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**APPLIED SIMPLE PAST AND GRAMMATICAL ERROR ON
WRITING ENGLISH PARAGRAPH OF PERSONAL NARRATIVE
ESSAY FROM FIVE UNIVERSITIES BY THE FIRST
ACADEMIC YEARS 2020/2021 NON- ENGLISH DEPARTMENT
IN BANDUNG INDONESIA**

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ABSTRACT

The aim of this research is to find the result of students' ability in applied simple past in writing English paragraph of personal narrative essay not only to measure the average sentence feature but also to know the problem in grammatical error so that problem of the learning process on how to enhance students' ability in mastering English especially in writing. Descriptive method is used in this research. There are three applied theories in this research, they are Oshima and Houge (2006) In writing and Azar (1992) in grammar as well as Dullay (1982) in error analysis. The data are taken from five universities, as many as 451 students. Their subjects study are in Computer Engineering, Visual Communication Design, System Informatics, Computer Engineering, Accounting, Economics Management and Psychology. It took us one semester to take the taken data from test of Mid, Final and Final assignments. The result of the research are: The average ability in applied simple past into writing divided into four main categories of sentences taking case in Simple, Compound, Complex and Grammatical Error. The first proportion is in simple sentences (20,52). The second proportion is compound sentence (3,44). The third proportion is grammatical error (2,12), the students have a problem in grammar and structure, they did an error in doing Omission (OM), Addition (AD), Misformation (MF) and

1

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Misordering (MO). The fourth proportion the average ability in writing is complex sentence (1.04). The surface of percentage of grammatical error, the lowest is in Misformation (MF) 49% in which it belongs to "Good". The second lowest is in Addition (AD) (19%) which it belongs to "Excellent". The third lowest is in Misordering (MO) (17%) which it belongs to "Excellent". The fourth lowest is in Omission (OM) (15%) which it belongs to "Excellent".

Key Words: Simple Past, Writing Paragraph, Type of Sentences and Taxonomy Grammatical Error

INTRODUCTION

In the first and the second year in many Indonesian universities, English is one of subjects that must be taken. Including in five universities in Bandung, students study English in terms of not only reading, listening, and speaking but also writing. In writing, students are able to express their ideas concretely as has been stated by Ghaith (2002) that "*Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete*". Moreover, he argues that writing is an activity that encourages thinking and learning.

In the process of the thinking and learning, the students, at that point, need to reflect their ideas through words, sentences, and paragraphs. This process is able to enhance their language acquisition. It is inline as what is stated by Bello (1997) that through writing learners is able to enhance language acquisition to reinforce the grammar and vocabulary they are learning in class since their experiment with words, sentences, and other elements of writing to communicate their idea effectively. In other words, writing is more than just putting words together to make sentences (Rumisek and Zemach, 2005: 3). This implies that students need some understanding in not only sentences structure but also grammar.

According to David Nunan (2003:88), writing can be defined by a series of contrast. Firstly, writing is both a physical and a mental act. Writing formulates ideas through physical act to some medium besides it is the process of mental work of investing ideas. Secondly, two masters are typically served by writers. They include themselves, and their own desires. Thirdly, writing has a lot to do with how to produce a written product. In doing so, the writer imagines, organizes, drafts, edits, reads, and rereads. Sentence structural according to Oshima & Houge (2006) is divided into four categories, they are simple sentence, compound sentence and complex sentence.

Narrative essay uses mostly past tense since it tell past occasions. Tense itself is a grammatical category which involves changing the form of the verb. This is to reflect the location of an event in time. Tense is "the relationship between the form of the verb and the time of the action or state





it describes"(Richards & Schmidt, 2002). Taking English teaching background in Indonesia where English is a foreign language, I am interested in studying the issue of type sentence the students used in their narrative essay besides grammatical error that they might have been occurred in their Narrative essay.

Some grammarians define the simple past tense with many ways. Azar, Betty Schramper (1992) argued that an activity or situation began and ended at particular time in the past is indicated Simple past. Meanwhile, Bieber (1999) and friends in Grammar of Spoken and Written English stated that most commonly, Past tense refers to past time. It is via some past point of reference, especially in fictionally narrative and description. The use of the past to describe imaginary past happening is a well- established convention. This opinion is supported by the statement of Betty Schramper Azar (1992) in her book, Fundamental English Grammar that Past tense is to talk about activities or situations that began and ended in the past.

Example:

Table 1. Regular and Irregular Verb of Simple Past

Regular Verb of Simple Past	Irregular Verb of Simple Past
a. David played piano yesterday	a. Ann spoke English yesterday
b. David did not play piano yesterday	b. Ann Did not Speak English Yesterday
c. Did David Play piano yesterday?	c. Did Ann Speak English Yesterday

Table 2. Irregular Rare Pattern and Verb Stand Alone of Simple Past

Irregular Verb Rare Pattern	Irregular Verb Stand Alone
Jim Shot the ball yesterday	a. Ani cut the tree yesterday
Jim Did not shoot the ball yesterday	b. Ani did not cut the tree yesterday
Did Jim Shoot the ball yesterday?	c. Did Ani cut the tree yesterday

Definition of error analysis has been stated by some theoreticians. James (1998) argues that error analysis involves the process of determining in the incidence, nature, causes and consequences of unusual languages. Furthermore, Brown (1994) defines error analysis as a study of learner's error which is based on the fact that learner do make error analysis as a study of learner's error that can be observed, analyzed, and classified to reveal system operating within the learner.

The problems

Despite the fact that all students especially non-English department take the case of: Psychology, Technique Computers Engineering, Computer Science, Management, Design Visual Communication, and Accounting who they had studied English. They are expected to be able to





compose especially in writing from words, sentences and writing in English paragraph especially in the applied simple past in writing accurately and grammatically.

THE QUESTIONS OF THIS RESEARCH

The first what kind of sentences are made by university students in the first academic years from five universities in Bandung. The second what short of grammatical errors are made by university students in the first academic years 2020/2021 from five universities in Bandung.

LITERATURE REVIEW

There are previous research in Writing in English. The first was *Applied Simple Presents Tense on Writing English Paragraph by the First Academic Year, 2019/2020 Non-English Department's Students from Five Universities in Bandung In Indonesia* by Purnama, Sopiah, Arfiawati that published in *The international journal of language teaching and applied linguistics world* (2020). They measured the students' ability in writing English paragraph and using simple presents tense into pre test and post test used by gain interpretation. In the point of view, the ability of student's in making of simple sentences increased into compound so that it belongs to the low category. The increasing ability to write in complex sentence belongs to the medium category. The ability a student in writing in grammatical belongs to the low category.

The second was Okuyama (2020) entitled *Use of tenses and aspect in academic writing in engineering: Simple past and presents perfect* that was published in *Journal of Pan Pacific Association of applied Linguistics*, 24 (1),1-15. He described the using of tenses and aspect in academic writing in engineering and it is focused on using simple past and presents perfect. He found out the difficulties of Esl learner on how to use aspect and tenses and the appearing simple past verb and past participle in general verbs.

The third was *Error Analysis on The Use of The Simple Tense and The Simple Past Tenses in Writing Essay Among TESL College Students* by Hidayah, T A(2013) which was published in *International Journal of Education and Research* Vol. 1 No. 12 December 2013 on Faculty of Languages and Linguistic university of Sultan Zaenal Abidin. He described grammatical error in writing for the example in subject verb agreement, tenses and vocabularies. He also used taxonomy grammatical error such as omission, addition, misinformation and misordering. Some factors have been identified to contribute to the problem such as lack of exposure of the English language.





The fourth was “An Analysis of Compound Sentences in Students’ Writing” written by Dirga Ika sari (2018) published by *Advances in Social Science, Education and Humanities Research*: volume 30. The study described the ability in writing compound sentences by the fourth semester English department students that compound sentences was in the level of moderate.

Others study were “The effect of the cluster pre- writing strategy on Turkish students’ writing achievement and their writing attitudes” by SevimInal (2014), “The Impact of Task Complexity on Cognitive Processes of L2 Writers and Writing Quality: The Case of Writing Expertise, L1, and Lexical retrieval in Iran” by Forough Kasiria, and “A Study of Students’ Assessment in Writing Skills of the English Language” Muhammad Jayed (201

METHODOLOGY

The research design has been done by the researcher in setting and procedure. For one thing in the objectives of the research that is to improve a certain condition in the setting classroom by online learning. Burns (1999: 30) says that “action research is the view to improve the quality of action within situation, involving collaboration and cooperation of researcher and participant. In doing of collecting data, the researchers have been using many instruments, in the following : Weekly Assignments, Final Assignments, Mid Test and Final Test. In writing English Paragraph especially in applied simple past into writing English paragraph, Paragraph of personal narrative essay. The students had been given an explanation of grammar, sentences structure, connector words, simple sentences, compound sentences, complex sentences, paragraph of chronological, description, also main idea, supporting idea, concluding idea and essay.

Surface of Sentence Structure

Simple sentence contains only one independent clause and has no dependent clauses. For example, “We come here” the term “simple” refers to the basic structure of a sentence. It must have one subject-verb combination. Simple sentence can be short or long, and can express simple or complex thoughts and may contain complex constructions, but the basic structure of the sentence is simple. Two simple sentences as the example can be seen as follows

Table 3. Simple Sentence

No	S	V	O
a	He	spoke	English
b	The boy from Canossa with the funny earring in his left ear	Devoured	Italian pasta a la Milanese

These two sentences have the same structure. Both are simple sentence from structural point of





view. They both consist of a subject and a predicate indicating what the subject did. They are both composed of two noun phrases and a verb. Those both sentences can be reduced with pronouns; 'He spoke English)

A compound sentence joins two or more sentences that have *related ideas of equal* importance; each independent clause must still have a *subject* and a *verb*. For example:

Table 4. Compound Sentence

S	V	O	Coordinate conjunction	S	V	O
Jane studied	English		, but	Andi studied	biology	

These independent clauses joined together by a comma and a *coordinating conjunction but*. A comma is not enough to connect two sentences. For example: A comma is needed before the coordinating conjunctions. Sentences cannot just run together. They must be joined with a semi colon or a coordinating conjunction. For example:

Table 5. Coordinating Conjunction and Punctuation

a	Wrong	She likes apple He likes orange
b	Right	She likes Apple; He likes orange
c	Right	She likes tea ; but He likes orange

Coordinating Conjunction are words used to join independent clauses to make compound sentences. In this case, it isn't necessary to put a comma before *but* because there are not two independent clauses joined together. In English there are seven coordinating conjunctions: *and, but, or, so, for, nor* and *yet*. Let's see how each of them is used in a sentence and how a comma is used with them.

Table 6. Example of Compound Sentence

S	V	O	Coma, Coordinate	S	V	O
I	studied	biology	, but	my sister	studied	accounting

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent, both have subject and verb, but dependent clause does not express a complete thought. For example a complex sentence

Table 7. Complex Sentences

I reached the station	before	The rain had left.
Independent clause	Subordinating conjunction	Independent clause

Complex sentences are often more effective than compound sentences because a complex





sentence indicates clearer and more specific relationship between the main parts of the sentence. The word “before”, for instance, tells readers that one thing occurs before another. A word such as “although” conveys a more complex, relationship than a word such as “and” conveys.

Surface Strategy Taxonomy (Grammatical Error)

Besides the error analysis method mentioned above, this research also utilizes the surface strategy taxonomy that was proposed by Dulay (1982). Taxonomy consists of four elements.

Omissions are sentences that do not contain some elements that must exist in the sentences. For example, the sentence ‘My mother a teacher’ instead of ‘My mother is a teacher’ that complies with the structure of good English grammar by having copula ‘is’

Addition is the opposite of the omission. This error happens due to the occurrence of element that does not need to exist. There are three types of errors on addition: a) Addition due to double markings. For example: ‘He didn’t went to Kuala Lumpur’ and ‘She doesn’t knows your name’. b) Addition due to regularizations. For example: ‘She putted the book on the table’ and ‘Those childs are my neighbor’. c) Addition due to simple addition. For example: “The birds doesn’t live in the water” and “We stay in over there”.

Misformation is marked by the use of wrong morphemes and structures where the user is using one grammatical form in place of another grammatical form. In this case, a learner provides a sentence which is grammatically incorrect in English. For example: ‘The dog eated the chicken’. It has three types of errors, they are : (a) Regularizations : when a learner uses regular and irregular types of words in a wrong place. For example: ‘runned’ for ‘run’, ‘gooses’ for ‘geese’. (b) Archi-forms: The choice of a class form to represent or describe another class form in different situation. For example: ‘That house is mine’, ‘That houses are theirs’. (c) Alternating forms :In this case, the learner has mistakenly used some forms alternatively but it results in producing a wrong word. For example: ‘Those dog’, ‘This cats’, ‘the use of he instead of him’.

Misordering is marked by misordering for a morpheme or a group of morphemes in the sentence. For example: ‘I don’t remember what is her name’ instead of ‘I don’t remember what her name is’. Another example: ‘What your mother is doing?’ instead of ‘ What is your mother doing?’

To get the quality of each type of students’ ability, that was adapted for this research as in table



Table 8. Percentage of Grammatical Error

No.	Score in number	Score percentage	Classification
1.	81-100	81-100%	Very Poor
2.	66-80	66-80%	Poor
3.	56-65	56-65%	Moderate
4.	41-55	41-55%	Good
5.	0-40	0-40%	Excellent

After getting the result of percentage of errors, the result was tabulated as follow:

Table 9. Percentage Grammatical Error

No.	Error Categories	% of Total Errors
1.	Omission	
2.	Addition	
3.	Misformation	
4.	Misordering	

RESULT AND DISCUSSION

The data were taken from 5 universities in Bandung in Indonesia. There as many as (451) students, University A were as many as (87) students, University B were (99) students, University C were (51) students, University D were (139) Students and University E were (75) students. The students are studying such as Computer Engineering, Visual Communication Design, System Informatics, Computer Engineering, Accounting, Economics Management and Psychology.

UNIVERSITY A

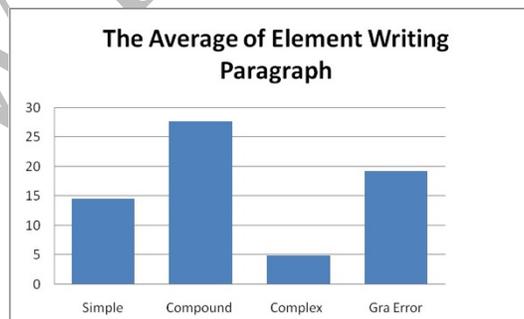


Figure 1. The Average of Element Writing Paragraph from University A



The graph illustrates the average of ability of students in applied simple past into writing personal narrative essay in university A in academic year 2020/202. The information is divided into four main categories, namely simple sentences, compound sentences, complex sentence and grammatical error. The majority in their writing ability is really good. The highest proportion is compound sentence, there are as many as (27,76). It means that the students can write not only using structure of compound sentences but also applying the conjunction very well. The second proportional is the grammatical error (19, 24). In this point of view, they have a main problem in structure and grammar (as can be seen in the chart below). The third proportion is in simple sentence (14,52), a case in ability students of writing using sentences structure is simple sentences of subject, verb and object. In the fourth proportional that is in complex sentences (4,96). As a matter of fact that complex sentence is the one of longer pattern and it is more complex in using transitions or connectors, this implies that it is one of problems for the students.

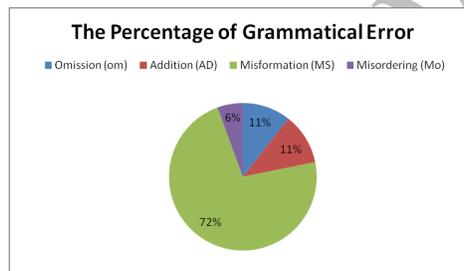


Figure 2. The Percentage of Grammatical Error from University A

The graph above is as additional information in the average that illustrates the second proportion is grammatical error. It is clear from the pie chart the percentage is divided into four categories to take case in point: Omission (OM), Addition (AD), Misformation (MS) and Misordering (MO). The lowest ability in grammatical error is in Misformation (MF) is (72%). The data indicates that percentage of grammatical error is very poor as what is defined by Dullay. A case in point that the students have many difficulties in writing sentences which is grammatically in correct is especially in A regulations, this is such as regular and irregular type of words in a wrong place, for the example : I runned in to elementary School. B Archi-forms, the choice of class form to represents, for example “That house is mine” and “That house are their”. C. Altering Form, it takes the case of the students had mistakenly used some form alternatively but the result in producing wrong words. For instance : “I found Those dog”. The second lowest is in Misformation (MS) and Addition (AD) in general are the same result (11%). They belongs to “Excellent” . It implies that the students had difficulties in doing error due to the occurrence of element that doesn’t need to exist. There are three types of error in addition. A. Addition due to double making, as the example: “He did not went to Jakarta. He doesn’t knows it” B. Addition



due to regulation, as the example “Those childs are my neighbor” C. Addition due to simple addition, for example “ The birds doesn’t live in the water’. The third lowest is in Omissions are sentences that do not contain some element that must exist in the sentences, for example “ My mother a teacher” instead of “ My mother is a teacher” that complies with the structure of good English grammar by having copula “is”. The fourth lowest is in Misordering (MO) (6%). It belongs to “Excellent.” It is marked by misordering for a morpheme or group of morpheme in the sentence for the example “I don’t remember what is her name”, instead of “I don’t know what her name is”.

UNIVERSITY B.

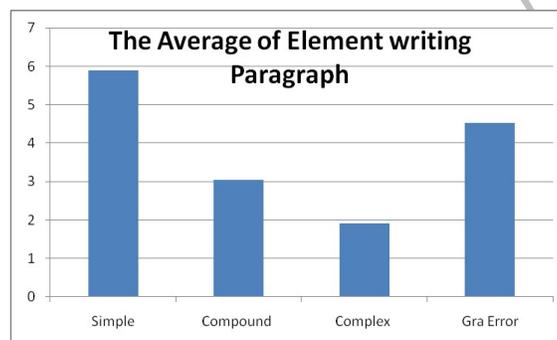


Figure 3. The Average of Element Writing Paragraph from University B

The graph points out the average of students ability’s in writing applied simple past into writing personal narrative essay in university B in academic year 2020/2021. The main information is divided into four main categories such as: simple sentences, compound sentence, complex sentence and grammatical error. In general, their ability in writing is good. And the highest proportional is in simple sentences as many as (5,88). It means that the students can write simple pattern such as subject verb and object and subject verb agreement. The second proportional is in grammatical error (4,52) that implies that the student have a problem in grammar (see in the chart below). The third proportional is in compound sentences (3,04). The third proportional is compound sentences (1,92). It implies that the ability’s students can not only make longer sentences and complex structure but also can use connectors or transition as well.



Figure 4. The Percentage of Grammatical Error from University B

The table and chart in the graph illustrates the average proportion of grammatical error is as many as (4,52). The chart points out that the percentage is divided into four categories in this case of Omission (OM), Addition (AD) Misformation (MF) and the last is Misordering (MS). The lowest ability in grammatical error is in Misformation (MF) (77%) which it belongs to “Poor”. In the specific instance that students have many difficulties in writing in the grammar section especially in grammatical error and it belongs to poor category, namely: A. Regulation to exemplify: regular and irregular type of words in wrong place, for the example: I spoke □eighb Indonesia with my friend. B. Archi- Forms the choice of class form to represent example : that book are mine. C. Altering forming another ways students wrote some form alternatively producing wrong words, consider as illustration “ I had many friend”. The second lowest in Addition is 14, 8 % in which it belongs to excellent. Addition is the opposite of the omission. This error happens due to the occurrence of element that does not need to exist. There are three types of errors on addition: A) Addition due to double markings. For example: ‘He didn’t went to Kuala Lumpur’ and ‘She doesn’t knows your name’. B) Addition due to regularizations. For example: ‘She putted the book on the table’ and ‘Those childs are my □eighbor’.C) Addition due to simple addition. For example: ‘The birds doesn’t live in the water’ and ‘We stay in over there’. The third lowest is Omission (OM) (8%) in which it belongs to the “Excellent”. The sentences that do not contain some element that must exist in the sentences for example “ My mother a teacher” instead of “ My mother is a teacher that complies with the structure of good English grammar by having copula “is”. The fourth lowest ability in grammatical error is is Misformation (MO) (6%) in which it belongs to “Excellent”. It is marked by Misordering for a morpheme or group of morpheme in the sentence for the example (“I don’t remember what is her name’.) instead of “I don’t know what her name is.)



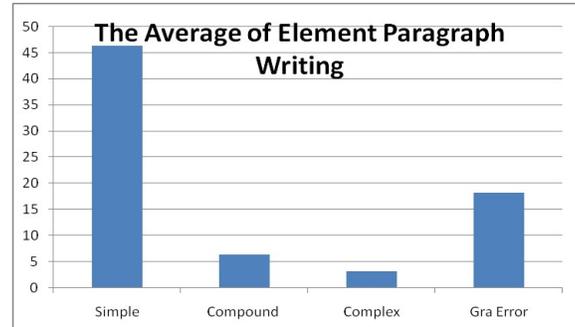


Figure 5. The Average of Element Paragraph Writing from University C

The graph displays and provides key information that the average ability's students in applied simple past into writing. The information is divided into four main categories taking case in Simple sentences, Compound Sentence, Complex Sentence and Grammatical Error. Overall, the first proportion of the average ability in writing is in simple sentences, there is as many as (46,3). It means that a case in ability students in applied simple past into personal narrative essay is simple sentences. The students understand and use only one independent clause and it refers to basic structure of sentences but it can express simple or complex thought, but the basic structure is simple. The second proportion the average ability in writing is grammatical error (18.22). The students have a problem in grammar and structure, in specific case of they involved the process of in the incidence, nature and causes and consequences of unusual language, they did an error in doing Omission (OM), Addition (AD), Misformation (MF) and Misordering (MO). The third proportion the average ability in writing is compound sentence, there are as many as (6.57). It means that the students can write not only use structure of compound sentences but also applied the conjunction very well. The fourth proportion the average ability in writing is complex sentence (3,19). It shows that the students have the ability writing in applied simple past. They can join independent clauses by subordinating conjunctions that is more effective and more specific relationship between main parts of the sentence. As a matter of fact that complex sentence is the one of longer pattern and it is more complex in using transitions, subordinating conjunctions or connectors so that it is the one of problem in for the students.



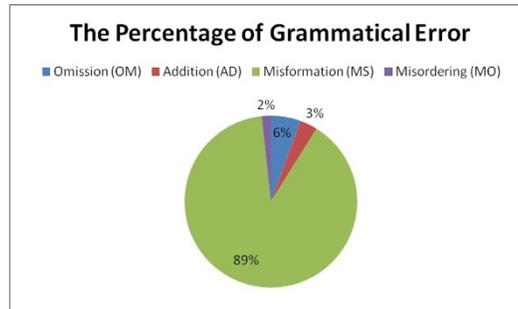


Figure 6. The Percentage of Grammatical Error from University C

The graph 6 illustrates the average of grammatical error as the third proportional is (2.12). The pie chart informs us the percentage of the ability writing applied simple past into writing is divided into four categories including Omission (OM), Addition (AD), Misformation (MF) and Misordering (MO). The lowest ability in grammatical error students' ability in applied simple past into writing is in Misformation (MF) for 89%. It belongs to "Very Poor". A case in point that the students have many difficulties in writing sentences which is grammatically in correct especially in A. Regulation such as: irregular type of words in wrong place for the example, "My books *stealed* when I was senior high school". B. Archi- form the choice of class form to represent example " That book are their" C. Altering form take case of students had mistakenly used some form alternatively but the result in producing wrong words for example: "My friends bought those bag". The second lowest of grammatical error which it belongs to "Excellent." The students doing grammatical error in element that must exist in the sentences for example "My father a worker" instead of " My father is a worker that complies with the structure of good English grammar by having copula is" The third lowest of grammatical error is in Addition (AD) for 3% which it belongs to "Excellent". There are three types of error in addition in the specific instance: A. Addition due to double making such as: "I did not studied mathematics very well" B. Addition due to regulation: Those childs are my family. C. Addition due to simple addition for the example: Those fishes doesn't live in the land. The fourth lowest of grammatical error is in Misordering (MO) (2%) which it belongs to "Excellent". In addition It means that the students had difficulties in doing error due to the occurrence of element that doesn't need to exist. It is marked by misordering for a morpheme or group of morpheme in the sentence for the example ("I don't know where is it ".) instead of "I don't where it is".

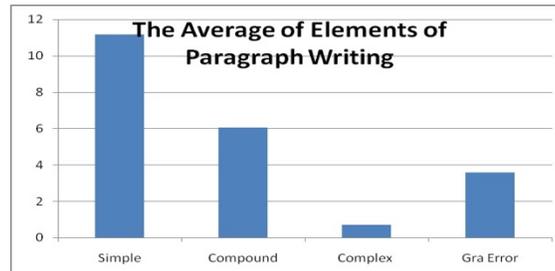


Figure 7. The Average of Element Paragraph Writing from University D

The graph displays and provides key information that the average ability's students in applied simple past into writing, the information is divided into four main categories taking case in Simple sentences, Compound Sentence, Complex Sentence and Grammatical Error.

Overall, the first proportion of the average ability in writing is in simple sentences, there is as many as (46,3). It means that a case in ability students in applied simple past into personal narrative essay is simple sentences, the students understand and use only one independent clause and it refers to basic structure of sentences but it can express simple or complex thought, but the basic structure is simple. The second proportion the average ability in writing is compound sentence, there are as many as (6.04). It means that the students can write not only use structure of compound sentences but also applied the conjunction very well independent clause. They can be joined by a coma or coordinating conjunction to connect two sentences. The third proportion the average ability in writing is grammatical error (3.56). The students have a problem in grammar and structure, in specific case of they involved the process of in the incidence, nature and causes and consequences of unusual language, they did an error in doing Omission (OM), Addition (AD), Misformation (MF) and Misordering (MO). The fourth proportion the average ability in writing is complex sentence (0,7). It shows that the students have the ability writing in applied simple past. They can join independent clauses by subordinating conjunctions that is more effective and more specific relationship between main parts of the sentence. As a matter of fact that complex sentence is the one of longer pattern and it is more complex in using transitions, subordinating conjunctions or connectors so that it is the one of problem in for the students.



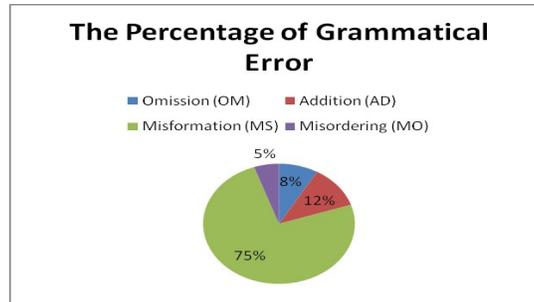


Figure 8. The Percentage of Grammatical Error from University E

It can be understood from the graph the average of grammatical error (3.56) so that we can measure the percentage by taxonomic grammatical error can be seen from the pie chart. The lowest grammatical error is in Misforming (MS) (75%) which it belongs to the "Poor". The first A. Regulation such as: irregular type of words in wrong place for the example, my books *stealed* when I was senior high school. B. Archi- form the choice of class form to represent example "That book are their". C Altering form take case of students had mistakenly used some form alternatively but the result in producing wrong words for example: "My friends bought those bag". The second lowest grammatical error is in Addition (AD) (12%) which it belongs to the "Excellent". It means that the students had done wrong or error the occurrence of elements doesn't need to exist, such as double making in using double verb, verb agreement, and simple addition. The third lowest grammatical error is in Omission (OM) (8%) in which it belongs to the "Excellent". It means that their ability in writing sentences do not contain some element that must be consist in sentences. The fourth lowest grammatical error is in Misordering (MO) (5%) which it belongs to the "Excellent" that is marked by Misordering for a morpheme or a group of morphemes in the sentence. It means that the students had difficulties in doing error due to the occurrence of element that doesn't need to exist. It is marked by Misordering for a morpheme or group of morpheme in the sentence for the example ("I don't know where is it.") instead of "I don't where it is"



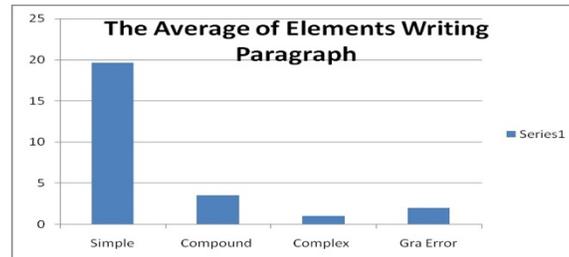


Figure 9. The Average of Elements Writing Paragraph from University E

The graph displays and provides key information that the average ability's students in applied simple past into writing. The information is divided into four main categories taking case in Simple sentences, Compound Sentence, Complex Sentence and Grammatical Error.

Over All, the first proportion of the average ability in writing is in simple sentences, there is as many as (19,67). It means that a case in ability students in applied simple past into personal narrative essay is simple sentences, the students understand and use only one independent clause and it refers to basic structure of sentences but it can express simple or complex thought, but the basic structure is simple. The second proportion the average ability in writing is compound sentence, there are as many as (3.56). It means that the students can write not only use structure of compound sentences but also applied the conjunction very well. They can be joined independent clause by a coma or coordinating conjunction to connect two sentences, The third proportion the average ability in writing is grammatical error (2.04). The students have a problem in grammar and structure, in specific case of they involved the process of in the incidence, nature and causes and consequences of unusual language, they did an error in doing Omission (OM), Addition (AD), Misformation (MF) and Misordering (MO). The fourth proportion the average ability in writing is complex sentence (1,04). It shows that the students have the ability writing in applied simple past. They can join independent clauses by subordinating conjunctions that is more effective and more specific relationship between main parts of the sentence. As a matter of fact that complex sentence is the one of longer pattern and it is more complex in using transitions, subordinating conjunctions or connectors so that it is the one of problem in for the students.



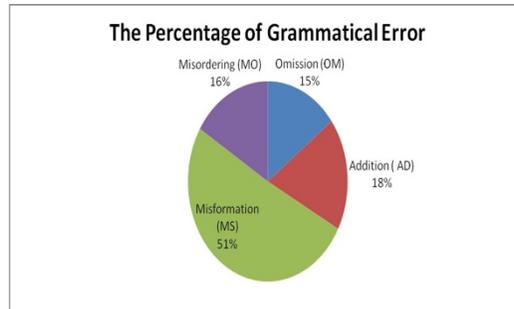


Figure 10. The Percentage of Grammatical Error from University E

It can be understood from the graph above average of grammatical is as many as 2.04 so that we can measure the percentage in the surface of grammatical error by taxonomi from the pie chart: The lowest grammatical error is in Misforming (MS) (51%) which it belongs to “Good”. There are wrong morfem, grammatical form the first is regulation of regular and irregular verb, type of words in wrong place, the second Archi form choice the class form to describe another class form difrent situation, the thirds is alternating form that students has mistakenly a wrong words. The second lowest grammatical error is in Addition (AD) (18%) which it belongs to the “Exellent”. it means that the students had done wrong or error the occurance of elemets doesn’t neet to exist, such as double making in using doulble verb, verb agreement, and simple addition. The third lowest grammatical error is in Misordering(MO) (16%) which it belongs to the excellent category that is marked by misordering for a morpheme or a group of morphemes in the sentence, It means that the students had difficulties in doing error due to the occurrence of element that doesn’t need to exist. It is marked by misordering for a morpheme or group of morpheme in the sentence for the example (“I don’t know where is it ”.) instead of “I don’t where it is”. The fouth lowest ability is in Ommision(OM) is (15%).It belongs to “exellent”. it means that their ability is writng sentences do not contain some element that must be consist in sentences



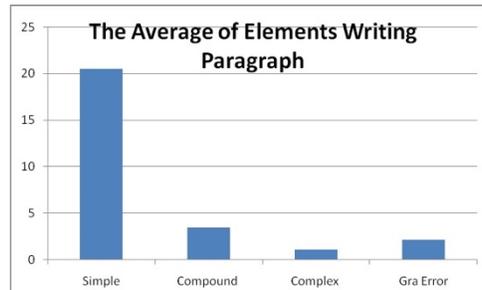


Figure 11. The Average of Elements Writing Paragraph from Five Universities

The graph displays and provides key information that the average ability's students in applied simple past into writing personal narrative essay from five universities, in academic years 2020/2021 in Bandung Indonesia, the information is divided into four main categories taking case in Simple sentences, Compound Sentence, Complex Sentence and Grammatical Error.

Over All, the first proportion of the average ability in writing is in simple sentences, there is as many as (20,52). It means that a case in ability students in applied simple past into personal narrative essay is simple sentences, the students understand and use only one independent clause and it refers to basic structure of sentences but it can express simple or complex thought, but the basic structure is simple. The second proportion the average ability in writing is compound sentence, there are as many as (3,44). It means that the students can write not only use structure of compound sentences but also applied the conjunction very well. They can be joined independent clause by a coma or coordinating conjunction to connect two sentences. The third proportion the average ability in writing is grammatical error (2,12) the students have a problem in grammar and structure, in specific case of they involved the process of in the incidence, nature and causes and consequences of unusual language, they did an error in doing Omission (OM), Addition (AD), Misformation (MF) and Misordering (MO). The fourth proportion the average ability in writing is complex sentence (1.04). It shows that the students have the ability writing in applied simple past. They can join independent clauses by subordinating conjunctions that is more effective and more specific relationship between main parts of the sentence. As a matter of fact that complex sentence is the one of longer pattern and it is more complex in using transitions, subordinating conjunctions or connectors so that it is the one of problem in for the students.

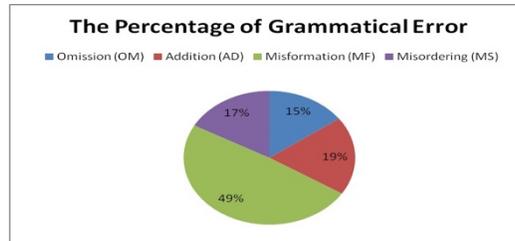


Figure 12. The Percentage of Grammatical Error from Five Universities

We can see clearly from the graph and bar chart, as the keys information that in the graph illustrates the average of grammatical error is as many a (2.12) so that we can measure the percentage in the surface of grammatical . The pie chart inform us the percentage of the ability writing applied simple past into writing is divided into four categories for the example: Omission (OM), Addition (AD), Misformation (MF) and Misordering (MO). The lowest proportions grammatical error students' ability in applied simple past into writing is in Misformation (MF) (49%). It belongs to "Good", a case in point that the students have many difficulties in writing sentences which is grammatically in correct: A. Regulation such as: irregular type of words in wrong place for the example, my books *stealed* when I was senior high school. B. Archi- form the choice of class form to represent example " That book are their". C Altering form take case of students had mistakenly used some form alternatively but the result in producing wrong words for example: "My friends bought those bag". The second lowest grammatical error students in writing is in Addition (AD) (19%) which it belongs to "Excellent". There are three types of error in addition in the specific instance: A. Addition due to double making such as: "I did not studied mathematics very well" B. Addition due to regulation: Those childs are my family. C. Addition due to simple addition for the example: "Those cutle fish doesn't live in the land" The third lowest grammatical error is in Misordering (MO) (17%) which it belongs to "Excellent". In addition that the students had difficulties in doing error due to the occurrence of element that doesn't need to exist. It is marked by Misordering for a morpheme or group of morpheme in the sentence for the example ("I don't know where is it ".) instead of "I don't where it is". The lowest grammatical error is in Omission (OM) (15 %) which it belongs to "excellent". The students doing grammatical error in element that must exist in the sentences for example " My father a worker" instead of " My father is a worker that complies with the structure of good English grammar by having copula is"

CONCLUSSION

One of the most important subjects is English for university students, in the learning English not only reading and speaking as well as listening, especially in writing, in this specific instance



applied simple past English paragraph of personal narrative essay not only measuring the average sentence feature but also knowing the problem of grammatical error. In the measuring sentence feature that simple sentence is the most dominant, compound sentences is the second, and the complex sentence is in the last, equally important that in the future in the studying, especially in writing that the coordinate conjunction, subordinate conjunction and correlative conjunction are need to be given not only understanding fully but also practically as well as accurately. In the surface of grammatical error the lowest is Misformation (MF) the second lowest is Addition (AD) the thirds lowest is Misordering (MO) and the fourth lowest is Ommision (OM). Most of students from five universities wrote in English paragraph grammatically in correct in English, a case in point: Students used regular and irregular type of words in wrong place, describe another class form in different situation and use some form producing a wrong word. To the same extent in the future that those are must be given and studied practically and accurately.

Limitations of the study

As a matter of fact that there is not one perfect in the world and so is this research. There are two limitations of this study: The first in the running of studying process there are as many as five universities which they are different not only place but also time as well as policy so that researchers ought to adapt all of above. The second in taking the data classes in the first semester and second semester by online so that it is hard to control them directly.

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