

### An analysis study on the students' ability in using past tense

Muhamad Sarifuddin

Universitas Pendidikan Mandalika

[muhamadsarifuddin@undikma.ac.id](mailto:muhamadsarifuddin@undikma.ac.id)

#### Abstract

*This is an analysis study that focused on identifying the students' ability in using simple past tense. this study is conducted on students of Al-Buhary Islamic Boarding school Praya central Lombok West Nusa Tenggara in academic year 2025-2026. The boarding school is actually occupied by 184 students in which they are on the junior high school and senior high school level. However, samples were used as the researcher could not cope with the whole population. The samples consisted of 50 students that taken from the students of junior high school level. The students' ability in this case is identified on the students' accuracy and fallacy one in using English simple past tense. The fallacy or inaccuracy is the main point of this investigations. The result of farther analysis shows that the students seemingly have problems in three categories, they are omission, addition, and malformation of English simple past tense. Thus, the students were often found to make fallacy in using those patterns high. The average number of in accuracy or fallacy made of all the students was 45%. From the percentage, it can be concluded that the students' mastery in using English simple past tense was fair category. It is hoped that the finding of the present study will be useful for the teaching of English, especially the teaching of English simple past tense.*

**Keywords:** An Analysis And The Simple Past Tense

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## INTRODUCTION

English as an international language being taught at every levels students of Indonesian schools. It is because English has an important role to develop science and technology. Many countries in the world speak English as a medium of communication. In Indonesia there are many kinds of reference books written in English, whether they are medical, economical, educational, botanical, or other books, they claim Indonesian students must be able to use such reference books to be applied in various fields. Concerning so for the development of science and technologies in Indonesia. To get such goals, the learners must be able to master the four skills, they are: listening, speaking, reading, and writing, also English components such as: grammar, vocabulary, pronunciation, etc.

Among the four skills of English competence above, there is a core component of English that must be mastered by the students namely English grammar. English grammar is the most difficult one. Because it requires demonstrating the control of a number of variables simultaneously; they are control of content, format, sentence structure, vocabulary, punctuation spelling, etc. Nunan (1989: 35) points out, "It has been argued that that learning English grammar fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is first, second, or foreign language." Another opinion comes from Heaton (1989: 138). He explains that the English grammar is complex and sometimes difficult to teach, requiring mastery not only of standard grammatical but also the exceptional grammar. It means that ability to use English in grammatically correct needs a special skill and process in organizing language material by using learners' own words and ideas and to be a good composition. There are so many parts of English grammar that bit complex for Indonesian students to master. One of the English grammar that need more concern is about English simple past tense

In this study, the writer intends to find out the students' ability in using English simple past tense especially on the students of Al-Buhary Islamic boarding school. As a basic information, the students in such Islamic boarding school use English totally in their communication for 3 days in each week, 1 day speak in Bahasa Indonesia, 3 days they communicate in Arabic. The writer bit interested in analyzing the students' ability in using English sentence especially in using English simple past tense.

The students of Al-Buhary Islamic boarding school might have difficulties in their communication in English in their daily communication since English is not their first language. Therefore, the first language can interfere learners in the process of the second language. Abbott (1981: 216) wrote,

*"For pedagogic purposes, teachers and others more likely to be concerned with the performances of whole groups and especially with the problems they have in commons. For these purposes, we need to ensure that the data comes from*

*fairly homogeneous groups as regards mother tongue, age, previous teaching, and if possible, intelligence. Perhaps the most important of these factors is the mother tongue, particularly if phonological fallacies are being studied*

From the statement above, it can be seen that difficulties in learning a second language are caused by the interference of the learners' mother tongue. In other words, fallacy made by the learners sometimes are caused by use of the first language. Making fallacy or Fallacies are a natural and unavoidable part of the process of learning English. Such kinds of fallacy or fallacies arise when the learners write because they do not master the English grammar well.

## DISCUSSION

### A. Fallacy and Inaccuracy

Many linguists have defined differently what a fallacy is based on their own concept. Vicki Fromkin and Robert Rodman (1978: 361) states that the human brain is able not only to acquire and store the mental grammar, but also access that linguistic store house to speak and understand what is spoken, meaning they are against the grammatical rule of the language and result in unacceptable utterances, in second language learning they occur because the learner has not internalized the grammar of the second language. In order words, the student arise out of lack of competence, therefore fallacy is systematical. Furthermore, they make a distinction between fallacy, mistakes, and inaccuracy.

Fallacy or inaccuracy in speak English might occur. Dullay in Brown (1987: 170) uses the term "fallacy" to refer to any deviations from a selected norm of language performance, and matter what the characteristics or causes of the definitions might be. They also explain that the norm used to identify the fallacy may be anyone of the dialect of other varieties of language the native speaker uses.

The terms fallacy, as noted by Dullay above is used for the systematic deviations due to the learners still developing knowledge of the target language rule, system or for idiosyncrasies in the inter language of the learner which are direct manifestations of system with which a learner is operating at the time.

In this present study the researcher prefers to use the definition of fallacy given by her on the consideration that this study is not intended to differentiate between fallacy and mistakes.

### B. Fallacy Analysis

#### 2.2.1. The Role of Fallacy Analysis in Language Teaching and Learning.

In language learning the study of the learners has become very important and has always been a cause of much concern to the teacher and text-book writers alike. It has been used as indicator of learning and guide in teaching. The study or learners' fallacy are known as fallacy analysis. Fallacy analysis shows the significance of learner's fallacy and three ways:

- (1) They tell the teachers how far the learners have progressed and what remains for them to learn.
- (2) They provide evidence to researchers of how language is learned of acquired and what strategy or procedure the learner is employing to learn the language, and
- (3) They serve as feedback to the learner of hypothesis she is using

### C. Classification of Fallacy in Fallacy Analysis

To categorize fallacy into classification based on the types or the sources of fallacy is not easy work. Many times fallacy cannot be traced back into one source. Moreover, the boundaries between different sources of fallacy many sometimes be unclear that the arbitrary classification decision unavoidable

According to Sue Loarch in her book (1984: 181) the writer concludes that there are two categories of fallacy, global and local fallacy. Global fallacy is thus which affect the overall sentence organization significantly, while local fallacy is those affect single element (constituent) in a sentences.

Suotikno (1996: 181) made a classification of fallacy in comparative taxonomy based on comparisons between the structure of L2 fallacy and certain other types of constructions their comparisons result in four types of fallacy; developmental, inter-lingual, ambiguous and other fallacy Furthermore, based on surface strategy taxonomy, Soetikno (1996: 181) give emphasis on the ways surface structure is altered. Learners may omit necessary items or add unnecessary ones, they may misfire item or miss order them. Thus, the fallacy may be in the form of omission, addition, miss formation, and miss ordering fallacy types.

Omission fallacy are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme are omitted than others.

Additional fallacy is the opposite of omission. They are characterized by the presence of an item, which must not appear in a well-formed utterance. Additional fallacy includes double marking, regularization and simple addition that is an addition that is not double marking or regularization.

Malformation fallacy are characterized by the use of the wrong from of morpheme or structure, while in omission fallacy the items is not supplied at all, in miss-formation fallacy the learners. Supplies something although it is in correct.

Disordering fallacy are characterized by the incorrect placement of a morpheme or group morphemes in an utterance.

This study has the same purpose as Dulay's statement (1982) in the classification of fallacy types. The fallacy classification is intended as an aid to present data rather than to create a basis for extensive speculating concerning the source of fallacy.

#### D. English Simple Past Tense

The simple past tense, sometimes called the preterite, is used to talk about a completed action in a time before now (Swan ;1995). The simple past is the basic form of past tense in English. The English simple past tense is used to describe actions, events, or states that were completed entirely in the past (Allan :1975). It is commonly paired with specific time markers like "yesterday," "last week," or "in 1999." The rules vary depending on whether the sentence is action-based or descriptive. The time of the action can be in the recent past or the distant past and action duration is not important

##### I. Action Sentences (Verbal)

For sentences expressing an action, the formula depends on whether the verb is regular (ending in *-ed*) or irregular.

- **Positive (+):** Subject + Verb 2 (Past Tense)
  - *Example:* She **watched** the movie yesterday.
  - *Example:* He **went** to the store.
- **Negative (-):** Subject + did + not + Verb I (Base Form)
  - *Example:* She **did not watch** the movie.
- **Question (?):** Did + Subject + Verb I + ?
  - *Example:* **Did** she **watch** the movie?

##### 2. Descriptive Sentences (Nominal)

For sentences that do not use an action verb but describe a state of being (using adjectives, nouns, or locations), use *was* or *were*.

- **Positive (+):** Subject + was/were + Complement
  - *Example:* They **were** tired last night.
  - *Example:* I **was** at home.
- **Negative (-):** Subject + was/were + not + Complement
  - *Example:* They **were not** tired.
- **Question (?):** Was/Were + Subject + Complement + ?
  - *Example:* **Were** they tired?

##### • Common Spelling Rules for Regular Verbs

To form the past tense of regular verbs:

- Most verbs add *-ed* (e.g., *walk* → *walked*).
- Verbs ending in *-e* just add *-d* (e.g., *like* → *liked*).
- Verbs ending in a consonant + *y*, drop the *y* and add *-ied* (e.g., *cry* → *cried*).

##### Irregular Verbs

Many common verbs do not follow the *-ed* rule and must be memorized. For example, *eat* becomes *ate*, *run* becomes *ran*, and *have* becomes *had*.

##### Examples

- John Cabot **sailed** to America in 1498.
- My father **died** last year.
- He **lived** in Fiji in 1976.
- We **crossed** the Channel yesterday.

You always use the simple past when you say when something happened, so it is associated with certain past time expressions

- **frequency:** *often, sometimes, always*  
I sometimes **walked** home at lunchtime.  
I often **brought** my lunch to school.
- **a definite point in time:** *last week, when I was a child, yesterday, six weeks ago*  
We **saw** a good film *last week*.  
*Yesterday*, I **arrived** in Geneva.  
She **finished** her work at *seven o'clock*  
I **went** to the theatre *last night*
- **an indefinite point in time:** *the other day, ages ago, a long time ago*  
People **lived** in caves a *long time ago*.  
She **played** the piano *when she was a child*.

**Note:** the word *ago* is a useful way of expressing the distance into the past. It is placed **after** the period of time: *a week ago, three years ago, a minute ago*.

Be Careful: The simple past in English may look like a tense in your own language, but the meaning may be different. Here the researcher elaborate the form of the simple past tense

**Patterns of simple past tense for regular verbs**

|                               |             |                                |
|-------------------------------|-------------|--------------------------------|
| <b>Affirmative</b>            |             |                                |
| Subject                       | + verb + ed |                                |
| I                             | skipped.    |                                |
| <b>Negative</b>               |             |                                |
| Subject                       | + did not   | + infinitive without <i>to</i> |
| They                          | didn't      | go.                            |
| <b>Interrogative</b>          |             |                                |
| Did                           | + subject   | + infinitive without <i>to</i> |
| Did                           | She         | arrive?                        |
| <b>Interrogative negative</b> |             |                                |
| Did not                       | + subject   | + infinitive without <i>to</i> |
| Didn't                        | You         | play?                          |

**To Walk**

| <b>Affirmative</b> | <b>Negative</b>  | <b>Interrogative</b> |
|--------------------|------------------|----------------------|
| I walked           | I didn't walk    | Did I walk?          |
| You walked         | You didn't walk  | Did you walk?        |
| He walked          | He didn't walk   | Did he walk?         |
| We walked          | We didn't walk   | Did we walk?         |
| They walked        | They didn't walk | Did they walk?       |

**Simple past tense of to be, to have, to do**

| <b>Subject</b>   | <b>Verb</b> |             |           |
|------------------|-------------|-------------|-----------|
|                  | <b>Be</b>   | <b>Have</b> | <b>Do</b> |
| <b>I</b>         | was         | Had         | Did       |
| <b>You</b>       | were        | Had         | Did       |
| <b>He/She/It</b> | was         | Had         | Did       |

| Subject | Verb |     |     |
|---------|------|-----|-----|
| We      | were | Had | Did |
| You     | were | Had | Did |
| They    | were | Had | did |

Notes on affirmative, negative, & interrogative forms

### Affirmative

The affirmative of the simple past tense is simple.

- I **was** in Japan last year
- She **had** a headache yesterday.
- We **did** our homework last night.

### Negative and interrogative

For the negative and interrogative simple past form of "to do" as an ordinary verb, use the auxiliary "did", e.g. We **didn't do** our homework last night.

The negative of "have" in the simple past is usually formed using the auxiliary "did", but sometimes by simply adding *not* or the contraction "n't".

The interrogative form of "have" in the simple past normally uses the auxiliary "did".

### Examples

- They **weren't** in Rio last summer.
- We **didn't have** any money.
- We **didn't have** time to visit the Eiffel Tower.
- We **didn't do** our exercises this morning.
- **Were** they in Iceland last January?
- **Did you have** a bicycle when you were young?
- **Did you do** much climbing in Switzerland?

**Note:** For the negative and interrogative form of **all** verbs in the simple past, always use the auxiliary 'did'.

Simple past, irregular verbs

Some verbs are irregular in the simple past. Here are the most common ones.

to go

- He **went** to a club last night.
- **Did he go** to the cinema last night?
- He **didn't go** to bed early last night.

to give

- We **gave** her a doll for her birthday.
- They **didn't give** John their new address.
- **Did Barry give** you my passport?

to come

- My parents **came** to visit me last July.
- We **didn't come** because it was raining.
- **Did he come** to your party last week?

## E. Research Design

This research is a survey research. It is a method used to describe phenomena of a case by taking its data that will be analyzed and generalized to the population of research through Descriptive to qualitative samples.

The case that was surveyed in this research was about phenomena of English simple past tense inaccuracy or fallacy committed among the students of Al-Buhary Islamic boarding school Praya Central Lombok in academic year 2025-2026. The population of this research is the entire students of Al-Buhary Islamic boarding school Praya Central Lombok consists of 184 students. The population then reduced into sample. According to Borg and Gall (1979; 179) "Sample is the selected a given numbers of people from a defined population, as the representative of that population". The sample of this research will be taken as the object of this research. The researcher use cluster sampling. The sample of this research were 50 students of Al-

Buhary Islamic boarding school. whereas for the instrument of the research, the researcher use writing technique. the writing that used to get data in this research was in the form of writing sheet of students' responds towards the clue given of past activity. The purpose of given clue past activity was to record the students English responds towards clue given already. The result of the students' recording was needed to analyze their English language especially their English in form of simple past tense.

## F. DATA ANALYSIS

The data were the English sentences found out in the sentences in the students' writing sheet. After the data had been collected, the data processing procedure was carried out.

According to the Carden's Model (1987:173) the first step in process if analysis is the identification of inaccuracy or fallacy. After identifying the inaccuracy or fallacy, the total number of inaccuracy made by the learners then counted and classified the varies each inaccuracy and fallacy especially in English sentence of simple past tense. After the identification of the inaccuracy or fallacy, the researcher formed a reconstruction of the correction of the sentences in the target language, or on the other word, the researcher compared the original sentences and finally describe the differences.

### F.I. The Results of Qualitative Analysis

The result of English sentences of students of Al-Buhary Islamic boarding school especially in using English simple past tense has been analyzed in some steps as follows:

#### F.I.1. Identifying the Inaccuracy or Fallacy

This was done identifying and counting the numbers of inaccuracies and fallacies, which appeared in the students English sentences in the recording sheet. As in had done, the English sentences of simple past tense, which were collected consists of 50 items, was conducted to 50 students. Most of the items in the recording sheet data were answered (which were included in the inaccuracy of omission). Besides, the researcher also described The number of inaccuracy and fallacy (wrong answer) for each sentence on the sheet as an integrated part of the description of the frequency of occurrence of the inaccuracies and fallacies.

#### F.I.2. Classifying the Inaccuracy and Fallacy

The classification of the inaccuracy or fallacy was done based on the surface strategy taxonomy. In which fallacy can be described into four types, they are:

- Fallacies of omission: the absence of an item test must appear in a well-formed utterance.
- Fallacies of addition: the presence of an item, which must not appear in a well-formed utterance.
- Fallacies of malformation: the use of the wrong form of the morpheme or structure.
- Fallacies of disordering the incorrect placement of a morpheme or a group of morpheme in an utterance.

However, it was found from the data. There was no fallacy of disordering. So that in the analysis fallacies only consisted of fallacies of omission, addition, and malformation. This was done to compare the right sentences with the students' inaccuracy sentences and also to indicate to which types the fallacies belong.

#### F.I.2.1. Fallacies of Omission

They are indicated by the absence of one or more items that must appear in a well-formed sentence. From the data analysis, fallacies of omission, which could be identified in these studies, are:

- 1). Omission of "not" in negative simple past tense.
- 2). Omission of the simple past tense, and
- 3). Blanks or unanswered items.

#### I). Omission of "not" (n't) in Negative Simple Past Tense

Such fallacies in this study were found when the students did not understand the form of the statement whether it was negative or positive, which would determine the form of the simple past tense needed. Most of the time the students were probably still confused or lack of attention with the form or the statement, which were asked for confirmation, so they answered with the wrong form of simple past tense.

The examples found in students answer sheets:

1. He did help his father in the yard.
2. She did studied English and Indonesia.
3. He did cleaned the house yesterday.
4. Tuti did washed her shirts last week.
5. Ali did carried the radio to his brother's house.

The underline simple past tense, which inaccuracies in the answer sheets are wrong as they do not correspond to the right answer/simple past tense needed for statements given. "not" as an indication of negative forms, is left out in these sentences.

Reconstruction of the sentences"

1. He did not help his father in the yard.
2. He did not help his father in the yard.
3. He did not clean the house yesterday.
4. Tuti did not wash her shirts last week.
5. Ali did not carry the radio to his brother's house.

#### I) **Omission of "ed" of Simple Past Tense**

The omission of "ed" of the simple past tense, is indicated by the sentence of predicated in the simple past tense. The examples are:

1. She want to see her brother there.
2. Ana carry the basket for her mother.
3. On Monday I wash my shirts.
4. On Friday I study math and history.
5. Yesterday I clean the house.

Those simple past tenses shown above are considered wrong because the predicate of the simple past tense (Predicate on type II) are left out:

Reconstruction of the sentences:

1. She wanted to see her brother there
2. Ana carried the basket for her mother
3. On Monday I washed my shirts
4. On Friday I studied math and history
5. Yesterday I cleaned the house

#### 2) **Blanks or Unanswered Items**

Besides the two kinds of omission described above, at the time, it was found that there were many items left unanswered. In the students' answer sheets, they were seen as blank answer for related number of items.

### F.I.2.2 **Fallacies of Addition**

The second type of fallacy in this study is fallacy of addition. As it has been mentioned in advance, fallacies of addition are characterized by the presence of one or more items that must appear in well-formed sentences. Identified in this study include:

#### I) Addition of "was/were" on nominal sentences

Fallacies in the form of addition of "was/were" to simple past tense on nominal sentence is characterized by the appearance of 'was/were' to simple past tense.

The examples are:

1. Tari did in the living room
2. They are in the classroom
3. She did reading a newspaper
4. Mr. Smith did a teacher in SMP
5. She does very happy with the apples, the oranges and the flowers

Reconstruction of the sentences:

1. Tari was in the living room.
2. They were in the classroom
3. she was reading a news paper
4. Mr. Smith was a teacher in SMP
5. She was very happy with the apples, the oranges and the flower.

### F.I.2.3. **Fallacies of Malformation**

These kinds of fallacies are characterized by the use of incorrect form morpheme or structure. While in fallacies of omission, the items is not supplied of all, in fallacies of malformation the learners supply something although it is in an incorrect form. The fallacies of malformation identified in this study are:

1. Malformation of "Verb I to be Verb II".
2. Malformation of auxiliaries "did, was, were.
3. Malformation of "to be "(was/were)

4. Malformation of change to negative (-) and interrogative, (?) sentence
5. Malformation of "did" and "was/were" in the interrogative (?)

I.) **Malformation of "Verb I to become Verb II".**

Usually, such fallacies occurred since the students still don't understand with the rule or the usage of pattern.

The examples are:

1. Yeni go to the market yesterday.
2. Mary help the teacher to clean the blackboard.
3. They play football in the yard.
4. He study English in his school.
5. His father works in the post office.

Reconstruction of the sentences:

1. Yeni went to the market yesterday.
2. Mary helped the teacher to clean the blackboard.
3. They played football in the yard.
4. He studied English in his school.
5. His father worked in the post office.

2.) **Malformation of Auxiliaries "did, was, were".**

The fallacies occurred as the students at that find still did not understand yet or they were likely confused with the use of auxiliaries (did, was, were).

The examples are:

1. He does play football last Sunday.
2. Rini were in living room.
3. They was reading a newspaper.
4. Jony does not writing A letter yesterday.
5. Father were talking with mother.

Reconstruction of the sentences:

1. He did not play football last Sunday.
2. Rini was in living room.
3. They were reading a newspaper.
4. Jony did not write a letter yesterday.
5. Father was talking with mother.

3.) **Malformation of "to be "(was/were)"**

These fallacies appeared When the students used incorrect forms or to be which are not in agreement with the subject of the simple past tense

The example is:

- They was in the garden looking for flowers.

Reconstruction of the sentence

- They were in the garden looking for flowers.

4.) **Malformation of "change to negative (-) and interrogative (?)."**

The fallacies are characterized by the use of incorrect simple past tense as the influence of change to negative and interrogative.

The examples are:

1. We did not washed the desk (-)
2. Listened Tono to the song (?)
3. Maria carried not her bag (-)
4. Do they talked to Mr. Brown (?)
5. Ani did not written a letter (-)

Reconstruction of the sentences:

1. We did not wash the desk (-)
2. Did Tono listen to the song (?)
3. Maria did not carry her bag (-)
4. Did they talk to Mr. Brown (?)
5. Ani did not write a letter (-)

5.) **Malformation of "did" and "was/were" in the interrogative (?)**

The fallacies are characterized by the use of incorrect simple past tense for the statements beginning with “did” and “was/were”. These inaccuracies are characterized by the incorrect use of both the auxiliaries in the simple past tense.

The examples are:

1. Does Tini cooking when her mother come?
2. Does Mr. Brown a teacher?
3. Do Lestari went to school yesterday?
4. Does Mary left the house at eight?
5. Do they answered the question?

Reconstruction of the sentences:

1. Was Tini cooking when her mother com?
2. Was Brown a teacher?
3. Did Lestari went to school yesterday?
4. Did Mary leave the house at eight?
5. Did they answer the question?

## F.2 Result of Quantitative Analysis

Quantitative analysis was done as the coming process of identifying and classifying the fallacies' especially concerning with the students' inaccuracy and problems in using English simple past tense.

Students on the test did this analysis on the basic of competition on the percentage of fallacies mode. Then, from the fallacies percentage, it can also be inferred, which aspects/items of English simple past tense might found to be more difficult than the other. Therefore, in this study a certain item is identifies, as a difficult item is 45 % or more if the students make inaccuracies.

### STUDENTS MASTERY LEVEL IN TERMS OF FALLACIES

| FALLACIES    | LEVEL OF MASTERY |
|--------------|------------------|
| 8 % - 15 %   | Very Good        |
| 16 % - 30 %  | Good             |
| 31 % - 45 %  | Fair             |
| 46 % - 50 %  | Poor             |
| 51 % - 100 % | Very Poor        |

It found that in this study the students had difficulty in using English simple past tense since they still made many some inaccuracy sentences in form of English simple past tense.

There are 23 items out of 50 items having inaccuracy percentage 45 %. Thus, it means that the student's level of mastery is fair since they still faced difficulties in certain items of simple past tense. It terms of fallacies types, the frequency occurrence of each fallacy type is provided in table below:

### FREQUENCY OF OCCURRENCE OF EACH FALLACY TYPE

| Type of Fallacies | Number of Fallacies | Percentage of Fallacies |
|-------------------|---------------------|-------------------------|
| Omission          | 68                  | 5 %                     |
| Addition          | 95                  | 8 %                     |
| Malformation      | 1071                | 87 %                    |
| Disordering       | -                   | -                       |
| <b>TOTAL</b>      | <b>1234</b>         | <b>100 %</b>            |

The percentage of each type or fallacies above was calculated by using the formula:

Number of fallacies types

Terms of each fallacies types

$\times 100 \%$

Total number of fallacies

Table above shows that there are 68 (5 %) fallacy of omission, 95 (8 %) fallacy of addition, and 1071 (87 %) fallacy Malformation, there is no fallacies of disordering.

## CONCLUSION

This study, as it has been mentioned in advance, aimed at finishing out weather the students have problems in using English simple past tense.

The result of data analysis of show that fallacies of malformation reached the highest frequency, followed by fallacies of addition, and fallacies of omission. It was found that there is no inaccuracy of disordering in this analysis. Further analysis concerning the use of simple past tense in terms of each always of the items shows that malformation

fallacies were always of the highest frequency. The researcher thinks that they happened because most of the students still have problems especially with the use of tense, auxiliaries, and special patterns on the simple past tense.

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