that, "short story is a relatively brief narrative of prose fiction (ranging in length from five hundred to twenty thousand words) characterized by considerably more unity and compression in all its parts than the novel: in theme, plot, structure, character, setting and mood".[24] In Indonesian Dictionary states that, *"cerpen adalah kisahan pendek (kurang dari 10.000 kata) yang memberikan kesan tunggal yang dominan dan memusatkan diri pada satu tokoh disuatu situasi (pada suatu ketika)"*.[25] (short story is a short story (less than 10.000 words) that given the impression single dominant and focused on one figure in a situation). Based on some above definitions, it can be concluded that, short story is a short story less than 10.000 words that given an advised for the readers.

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[22] David Nunan, *Practical English Language Teaching: Grammar* (Singapore: McGraw-Hill, 2005)*, p. 88.

[23] AS. Hornby, *Op. Cit,* p. 1090.

[24] Wilfred L. Guerin, et al, *A Handbook of Critical Approaches to Literature Fourth Edition* (New York: Oxford University Press, 1999), p. 52.

[25] Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2007), p. 210.

H. Outline of the Thesis

The systematic of this research are divided into five chapters. Each chapter consists of many sub chapters with detail as follows:

Chapter one consist of introduction, they are: *First*, background of the problem. *Second*, identification of the problem. *Third*, focus of the problem. *Fourth*, formulation of the problem. *Fifth*, aims of the problem. *Sixth*, significances of the problem. *Seventh*, definition of the key terms. *Eight*, outline of the thesis.

Chapter two consist of theoretical study, they are: *First*, theoretical description that told about the description of past verbs and short story. *Second*, review of related finding.

Chapter three consist of research methodology, they are: *First*, place and time of the research. *Second*, research design. *Third*, source of the data. *Fourth*, subject of the research. *Fifth*, instrument of collecting the data. *Sixth*, techniques of data analysis. *Seventh*, technique of checking trustworthiness.

Chapter four consist of result of the research, they are: *First*, findings. *Second*, threats of the research. *Third*, discussions.

Chapter five, it consists of conclusion and suggestion, they are: *First*, conclusion. *Second*, suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

In conducting research, theories are needed to explain some concepts or terms apply in research concern. The terms are:

A. Description of Theory

1. Definition of Error Analysis

According to Douglas Brown that, "error analysis is the fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners led to a surge of the study of the learner errors".[1] Carl James states that, "error analysis is a work procedure used for researcher or language teacher for describing, classifying and also evaluating error".[2] Whereas, David Nunan states that, "error analysis involves studying samples of students' write language to identify grammatical errors they make".[3]

Based on above definition, it can be concluded that, error analysis is examining something done wrongly by collecting, identifying, classifying, and evaluating the errors made by someone either in speaking or writing to obtain information on common difficulties in language learning.

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[1] H. Douglas Brown, *Principles of Language Learning and Teaching Fourth Edition* (New York: Addition Wesley Longman, 2000), p. 218.
[2] Carl James, *Op. Cit*, p. 170.
[3] David Nunan, *Op. Cit*, p. 31.

Based on some above explanations, it can be stated that, the error analysis is a technique for identifying, describing and classifying errors systematically made by the students. The technique for identifying means to check just how many students' actually did make particular error and how many used that language item correctly. The procedures of error checking are: Firstly, underlining the error items. Secondly, signifying the error items. Try to assess the students' errors in number of omissions, addition, misformation, and misordering for the technique of describing. Assessing the comparative frequency of different types of error in this way is clearly an important preliminary to much remedial teaching. There are some ways to classify the student error. In this part the writer use the surface structure taxonomy to analyze the student error.

2. Types of Error

According to Carl James, there are four kinds of descriptive taxonomy that are commonly used:[4]

1) Comparative Taxonomy

Comparative taxonomy classifies error based on comparison between the structure of language learner error and certain other types of construction. The errors are classified into developmental, errors, inter-lingual errors, ambiguous errors, and unique errors.

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[4] Carl James, *Loc. Cit,* p, 104.

2) **Communicative Effect Taxonomy**

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies error into global errors and local errors.

3) **Linguistic Category Classification**

This type of taxonomy carries out specification of errors in terms of linguistic categories, in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the errors.

4) **The Surface Structure Taxonomy**

There are four principal ways in which learners 'modify' target forms, in other words, four ways in which IL and TL forms diverge in specific and systematic ways. In addition there are:[5]

a. **Omission**

In this case, when the students make sentence, there is one aspect is omitted. It tends to effect function words rather than content words at least in the early stages. Most advanced learners tend to be aware of their ignorance of content words, and rather than omit one, they resort compensatory strategies to express their idea.[6] For example: She with her stepmother. The sentence is

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[5] *Ibid*, p. 106.
[6] Henry Guntur Tarigan & Djogo Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 1988), p. 149.

wrong, because the verb is omitted. The correct sentence must be "she lived with her stepmother and two stepsisters".

b. Addition

It is a sentence in which certain aspect of language rules is added in a correct sentence. This manifestation of error is the result of all too faithful use of certain rules and they suggest there are subtypes.[7] For example: She drived in her beautiful coach. This sentence is wrong. The correct sentence must be "she drove in her beautiful coach".

c. Misformation

What the learner who produced this error has done is not misform but misselection errors. In this case the student used of the wrong form of a structure of sentence.[8] For example: The dog eated the chicken. This sentence is wrong. The correct sentence must be "the dog ate the chicken".

d. Misordering

In this case the student makes sentence in incorrect order. Mis-ordering is often the result of learners relying on carrying out word for word translation of native language surface structures when

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[7] *Ibid*, p. 151.
[8] Carl James, *Op. Cit*, p. 108.

producing written or spoken utterances in the TL.[9] For example: I met there some Germans. This sentence is wrong. The correct sentence must be "I met some Germans there".

3. **Past Verb**

   a. **Definition of Verb**

   According to Hornby that, "verb is a word or phrase indicating or action an even or a state example: bring, happen".[10] Wren & Martin states that, "verb is a word that tells or asserts something about person or thing".[11] Sam A. Susanto states that, "verb is a kind of word which shows the name of action, behavior, activity and also can show the state of being".[12] Then, it can be concluded that, verb is a kind of word which is used to indicate an action, event, activity that show a state of being.

   b. **Kinds of Verb**

   In English Grammar, there are some kinds of verb such as:

   1. Based on changes the time or manner of writing, the kinds of verb:
      a) Regular verbs.
      b) Irregular verbs.
   2. Based on the object, the kinds of verb such as:
      a) Transitive verbs
      b) Intransitive verbs.
   3. Based on the function in the sentence, the kinds of verb, such as:
      a) Full verb or ordinary verb.
      b) Auxiliary verb.
      c) Linking verb.

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[9] Henry Guntur Tarigan, *Loc. Cit*, p. 157.
[10] AS. Hornby, *Op. Cit*, p. 1323.
[11] Wren & Martin, *Op. Cit,* p. 63.
[12] Sam A. Susanto, *The New Complete English Grammar* (Jakarta: Pustaka Ilmu, 2005), p. 26.

4. Based on the using, the kinds of verb such as:
   a) Present tense/ infinitive.
   b) Past tense/ preterit.
   c) Past participle.
   d) Present participle.[13]

Based on changes the time or manner of writing, verb can be divided into two kinds. They are: regular verb and irregular verb:

1. **Regular Verb**

a. **Definition of Regular Verb**

According to Jayanthy Dakshina Murthy that, "regular verb is a verb which has a normal inflection or normally added by 'ed' or 'd' to infinitive form, examples: add, smoke, advice, etc.[14] Hornby states that, "regular is following a constant or definite pattern, especially with the same time or space between individual instances".[15]

According to Mun. Fika, et al, that, *"regular verb adalah kata kerja yang bentuk past tense (verb II) dan bentuk past participle (verb III) dibentuk dari kata kerja dasar (infinitive) hanya ditambahkan 'ed/ d' saja".*[16] (it means in English regular verb is a verb that past tense (verb II) and past participle (verb III) form is formed from infinitive and just added '-ed or -d'. Based on above definition, the researcher concludes that, regular verb is a verb that past tense and past participle form ended '-ed' or '-d'. Examples: opened, studied, developed, used.

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[13] Windy Novia, *Basic English Grammar* (Jakarta: Gamma Press, 2010), p. 105.
[14] Jayanthy Dakshina Murthy, *Op. Cit*, p. 83.
[15] AS. Hornby, *Op.Cit*, p. 983.
[16] Mun. Fika, et. al, *Complete English Grammar* (Surabaya: Apollo Lestari, 1991), p. 14.

The principal parts of the regular verb will be given below, grouped according to the type of regularity there are six, they are: *the first*, generally, verb just added by 'ED' to infinitive form. *The second*, if the verb ended 'E' so past tense and past participle just added 'D'. *The third*, if the verb ended 'Y' and behind is consonant so past tense and past participle, suffix 'Y' changed 'T' and added 'ED'. *The fourth*, if the verb ended 'Y' and behind is vowel so past tense and past participle, suffix 'Y' not change just added 'ED'. *The fifth*, if the verb ended consonant and behind is vowel so past tense and past participle, the suffix make two letters and added 'ED'. *The sixth*, if the verb ended 'C' and behind is vowel so past tense and past participle, the suffix 'C' added 'K' and added 'ED'.[17]

1) Generally, verb just added by 'ED' to infinitive form, examples:

Present tense	Past tense	Past participle	Meaning
abash	abashed	abashed	memalukan
abduct	abducted	abducted	menculik
ask	asked	asked	bertanya
open	opened	opened	membuka
ship	shipped	shipped	mengapalkan

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[17] *Ibid*, p. 14-15.

2) If the verb ended 'E' so past tense and past participle just added 'D', examples:

Present tense	Past tense	Past participle	Meaning
cycle	cycled	cycled	bersepeda
change	changed	changed	mengubah
dance	danced	danced	berdansa
lunge	lunged	lunged	menyerang
use	used	used	menggunakan
smoke	smoked	smoked	merokok

3) If the verb ended 'Y' and behind is consonant so past tense and past participle, suffix 'Y' changed 'T' and added 'ED', examples:

Present tense	Past tense	Past participle	Meaning
dry	dried	dried	mengeringkan
fry	fried	fried	menggoreng
reply	replied	replied	menjawab
supply	supplied	supplied	menyediakan
verify	verified	verified	membuktikan

4) If the verb ended 'Y' and behind is vowel so past tense and past participle, suffix 'Y' not change just added 'ED', examples:

Present tense	Past tense	Past participle	Meaning
destroy	destroyed	destroyed	memusnahkan
display	displayed	displayed	memperlihatkan
decay	decayed	decayed	membusuk

decoy	decoyed	decoyed	membujuk
betray	betrayed	betrayed	mengkhianati

5) If the verb ended consonant and behind is vowel so past tense and past participle, the suffix make two letter and added 'ED', examples:

Present tense	Past tense	Past participle	Meaning
bop	bopped	bopped	memukul
excel	excelled	excelled	melampaui
drip	dripped	dripped	meneteskan
rob	robbed	robbed	merampok
stop	stopped	stopped	berhenti

6) If the verb ended 'C' and behind is vowel so past tense and past participle, the suffix 'C' added 'K' and added 'ED', examples:

Present tense	Past tense	Past participle	Meaning
mimic	mimicked	mimicked	meniru
bivouac	bivouacked	bivouacked	berkemah
picnic	picnicked	picnicked	berpiknik
shellac	shellacked	shellacked	mengalahkan

2. Irregular Verb

a. Definition of Irregular Verb

According to Jayanthy Dakshina Murthy that, "irregular verb is

a verb which does not have a normal inflection, examples: eat, bring,

do".[18] Hornby states that, "irregular, not regular in shape, arrangement, etc".[19] Mun. Fika, et al, states that, *"irregular verb adalah suatu bentuk dari kata kerja yang bentuk past tense (verb II) dan bentuk past participle (verb III) mengalami suatu perubahan yang tidak teratur dan mempunyai peraturan tersendiri dan tidak teratur".*[20] (it means in English irregular verb is a verb that past tense (verb II) and past participle (verb III) form which does have special rule and not regular. Based on above definition, it can be concluded that, irregular verb is a verb which does not have a special rule to form. So, if we want to understand irregular verb, we must be memorized it well.

In order to use the tense forms of these irregular verbs, the speaker of English must know their "principal parts". The first principal part of a verb is the simple form of the verb (or the stem), the second principal part is the past tense, the third principal part is the past participle.[21] Based on above explanation, there are three forms of irregular verb, they are: present tense (verb I), past tense (verb II), and past participle (verb III).

The principal parts of the irregular verbs will be given below, grouped according to the type of irregularity there are five. They are: all three principal parts are different, second and third principal parts

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[18] Jayanthy Dakshina Murthy, *Op. Cit*, p. 84.
[19] AS. Hornby, *Op. Cit*, p. 632.
[20] Mun. Fika, et al, *Op. Cit*, p. 16.
[21] Marcella Frank, *Op. Cit*, p. 61.

are alike, all three principal parts are alike, first and third principal are

alike, and first and second principal are alike.[22]

1) All three principal parts are different:

Present tense	Past tense	Past participle	Meaning
begin	began	begun	memulai
drink	drank	drunk	minum
ring	rang	rung	berdering
shrink	shrank	shrunk	mengerut
sing	sang	sung	menyanyi
sink	sank	sunk	tenggelam
spring	sprang	sprung	melepaskan
stink	stank	stunk	berbau busuk
swim	swam	swum	berenang
break	broke	broken	merusak
choose	chose	chosen	memilih
freeze	froze	frozen	membekukan
steal	stole	stolen	mencuri
speak	spoke	spoken	berbicara
blow	blew	blown	meniup
draw	drew	drawn	menggambar
grow	grew	grown	tumbuh
fly	flew	flown	terbang
know	knew	known	mengetahui
throw	threw	thrown	melemparkan
drive	drove	driven	mengendarai
ride	rode	ridden	manaiki

[22] *Ibid*, p. 61-66.

arise	arose	arise	timbul, terbit
write	wrote	written	menulis
swear	swore	sworn	bersumpah
tear	tore	torn	merobek
wear	wore	worn	memakai
bite	bit	bitten	menggigit
hide	hid	hidden	bersembunyi
shake	shook	shaken	bergoncang
take	took	taken	mengambil
forbid	forbade	forbidden	melarang
forgive	forgave	forgiven	memaafkan
give	gave	given	memberikan
sew	sewed	sewn	menjahit
show	showed	shown	menunjukkan
be	was/were	been	akan, adalah
do	did	done	mengerjakan
eat	ate	eaten	memakan
fall	fell	fallen	jatuh
go	went	gone	pergi
lie	lay	lain	berbohong
see	saw	seen	melihat
awake	awoke	awoken	membangunkan

2) Second and third principal parts are alike:

Present tense	Past tense	Past participle	Meaning
cling	clung	clung	melekat
dig	dug	dug	menggali
hang	hung	hung	bergantung
stick	stuck	stuck	menempelkan
sting	stung	stung	menyengat
wring	wrung	wrung	memulas, menjepit
bleed	bled	bled	terluka
breed	bred	bred	memelihara
dream	dreamt	dreamt	bermimpi
feed	fed	fed	memberi makan
feel	felt	felt	merasa
keep	kept	kept	menjaga
lead	led	led	meracuni
leave	left	left	meninggalkan
mean	meant	meant	bermaksud
meet	met	met	menemui
sleep	slept	slept	tidur
sweep	swept	swept	menyapu
bring	brought	brought	membawa
buy	bought	bought	membeli
teach	touch	touch	mengajar
think	thought	thought	berpikir
bend	bent	bent	membengkokkan
lend	lent	lent	meminjamkan
send	sent	sent	mengirim
spend	spent	spent	menghabiskan

bind	bound	bound	mengikat
find	found	found	menemukan
lay	laid	laid	meletakkan
pay	paid	paid	membayar
say	said	said	mengatakan
sell	sold	sold	menjual
tell	told	told	menceritakan
build	built	built	membangun
forget	forgot	forgot(forgotten)	melupakan
get	got	got (gotten)	memperoleh
have	had	had	mempunyai
hear	heard	heard	mendengarkan
light	lit	lit	menyalakan
lose	lost	lost	hilang
make	made	made	membuat
shine	shone	shone	bersinar
shoot	shot	shot	menembak
sit	sat	sat	duduk
stand	stood	stood	berdiri
understand	understood	understood	mamahami
win	won	won	memenangkan

3) All three principal parts are alike:

Present tense	Past tense	Past participle	Meaning
bet	bet	bet	bertaruh
burst	burst	burst	meledak
cast	cast	cast	melempar

cost	cost	cost	harga
cut	cut	cut	memotong
hit	hit	hit	memukul
hurt	hurt	hurt	melukai
let	let	let	membiarkan
put	put	put	meletakkan
read	read	read	membaca
rid	rid	rid	melemparkan
set	set	set	menetapkan
shut	shut	shut	menutup
split	split	split	membelah
spread	spread	spread	menyebarkan
thrust	thrust	thrust	mendorong

4) First and third principal are alike:

Present tense	Past tense	Past participle	Meaning
come	came	come	datang
become	became	become	menjadi
overcome	overcame	overcome	mengatasi
run	ran	run	berlari

5) First and second principal are alike:

Present tense	Past tense	Past participle	Meaning
beat	beat	beaten (beat)	memukul

Based on the object, verb can be divided into two kinds. They are: transitive verb and intransitive verb.

1. **Transitive Verb**

    a. **Definition Transitive Verb**

    According to Betty Schrampfer Azar that, "a transitive verb is a verb that is followed by an object".[23] According to Jayanthy Dakshina Murthy that, "a transitive verb is a verb which has an object".[24] Pamela J. Sharpe, states that, "a transitive verb is a verb that takes a complement, for example: raise, lay, set".[25] Marcella Frank states that, "a transitive verb takes a direct object, example: he is reading a book".[26]

    Wren & Martin states that, "a transitive verb is a verb that denotes an action which passes over from the doer or subject to an object".[27] Based on some above definitions, it can be concluded that, transitive verb is a verb that require an object. Examples: read, answer, ask, clean, send, buy, open, speak, help, etc. Examples:

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[23] Betty Scharampfer Azar, *Fundamentals of English Grammar* (New Jersey: Prentice Hall, 1941), p. 282.
[24] Jayanthy Dakshina Murthy, *Op. Cit*, p. 86.
[25] Pamela J. Sharpe, *TOEFL* (Jakarta: Binarupa Aksara, 1992), p 248.
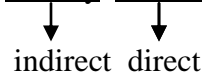[26] Marcella Frank, *Op. Cit*, p. 49.
[27] Wren & Martin, *Op. Cit,* p. 64.

No	Sentence			
	Subject	Verb	Complement	Meaning
1	He	*Killed*	a snake	Dia *membunuh* seekor ular
2	She	*Bought*	a dictionary yesterday	Dia *membeli* sebuah kamus kemarin
3	He	*Reads*	a newspaper everyday	Dia *membaca* koran setiap hari
4	I	*Send*	letter to my family	Saya *mengirim* surat kepada keluarga saya
5	The girl	*Helps*	her mother in the kitchen	Perempuan itu *membantu* ibunya di dapur
6	They	*Speak*	English everyday	Mereka *berbicara* bahasa inggris setiap hari
7	He	*Answers*	the question	Dia *menjawab* pertanyaan dengan benar

Most transitive verbs take a single object. But, such transitive verbs as: *give, ask, offer, promise, tell,* etc, take two objects after them. An indirect object which denotes the person to whom something is given or for whom something is done and a direct object which usually the name of something.[28]
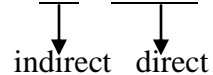
Examples:

1. They *give* <u>the boy</u> <u>a book</u>
                    indirect direct

2. My friends *gave* <u>me</u>   <u>a book</u>
                        indirect direct

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[28] Wren & Martin, *Loc. Cit,* p. 64.

3. My sister *ask*s me the English lesson
              ↓   ↓
        indirect   direct

4. His mother *tells* her   a story
                   ↓   ↓
            indirect   direct

5. He *told* me   a secret
           ↓   ↓
    indirect   direct

6. He *bought* me   an English dictionary, etc.
             ↓   ↓
        indirect   direct

Most verbs can be used both as transitive and as intransitive verb. It is, therefore, better to say that verb is used transitively or intransitively rather that that it is transitive or intransitive.[29] Examples:

Used transitively	Used intransitively
1. He *told* a story	1. He t*old* quickly
2. She *speaks* English	2. She *speaks* slowly
3. The girl *studied* English	3. The girl never *studies*
4. They *sing* a song	4. They *sang* together, etc.

[29] *Ibid,* p. 64.

Some verbs, example: *come, go, fall, die, sleep, lie*, denotes actions which cannot be done to anything they can, therefore never be used intransitively.[30]

So, based on some above explanations, the researcher concludes that, transitive verb is a verb that need an object. If the verb doesn't require an object in a sentence, so the sentence doesn't have the significant meaning and purpose.

2. Intransitive Verb

a. Definition Intransitive Verb

According to Betty Schampfer Azar that, "an intransitive verb is a verb that is not followed by an object".[31] Wren & Martin states that, "an intransitive verb is a verb that denotes an action which does not pass over to an object, or which expresses a state or being".[32] According to Jayanthy Dakshina Murthy that, "an intransitive verb is a verb which has no object".[33] Marcella Frank states that, "an intransitive verb does not require and object, example: he is walking in the park".[34] Pamela J. Sharpe, States that, "an intransitive verb is a verb that does not take a complement, for example: rise, lie, sit".[35] Based on some above definitions, the researcher concludes that,

[30] *Ibid*, p. 64.
[31] Betty Schrampfer Azar, *Op. Cit*, p. 282.
[32] Wren & Martin, *Loc. Cit*, p. 64.
[33] Jayanthy Dakshina Murthy, *Op. Cit*, p. 88.
[34] Marcella Frank, *Op. Cit*, p. 49.
[35] Pamela J. Sharpe, *Op. Cit*, p. 248.

intransitive verb is a verb which does not require an object. It is express being take the same cases after them as before them. Examples:

No	Sentence			
	Subject	Verb	Complement	Meaning
1	I	*Walked*	quickly	Saya *berjalan* dengan cepat
2	She	*Comes*	late	Dia (pr) *datang* terlambat
3	The girl	*Studies*	seriously	Anak perempuan itu *belajar* dengan serius
4	The bus	*Arrived*	on time	Bus itu *tiba* tepat waktu
5	I	*Slept*	slowly	Saya *tidur* dengan lambat
6	The bell	*Rang*	loudly	Bel itu *berbunyi* dengan nyaring

Some intransitive verbs have developed transitive uses, especially in a causative sense.[36] Examples:

1. She usually *reads* her book everyday (causes her book to read).

2. He always *walks* his dog at night (causes his dog to walk).

3. The railroad *runs* additional trains during holidays (causes additional trains to be run).

4. They always *study* their lesson in their house (causes their lesson to study).

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[36] Marcella Frank, *Loc. Cit*, p. 49.

From above all explanations and examples the kinds of verb. In this research, the researcher will conduct about the second principal parts of verb is the simple past/ past verbs. Past verb is one of the principal parts of verb. Past verb is a word that express an action, event, or state about person or thing that happen at one specific time in the past. Past verb is used in simple past tense.

So, based on above all examples the simple past/ past verb. It can be concluded that, the past verb in regular verb ended "-ed" or "d" at the verb. Whereas, the past verb in irregular verb don't have the specific rule to form like on regular verb. So, if we want to understand irregular verb we must understand and memorized it well. In this research, the researcher will analyze about the using past verb in writing short story.

4. **Writing**

   a. **Definition of Writing**

   There are so many definitions of writing. According to Hornby that, "writing is the activity or occupation of writing example: books, stories, or article".[37] According to Wren & Martin that, "writing means the activity or the ability to share information in order to express idea and

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[37] AS. Hornby, *Op. Cit*, p. 1383.

feeling in written form".[38] Michael Omalley states that, writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topic.[39] Sanggam Siahaan states that, "writing is the productive language skill it is the skill of a writer to communicate information to a reader or group of readers".[40]

So, based on above definition, it can be concluded that, writing is: the first, an activity to express our opinion, thought in written form. The second, it is the activity to transfer the ideas and to describe a language is understood by someone written. And so on.

b. **Purpose of Writing**

According to Michael Omalley, there are at least three purposes in writing, they are:

1. Informative writing, it means that the purposes are to share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationship. This type of writing could include a biography about a well-known person or someone from the writer's life.
2. Expressive/ narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This type of writing is often used for entertainment, pleasure, discovery or, simply, as "fun" writing and can include poems and short plays.
3. Persuasive writing, the writers attempt to influence others and initiate action or change. This type of writing might include evaluation of a

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[38] Wren & Martin, *Op. Cit.*, p. 71.
[39] J. Michael Omalley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (USA: Addison-Wesley Publishing Company, 1996), p. 138.
[40] Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p. 73.

book, a movie, a consumer product, or a controversial issue or problem.[41]

Whereas, according to Tarigan, the purpose of writing, they are:

1) Assignment purpose (*Tujuan Penugasan*)
   This purpose is there is not aims at all the writer something because as just a duty, it is not herself-will.
2) Alturistics purpose (*Tujuan altuiristik*)
   This purpose is to place the readers to bring the readers sadness.
3) Persuasive purpose (*Tujuan persuasive*)
   This purpose is to make sure the readers of truth of ideals to share.
4) Informational purpose (*Tujuan informasional*)
   This purpose is to give information or explanation to the reader.
5) Self Expression purpose (*Tujuan pernyataan diri*)
   This purpose is to introduce or defined author to the readers.
6) Creative purpose (*Tujuan kreatif*)
   It has deep relation with self-expressive purpose but it has "creative will". It is more than self-expression and involving herself with will to search artistic norm or ideal art, so its purpose is to search artistic value an art value.
7) Problem solving purpose (*Tujuan pemecahan masalah*)
   The writer wants to solve the problem is faced. The writer wants to explain, to clear, and to explore also to search the thoughts and ideas carefully to be understood and received by the readers.[42]

Based on above the purpose of writing, the researcher

concludes that, purpose of writing as follows:

1. To develop knowledge the writers and the readers.

2. To give information and knowledge to the readers.

3. To introduce or define author the readers and to entertain the readers.

4. To make sure the readers about the truth of idea.

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[41] J. Michael Omalley & Lorraine Valdez Pierce, *Op. Cit,* p. 137-138.
[42] H. R. Tarigan, *Menulis Sebagai Sebuah Keterampilan Berbahasa* (Bandung: Angkasa, 1986), p. 21.

c. Process of Writing

According to Michael Omalley, there are three stages of the writing process are:

1. Prewriting, motivation, discussion, and concept development.
2. Writing, which takes place in classroom or at home so students' can rely on both teachers' and others students' for feedback and support.
3. Post-writing, in which students' share their writing with others, read aloud what they have written, or exchange writing with other students'.[43]

According to Joyce Amstrong Carrol, the process of writing in several stages, such as:

1. Prewriting, includes exploring topics, choosing a topic, and beginning to gather and organize details before write.
2. Drafting, involves getting your ideas down on paper in rightly the format intent for the finished work.
3. Revising is the stages in which rework first draft to improve its content and structure.
4. Editing and proof reading, involved correcting errors in grammar, spelling and mechanics.
5. Publishing and presenting are the sharing of your work with others.[44]

Based on above the process of writing, the researcher concludes that, the process of writing is: prewriting, writing, and post writing. *The first*, prewriting is when we start to write. We will choose a topic of written. *The second*, writing is when we write. We will develop the topic. *The third*, post writing is when we have finished to write. So, we can see the result of our written.

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[43] J. Michael Omalley& Lorraine Valdez Pierce, *Op. Cit,* p. 139.
[44] Joyce Amstrong Carrol, *Writing and Grammar* (New Jersey: Prentice Hall, 2005), p. 15.

d. Genres of Writing

According to Michael Omalley that, "students" can use a variety of genres or types of writing to accomplish writing task. Example of differences genres are biographies, essays, stories, journal entries, letters, newspaper, reports, manual, research paper".[45]

According to Douglas Brown, genres of writing as follows:

1. Academic writing
   a. Papers and general subject reports.
   b. Essays, composition.
   c. Academically focused journals.
   d. Short-answer test responses.
   e. Technical reports (example: lab reports).
   f. Theses, dissertations.
2. Job related writing
   a. Messages (example: phone message).
   b. Letters/ emails.
   c. Memos (example: interoffice).
   d. Reports (job evaluations, project reports).
   e. Schedules, labels, signs.
   f. Advertisements, announcements.
   g. Manuals.
3. Personal writing
   a. Letters, emails, greeting cards, invitations.
   b. Messages, notes.
   c. Calendar entries, shopping lists, reminders.
   d. Financial document (example: checks, tax forms, loan applications).
   e. Forms, questionnaires, medical reports, immigration documents.
   f. Diaries, personal journals.
   g. Fiction (short stories, poetry)[46].

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[45] J. Michael Omalley & Lorraine Valdez Pierce, *Loc. Cit,* p. 158.
[46] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco State University: Pearson Education, Inc, 2003), p. 219.

From some above genres of writing, the researcher will conduct about personal writing. In personal writing, there are seven genres of writing. They are: *the first,* Letters, emails, greeting cards, invitations. *The second*, messages, notes. *The third*, calendar entries, shopping lists, reminders. *The fourth*, financial document (example: checks, tax forms, loan applications). *The fifth*, forms, questionnaires, medical reports, immigration documents. *The sixth*, diaries, personal journals. *The seventh*, fiction (short stories, poetry).

In this research, the researcher will conduct about fiction. In fiction, there are two genres of writing, they are: short story and poetry. The researcher chooses short story. Short stories are brief prose pieces dealing with a few characters usually within the scope of a single event. The researcher choose short story, because short story is brevity, solid, and it is very interesting to read than poetry and other genres of writing. Short story will make us entertain after we read it.

5. Short Story

a. Definition of Short Story

According to Hornby, "short story is a piece of fiction that is shorter than a novel, especially one that deals with a single even or theme".[47] According to Wilfred L. Guerin, et al, that, "short story is a relatively brief narrative of prose fiction (ranging in length from five hundred to twenty thousand words) characterized by considerably in all its parts than novel: in theme, plot, structure, character, setting and mood".[48]

According to Nugroho Notosusanto in Henry Guntur Tarigan states that, *"cerita pendek adalah cerita yang panjangnya sekitar 5000 kata atau kira-kira 17 halaman kuarto spasi rangkap yang terpusat dan lengkap pada dirinya sendiri"*.[49] (short story is story in length about 5000 words or about 17 pages kuarto spaces copies centralized and complete at himself). Based on some above definitions, the researcher concludes that, short story is a short story less than 10.000 words that given an advised for the readers.

b. Characteristics of Short Story

There are some characteristics of short story as follows:

a) The principal of short story is: brevity, unity, and intensity.
b) The element of short story is: scene, character, and action.
c) The language of short story must incisive, suggestive, alert.

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[47] AS. Hornby, *Op. Cit,* p. 1090.
[48] Wilfred L. Guerin, et al, *Op. Cit,* p. 52.
[49] Henry Guntur Tarigan, *Prinsip-prinsip Dasar Sastra* (Bandung: Angkasa, 1984), p. 176.

d) The short story must consist interpretation of the writer about the life conception, directly and indirectly.
e) A short story must consist one effect in think of the readers'.
f) Short story must consist feeling to readers' that the first, the plot is alert then attractive our think.
g) Short story consists incidents was chosen expressly, and can appear some questions in think of the readers'.
h) In a short story, an incident must know the plot of story.
i) Short story must have a protagonist.
j) Short story must have interesting effect or impression.
k) Short story dependents on one situation.
l) Short story gives impression.
m) Short story gives one effect.
n) Short story presents an emotion.
o) Usually, the total of words at short story about 10.000 words, can't more of 10.000 words.[50]

c. **Example of Short Story**

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her stepmother and two stepsisters. The stepmother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother made Cinderella do the hardest works in the house, such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two stepsisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two stepsisters received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are you crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball," said Cinderella. "Well", said the godmother, "you have been such a cheerful, hardworking, uncomplaining girl that I am going to see that you go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then, she gave her a pair of pretty glass slipper, "Now, Cinderella",

[50] *Ibid*, p. 177-178.

she said, "You must leave before midnight". Then, away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her stepsisters tried on the slipper, but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed o see again. They were married and live happily ever after.[51]

B. Review of Related Findings

There are some related findings to this research: The first, Roselina Sitepu with the title *"An Error Analysis of Regular and Irregular Verbs in Writing Recount, Narrative, Procedure and Descriptive Text by the Tenth Grade Students' at SMA Negeri 2 Tanjugbalai"*. Based on the research, she found that the percentage of errors of Using Regular and Irregular Verbs in Writing Recount, Narrative, Procedure and Descriptive Text by the Tenth Grade Students' at SMA Negeri 2 Tanjungbalai are very low. The ability of the students' have calculated by mean score is 36.00 %.[52]

The second, Ahmad Rif'an Hadi with the title *"An Error Analysis of Using Verb in Writing Made by the Second Years Students of SMP N 2 Tuntang in the Academic Year 2013/2014"*. Based on the research, he found that, the percentage of errors of using verb in writing made by the Second Years Students of SMP N 2

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[51] Http://www.google.com.
[52] Roselina Sitepu, "An Error Analysis of Regular and Irregular Verbs in Writing Recount, Narrative, Procedure and Descriptive Text by the Tenth Grade Students' at SMA Negeri 2 Tanjungbalai", Research Journal, p. 11.

Tuntang in the Academic Year 2013/2014 are good. The ability of the students'
have calculated by mean score is 64.63 %.[53]

The third, Rahmi Yuniarti with the title, *"An Error Analysis of Students*
Ability in Using Regular and Irregular Verbs (A Case Study at the Second Grade
of SMP YPS Bojong Gede)". Based on the research, she found that, the
percentage of error showed still found difficulties in changing regular verb to
irregular verb.[54]

So, from all of researchers, the researcher wants to complete the research
above. Where, the researcher wants to research about "*Error Analysis of Using*
Past Verb in Writing Short Story at Grade VII SMP Muhammadiyah 30 Sihepeng
Kecamatan Siabu Mandailing Natal".

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[53] Ahmad Rif'an Hadi, "An Error Analysis of Using Verb in Writing Made by the Second Years Students of SMP N 2 Tuntang in the Academic Year 2013/2014", Unpublished Script (Salatiga: STAIN, 2014), p. 79.

[54] Rahmi Yuniarti, "An Error Analysis of Students Ability in Using Regular and Irregular Verbs (A Case Study at the Second Grade of SMP YPS Bojong Gede)", Unpublished Script (Jakarta: Universitas Syarif Hidayatullah , 2014), p. 62.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research had done at grade VII SMP Muhammadiyah 30 Sihepeng. It is located at Sihepeng area Kecamatan Siabu Kabupaten Mandailing Natal of North Sumatra. This research was started from September 2016 until March 2017.

B. Research Design

The kind of this research was quantitative research. According to Ranjit Kumar that, "in quantitative research you are guided by predetermined sample size that is based upon a number of other consideration in addition to resources available".[1] Gay and Peter Airasian stated that, "quantitative descriptive or survey research involves collecting data in order to answer question about the current status of the subject of study".[2] Quantitative research deals in numbers, logic, and the objective, focusing on logic, numbers, and unchanging static data and detailed, convergent reasoning rather than divergent reasoning.[3] So, based on above definition, it can be concluded that, quantitative descriptive research means to analyze or make a sense (descriptive) about situation or events and it was focused in test.

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[1] Ranjit Kumar, *Research Methodology*, (London: Sage, 2011), p. 192.
[2] L R. Gay & Peter Airasian, *Educational Research: Companies for Analysis and Application* (USA: Prentice Hall, Incorporate, 2000), p. 8-11.
[3] Babbie, Earl R, *The Practice of Social Research*, (Belmont, CA: Wadsworth Cengage, 2010), p. 12.

The method of this research used descriptive method. According to Gay and Peter Airasian that, "descriptive research is a descriptive study determines and describes the way things are, it may also compare subgroups such as males and females or experienced and experienced teachers view issues and topic".[4] Hornby stated that, "descriptive is giving a picture in words, describing something especially without expressing feelings or judging a descriptive passage in a novel".[5]

Based on above definition, the researcher concluded that, descriptive research is a research to analyze or make a sense perception (descriptive) about situations or events systematically, so more easier to be known and concluded. This method is used to analyze the students omission error, addition error, misformation error, and misordering error in using past verbs in writing short story, and teacher's efforts to prevent students error in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng Kecamatan Siabu Mandailing Natal.

C. Sources of the Data

Sources of the data are consist of primary data and secondary data:

1. Primary data, which is collected from the students at grade VII SMP Muhammadiyah 30 Sihepeng Kecamatan Siabu Mandailing Natal.

2. Secondary data, which is collected from the English teacher of SMP Muhammadiyah 30 Sihepeng Kecamatan Siabu Mandailing Natal.

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[4] L R. Gay & Peter Airasian, *Loc. Cit,* p. 275.
[5] AS. Hornby, *Op. Cit*, p. 314.

D. Subject of the Research

1. Population

The researcher needs population to conduct a research. Because, it was important aspect in the research. Population is all subject of the research. According to Suharsimi Arikunto that, *"populasi adalah keseluruhan subjek penelitian"*.[6] (population is all the subject element in the research). Gay and Peter stated that, Population is the group of interested to the researcher, the group to which she or he would like the result of the study to be generalizeable.[7] The population in this research was all of the students at grade VII SMP Muhammadiyah 30 Sihepeng that concist of 2 classes and the total number of them was 42 students.

Table 1.
Population of students at grade VII SMP Muhammadiyah

No	Class	Male	Female	Number of students
1	VII^1	14	6	20
2	VII^2	16	6	22
Total of students				42

2. Sample

Sample is part of subject research. A chosen sample must really represent the population because the result of the research will be generated

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[6] Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan Praktis* (Jakarta: Aneka Cipta, 2010), p. 87.
[7] L R. Gay & Peter Airasian, *Op. Cit*, p. 65.

toward the entired population. According to Gay and Peter Airasian that, "sample is a number of individuals for study in such a way they represent the large group from they were selected".[8] Researcher took 20 students (class VII[1]) as sample of this research.

3. **Technique Sampling**

This research did with purposive sampling. According to Riduwan that, "Purposive sampling is one of technical that can be used by researcher, if researcher had some of considerations take the certainly sampling to get the aim".[9] Thus, researcher took one class to do this research. Researcher took certainly class because it could be representative to take the result of research.

E. **Instrument of Collecting the Data**

A researcher must have an instrument in a research, because a good instrument can go guarantee for taking the valid data. According to Hornby that, "instrument is an implement or a piece of apparatus used for a particular purpose, especially for delicate or scientific work".[10] Suharsimi Arikunto states that, *"instrument adalah alat yang digunakan untuk mengumpulkan data"*.[11] (instrument is a tool of facility is used by the researcher in collecting data). Based on above definition, the researcher concluded that, instrument is a tool to collect

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[8] L R. Gay & Peter Airasian, *Op. Cit*, p. 67.
[9] Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.
[10] AS. Hornby, *Loc. Cit,* p. 619.
[11] Suharsimi Arikunto*, Loc. Cit*, p. 108.

the data in a research. So, the process is easier, better, more careful, complete and systematic to get the data.

The instrument of collecting data will be used in this research was test and interview:

1. **Test**

According to Brown, "test as a method of measuring a person's ability, knowledge or performance in a given dominant".[12] Hornby stated that, "test is a short examination of knowledge or ability, consisting of question that must be answered or activities that must be carried out".[13] Based on above definition, the researcher concluded that, test is a method that doing to know the ability of the students'.

The kind of test was essay test where the students were asked to write a short story by using past verb where the researcher prepared three titles of short story to be written by the students. Then, they will choose one title that favorite. The third title were taken from their English book. Then, researcher will analyze the students omission error, addition error, misformation error, and misodering error in using past verbs in writing short story.

To score of the test, the researcher will use the fourth types of error to analyze indicator of test, namely: based on the surface structure taxonomy.

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[12] H. Douglas Brown, *Language Assessment* (San Francisco: Longman, 2004), p. 3.
[13] AS. Hornby, *Op. Cit,* p. 1233.

In this types of error, there are four kinds of errors, they are: omission, addition, misformation, and misordering.

Table 2:

Indicator of test

Indicator	Types of error			
	omission	addition	misformation	misordering
Past verbs				

The techniques for collecting data with test as follows:

1. Explaining the outline of the matter about the research.

2. Preparing the test.

3. Giving the test to the students.

4. Determining the time of doing the test.

5. Reminding the students don't cheat and doing the test by their own self.

6. Giving chance to students to check their answer sheets before collecting it.

7. Collecting the students answer sheets to analyze.

8. After collecting the test, the researcher did interview to students.

2. **Interview**

Hornby stated that "interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study".[14] According to Gay and Peter Airasian that, "interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person".[15] Based on above definition, the researcher concluded that, interview is an activity that doing by the researcher to get information from source of the data.

The interview guide of this research was the English teacher and the students (participants) at grade VII SMP Muhammadiyah 30 Sihepeng Kecamatan Siabu Mandailing Natal. This research will use the structural interview. Where, the researcher prepared some questions about problem of the research an alternative of the answer that will be given to the participants.

The purpose of this interview were to know the answer from formulation of the problem in this research, they are: to know omission error, addition error, misformation error, misordering error in using past verbs in writing short story and to know the teacher's effort to prevent students' error in using past verbs in writing short story.

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[14] *Ibid,* p. 788.
[15] L R. Gay & Peter Airasian, *Op. Cit*, p. 219.

F. Techniques of Data Analysis

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data is used to describe and analyze the situation from interview. Quantitative data is used to analyze and describe from the test. Quantitative data was used to collect and analyze from the score of students .

The technique of data analysis of this research, the researcher analyze the data by using some steps, they are:

1. Describing and identifying students error in using past verbs in writing short story.

2. Classifying the error based on the types of error

3. Counting the total number of errors according to the types of error

4. Count the percentage of errors for each type, the researcher were calculated by using the pattern:

   P = f/ N x 100 %

   Note: f   : frequency of types of errors

   N : sum of all type errors

   P : percentage of error[16]

5. After doing all the steps above, the researcher made conclusion (see chapter V). So, the researcher can arrange the result of the test briefly and correctly (see Appendix IV).

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[16] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2010), p. 43.

CHAPTER IV

RESULT OF THE RESEARCH

A. **Findings**

1. **The students' omission error in using past verbs in writing short story at Grade VII SMP Muhammadiyah 30 Sihepeng.**

   There was 20 students did the test. The kind of test was the students were asked to write a short story by using past verbs and choosing one title from three titles of short story that prepared by researcher.

   Based on the result of the test. The researcher got some errors in using past verbs. Based on the types of error, the researcher described the students'omission error in using past verbs in writing short story at Grade VII SMP Muhammadiyah 30 Sihepeng was given as below.

   In writing short story, students often missed past verbs. Based on the result of test from them. The researcher got some students omission errors, such as: TH, IHS, UP, FUZN, RM, ILHM, AFNA, SKNH, AZ, IL, RNLD, MKLS, and FY. They didn't have error in omission.

   GSS, he made one error in omission, he missed one past verbs 'killed'.

   - Incorrect: The Lord of darkness them
   - Correct: The Lord of darkness *killed* them

RFN, he made one error in omission, he missed one past verbs 'received'.

- Incorrect: He letters from Hogwarts School of Witchcraft and Wizardry

- Correct: He *received* letters from Hogwarts School of Witchcraft and Wizardry

RMDN, he made one error in omission, he missed one past verbs 'received'.

- Incorrect: He letters from Hogwarts School of Witchcraft and Wizardry

- Correct: He *received* letters from Hogwarts School of Witchcraft and Wizardry

IW, he made one error in omission. He missed one past verbs 'changed'.

- Incorrect: Harry uncle's house

- Correct: Harry *changed* uncle's house

AS, he made eleven errors in omission. He missed eleven past verbs. They are: wanted, did not want, came, knocked, found, ate, felt, were coming, asked, told, lived.

Incorrect	Correct
She to be admitted	She *wanted* to be admitted
Snow white to die	Snow white *did not want* to die
She into a deep wood	She *came* into a deep wood
She the door	She *knocked* the door
She many foods there	She *found* many foods there
She the food	She *ate* the food
She asleep	She *felt* asleep
The seven dwarfs home	The seven dwarfs *were coming* home
One of the dwarfs her name	One of the dwarfs *asked* her name
Snow white them her story	Snow white *told* them her story
She happily in the wood	She *lived* happily in the wood

INDH, she made one error in omission. She missed one past verbs 'received'.

- Incorrect: He letters from Hogwarts School of Witchcraft and Wizardry

- Correct: He *received* letters from Hogwarts School of Witchcraft and Wizardry

SR, she made one error in omission. She missed one past verbs 'was'.

- Incorrect: it a lightning bolt

- Correct: it *was* a lightning bolt

Based on some above explanations. so, the total of students' omission error was 17 cases. The another ways to know students' omission error in using past verbs in writing short story. The researcher had carried out interview with students, such as: Amran Saleh said that, he felt difficult in using past verbs in writing short story.[1] Based on his test, he made eleven errors in omission. The researcher concluded that, he was not understand about past verbs. Because he felt difficult in changing present tense to past tense and also to differentiate changing between regular and irregular verb, he missed the verbs. Next, Seri Rahayu said that, he felt difficult to differentiate changing past verb in regular and irregular verb.[2] He missed the verb in the short story. Gunawan Saputra Siregar said the same difficult.[3]

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[1] Amran Saleh, Students at Grade VII SMP Muhammadiyah 30 Sihepeng, *Personal Interview*, Maret 02th 2017 at 11.30 a.m.

[2] Seri Rahayu, Students at Grade VII SMP Muhammadiyah 30 Sihepeng, *Personal Interview*, Maret 02th 2017 at 11.30 a.m.

[3] Gunawan, Students at Grade VII SMP Muhammadiyah 30 Sihepeng, *Personal Interview*, Maret 02th 2017 at 11.30 a.m.

2. **The students addition error in using past verbs in writing short story at Grade VII SMP Muhammadiyah 30 Sihepeng.**

In writing short story, students omitted useless of past verbs. Based on the results of test from them. The researcher got some students addition error in using past verbs.

The first, TH, he made nine errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
Harry Potter *leard* actually a wizard	Harry Potter *learnt* actually a wizard
He *look liked* about it on 11th birthday	He *looked like* about it on 11th birthday
Harry *learnd* that his parents	Harry *learnt* that his parents
They *knowd* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *killd* them	The Lord of Darkness *killed* them
Harry *changet* uncle's house	Harry *changed* uncle's house
He *spends* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
He *leaved* many thing there	He *left* many thing there

The second, IHS, he made eight errors in addition, they are:

Incorrect	Correct
He *looks likes* about it on 11th birthday	He *looked like* about it on 11th birthday
He *didn't died* letter from Hogwarts	He *didn't die* letter from Hogwarts
They *knowt* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *killd* them	The Lord of Darkness *killed* them
He *change's* uncle's house	He *changed* uncle's house
He *start'd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spent'd* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
He *leave* many things there	He *left* many things there

The third, UP, he made seventeen errors in addition, they are:

Incorrect	Correct
He *live* with his uncle	He *lived* with his uncle
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
It *is* a lightning bolt	It *was* a lightning bolt
Harry Potter *leard* actually a wizard	Harry Potter *learnt* actually a wizard
He *didn't knowd* that	He *didn't know* that
He *look liked* about it on 11th birthday	He *looked like* about it on 11th birthday
Harry *leard* letter from Hogwarts	Harry *learnt* letter from Hogwarts
They *knowd* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *killd* them	The Lord of Darkness *killed* them
Harry *changet* uncle's house	Harry *changed* uncle's house
He *startd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spends* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
He *leaved* many thing there	He *left* many thing there
He learnd about being a wizard	He *learnt* about being a wizard

The fourth, FUZN, he made eleven errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
Harry Potter *leard* actually a wizard	Harry Potter *learnt* actually a wizard
He *didn't knowd* that	He *didn't know* that
He *look liked* about it on 11th birthday	He *looked like* about it on 11th birthday
Harry *leard* letter from Hogwarts	Harry *learnt* letter from Hogwarts
They *knowd* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *killd* them	The Lord of Darkness *killed* them
Harry *changet* uncle's house	Harry *changed* uncle's house
He *startd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spends* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
He *leaved* many thing there	He *left* many thing there

The fifth, GSS, he made eleven errors in addition, they are:

Incorrect	Correct
Harry Potter *has* an orphan	Harry Potter *was* an orphan
He *haved* a scar on his forehead	He *had* a scar on his forehead
It *is* a lightning bolt	It *was* a lightning bolt
Harry Potter *learn* actually a wizard	Harry Potter *learnt* actually a wizard
He *looks like* about it on 11th birthday	He *looked like* about it on 11th birthday
He *didn't died* letter from Hogwarts	He *didn't die* letter from Hogwarts
They *knowt* because Voldermort	They *knew* because Voldermort
Harry *changet* uncle's house	Harry *changed* uncle's house
He *start'd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spent'd* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
He *leave* many things there	He *left* many things there

The sixth, RM, he made ten errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
Harry Potter *leard* actually a wizard	Harry Potter *learnt* actually a wizard
He *look liked* about it on 11th birthday	He *looked like* about it on 11th birthday
His parents *did not died* in a car accident	His parents *did not die* in a car accident
They *knowd* because Voldemort	They *knew* because Voldermort
Harry *changet* uncle's house	Harry *changed* uncle's house
He *startd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spends* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
The Lord of Darkness *killd* them	The Lord of Darkness *killed* them
He *leaved* many things there	He *left* many things there

The seventh, RFN, he made twelve errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
Harry *learn* actually a wizard	Harry *learnt* actually a wizard
He *looks like* about it on 11th birthday	He *looked like* about it on 11th birthday

Harry *learnd't* that his parents	Harry *learnt* that his parents
They *knowt* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *kill* them	The Lord of Darkness *killed* them
Harry *change* uncle's house	Harry *changed* uncle's house
He *start* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spend* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
Living in Hogwarts *die* harry	Harry *died* in Hogwarts
He *leaved* many things there	He *left* many things there
Most of all he *learnd* about his past and future	Most of all he *learnt* about his past and future

The eight, RMDN, he made fifteen errors in addition, they are:

Incorrect	Correct
He *live* with his uncle	He *lived* with his uncle
He *haved* a scar on his forehead	He *had* a scar on his forehead
It *is* a lightning bolt	It *was* a lightning bolt
Harry *leard* actually a wizard	Harry *learnt* actually a wizard
He *didn't known* that	He *didn't know* that
He *looks like* about it on 11th birthday	He *looked like* about it on 11th birthday
Harry *learnd't* that his parents	Harry *learnt* that his parents
They *knowt* because Voldermort	They *knew* because Voldermort
Harry *change* uncle's house	Harry *changed* uncle's house
He *start* a new life in Hogwarts	He *started a* new life in Hogwarts
He *spend* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
Living in Hogwarts *die* harry	Harry *died* in Hogwarts
He *leaved* many things there	He *left* many things there
He *learnd* about being a wizard	He *learnt* about being a wizard
Most of all he *learnd* about his past and future	Most of all he *learnt* about his past and future

The nineth, ILHM, he made seventeen errors in addition, they are:

Incorrect	Correct
He *live* with his uncle	He *lived* with his uncle
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
It *is* a lightning bolt	It *was* a lightning bolt
Harry Potter *leard* actually a wizard	Harry Potter *learnt* actually a wizard
He *didn't knowd* that	He *didn't know* that
He *look liked* about it on 11th birthday	He *looked like* about it on 11th birthday
Harry *leard* letter from Hogwarts	Harry *learnt* letter from Hogwarts
They *knowd* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *killd* them	The Lord of Darkness *killed* them
Harry *changet* uncle's house	Harry *changed* uncle's house
He *startd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spends* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
He *leaved* many thing there	He *left* many thing there
He learnd about being a wizard	He *learnt* about being a wizard

The tenth, IW, he made eleven errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
He *didn't known* that	He *didn't know* that
He *look like* about it on his 11th birthday	He *looked like* about it on his 11th birthday
Harry *receive* letter from Hogwarts	Harry *received* letter from Hogwarts
Harry *learnd* that	Harry *learnt* that
The Lord of Darkness *killd* them	The Lord of Darkness *killed* them
Harry *changes* uncle's house	Harry *changed* uncle's house
He *startd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spends* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
He *leaved* many things there	He *left* many things there
Most of all he *learnd* about his past and future	Most of all he *learnt* about his past and future

The eleven, AS, he made twenty one errors in addition, they are:

Incorrect	Correct
A little girl *names* Snow White	A little girl *named* Snow White
Her parents *eat*	Her parents *ate*
She *find* a child	She *found* a child
Snow White *grow* into a beautiful girl	Snow White *grew* into a beautiful girl
Her beauty *feel* everyone jealous	Her beauty *felt* everyone jealous
She *knock* her stepmother	She *knocked* her stepmother
She *heardt* her stepmother talking	She *heard* her stepmother talking
She *decidet* a run away from the castle	She *decided* a run away from the castle
Snow white *feel* very tired and angry	Snow white *felt* very tired and angry
She *go* to continue her running	She *went* to continue her running
She *comes* into a deep wood	She *came* into a deep wood
She *eats* the food	She *ate* the food
They *offer* Snow White	They *offered* Snow White
Snow White *accepts* the offering	Snow White *accepted* the offering

The twelve, APNA, she made nineteen errors in addition, they are:

Incorrect	Correct
She *were* old and ugly	She *was* old and ugly
The prince *didn't liked* her	The prince *didn't like* her
She *turn* into a beautiful fairy	She *turned* into a beautiful fairy
He *is* very ugly now	He *was* very ugly now
She *curs* the prince and his castle	She *cursed* the prince and his castle
The prince *become* a beast	The prince *became* a beast
The prince *can be* a human again	The prince *could be* a human again
She *feels* in love with him	She *felt* in love with him
She *live* with her father	She *lived* with her father
Maurice *travel* past the castle	Maurice *travelled* past the castle
She *begin* to look for him	She *began* to look for him
She *declare* her love to the Beast	She *declared* her love to the Beast
The beast and his servants *become* human again	The beast and his servants *became* human again

The thirteen, SKNH, she made ten errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
He *looks like* about it on his 11th birthday	He *looked like* about it on his 11th birthday
Harry *learnd* that his parents	Harry *learnt* that his parents
They *knowt* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *killd* them	The Lord of Darkness *killed* them
Harry *changes* uncle's house	Harry *changed* uncle's house
He *startd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spend't* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
Living in Hogwarts *died't* Harry	Harry *died* in Hogwarts
He *leaved* many things there	He *left* many things there

The fourteen, AZ, she made ten errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
He *looks like* about it on his 11th birthday	He *looked like* about it on his 11th birthday
Harry *learnd't* that his parents	Harry *learnt* that his parents
They *knowt* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *kill* them	The Lord of Darkness *killed* them
Harry *change's* uncle's house	Harry *changed* uncle's house
He *star'd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spend't* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
Living in Hogwarts *died't* harry	Harry *died* in Hogwarts
He *leaved* many things there	He *left* many things there

The fifteen, INDH, he made nine errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
He *look's like* about it on his 11th birthday	He *looked like* about it on his 11th birthday
Harry *learntn* that his parents	Harry *learnt* that his parents
They *knowt* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *kill* them	The Lord of Darkness *killed* them
Harry *change't* uncle's house	Harry *changed* uncle's house

He *start'd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spend't* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
He *leave* many things there	He *left* many thing there

The sixteen, SR, he made eleven errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
He *didn't known* that	He *didn't know* that
He *look like* about it on his 11th birthday	He *looked like* about it on his 11th birthday
Harry *receive* letter from Hogwarts	Harry *received* letter from Hogwarts
Harry *learnd* that	Harry *learnt* that
The Lord of Darkness *killd* them	The Lord of Darkness *killed* them
Harry *changes* uncle's house	Harry *changed* uncle's house
He *startd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spends* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
He *leaved* many things there	He *left* many things there
Most of all he *learnd* about his past and future	Most of all he *learnt* about his past and future

The seventeen, IL, he made nine errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
He *look lake* about it on his 11th birthday	He *looked like* about it on his 11th birthday
His parents *didn't died* in a car accident	His parents *didn't die* in a car accident
They *know* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *kill* them	The Lord of Darkness *killed* them
Harry *changes* uncle's house	Harry *changed* uncle's house
He *stard* a new life in Hogwats	He *started* a new life in Hogwats
He *spend* year after year studying in Hogwarts	He *spend* year after year studying in Hogwarts
He *leave* many things there	He *leave* many things there

The eighteen, RNLD, he made twelve errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
He *look lake* about it on his 11th birthday	He *looked like* about it on his 11th birthday
They *know* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *kill* them	The Lord of Darkness *killed* them
Harry *change* uncle's house	Harry *changed* uncle's house
He *stard* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spend* year after year studying in Hogwarts	He *spend* year after year studying in Hogwarts
Living in Hogwarts *ded* harry	Harry *died* in Hogwarts
He *leaved* many things there	He *left* many things there
He *learn* about being a wizard	He *learnt* about being a wizard
He *lernt* actually a wizard	He *learnt* actually a wizard
He *learnd* about his past and future	He *learnt* about his past and future

The nineteen, MKLS, he made nine errors in addition, they are:

Incorrect	Correct
He *were* a small thin and with glasses	He *was* a small thin and with glasses
It *were* a lightning bolt	It *was* a lightning bolt
He *didn't known* that	He *didn't know* that
He *look liked* about in on his 11th birthday	He *looked like* about in on his 11th birthday
His parents *didn't died* in a car accident	His parents *didn't die* in a car accident
They *known* because Voldermort	They *knew* because Voldermort
He *startd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spend* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
He *leaved* many things there	He *left* many thing there

The twenty, FY, she made eight errors in addition, they are:

Incorrect	Correct
Harry *haved* a scar on his forehead	Harry *had* a scar on his forehead
He *look liked* about in on his 11th birthday	He *looked like* about in on his 11th birthday
His parents *did not died* in a car	His parents *did not die* in a car

accident	accident
They *knowd* because Voldermort	They *knew* because Voldermort
The Lord of Darkness *kill* them	The Lord of Darkness *killed* them
He *startd* a new life in Hogwarts	He *started* a new life in Hogwarts
He *spends* year after year studying in Hogwarts	He *spent* year after year studying in Hogwarts
He *leaved* many things there	He *left* many things there

So, based on some explanation above, the total of students' addition error was 239 cases.

3. **The students misformation error in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng.**

From all the students did the test. The researcher got data that they didn't do misformation error. So, there was no error in misformation. Then, the researcher interviewed students about misformation error in using past verbs in writing short story, such as: Muklis said that, he understood to form a structure of sentence.[4] Based on his test, he didn't do misformation error. Indah said that, sentence is a group of words which consist subject, verb, and object.[5] Seri Rahayu said that, the same answer.[6] Based on their error, they understand how to form a sentence to become short story. But, in using past verbs in the story, they were still difficult.

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[4] Muklis, Students at Grade VII SMP Muhammadiyah 30 Sihepeng, *Personal Interview*, Maret 02th 2017 at 11.30 a.m.

[5] Indah, Students at Grade VII SMP Muhammadiyah 30 Sihepeng, *Personal Interview*, Maret 02th 2017 at 11.30 a.m.

[6] Seri Rahayu, Students at Grade VII SMP Muhammadiyah 30 Sihepeng, *Personal Interview*, Maret 02th 2017 at 11.30 a.m.

4. The students misordering error in using past verbs in writing short story at grade VII SMP Muhammadiyah 30 Sihepeng.

From all the students did the test. The researcher got data that they didn't do misordering error. So, there was no error in misordering. The researcher interviewed about students misordering error in using past verbs in writing short story. Then, the researcher interviewed students about misordering error in using past verbs in writing short story, such as: Muklis said that he understood to make correct sentence.[7] Seri Rahayu said that, the same answer.[8] Based on their test, they can to make correct sentence. So there was no their error in misordering.

Based on some above explanations. So, the percentage of studentserror in using past verbs in writing short story at Grade VII SMP Muhammadiyah 30 Sihepeng is given as table below:

Table 3:
The percentage of students error in using past verbs in writing short story

No	Types of error	Frequency	Percentage
1	Omission	17	6.64%
2	Addition	239	93.36%
3	Misformation	-	-
4	Misordering	-	-
Total		**256**	**100 %**

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[7] Muklis, Students at Grade VII SMP Muhammadiyah 30 Sihepeng, *Personal Interview*, Maret 02th 2017 at 11.30 a.m.

[8] Seri Rahayu, Students at Grade VII SMP Muhammadiyah 30 Sihepeng, *Personal Interview*, Maret 02th 2017 at 11.30 a.m.

Thus, from the table above, it can be seen that, students' error in omission type with 17 cases (6.64 %). Then, students' error in addition type with 239 cases (93.36 %). There was no error in misformation and misordering error. From the table above, the researcher concluded that the most dominant type of students' error in using past verbs in writing short story were error in addition type with 239 cases (93.36 %). Why it is dominant type of error?. Based on their test, the researcher got the data that they were not understand about past verbs. The reason was they still difficult in changing present tense to past tense and also difficult to differentiate changing past verbs in regular and irregular verb.

5. **The teachers effort to prevent students error in using past verbs in writing short story at Grade VII SMP Muhammadiyah 30 Sihepeng.**

Mr. Khoirul Muttaqin S.Pd said that the students error in using past verbs in writing short story was the students felt difficult to understand past verbs. They are also confused to differentiate between regular and irregular verbs and in changing present tense to past tense. It was caused there are some students felt that English learning is very difficult.[9]

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[9] Khoirul Muttaqin, S. Pd, The English teacher in SMP Muhammadiyah 30 Sihepeng, Private *Interview*, Maret 02th 2017 at 11.00 a.m.

Based on interview with Mr. Khoirul Muttaqin S.Pd as English teacher in SMP Muhammadiyah 30 Sihepeng. He said that to prevent students error in using past verbs can be set through the following ways:[10]

a. The English teacher often repeat the lesson about using past verbs in writing short story and give more explanations and examples that related to students experience and sometimes the teacher made example with Indonesian language.So, the students were easy to understand the lesson.

b. The English teacher must use a media that suitable with the lesson to support the process of teaching and learning English. Especially media in teaching past verbs in writing short story.

c. The English teacher ordered the students to memorize regular and irregular verb such as, present tense, past tense, past participle.

d. The English teacher ordered the students to study hard and practice.

e. The English teacher did some test for students.

B. Treats of the Research

In this research, the researcher believes that there are many threats of the researcher. It starts from the title until the techniques of analyzing data. So, the researcher knows of that it is so far from excellence thesis.

In doing this test, there were the treats of time, because the students had activities. Beside, the time was given to the students was not enough. And also

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[10]*Ibid,* at 11.00 a.m.

the students did not the test seriously. So, the researcher took the sheets answers directly without care about it.

The researcher was aware of all the things that would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, students headmaster and English teachers.

C. Discussion

Title of this research, "Error Analysis of Using Past Verbs in Writing Short Story at Grade VII SMP Muhammadiyah 30 Sihepeng Kecamatan Siabu Mandailing Natal". After the researcher collected and analyzed the data. Researcher got score calculation of the students that, the studentsomission error was 17 cases (64 %), students addition error was 239 cases (93.36%). There was no error in misformation and misordering.

Related to this research, some researchers had been done as below: the first, Roselina Sitepu with the title "*An Error Analysis of Regular and Irregular Verbs in Writing Recount, Narrative, Procedure and Descriptive Text by the Tenth Grade Students' at SMA Negeri 2 Tanjugbalai*".[11] The second, Ahmad Rif'an

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[11] Roselina Sitepu, "An Error Analysis of Regular and Irregular Verbs in Writing Recount, Narrative, Procedure and Descriptive Text by the Tenth Grade Students' at SMA Negeri 2 Tanjungbalai", Research Journal, p. 11.

Hadi with the title "*An Error Analysis of Using Verb in Writing Made by the Second Years Students of SMP N 2 Tuntang in the Academic Year 2013/2014*".[12]

The third, Rahmi Yuniarti with the title, "*An Error Analysis of Students Ability in Using Regular and Irregular Verbs (A Case Study at the Second Grade of SMP YPS Bojong Gede)*".[13] So, from all the researchers, the researcher wanted to look for other information deeply, and it is done at IAIN Padangsidimpuan.

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[12] Ahmad Rif'an Hadi, "An Error Analysis of Using Verb in Writing Made by the Second Years Students of SMP N 2 Tuntang in the Academic Year 2013/2014", Unpublished Script (Salatiga: STAIN, 2014), p. 79.

[13] Rahmi Yuniarti, "An Error Analysis of Students Ability in Using Regular and Irregular Verbs (A Case Study at the Second Grade of SMP YPS Bojong Gede)", Unpublished Script (Jakarta: Universitas Syarif Hidayatullah , 2014), p. 62.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result test from the students and interview from the English teacher and students about students' error in using past verbs in writing short story, the researcher gave some conclusions as follows:

1. Students' omission errors which consist of 17 cases (6.64 %).

2. Students' addition errorswhich consist of 239 cases (93.36 %).

3. Students' misformation error, based on the result of test, there was no error in misformation.

4. Students' misordering error, based on the result of test, there was no error in misordering. So, the total of students' error in using past verbs in writing short story was 256 cases. And the most dominant type of students' error in using past verbs in writing short story was error in addition type which consist of 239 cases (93.36 %). From the result, the researcher concluded that the students were still making many errors in using past verbs in writing short story.

5. There were five the teacher's effort to prevent students error in using past verbs in writing short story as follows:

   a. The English teacher often repeat the lesson about using past verbs in writing short story and give more explanations and examples that

related to students experience and sometimes the teacher made example with Indonesian language.

b. English teacher must use a media that suitable with the lesson to support the process of teaching and learning English.

c. English teacher ordered the students to memorize regular and irregular verb such as, present tense, past tense, past participle.

d. The English teacher ordered the students to study hard and practice.

e. The English teacher gave some tests, exercises for students.

B. Suggestion

Based on the conclusion above, the researcher want to give some suggestions to become advice and motivation for:

1. The writer on this occasion hopes that other researcher will conduct a research related to the topic of this study, especially to find out other students error in using past verbs in writing short story.

2. The students of SMP Muhammadiyah 30 Sihepeng at Grade VII need to be more attractive in English, in order to alleviate their error in using past verbs and students should to practice in writing text especially short story.

3. The teacher especially English teacher of SMP Muhammadiyah 30 Sihepengare hoped to develop the students grammar in writing text, especially short story.

4. The headmaster of SMP Muhammadiyah 30 Sihepeng is expected to be more active in monitoring process of teaching and learning English especially in past verbs.

5. The readers, especially English learners more improve their knowledge in learning past verb and short story.

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APPENDIX I

RESEARCH TEST

Error Analysis of Using Past Verbs in Writing Short Story

Instructions!

1. Read the question carefully!

2. Do the test by yourself!

3. If you get confused to do the test, ask your teacher directly!

Question:

Write down a short story by using past verbs and choose one title below!

a. Beauty and the Beast

b. Harry Potter

c. Snow White

Validator

<u>Zainuddin, S.S., M.Hum</u>
NIP.19760610 200801 1 016

APPENDIX II

LIST OF INTERVIEW

A. For the English Teacher:

1. Do the students like when you teach English?

2. How are the students results in learning English, especially about past verbs in writing short story?

3. What are the students error in using past verbs in writing short story?

4. What are your efforts to prevent students error in using past verbs in writing short story?

B. For the Students:

1. Do you like English?

2. Do you know what is past verbs?

3. Do you know about regular and irregular verb? Can you differentiate the two of them?

4. Do you know what is short story?

5. Do you have problem when you study about past verbs in writing short story?

6. What are the problems that you find when you study past verb in writing short story?

7. What are your efforts to prevent your error in using past verbs in writing short story?

APPENDIX III

Key answer of the test

Beauty and the Beast

Once upon a time, there was a prince. He lived in a castle in France. One day, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away.

First, the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day, Maurice traveled past the castle. It was raining when he came into the castle. So, the Beast saw him, he captured him.

Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father there. Belle agreed to stay in the castle so that her father could go home.

After that, Belle didn't like the Beast because he was mean. After, slowly he changed. He was not mean anymore. Belle began to like him and then she fell in love with him. She declared her love to the Beast. Finally the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

Harry Potter

Harry Potter was an orphan. He was small, thin and with glasses. He lived with his uncle, aunt and a cousin named Dudley. Harry had a scar on his forehead. It was a lightning-bolt.

Harry Potter learnt actually a wizard but he didn't know that. He looked like about it on his 11th birthday. He received letters from Hogwarts School of Witchcraft and Wizardry. Harry learnt that his parents did not die in a car accident. They knew because Voldermort, the Lord of Darkness, killed them.

Harry changed uncle's house and started a new life in Hogwarts. He spent year after year studying in Hogwarts. Living in Hogwarts die Harry because he lived many things there. He learnt about being a wizard, friendship, loyalty, fear and courage. Most of all he learnt about his past and future, his family and his destiny.

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her cruel stepmother in a castle because her parents were dead when she was a child. Snow White grew into a beautiful girl. Her beauty made everyone jealous, included her stepmother.

One day, she heard her stepmother talking about killing Snow White in the castle because she wanted to be admitted as the most beautiful woman in the kingdom. Snow White did not want to die, so she decided to run away from the castle. In the middle of the night when everyone was asleep, Snow White silently escaped. After a long journey, Snow White felt very tired and hungry, but she went to

continue her running. After a while, she came into a deep wood. There she found a little cottage. She knocked the door but no one answered. She went in and found many foods there. She ate the food and fell asleep. Meanwhile, the seven dwarfs were coming home. They went inside and surprised to see the dwarfs. Doc, one of the dwarfs asked her name. Snow White told them her story, why did she run away and everything. The dwarfs felt a pity on her. They offered Snow White go live with them in the wood. Snow White accepted the offering and so after that she lived happily in the wood with the seven dwarfs.

APPENDIX IV

Table 3.
Description of the students error in using past verbs in writing short story

No	Initial Name	Title short story	students error in using past verbs in writing short story				Total Error	Percentage (%)
			omission	addition	misformation	misordering		
1	TH	Harry Potter	-	9	-	-	9	3.51
2	IHS	Harry Potter	-	8	-	-	8	3.12
3	UP	Harry Potter	-	17	-	-	17	6.64
4	FUZN	Harry Potter	-	11	-	-	11	4.29
5	GSS	Harry Potter	1	11	-	-	12	4.68
6	RM	Harry Potter	-	10	-	-	10	3.90
7	RFN	Harry Potter	1	12	-	-	13	5.07
8	RMDN	Harry Potter	1	15	-	-	16	6.25
9	ILHM	Harry Potter	-	17	-	-	17	6.64
10	IIN	Harry Potter	1	11	-	-	12	4.68
11	AS	Snow White	11	21	-	-	32	12.5
12	AFNA	Beauty and the Beast	-	19	-	-	19	7.42
13	SKNH	Harry Potter	-	10	-	-	10	3.90
14	AZ	Harry Potter	-	10	-	-	10	3.90
15	INDH	Harry Potter	1	9	-	-	10	3.90
16	SR	Harry Potter	1	11	-	-	12	4.68
17	IL	Harry Potter	-	9	-	-	9	3.51
18	RNLD	Harry Potter	-	12	-	-	12	4.68
19	MKLS	Harry Potter	-	9	-	-	9	3.51
20	FY	Harry Potter	-	8	-	-	8	3.12
	Total		**17**	**239**	**-**	**-**	**256**	

CURRICULUM VITAE

A. Identity

Name   : Rukiah Yani

Registration Number   : 12 340 0109

Place/ Date of Birth   : Sihepeng/ 05 May 1994

Sex   : Female

Religion   : Moslem

Address   : Sihepeng Sada. Kecamatan Siabu. Kab

                                             Mandailing Natal. North Sumatra.

B. Parents

Father's Names   : Ali Jusri Rambe

Mother's Names   : Faridah Siregar, S.Pd

C. Educational Background

1. Graduated from Elementary School in SD Negeri 04 Sihepeng.

2. Graduated from Junior High School in SMP Muhammadiyah 30 Sihepeng.

3. Graduated from Senior High School in Madrasah Aliyah Negeri Siabu.

4. Student for State Institute for Islamic Studies Padangsidimpuan.

Nomor : B - 10 /In.14/E.4c/TL.00/01/2017   9 Januari 2017

Hal   : **Izin Penelitian**
        Penyelesaian Skripsi.

Yth. Kepala SMP Muhammadiya 30 Sihepeng
Kecamatan Siabu
Kabupaten Mandailing Natal

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri

Padangsidimpuan menerangkan bahwa :

Nama   : Rukiah Yani
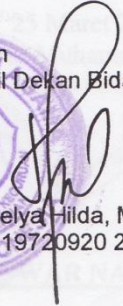
NIM   : 123400109

Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Alamat   : Sihepeng Sada Kec. Siabu Kab. Mandailing Natal

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi

dengan Judul **"Error Analysis of Using Past Verbs in Writing Short Story at Grade VII**

SMP Muhammadiya 30 Sihepeng Kecamatan Siabu". Sehubungan dengan itu, kami

mohon   bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud

judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002
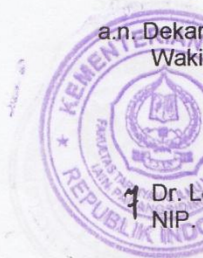
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH SIMANGAMBAT

SMP MUHAMMADIYAH 30 SIHEPENG
AKREDITASI B
NSS : 2040710647 NDS : 2007060002
ALAMAT : DESA SIHEPENG KECAMATAN SIABU MADINA KODE POS 22976

SURAT KETERANGAN
Nomor: E6-06 /056/SMPM/2017

Yang bertanda tangan dibawah ini :

Nama	:	**DEDI MISWAR NASUTION,S.Pd**
NIP	:	-
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Muhammadiyah 30 Sihepeng
Alamat	:	Simangambat Kec. Siabu Kab. Mandailing Natal

Menerangkan bahwa :

Nama	:	**RUKIAH YANI**
NPM	:	123400109
Fakultas	:	Tarbiyah dan Ilmu Keguruan / TBI
Program Studi	:	Bahasa Inggris

Adalah benar telah melaksanakan Penelitian di SMP Muhammadiyah 30 Sihepeng mulai tanggal 06 Maret s/d 24 Maret 2017 dengan judul " ERROR ANALYSIS OF USING PAST VERB IN WRITING SHORT STORY AT GRADE VII SMP MUHAMMADIYAH 30 SIHEPENG KECAMATAN SIABU" .

Demikianlah Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Sihepeng, 25 Maret 2017
Kepala SMP Muhammadiyah 30
Sihepeng

DEDI MISWAR NASUTION,S.Pd
NIP:-

Nomor	: In.19/E.6a/PP.00.9/*/07*/2015	Padangsidimpuan, 15 Desember 2015
Sifat	: Biasa	
Lamp	: -	
Perihal	: Pengesahan Judul dan Pembimbing Skripsi	

Kepada Yth Bapak/ Ibu;
1. Rayendriani Fahmei Lubis,M.Ag (Pembimbing I)
2. Zainuddin, S.S, M.Hum   (Pembimbing II)

di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb
    Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggis (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/ Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: **Rukiah Yani**	
Nim.	: 12 340 0109	
Jurusan	: Tadris Bahasa Inggris-3	
Judul Skripsi	: **ERROR ANALYSIS OF USING PAST VERBS IN WRITING SHORT STORY AT GRADE VII SMP MUHAMMADIYAH 30 SIHEPENG**	

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.
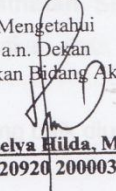
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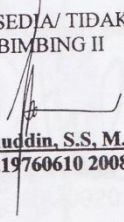a.n. Dekan
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Pernyataan Kesediaan Sebagai Pembimbing

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PEMBIMBING I   PEMBIMBING II

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