

## **Error Analysis the Use of Past Perfect Tense In EFL Learners Writing Ability at Secondary School Level**

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### **Abstract**

Error analysis is one way to evaluate students' ability to understand second language. The objectives of this research were: (1) To discover the students' common errors in learning past perfect tense. (2) To carry out the students' errors proportions (frequency and percentage) in using past perfect tense. This research was conducted by descriptive qualitative research analysis. The sample of the research was X MIA 2 class of MAN 1 Lampung Utara which consists of 35 students. The sample was conducted by purposive sampling method. Collecting data was conducted by documentation, took the exercises. The error analysis method used Surface Strategy Taxonomy, with types of omission, addition, misformation, and misordering. The result of this research showed that there were 260 items with 146 items from the first exercise and 114 from the second exercise. The proportions (frequency and percentage) of the students' error in writing past perfect tense sentences were omission with 40 items or 27,39 % in the first exercise and 21 items or 18,42 % in the second exercise, addition in the first exercise 38 items or 26,02 % and the second exercise with 33 items or 28,94 %, misformation with 64 items or 43,83 % in the first exercise and 47 items or 41,22 % in the second exercise, and misordering in the first exercise 10 items or 6,84 % and the second exercise with 7 items or 6,14 %. And it showed that the highest error made by students was misformation errors.

**Keyword: Error Analysis, Past Perfect Tense, Surface Strategy Taxonomy.**

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Date of Submission: 10-07-2021

Date of Acceptance: 26-07-2021

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### **I. INTRODUCTION**

Language is the blood of the soul into which thoughts run and out of which they grow. In the other hand, language is one of the important media in life. Because language is the media of communication for mutual making a relationship or sharing experience. Grammar should be taught because the basic elements of the language and without the proper knowledge of grammar; the learners will find many problems to build up sentences to express their ideas in communication among the people. Thornbury, 2002 defined Grammar is an activity of studying a structure in a language. He explained that Grammar has been concerned only with analysis at the level of the sentences. Thus, a grammar explains about how components are correctly arranged in a sentence. Similar to Thornbury, Penny Ur, 2009 convey in her book that a set of rules that describes how words are arranged or changed creates a sentence of acceptable meaning in the language is grammar. The students who learn English meet several problems, one of them is grammar. Some students think of grammar as a boring subject when they learn English, they try to avoid the grammar because confusing and hard to understand. For some students who have lack of knowledge in grammar, they will become confused why the verb of a sentence must change; either Present, past or future. In talking grammar, one of the most important parts to learn is "tense". Laurie Bauer, 2012 argues that tense is a matter of time that can not be separated from an action, event or state. By tense, the students can know when the time action occurs, and their concept of time.

W. Stannard Allen, 2009 stated: "there are three main times category in English that is past, present and future. The verb in English is influenced by the "time", when it happens (past, present, or future). So, a verb should be related. One of activity that was explained by Allen when an action completed before some special past moment we have in mind, it is called the past perfect tense." He also tells in his book, the idea of the past perfect as a "before-past" leads to its logical use in reported speech.

Error analysis is important in language learning because it helps teacher to know the strengths and weakness. For the students, it helps them to reduce the errors and improve their abilities in learning the target language. Error analysis gives advantages to teacher and students. It helps them to achieve the goal of learning.

There is a previous research studies about error analysis as follow: the study was conducted by Erka Cahyani (2011) discusses about An Error Analysis on Students; Learning in Present Perfect Tense (*A Case Study at The First Year Students of Madrasah Aliyah Soebono Mantofani Jombang-Ciputat*). The result of the research shows that errors in using the past perfect tense sentences are 48% error made by the students in the

form of *has/have* in the present perfect tense, the second is the form verb, in the form of regular verb there are 28%, 55% errors in the form of irregular verb. Then, 58,75% the students still get confused to distinguish between present perfect tense and simple past tense.

Past Perfect Tense is a sentence that is usually used naturally by people when they telling or reporting something or event to others. This research focused on to discover the students' common errors in learning the past perfect tense and to carry out the students' errors proportions (frequency and percentage) in using the past perfect tense. It will help teacher to identify the problem from the students.

## **II. LITERATURE REVIEW**

### **A. Error Analysis**

The activity of error analysis is required in the teaching of a second language. Carl James, 1998 defines error analysis as a process of determining the occurrence, nature, causes and consequences of unsuccessful language. In other words, analyzing students' errors in using language learning is one way to evaluate students' ability to understand the language. H Douglas Brown, 2007 also explained the fact that the student made a mistake and that the error was observable, analyzed, and classifiable to reveal something from a system operation in a student error, called an error analysis. From the theories that have been described, it can be concluded that analyzing the error is the activity of researching the mistakes of students in learning a second language. The results of the error analysis can be one of the teacher's references in evaluating and knowing the students ability to absorb language learning.

### **B. Types of Taxonomies in Error Analysis**

Dulay, Burt, and Krashen, 2004 divide the taxonomic type in the analysis of errors into four, namely linguistic category, surface strategy, comparative analysis, and communicative effect.

#### **1. Linguistic Category**

Many taxonomic errors refer to linguistic types that are affected by errors. The linguistic category classifies errors based on either the linguistic or cinematic component of a particular linguistic error effect.

#### **2. Surface Strategy Taxonomy**

The taxonomic surface strategy emphasizes the way surface structures change. Students can remove necessary items or add unnecessary ones, they misrepresent or mislead them.

#### **3. Comparative Taxonomy**

Comparative taxonomy is the comparison between the structure of second language errors and certain other types of construction. This type of error usually compares errors made by children who learn the target language as their first language and sentence in the student's native language.

#### **4. Communicative Effect Taxonomy**

The effects of the communicative taxonomy focus on distinguishing between errors that seem to cause miscommunication and which are not. There are two types of communicative taxonomic effects: global errors and local errors.

Based on the theories above, to analyze the errors of students in using the sentence past perfect tense, researchers only focus on the theory of The Surface Strategy Taxonomy because this theory emphasizes the structural errors made by the students themselves.

### **C. Concept of Surface Strategy Taxonomy**

Dulay et.al, 2004 classifies students' errors into only four types: omission, addition, misformation, and misordering.

#### **1. Omission**

Omission errors are marked by the absence of items that should appear in well-formed utterances. This is to be distinguished from ellipsis (E), and zero (Z), elements which are allowed by the grammar (indeed are powerful grammatical resources), whereas omission is ungrammatical. In the other words, omission is error made by students who lack of grammar.

#### **2. Addition**

Addition errors are the opposite of omissions. They are characterized by presence of an item which must not appear in a well-formed utterance. There are three types of addition errors, namely double markings, regularizations, and simple addition.

##### **a. Double markings**

Double markings are two items rather than one marked for the same feature. In a sentence where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense. A typical result is an English sentence having two negators or two tense markers instead of one

##### **b. Regularizations**

A marker that is typically applies to a linguistic item, such as the class main verbs or the class of nouns called regularization. Regularization which involves overlooking exceptions and spreading rules to domains where they do not apply.

c. Simple additions

Simple addition, which caters for all additions not describe as double markings or regularizations. Simple addition is the use of an item which should not appear in well-formed utterance.

**3. Misformation**

Misformation is the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect There are three types of misformation frequently reported in the literature: a. regularizations, b. archi-form, and c. alternating form.

a. Regularization

Errors that belong to this category are those in which a regular marker is used in place of an irregular. Learners also commonly make regularization errors in the comprehension of grammar.

b. Archi-forms

Archi-form is the selection of one member of a class of form to represent others in the class is common characteristic, of all stages to tenth language acquisition. The particular form selected for such archi-use varies for different learners, but the use of archi-forms is a typical phenomenon in the acquisition of a new language.

c. Alternating form

Alternating form is caused by the use of archi-form that often gives way to the apperiantly fairly free alternation of various members of a class of words and the different usages among them.

**4. Misordering**

The incorrect placement of a morpheme or group of morpheme in an utterance called misordering. In addition to these creative misordering errors, students have mad written misordering errors that are word-for-word translations of native language surface structures. Part of linguistical competence, in addition to selecting the right forms to use in the right context, is to arrange them in the right order, said james.

Based on the explanation above, the writer analyze the research with Surface Strategy Taxonomy by Dulay et.al.

**D. Concept of Past Perfect Tense**

The past perfect tense is one of the more difficult English tenses to use well or even correctly. However, it is not as difficult as it is often made, and many of the problems students have with it are the result of the inadequate explanations usually given in material books.

Allen, 2009 tells the idea of the past perfect as a “before-past” leads to its logical use in reported speech. According to Betty Azar, 2002 state that if either *before* or *after* is used in the sentence, the past perfect is often not necessary because the time relationship is already clear.

**The Formula of The Past Perfect Tense**

(+)	Subject +	Had +	Past participle (V3)
(-)	Subject +	Had +	not Past participle (V3)
(?)	Had +	Subject +	Past participle (V3)

**III. METHOD**

This research was conducted by descriptive qualitative research analysis. The sample of the research was X MIA 2 class of MAN 1 Lampung Utara which consists of 35 students. The sample was conducted by purposive sampling method. Collecting data was conducted by documentation, took from the students exercises.

In analyzing the students’ error in using Past Perfect Tense, the writer used Miles and Huberman model. Miles and Huberman model is an activity in qualitative data analysis is carried out interactively and lasts continuously until complete, so the data is saturated. Activities in qualitative data analysis are data reduction, data display, and conclusion drawing or verification.

Based on the theory, the writer analyzed as follows:

1. Data Reduction

a. Collecting the data from the students’ test.

2. Data Display

c. Identifying and classifying the data of students’ error by numbering the items based on surface strategy taxonomy.

In this steps, the writer use code A (addition), O (omission), MF (misformation), MD (misordering).

d. Calculating the table percentage. In this table percentage she used the formula from Anas, 2006:

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

P = percentage

F = frequency

N = number of sample which is observed.

3. Conclusion drawing or verification

e. Reporting the result.

#### IV. RESULT AND DISCUSSION

##### Result

The main instrument of this research was documentation, the writer took from the students exercises. In collecting the data, the writer identified 350 sentences from twice exercises of thirty five students in X MIA 2 of MAN 1 Lampung Utara. Then, after checking the students' sentences, the writer found that there were 146 error items in exercise 1 and 114 error items in exercise 2. The common errors that were made by the students in learning the past perfect tense are Ommision, Addition, Misformation, and Misordering based on Surface Strategy Taxonomy. The proportions (frequency and percentage) of errors committed by the students in using the past perfect tense are omission error from exercise 1 with 40 (27,39 %) error items and exercise 2 with 21 (18,42%) error items, then the result of addition error from exercise 1 with 38 (26,02%) error items and exercise 2 with 33 (28,94%) error items, After that misformation error from exercise 1 is 64 (43,83%) error items and exercise 2 is 47 (41,22%) error items, and misordering error from exercise 1 is 10 (6,84%) error items and exercise 2 is 7 (6,14%) error items. It showed that the highest error from misformation, and the lowest error is misordering.

##### The Surface Strategy Taxonomy Students' Errors in Writing The Past Perfect Tense

Following is several samples of students errors in writing the past perfect tense sentences based on Surface Strategy Taxonomy.

##### 1. The Data of Students' Ommision Errors

Ommision errors are marked by the absence of items that should appear in well-formed utterances. In this research, the writer as a researcher found from exercise 1 with 40 error items and exercise 2 with 21 error items. The following data presents several samples of errors committed by the students.

**Table 8**  
**Several Samples of Students' Ommision Errors**

No	Students' Errors	Explanations	Corrections
1	Had you come in <u>restaurant</u> ?	Ommision of "article"	Had you come to <u>the restaurant</u> ?
2	We had drunk <u>tea</u> ...	Ommision of "article"	We had drunk <u>a cup of tea</u>
3	I had <u>breakfast</u> ...	Ommision of "past participle"	I had <u>eaten</u> breakfast
4	I had leanderd <u>to school when the taxi</u> .	Ommision of "modifier"	I had learned in school when <u>the taxi came to my house</u> .
5	I had been <u>too hungry</u> ....	Ommision of "past participle"	I had <u>felt too hungry</u>
6	I had go <u>stadium football</u> ...	Ommision of "preposition"	I had <u>gone to football stadium</u>
7	I had play rohis <u>before balik school</u> .	Ommision of "subject and preposition"	I had played rohis before <u>I back from school</u> .
8	Had you a <u>breakfast</u> ?	Ommision of "past participle"	Had you <u>eaten a breakfast</u> ?
9	Had <u>reading books</u> ?	Ommision of "subject"	Had <u>you read</u> books?
10	We had <u>breakfast</u> ....	Ommision of "past participle"	We had <u>eaten</u> breakfast

From several examples above, students omitted a word in a sentence of the past perfect tense. The explanation of omission word from the students is in the explanation column in the table.

## 2. The Data of Students' Addition Errors

Addition errors are characterized by presence of an item which must not appear in a well-formed utterance. In this research, the students added unnecessary item in the form of the documentation and there were exercise 1 with 38 error items and exercise 2 with 33 error items. The following data presents several samples of errors when they use the past perfect tense.

**Table 9**  
**Several Samples of Students' Addition Errors**

No	Students' Errors	Explanations	Corrections
1	I had <u>jogging</u> ....	Addition of “-ing”, it should be omitted	I had jogged ...
2	Had you <u>a before cooking</u> ?	Addition of “-ing”, it should be omitted	Had you cooked....?
3	I had not learned <u>reading</u> Al-Qur'an ....	Addition of “-ing”, it should be omitted	I had not learned Al-Qur'an ....
4	Had you <u>reading</u> books?	Addition of “-ing”, it should be omitted	Had you read books?
5	I had learned <u>reading</u> Al-Qur'an ....	Addition of “-ing”, it should be omitted	I had learned Al-Qur'an ....
6	I had breakfast befor I had <u>to do school</u>	Addition of “had and do”, it should be omitted	I had eaten breakfast before I went to school.
7	<u>I am had</u> ....	Addition of “to be”, it should be omitted	I had...
8	I had <u>been</u> ...	Addition of “been”, it should be omitted	I had
9	I had learned <u>study</u> ...	Addition of “verb”, it should be omitted	I had learned ...
10	<u>Had reading books</u> ?	Addition of “-ing”, it should be omitted	Had you read books?

Based on several examples, addition errors from students are because students added “-ing” (regularization) in the past participle word, or students added other verb after the form past participle (double marking) in the past perfect sentence.

## 3. The Data of Students' Misformation Errors

Misformation is the use of the wrong form of the morpheme or structure. In this research, the students did misformation errors in using past perfect tense. It had found there were exercise 1 with 64 error items and exercise 2 with 47 error items. The following data presents several samples of the misformation errors when the students making past perfect tense sentences.

**Table 10**  
**Several Samples of Students' Misformation Errors**

No	Students' Errors	Explanations	Corrections
1	Had you come <u>in</u> ...?	The word “in” should be replaced to be “to”	Had you come to ...?
2	Had you drunk a <u>jus</u> ?	The word “jus” should be replaced to be “juice”	Had you drunk a juice?
3	I had quit <u>in</u> my home.	The word “in” should be replaced to be “from”	I had quit from my home
4	I had <u>shop</u> ....	The word “V <sub>1</sub> ” should be replaced to be “V <sub>3</sub> ”	I had shopped ...
5	I had cleaned the <u>badroom befor</u> .....	The word “badroom befor” should be replaced to be “bedroom before”	I had cleaned the bedroom before ...
6	I had learned <u>matchmatic</u> ..	The word “matchmatic” should be replaced to be “math”	I had learned math....
7	I had not learned <u>matchmatic</u> .....	The word “matchmatic” should be replaced to be “math”	I had not learned math.....

8	I had breakfast <u>befor</u> I <u>had</u> ....	The word “befor” should be replaced to be “before”	I had eaten breakfast before I went....
9	I had <u>leanerd</u> to school when <u>they</u> <u>taxy</u> .	The word “leanerd to, they” should be replaced to be “learned to, the”	I had learned in school when the taxi
10	I am had very happy <u>leanerd</u> for you	The word “leanerd” should be replaced to be “learned”	I had learned to make you happy.

From the table above, it can be explained that misformation errors are dominated by students who make error in writing English word and error in using past participle.

#### 4. The Data of Students’ Misordering Errors

The incorrect placement of a morpheme or group of morpheme in an utterance called misordering. In this research, the students did misorder in their sentences. It had found were exercise 1 with 10 error items and exercise 2 with 7 error items. The following data were several samples of errors in making past perfect tense sentences.

**Table 11**  
**Several Samples of Students’ Misordering Errors**

No	Students’ Errors	Explanations	Corrections
1	I had rewritten <u>the book English</u> .	Incorrect placement, the word “book” should be placed after “english”	I had rewritten the English book.
2	I had put <u>the book English</u> .	Incorrect placement, the word “book” should be placed after “english”	I had put the English book.
3	Had you <u>a before cooking</u> ?	Incorrect placement of past perfect tense interrogative form.	Had you cooked before?
4	I am had <u>very happy leanerd for you</u>	Incorrect placement of past perfect tense positive form.	I had learned to make you happy.
5	I had not <u>turnet the of TV</u> before sleep	Incorrect placement, the word “the” should be placed after “off”	I had not turned off the TV before sleep
6	I had go <u>stadium football</u> ..	Incorrect placement, the word “stadium” should be placed after “football”	I had gone to football stadium ...
7	They had drunk <u>avocado juice mother make</u>	Incorrect placement, the word “mother cake” should be placed “made by mother”	They had drunk avocado juice made by mother
8	Had eaten hani?	Incorrect placement of past perfect tense interrogative form.	Had hani eaten?
9	Wina had eaten <u>ana before home work</u>	Incorrect placement, the word “ana” should be placed after “before”	Wina had eaten before ana did home work
10	I <u>had do not</u> ....	Incorrect placement of past perfect tense negative form.	I had not done...

Based on the table, the writer can be said that misordering error from the students created because of incorrect placement of a word in a sentence.

**Table 12**  
**The Classification of The Errors Committed by Each Students**

Sample Number of Students	Kind of Students’ Sentences Errors								Σ Errors
	Exercise 1				Exercise 2				
	O	A	MF	MD	O	A	MF	MD	
S1	1	-	2	-	-	-	1	2	6
S2	1	-	-	-	-	1	2	-	4

S3	-	1	2	1	-	3	-	-	7
S4	2	2	2	1	3	1	4	2	17
S5	1	-	2	-	1	2	2	-	8
S6	-	5	3	-	-	3	2	-	13
S7	1	-	-	-	1	-	1	-	3
S8	1	-	3	-	-	1	2	-	7
S9	3	-	1	-	1	-	1	-	6
S10	4	-	-	1	-	-	-	-	5
S11	1	-	1	-	2	-	-	2	6
S12	4	-	4	-	-	5	2	-	15
S13	1	-	4	2	1	-	4	-	12
S14	2	-	2	-	2	2	1	-	9
S15	-	1	2	-	-	-	-	-	3
S16	-	-	3	-	1	-	2	-	6
S17	2	-	1	-	-	1	4	-	8
S18	1	3	2	-	-	-	-	-	6
S19	-	2	4	-	1	5	3	-	15
S20	1	3	1	-	1	2	2	-	10
S21	-	3	2	-	2	3	-	-	10
S22	-	-	-	-	-	-	-	-	0
S23	-	2	1	-	2	1	2	-	8
S24	1	1	4	1	2	1	1	-	11
S25	2	1	2	-	1	3	2	1	12
S26	1	1	2	-	1	1	1	-	7
S27	-	4	2	-	-	1	-	-	7
S28	2	1	2	-	-	-	1	-	6
S29	-	2	3	1	-	-	-	-	6
S30	-	-	2	-	-	-	1	1	4
S31	1	-	2	1	-	-	1	-	5
S32	1	-	-	-	-	-	1	-	2
S33	4	1	-	1	-	-	-	-	6
S34	1	1	2	-	-	1	3	-	8
S35	-	-	1	-	-	-	1	-	2
<b>Σ Errors</b>	<b>40</b>	<b>38</b>	<b>64</b>	<b>10</b>	<b>21</b>	<b>33</b>	<b>47</b>	<b>7</b>	<b>260</b>

(Source: Data Analysis)

Explanation:

O : Ommision Errors

A : Addition Errors

MF : Misformation Errors

MD : Misordering Erros

The table above is a classification of errors made from each student based on twice exercises.

### The Percentage of Students' Errors in Writing The Past Perfect Tense Sentences

After collecting the data of students in making the past perfect tense, the writer identified 10 sentences (5 sentences each exercise) from twice exercise that was made by each student using Surface Strategy Taxonomy. They are: ommision, addition, misformation, and misordering. Then she clasified the types of errors and determined the frequency of them. To calculate the percentage of errors, the writer used the following formula:

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

P = percentage

F = frequency

N = number of sample which is observed.

Based on the analysis, the total number of errors from twice exercises was 260 items, exercise 1 with 146 items and exercise 2 with 114 items. Ommision errors were 40 items from exercise 1 and 21 from exercise 2, Addition errors were 38 items from exercise 1 and 33 from exercise 2, Misformation errors were 64 items from exercise 1 and 47 items from exercise 2, and 10 items from exercise 1 and 7 from exercise 2 for misordering errors. After

getting the data, the writer made the percentage of the result of analysis. The result of this analysis exercise 1 showed omission error with 27,39 %, addition error with 26,02 %, misformation error with 43,83 %, and misordering with 6,84 %. Then exercise 2 showed the result that omission error 18,42 %, addition error 28,94%, misformation error 41,22 %, and misordering error 6,14 %. To be clearer see the table below:

**Table 13**  
**The Percentage of Students Errors**

Kinds of Errors	Exercise 1		Exercise 2	
	Frequency	Percentage	Frequency	Percentage
Omission	40	27,39 %	21	18,42 %
Addition	38	26,02 %	33	28,94 %
Misformation	64	43,83 %	47	41,22 %
Misordering	10	6,84 %	7	6,14 %
<b>Total</b>	<b>146</b>	<b>100 %</b>	<b>114</b>	<b>100 %</b>

(Source: Data Analysis)

It can be seen from the table above, the errors were made by students in the twice exercises. The students make more errors in the first exercise with 146 totals of errors than the second exercise. From the frequency and percentage above, in the exercise 1 and exercise 2 students made the most errors in misformation, and the least error in misordering. The difference of error in exercise 1 and exercise 2 is omission error higher compared to in the first exercise, but in the second exercise addition error higher than omission error.

## V. DISCUSSION

After collecting the data from the students, the writer got common of errors from their sentences based on Surface Strategy Taxonomy, they were omission, addition, misformation, and misordering. After identifying and classifying the types of errors, then proportions (frequency and percentage) were determined. Based on the result of the research above, the writer found that the highest frequency of errors made by students in writing the past perfect tense on surface strategy taxonomy was misformation with 43,83 % in exercise 1 and 41,22 % in exercise 2, meanwhile the lowest one was misordering with 6,84 % from exercise 1 and 6,14 % in exercise 2. Then the other types of errors were omission 27,39 % (exercise 1) 18,42 % (exercise 2), and addition 26,02 % from exercise 1 and 28,94 % from exercise 2. From the exercise 1 and exercise 2, the writer found that some samples make error not only one error in a sentence, but also make 2 errors in a sentence.

For examples:

- *Had you a before cooking?*

In the underline words there are addition error and misordering error. Words “a before cooking” are not a well-form and it classifications to misordering error. And word “cooking” is added “-ing” by the sample, should be omitted. The correct sentence must be: *Had you cooked before?*

- *I had not leet came*

There are misformation error and misordering error made by the sample. Words “leet came” classify to be misformation error because word “leet” is a wrong written in English from word “late”, and word “came” is a wrong morpheme from past participle of “come”. Then words “leet came” also are incorrect placement, it must be “come late”. So the right sentence is: *I had not come late.*

### 1. Misformation

Furthermore, in this research, the students made lots of errors in the form of misformation. As we know that misformation is the use of the wrong form of the morpheme or structure. In this research, the students did misformation errors in using past perfect tense. The students still confused and have difficulties in writing past perfect tense because in this types using past participle and seldom used by the students. For examples:

a. *I had shop to the market this morning.*

This sentence is an error of misselection of morphology in regular verb. The past participle of “shop” should be “shopped”.

The right sentence is: *I had shopped to the market this morning.*

b. *I had make a bag for you.*

This sentence is an error of misselection of morphology in irregular verb. The past participle of “make” should be “made”.

The correct sentence is: *I had made a bag for you.*



## 2. Addition

Addition errors are characterized by presence of an item which must not appear in a well-formed utterance. In this case, the students made 38 addition errors at the first exercise and 33 addition errors at the second exercise in their sentences. They add some items that should be no appear. Examples:

a. *I had learned study English.*

“study” is addition error in verb. Verb “study” should be omitted. Here is the correct sentence: *I had learned English.*

b. *My mother had cooking fried rice.*

They add “-ing” in verb is classification as addition error. Verb “cooking” should be omitted the “-ing” and changed to be past participle “cooked”.

Correct sentence: *My mother had cooked fried rice.*

## 3. Omission

In this case, the students made errors in the first exercise 40 items and 21 in the second exercise. The students did such errors because they forget to put some items in a form of past perfect tense. For examples:

a. *had you breakfast?*

It is omission the past participle of interrogative form of past perfect tense. They should put past participle before word “breakfast” it becomes “*had you eaten breakfast?*”

b. *I had gone market.*

They omitted preposition before word “market”. They should put preposition and it becomes “*I had gone to market.*”

## 4. Misordering

The writer found 10 errors in the first exercise and 7 errors in the second exercise. As we know that the incorrect placement of a morpheme or group of morpheme in an utterance called misordering. Following examples below:

a. *I had put the book English*

Incorrect placement, the word “book” should be placed after “english”. and it becomes “*I had put the English book.*”

b. *I had done not when the teacher gone*

Incorrect placement of past perfect tense negative form. Past participle should put after word “not” and the sentence becomes “*I had not done when the teacher gone.*”

## VI. CONCLUSION

Based on the analysis of the data, the writer concluded that there were commons of errors made by students in writing past perfect tense sentences based on Surface Strategy Taxonomy. They are in form of omission, addition, misformation, and misordering. The total numbers of errors committed by students in twice exercises were two hundred sixty items with a hundred forty six items from the first exercise and a hundred fourteen from the second exercise. Moreover, the proportions (frequency and percentage) of the students’ errors in writing past perfect tense sentences were omission with forty items or twenty seven point thirty nine percent in the first exercise and twenty one items or eighteen point forty two percent in the second exercise, addition in the first exercise thirty eight items or twenty six point o two percent and the second exercise with thirty three items or twenty eight point ninety four percent, misformation with sixty four items or forty three point eighty three percent in the first exercise and forty seven items or forty one point twenty two percent in the second exercise, and misordering in the first exercise ten items or six point eighty four percent and the second exercise with seven items or six point fourteen percent. Therefore, the result of the research showed that misformation errors as the highest errors that made by students.

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Ismi Imani. "Error Analysis the Use of Past Perfect Tense In EFL Learners Writing Ability at Secondary School Level." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 26(07), 2021, pp. 36-45.