

ANALYSIS OF ERROR IN SIMPLE PAST TENSE USAGE IN WRITING NARRATIVE TEXT IN ENGLISH BY 3RD SEMESTER ENGLISH EDUCATION STUDENTS AT UNIVERSITAS NIAS IN 2024

By Taruna Jaya Zebua



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UNDERGRADUATE THESIS



By:

Taruna Jaya Zebua
Student's ID Number : 202108075

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UNDERGRADUATE THESIS

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By:

Taruna Jaya Zebua

Student's ID Number : 202108075

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English had been widely used worldwide and had become the primary language for international communication, which was in line with Rao's opinion (2019:65) that English has been widely utilized in various fields, particularly in education. One form of English language influence in the field of education is through the presence of English education programs at the college or university level. At the university level, four basic skills are introduced in English language itself, namely reading, writing, listening, and speaking (Karademir, 2019:118). In this research, the researcher would discuss writing, which was one of the basic skills in English language. Essentially, English was one way for individuals to convey information, thoughts, and opinions through a medium so that readers could understand the purpose and intention of the writer in their writing.

As one of the ways for someone to convey ideas, opinions, and feelings to others (Kiuk, 2021:11), it is crucial for the writer to be able to write well, especially in structuring sentences and using appropriate vocabulary. Thus, the writer's message and feelings could be conveyed to the readers effectively because the writer has chosen each word or sentence carefully in their writing (Slamet in Kiuk, 2021:12). As a form of writing activity, English also had several texts that have certain rules in their writing. One of them is narrative text, which tells about events that occurred in the past and is presented in written form. Narrative text itself is a text that uses the simple past tense (Siti, 2020:92). This is because narrative text is used for past events.

The simple past tense usage in this case was very important because it was a characteristic linguistic feature of a narrative text. The simple past tense itself was a tense that expressed an action that started and ended at a past time.

Uchiyama in Anjarani (2019:70) it means that in this case, the use of verbs and "to be" in each sentence in simple past tense in a narrative text uses the past form or the past participle form. However, in reality, many difficulties were encounter among English education students when created a narrative text. In some cases, many still does not understand the use of second form verbs and "to be" as part of the simple past tense structure. As a result, numerous errors emerge in their narrative writings. Therefore, through this research, the researcher aims to analyze the types of errors that are frequently encountered and predominant when students use the simple past tense in composing a narrative text.

At the end from those things above the researcher's research title is "Analysis of Error in Simple Past Tense Usage in Writing Narrative Text in English by 3rd Semester English Education Students at Universitas Nias in 2024"

1.2 Focus of the Research

Based on the background above, focus of the research is :

1. To find out the types of errors in using the simple past tense and their causes in writing narrative text by third-semester English language students
2. To find out the causes in the usage of the simple past tense in writing narrative text

2.3 Formulation of the Problem

Based on focus of the research the formulation of problems are :

1. What are the types of errors find in the usage of the simple past tense in writing narrative text?
2. What are the causes find in the usage of the simple past tense in writing narrative text?

1.4 Objectives of the Research

The aim of this research is to describe the errors and it causes in using the simple past tense in writing narrative text by the English education students.

1.5 The Significance of the Research

a. Theoretically

This research can be used as a guide or reference to understand the difficulties faced by English education students in using the simple past tense in writing narrative texts.

b. Practically

1. For the researcher, as an experience in analyzing errors in using the simple past tense in writing narrative texts, as well as experience in composing and presenting research reports.
2. For the students, as an understanding of common errors and it causes in using the simple past tense in writing narrative texts.
3. For English lecturers, as a knowledge of the challenges faced by students in mastering the simple past tense in writing narrative texts. It can also be a guide in curriculum design and material development for teaching.
4. For further researchers, as a foundation for further research in the field of English language teaching, particularly in the context of tense usage in writing narrative texts.
5. For the readers, as insights into common errors to avoid in using the simple past tense when writing narrative texts.

2.1 Theoretical Framework

2.1.1 Writing

a. Definition of Writing

Writing is a situation when a person pours ideas, ideas, feelings and thoughts in a through a written medium. It has become an activity that everyone does every day, especially in the education fields. Writing activities have become the basis for being able to store all our knowledge and thoughts through written media.

According to Dhanya (2019:1399), writing is one of the very important skills that students should master. In addition, Jayanti (2019:71) states that writing is an essential activity to be learned in English language studies. It is important to learn about writing, because through writing we can develop our ability in English especially in grammar and vocabulary (Jayanti 2019:72). Raimes in Jayanti (2019:72) also says that there are some purposes of writing those are as communication with readers, to help convey ideas without intervention to the recipient as it does not have to be face-to-face, to develop a subject, to document events. Furthermore, according to Urquhart in Putri (2021:45), writing also helps writers to ensure that their opinions are clearer and more understandable. And also writing will help students in retaining the information they have studied and concentrating during the learning process, enabling them to grasp and retain the material more effectively and for a longer duration.

From those definitions above it can be conclude that writing holds significant importance in language mastery and academic development. Mastering writing skills is crucial for students, not only in English studies but also in broader educational contexts. Writing serves various purposes, such as facilitating communication, expressing ideas, exploring subjects, and documenting events.

Furthermore, writing enhances clarity of thought and aids in information retention, thereby deepening understanding and prolonging knowledge retention. Thus, writing becomes a fundamental tool for effective communication and cognitive or academic development.

b. Purposes of Writing

According to Whitaker in Anjani (2020:7). There are some purposes in writing, those are:

1. Persuasive

Persuasive in writing means to persuade readers to accept the writer's viewpoint on the issue being discussed. In persuasive writing, the writer selects a specific perspective on the topic under discussion. The writer must provide compelling reasons and evidence to support their viewpoint, so that readers can be persuaded to accept the writer's point of view. Persuasive writing assignments include argumentative and position papers.

2. Analytical

Analytical writing aims to shed light on a topic by examining potential solutions to the writer's questions and choosing the most suitable ones according to their criteria. This involves delving into the causes and consequences of issues, assessing the effectiveness of different approaches, evaluating problem-solving strategies, identifying connections between ideas, and critically analyzing arguments presented by others.

3. Informative

The objective of informative writing is to offer readers fresh insights into the discussed topic. Informative writing contrasts with analytical writing, which compels readers to align with the author's viewpoint. In this informative context, the writer aims to enhance the readers' comprehension.

2.1.2 Error Analysis

Learning a language inevitably involves making mistakes. It's perfectly normal for students to err during this process. In fact, these errors can provide valuable feedback that helps them improve their writing skills. To master English, students must embrace making mistakes and learn from them. Before delving deeper into error analysis, it's crucial to understand its

definition. Error analysis plays a vital role in developing students' language skills. As Brown emphasizes, the realization that learners make systematic errors, which can be observed, analyzed, and categorized to understand their internal language systems, has significantly fueled research on learner errors. Error analysis enables the identification, classification, and explanation of student mistakes, especially those observed in tests. This valuable tool can benefit both teachers and students by helping them prevent future errors. Essentially, error analysis is a method that focuses on examining the mistakes learners make while acquiring a second language. "Error analysis is defined as a process based on analysis of learners' errors with one clear objective, evolving a suitable and effective teaching learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language," Sharma (2022) said in his essay

“ Error analysis, as defined above, is the process of evaluating, observing, interpreting, and classifying learners' errors to provide us with indications in the learning process, particularly in the past tense”.

a. The Meaning of Error

Certainly, here's a paraphrase of the given text within the 230-word limit: Learning English, a foreign language, inevitably involves making mistakes. This is because learners encounter new vocabulary, grammar, and pronunciation systems that differ significantly from their native language. Before analyzing the types and reasons behind these errors, it's crucial to understand the concept of an error itself. According to Harmer, errors are an integral part of a learner's "interlanguage" – their evolving understanding of the target language as they progress towards mastery. This dynamic system is constantly being refined. Brown defines an error as a deviation from the grammatical rules of native speakers, reflecting the learner's current level of language competence. Essentially, errors arise from incomplete or inaccurate knowledge of language rules acquired during the learning process. It's important to acknowledge that making mistakes is an unavoidable aspect of foreign language learning. Corder proposed a different perspective on error analysis. He viewed it as the study of errors made by learners of a second or

foreign language, with the aim of predicting future errors or identifying potential learning difficulties. This analysis can be conducted to:

- a. Find out how well someone learns a language.
- b. Find out how well someone knows language, and
- c. Obtain information on common difficulties in language learning

Norrish defines an error as a systematic deviation from the accepted system of the target language. A mistake, on the other hand, is a non-systematic deviation from the accepted system of the language being learned, often attributed to human limitations such as tiredness, nervousness, and fatigue. This implies that errors can arise from various human factors in mastering the target language, including limitations in memory, psychological factors, lack of comprehension of the subject matter, and even unawareness of making errors. Based on these definitions, the writer concludes that errors are an inherent part of second language acquisition, occurring systematically and consistently among learners. These errors primarily stem from a lack of comprehension of the underlying linguistic rules.

On the other hand, making errors are part of learning process and no one can learn language without his/her first making errors.

b. Causes of Error

Learner errors in the target language have become a significant area of focus for researchers. Investigating the root causes of these errors is crucial, as it allows for the development of strategies to prevent their recurrence. Hubbard, et al., said that there are three major causes of errors, they are mother tongue interference, overgeneralization, and errors encouraged by teaching material or method.

1. Mother-tongue interference

Mother tongue interference occurs when learners transfer grammatical elements from their first language to the target language. This

linguistic transfer can manifest at various levels, such as morphology. For instance, Indonesian students may omit the plural suffix at the end of words in English, for example, saying "two student" instead of "two students." This error reflects the influence of Indonesian grammar, where plural forms are often not marked explicitly.

2. Overgeneralization

Overgeneralization arises when learners incorrectly apply or extend language rules based on limited exposure or incomplete understanding. This occurs when they create deviant structures by applying patterns observed in other contexts within the target language. For instance, learners may mistakenly use two tense markers in a single sentence, such as "He is comes here," because they haven't fully grasped the correct usage of tenses. Another example is the incorrect use of "drinked" instead of "drank" in the sentence "She drinked all the lemonade yesterday." This overgeneralization reflects an attempt to apply the regular past tense rule (-ed) to irregular verbs.

Teaching materials and methods can also contribute to learner errors. While meticulously chosen and presented materials can minimize errors, ineffective teaching or a lack of control can inadvertently lead to student errors. These "teacher-induced errors" are challenging to classify, as they require a careful analysis of the teaching materials and methods used. Corder acknowledged the difficulty in identifying such errors, stating that it often necessitates a close examination of the learning materials and teaching techniques to which the learner has been exposed. For example, excessive emphasis on the present progressive tense by the teacher might lead learners to overuse it, resulting in errors like "I am go to school every day."

On the other hand, Brown said causes of error as sources of error and he classified into 4 categories :

1. The first source of error is interlingual transfer.

It is the beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this stage, students are not

familiar yet with the use of target language, so they use a previous experience when they learn it.

2. The second source of error is intralingual transfer.

It is the negative transfer of items within the target language. In this stage, students just learn some of target language, so students apply the structure into a new form and develop it that does not correspond to target language or mother language.

3. The third source of error is context of learning.

It overlaps both types of transfer. In this stage, „context“ refers to the teacher or the textbook.

In classroom, the teacher or the textbook can lead the students to make errors. It can called „false concept“. It is caused there are some error in teachers explanation or textbook presentation.

4. The last source of error is communication strategies.

In this stage, students have to use their production strategies for getting the message. But sometimes it can be sources of error. For this study, the writer uses causes of error from Brown to find out what causes of students error in using simple past tense in writing narrative text. Brown classifies causes of error into four categories; Interlingual, Intralingual, Context of Learning and Communication Strategies

c. The Types of Error

After identifying and analyzing learner errors, researchers attempt to categorize them into two primary types: performance errors (mistakes) and competence errors (errors). Distinguishing between these two types can be challenging and requires in-depth analysis. Determining the specific type of error involves a careful analytical process. Linguists employ various classification systems, with some relying on error taxonomies to categorize errors based on different linguistic features.. They were:

2

1. Error types based on Linguistic category

This type of taxonomy categorizes errors based on their specific linguistic features. Dullay proposed this approach, highlighting that

many error taxonomies are grounded in the linguistic element ² affected by the error. This linguistic category pinpoints the specific level (or component) of language ² where the error occurs. Recognizing that language encompasses ² phonology, syntax, morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style), this taxonomy helps identify the location of the error within these components. For instance, if the error occurs at the grammatical level, it could manifest ⁵ in the incorrect use of auxiliaries, verb forms, or other grammatical elements.

2. The surface strategy taxonomy

This second descriptive taxonomy proposed by Dullay focuses on how the surface structure of the learner's utterance is altered. Learners may exhibit errors by omitting or distorting sentence elements, or conversely, they might add unnecessary elements to ² the sentence.. Generally this type of error can be classified as follows:

a) Omission

Omission errors arise when a crucial element is missing from a sentence, often manifested as the absence of morphemes. Morphemes, the smallest units of meaning in language, are categorized into two types: lexical and grammatical. Lexical morphemes, such as nouns, verbs, adjectives, and adverbs, convey the core meaning of words. Grammatical morphemes, on the other ⁵ hand, primarily serve grammatical functions, such as marking noun and verb inflections, and play a less prominent role in conveying the overall meaning of the sentence. For instance, in the sentence "We will taken our exam," the auxiliary verb "have" is omitted, resulting ² in an incorrect sentence structure. The correct sentence should be "We will have taken our exam".

b) Addition

Addition errors are the opposite of omission errors. They are characterized by the inclusion of an element that does not belong in

a grammatically correct sentence. Based on the explanation for this type of error, the subtypes are as follows:

1. **Double Marking**. This error occurs when a learner includes redundant grammatical elements in a sentence. For example, they might use both the auxiliary verb "have" and the past participle form of the verb, resulting in sentences like "He has gone already."
2. **Regularization**. Regularization occurs when learners incorrectly apply a rule for regular forms to irregular forms. For example, they might add the "-ed" ending to irregular verbs, such as "eated" instead of "ate." This reflects an overgeneralization of the regular past tense rule.

3. **Simple Addition**. When an addition error does not fit the patterns of double marking or regularization, it is classified as a simple addition. These errors are often difficult to categorize and may arise from various factors, such as interference from the learner's first language or over-reliance on certain linguistic patterns. For instance, the sentence "The fishes has not live in the oil" contains a simple addition error, as the plural noun "fishes" is incorrectly used. The correct sentence would be "The fish has not lived in the oil."

c) **Misformation**

Misformation refers to the use of an incorrect grammatical form or morpheme within a sentence. This type of error occurs when learners substitute one grammatical form for another. For example, the sentence "It is an book" contains a misformation error. The correct form should be "It is a book," as the indefinite article "a" is used before singular count nouns beginning with consonant sounds.

d) **Misordering**

Misordering errors occur when the elements within a sentence are placed in the incorrect order. While the sentence may contain all

the necessary elements, their sequence is incorrect. For example, the sentence "what this is?" is grammatically incorrect due to the incorrect word order. The correct sentence structure for a simple question in this case is "what is this?"

2.1.3 Narrative Text

a. Definition of Narrative Text

Narrative text is one form of written work. Through this text, students are trained in using good linguistic elements. According to Percy, Permana, Zuhri in Herdi (2020:163) says that narrative text is an essay that tells a story or a series of events that have occurred, which in this case means related to a story intended to entertain readers or listeners. Nielsen in Fatmawaty (2022:207) also states that narrative text consists of a series of events which essentially comprise events, text, and a sequence of stories. In addition according to Derewianka in Aulianisa (2019:6), narrative text is an imitation of the real world created by the writer by portraying it in a written work, particularly in terms of human emotions and activities. It is also adding by Delista and Eliyawati in Aulianisa (2019:6) that narrative text is a story composed of a series of events that stem from the characters' problems and how they confront and resolve them.

Beside that according to Anderson in Harahap (2020:3) states that narrative text is a fictional as well as non-fictional story written when characters undergo a series of events with the aim of entertaining its readers.

From those definitions before, it can conclude that narrative text serves as a form of writing that allows students to practice using effective linguistic elements. It involves storytelling or depicting a series of events to entertain readers or listeners through writing. Essentially, this text consists of events, text, and a sequence of stories that mimic the real world, with a focus on human emotions and activities. Narrative texts typically revolve around characters facing and resolving problems, with the aim of engaging and entertaining the audience through fictional or non-fictional stories.

b. ¹Generic Structure of Narrative Text

⁶ According to Dirgeyasa (2016:18), ⁸ there are some language features of narrative text:

1. Orientation

The orientation section of a narrative serves to establish the theme or topic, introduce the characters, set the time and place of the story, and entice the reader to continue reading. It provides essential background information to pique the reader's interest and encourage them to delve deeper into the text.

2. Complication

³⁸ The complication is a series of events that occur to the main characters in their efforts to solve the problems they face. These events complicate the situation and increase tension in the story, prompting readers to continue reading to find out how the main characters overcome the challenges they face.

³² 3. Resolution

The resolution section is the end of the story where the issues faced in the narrative are resolved. This resolution can conclude with either a happy or an unhappy solution, depending on how the main character tackles the challenges they encounter. It is the part where the main conflict in the story is resolved, providing a satisfying conclusion for the reader and wrapping up the storyline.

c. ⁴The Types of Narrative Text

⁴ According to Yuliani (2018:3), states that there are some types of narrative text:

1. Folktale

Traditional tales, originating from specific regions, have endured through generations and were initially conveyed orally from person to person.

2. Myth

Stories that elucidate the occurrence of natural phenomena, featuring characters those are gods or half-beings from another realm.

3. Legends

Legends are stories from the past that may have a basis in truth as they have undergone changes and additions of exaggerated elements.

4. Fable

Fables tell stories of animals portrayed as humans and often conclude with a moral lesson.

6
d. Language Features of Narrative Text

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Addition from Yuliani (2018:11), there some language features of narrative text:

1. Using specific nouns such as pronouns for people, animals, or objects
2. Adjective forms of the noun phrases
3. Using time connections and conjunctions to sequence events
4. Location indicated using adverbs and adverbial phrases
5. Using action verbs in the past tense
6. Speech indicated using saying verbs
7. Thoughts indicated using thinking adverbs

e. Steps in Writing Narrative Text

According to Yulani (2018:15) there are some steps in writing the narrative text:

1. Finding Ideas

When starting out, the writer will search for interesting ideas or topics to write about. These ideas can come from various sources such as books, movies, or even the writer's own imagination.

2. Developing Characters in the Story

After finding an idea, the next step is to create characters within the story that fit with that idea. This involves describing their physical appearance and developing their personalities.

3. Extracting the Moral Message

To give the story meaning, it's important to embed a moral message that readers can take away from the narrative.

4. Planning the Storyline

The storyline consists of the series of events experienced, thought about, and spoken by the characters in the story. It's advisable to create a concept map beforehand to detail the story more thoroughly.

5. Reviewing the Written Story

After writing the story, it's important to read it again with an objective mindset. It can also be helpful to seek feedback from others to ensure the story is clearly understood by readers.

6. Making Corrections

If there are any parts of the text that need to be adjusted or perfected, corrections should be made to improve the story.

f. Example of Narrative Text

“The Legend of Tuwu Dance”

Tuwu dance / Tari Tuwu is one of the traditional dances that grows and develops in Nias. This dance comes from Idanögawo district on the island of Nias, which has a movement. It is gentle and gentle, and only attracted by women. In the beginning, Tuwu dance was present when a Queen named Barasi Balugu, who accidentally performed simple movements like a dancer while pronouncing the word "Tuwu", with the aim of giving the spirit of the community who worked to find the stone of majesty for a nobleman of that time, called Balugu Ngahönö.

After the stone found, Balugu Ngahono planned a party to celebrate it. Before the feast was held, Balugu Ngahönö remembered and was interested in composing the movements that the Queen had ever done and then made it a dance with the Queen. Then the dance was named Tuwu dance, according to the first word issued by the queen. Tuwu dance was drawn for the first time in the Kingdom of Balugu Ngahönö as a sign of unity and an inspiration for the community that has worked for Balugu ngahönönö. Along with the development of the era, the use of culture in Nias It was different in the past and now, due to the influence of their social life. Thus, with Tuwu dance, which is one of the results of Nias culture, it is no longer used as it functioned before, but is generally used as a dance show or entertainment only.

2.1.4 Tense

a. The definition of Tense

The term "tense" originates from the Latin word "tempus," meaning "time." In linguistics, tense generally refers to the grammatical mechanism used to indicate the time of an event or action in relation to the moment of speaking. Linguists offer various definitions of tense. Leech and Svartvik define tense as the correspondence between the form of a verb and our conceptualization of time (past, present, future). Similarly, Swan defines tense as the verb forms that express temporal distinctions. These verb forms are created either by changing the verb's internal structure (e.g., know, knew, known) or by incorporating auxiliary verbs (e.g., will know, had worked). In essence, tense can be defined as a verb form or a series of verb forms that express a temporal relationship. It signifies whether an action occurred in the past, present, or future in relation to the moment of utterance.

b. Types of Tenses

Tense is a grammatical feature that indicates the time of an action or state expressed by the verb. English primarily utilizes two fundamental tenses: the present tense and the past tense. The present tense generally maintains the base form of the verb, with the exception of third-person singular verbs, which typically add an "-s" (e.g., "he walks"). Past tense is typically formed by adding "-ed" or "-d" to regular verbs, while irregular verbs undergo various internal changes.

The concept of time associated with a verb is commonly referred to as its tense. While the simple present, past, and future tenses are most frequently encountered, English grammar encompasses nine or more tenses, allowing for the nuanced expression of time. Azar provides a detailed overview of English verb tenses, categorizing them into four main types: simple tenses, progressive tenses, perfect tenses, and perfect progressive tenses. Each of these four tense types has present, past, and future forms, as well as variations involving modal verbs. Consequently, just as there are four present tenses,

English also possesses four past tenses: the simple past, past continuous, past perfect, and past perfect continuous.

Based on explanation above, the writer concludes that there are twelve verb tenses, and examples of each tense. Those are:

Table 2.1 Types of Tenses

Simple Past Tense	He opened the door
Past Continuous Tense	I was washing my car when the rain started .
Past Perfect Tense	I had seen it in one of his movies .
Past Perfect Continuous	
Simple Present Tense	They open the door
Present Continuous	I am taking a bath .
Present Perfect Tense	They have already eaten.
Present Perfect Continuous	He has been playing guitar since 5 pm .
Simple Future Tense	I will go to the dentist .
Future Continuous	I will be buying more stamps .
Future Perfect Tense	I will have finished the work by 9 am on Wednesday .

c. **Definition of Simple Past Tense**

Simple past tense is one of tense in grammar that we use to tell the story or activity from past time. According to Yosodipuro (2017:123) simple past tense is a sentence that express an event and habit in the past with a specific time.

Also according to Fitria (2020:144), says that simple past tense is an event that starts and ends in the past. It is add by Sibuea (2020:3) that says simple past tense identifies an event, activity, action or situation that has occurred in the past in a simple form and the time of the event can be known directly.

In addition according to Pabayo (2020:89) says that simple past tense is a verb form that talks about activities that happened in the past. In another side, according to Azar in Mustafa (2021:69) says that the simple past tense shows an activity or situation starting and ending at a specific time in the

past. Add by Murphy in Mustafa (2021:69) states that Simple past tense is for talking about actions or situations in the past. The Simple Past is used to refer to past events that happened at a specific time, which can be defined by using a time phrase or inferred from its meaning.

So we can get the conclusion from those definition above that the simple past tense is used in grammar to tell stories or activities that happened in the past. It is a tense that expresses events or customs from the past with a specification of the time in which they occurred. More than just conveying historical facts, this tense shows actions or situations that started and ended in a time that has already passed. In other words, the simple past tense takes us back to specific moments in the past that have already passed. It allows us to describe and understand events that have happened in the past with clarity and detail.

2 1. The Form of Simple Past Tense

There are two form of simple past tense according to Yosodipuro (2017:124):

1) Non-verbal form

Positive form : subject + was/were + object + adverb of time

Table 2.2 Non-verbal Tenses Positive Form

Subject	Be	Object	Adverb of Time
I, He, She, It...etc	Was	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc
You, We, They...etc	Were		

Negative form : subject + was not (wasn't) / were not (weren't) + object + adverb of time

Table 2.3 Non-verbal Tenses Negative Form

Subject	Be + not	Object	Adverb of Time
I, He, She, It...etc	Was not (wasn't)	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc
You, We, They...etc	Were not (weren't)		

Interrogative form : was/were + subject + object + adverb of time

Table 2.4 Non-verbal Tenses Interrogative Form

Be	Subject	Object	Adverb of Time
Was	I, He, She, It...etc	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc
Were	You, We, They...etc		

2) Verbal form

Positive form : subject + verb 2 + object + adverb of time

Table 2.5 Verbal Tenses Positive Form

Subject	Verb 2	Object	Adverb of Time
I, He, She, It, You, We, They...etc	Agreed, banned, rowed, cried, enjoyed,etc	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc

Negative form : subject + auxiliary + verb 1 + object + adverb of time

Table 2.6 Verbal Tenses Negative Form

Subject	Auxiliary	Verb 1	Object	Adverb of Time
I, He, She, It, You, We, They...etc	Did not (didn't)	Agree, ban, row, cry, enjoy	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc

Interrogative form : auxiliary + subject + verb 1 + object + adverb of time

Table 2.7 Non-verbal Tenses Interrogative Form

Auxiliary	Subject	Verb 1	Object	Adverb of Time
Did	I, He, She, It, You, We, They...etc	Agree, ban, row, cry, enjoy	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc

2.2 Conceptual Framework

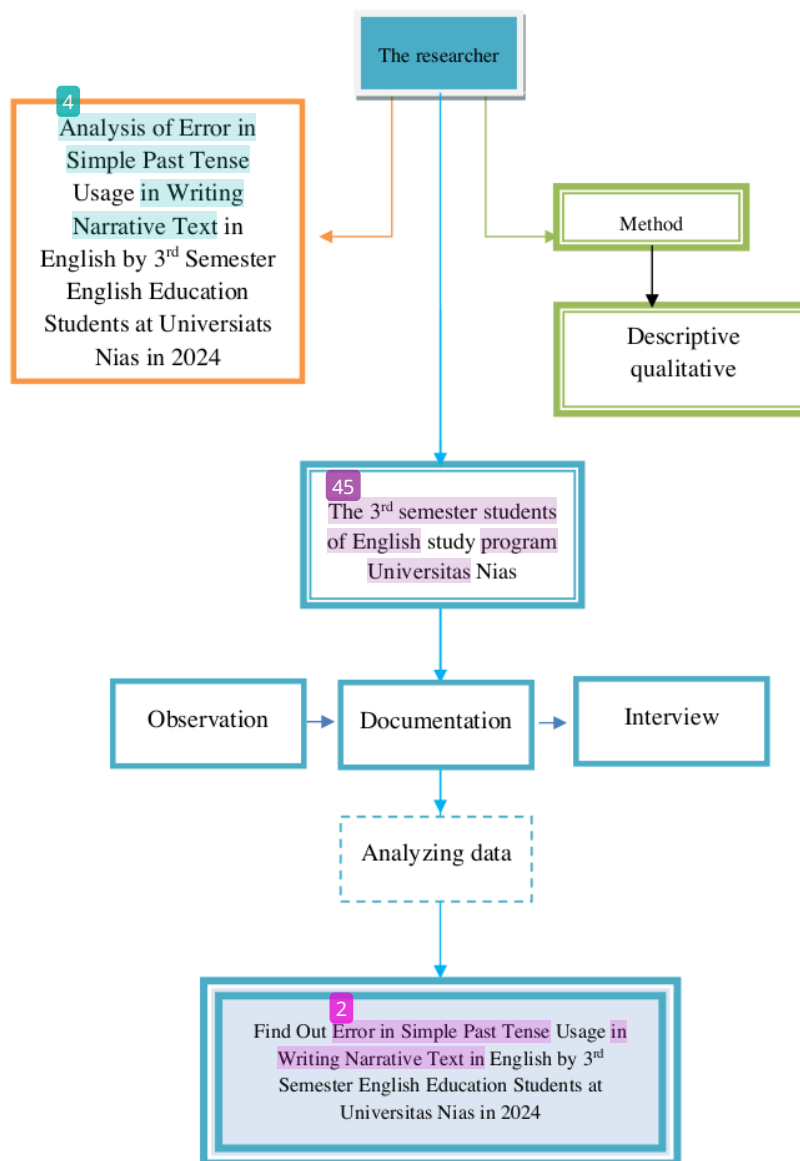


Figure 2.1 Conceptual Framework

RESEARCH METHOD

3.1 Types of Research

This research used a qualitative descriptive approach. This approach was chosen because it is in accordance with the research objectives, namely to describe and understand in depth the types of errors made by 3rd semester students of the English Education study program at Universitas Nias in the use of Simple Past Tense in English narrative text.

Through a qualitative descriptive approach, researchers can observe and analyze errors that appear in the context of real use, as well as identify factors that influence the occurrence of these errors. According to Sugiyono (2019, p. 18) qualitative research methods are research methods based on the philosophy of postpositivism which are used to examine objects with natural conditions (real conditions, not set or in experimental conditions) where the researcher is the key instrument.

3.2 Variables of Research

According to Fraenkel and Wallen in Yusuf (2014:103) variable is a concept noun that represents variation in an object. Also according to Kusumastuti (2020:16) variable in a quantitative study becomes a core idea that can be measured and recognized.

Also it divide into independent variable, a variable that to be observed and measured its influence to the other variable, also there is dependent variable it is a variable that to be observed and measured to find out the influence of the independent variable. So from these explanations above the researcher find out that “the simple past tense usage” is independent variable and the “narrative text” is dependent variable.

3.3 Setting and Schedule of Research

The research will be conducted in 3rd semesters of the English education study program, Universitas Nias. The research took place on December 2024.

3.4 Source of Data

The sources of data are all sources that provide information or data used in the research process. Research data sources can be people who researchers observe, read, or ask about certain details related to research problems or questions. If data collection is through interviews, the data source is the respondent who answers the interview questions provided by the researcher, as well as observation, the data source is the activity observed in the classroom. There are two types of data used in this research:

a. Primary Data

Sugiyono (2022) says primary data is a direct source that provides data to researchers, such as the results of interviews and questionnaires. This data is obtained from interviews with 3rd semester students of the English Education study program as informants or respondents who are the main source of information in this study because the success of this study is based on the responses given by respondents. Researchers conducted direct interviews using interview questions based on interview guidelines. So, in this study, the primary data that researchers get are the results of interviews with students to find out errors in the use of simple past tense in making narrative texts. The data of this research were errors made by the students in their written test of past tense. The data source was the free writing test with the theme "Folklore" given to the students.

b. Secondary Data

According to Sugiyono (2022), secondary data refers to information gathered indirectly from existing sources. These sources can include literature, documentation, previous research, articles, journals, books, internet sites, and other relevant materials. Researchers utilize secondary data to support their research findings and gain insights into their research topic.

3.5 Instrument of Research

According to Kusumastuti (2020:49) the research instrument is very important for the success of the research objectives, in this case the researcher will analyze the errors in the use of tenses in writing narrative texts. It is also added that the instrument in a study is a tool used in collecting data to help achieve the objectives of a study. According to Yusuf (2014:391) one type of instrument in research is documentation, which in this case is a record of something that has happened. In this research, the researcher will use written text on a piece of paper containing narrative text that will be written by students, and also the researcher use interview to get the data.

3.6 Data Collecting Technique

To gather data for the study, the researcher employed a mixed-methods approach. This involved administering an English test to assess the frequency of errors in the use of the Simple Past Tense in narrative writing. Subsequently, student interviews were conducted to delve deeper into the underlying reasons for these difficulties.

Sugiyono (2020) distinguishes four categories of data collection methods: combination/triangulation, documentation, interviews, and observation. Three different data collection methods were employed in this study, specifically:

a. Interview

In Sugiyono (2020:114), Esterberg defines an interview as a meeting between two individuals with the purpose of exchanging thoughts and information through questions and responses in order to add meaning to a certain issue. The methodical process of gathering information or data from respondents by asking them questions is known as data collecting techniques in interviews. One of the most popular techniques in qualitative research for obtaining a thorough grasp of the experiences, opinions, and perspectives of people or groups pertaining to the research issue is the interview.

1
There are three types of interviews according to (Esterberg
in Muhamad 2023), such as:

1) A structured interview

Structured interviews are used as a data collection technique, when the researcher or data collector already knows with certainty about what information will be obtained. Therefore, in conducting interviews, data collectors has prepared research instruments in the form of written questions whose alternative answers have also been prepared.

2) Semi-structured interview

This type of interview is included in the in-depth interview category, where its implementation is freer than structured interviews. The purpose of this type of interview is to find problems 38 more openly, where the interviewee is asked for his opinions and ideas.

3) Unstructured interview

Unstructured interviews are free interviews where researcher do not use interview guidelines that have been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems that will be asked.

In this research, researcher chose to use semi-structured interviews. Semi-structured interviews are one type of interview used to find problems more openly. The reason researchers use this type of interview is because in semi-structured interviews, interviewees/participants are more free in providing responses and ideas than in structured interviews. The purpose of semi-structured interviews is to find problems more openly; the interviewees are asked for their opinions and ideas. Researchers only have to record what is stated (Anisah, 2022). In this interview technique, it is hoped that researchers can explore student difficulties. The following steps are used to conduct semi-structured interviews:

1. Researchers make a list of interview questions based on the data that researchers need to obtain data.

2. Researchers wrote down the results of the interview on the interview question sheet

b. Observation

Observation is a data collection technique where researchers go directly to the research location and observe the environment related to the research object. In this study, the observation sheet is designed to document the errors made by the students in detail, including error forms, categorization, causes, and correct corrections. This would be the main tool to collect structured data and support a comprehensive analysis of the error patterns and their influencing factors.

b. Documentation

Sugiyono (2020) defines documentation as the collection of events that have taken place in the form of written accounts, images, or monumental works created by an individual or organization. Information from a variety of papers that were pertinent to the research issue was gathered using data collection techniques in documentation. These are records that the researcher took during research operations in the form of images.

3.7 Data Analysis Technique

A set of methods or strategies used by researchers to examine, process, and interpret data gathered for a study are known as data analysis techniques. Finding patterns, trends, relationships, or meaning in the data is the goal of data analysis tools, which help researchers draw pertinent conclusions or generalizations about the subject of their study. Data analysis, according to Sugiyono (2020), is the process of gathering information from all respondents or other sources. Data analysis activities included tabulating data according to variables analyzed, sorting data according to variables and respondent type,

and doing computations to address the formulation problem. In this research used interactive model data analysis techniques from Matthew B. Miles, A. Michael Huberman who explained three components in qualitative data analysis, including:

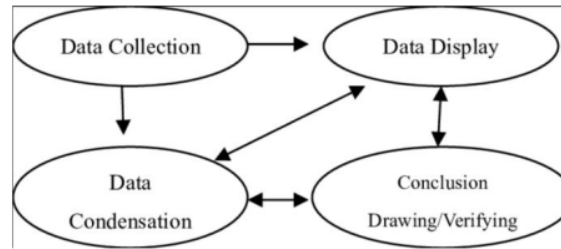


Figure 3.1 : Data Analysis Technique

a. Data reduction

The process of refining, categorizing, planning, eliminating superfluous information, and arranging data so that conclusions can be made and confirmed is known as data reduction. Following field research, this data reduction or transformation process is continued until the final report is ready. Qualitative research can therefore be balanced and altered in a number of ways, including rigorous selection, concise summaries or descriptions, grouping them into broader patterns, and so forth. In qualitative data analysis, data reduction is the process of simplifying, choosing, and concentrating the obtained data to make it easier to analyze further. This procedure entails eliminating superfluous information and highlighting pertinent and significant data.

b. Data Display

In qualitative research, data was displayed using flowcharts, charts, brief descriptions, and correlations between categories, among other formats. In qualitative research, narrative writing is frequently used to provide data, occasionally accompanied with charts, graphs, matrices, and the like. After gathering the data in a methodical manner and writing it down, the researcher presented it. Collected in the field in narrative form, the preparation is completed by entering the analysis's

findings into notes, followed by phrases that explain the conclusions drawn from field observations, interviews, and documentation, and the data is organized according to the study topic. The data in this study will be presented in a descriptive manner.

c. Conclusion/verification

The third analysis activity is conclusion and verification. Whenever data collected activities are carried out, qualitative analysis looked for the meaning of something, noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusions that were initially unclear were clearer and more detailed.

RESULT AND DISCUSSION

4.1 Research Result

This chapter presents the findings of the research on the error analysis of the use of simple past tense in writing narrative texts by third-semester students of English Education at Nias University. The English education study program is one strata-1 study program focusing on English education with B accreditation. The focus of this research was on the third-semester English education students who totaled 38 people. Data were collected through tests, interviews, and observations, focusing on identifying the types of errors, frequency of errors, and their causes. The findings were categorized according to the types of linguistic errors, as proposed by Dulay's taxonomy of surface strategies, including omission, addition, information errors, and sequencing errors. In addition, factors contributing to these errors were explored based on Brown's classification, which includes interlingual transfer, intralingual transfer, learning context, and communication strategies. This analysis highlights the difficulties students often had, especially with irregular verbs, negative and interrogative sentence structures, and the influence of their mother tongue. The discussion in this chapter linked these error patterns to existing literature and pedagogical implications, providing insights into how teaching strategies can be adapted to address these challenges.

In collecting data, researchers used interviews to get answers directly from students, then researchers also conducted non-participant observations of students in the classroom to support answers from interviews and documentation as evidence that researchers had conducted research at the school.

For the first instrument, researchers conducted direct interviews with students based on interview questions prepared by researchers. Researchers asked questions that could answer the two research formulations prepared by researchers for students. After getting the

interview results, the researcher conducted non-participant observations to support the answers from the interview findings. The researcher made observations when students wrote various kinds of narrative texts. The researcher compiled an observation sheet based on a combination of interviews related to the research.

4.1.1 The Result of Interview

The research objectives were to find out the types of errors found in the usage of the simple past tense in writing narrative text and the causes found in the usage of the simple past tense in writing narrative text. The first step was direct interviews with several students as a source of relevant information and considered to know the most things related to the research objectives. Researchers conducted interviews from Monday, December 16 to Saturday, December 21, 2024 at 14.00 - 16.00 WIB. For more details, the results of the interviews that had been summarized by the researcher are as follows:

No	Questions	Responses
1	Do you understand the difference between simple past tense and other tenses?	Most students understand the difference between simple past tense and other tenses. However, some are still confused with more complex tenses such as past future continuous or future perfect continuous.
2	Do you find it difficult to change irregular verbs into the correct form of simple past tense?	Most students have difficulty in converting irregular verbs to simple past tense. This is often due to limited vocabulary and the challenge of memorizing verbs that do not have consistent patterns.
3	Do you more often use simple past tense in narrative texts after reading or listening to stories in English?	Almost all students often use the simple past tense after reading or listening to English stories. They consider this tense to be simpler and appropriate for recounting

	events that have passed.
4 Do you find it difficult to determine the right time to use simple past tense when sequencing events in a narrative?	Although many students felt they understood the order in which the simple past tense is used, some were still confused when it came to combining it with other tenses in complex stories.
5 Have you ever received corrections regarding the use of simple past tense? If so, did it help you improve your errors?	Most students had received corrections on the use of simple past tense, and they stated that the corrections were very helpful in correcting errors and improving their understanding.
6 Do you often use incorrect or poorly structured sentences when writing in English, especially in narrative texts??	Many students admit that they often make mistakes in sentence structure when writing narratives, especially in long or complex sentences.
7 Do you find it easier to write narratives in English after focused practice on tense usage??	Most students found it easier to write narratives in English after exercises that focused more on the use of tenses. However, some still felt the need to improve their understanding of combining different tenses in one story.

29

Based on the results of interviews that had been conducted with several students, it could be concluded that most respondents stated that they understood the difference between simple past tense and other tenses. However, some admitted to having been confused about the difference between similar tenses, especially the continuous and perfect forms. Some respondents only understood most of the concepts without being able to fully apply them in complex sentences. Most respondents expressed difficulty in remembering irregular verbs. The main challenge was the lack of vocabulary and inconsistency in memorizing verbs that did not follow regular patterns.

Some found it more helpful with repeated practice and exposure to texts. After reading or listening to stories, almost all respondents stated that they used the ⁸ simple past tense more often in narrative writing. They considered this tense most suitable for describing past events, in accordance with the purpose of narrative texts. Respondents had mixed views on this difficulty. Most felt no difficulty when the story had a clear time sequence. However, some difficulties arose when combining simple past tense with other tenses, such as past perfect, to show a more complex sequence of events. All respondents claimed to have received corrections regarding the use of simple past tense, especially from lecturers or classmates. They agreed that the corrections were very helpful in understanding the mistakes and improving the correct use of the tense in the future. Most respondents admitted to making frequent errors in sentence structure, especially when writing long sentences or trying to use more complex patterns. Common errors included using the wrong verb tense and incorrect word order. However, most respondents felt more confident and found writing narratives easier after doing exercises that focused on tense usage. However, some still faced challenges in combining multiple tenses effectively in one story. It can be concluded that although they had a basic understanding of the simple past tense, the main challenges included difficulties with irregular verbs, combining complex tenses, and using proper sentence structure. Correction, repeated practice, and confidence were key to improving their skills. Also, it can be concluded that the causes found in the use of simple past tense in writing narrative texts were ¹⁰ the lack of understanding of the appropriate use of tense and the difficulty in changing verbs.

4.2 The Result of Observation

The next step taken by the researcher was observation by conducting tests with students to get accurate results regarding errors that were often made. Observation was only used to support the results of the interview. Researchers observed conditions, situations, and activities. Researchers made observations from December 22 to December 31, 2024. After collecting data from the test results through observations, the author found several mistakes made by students in using simple past tense in writing narrative text.

Error Sentence	Correct Form	Error Type	Explanation
His father, Lahari, is a special man born with a navel made of stone, and his mother, Iwowotonasi, was a king's daughter.	"was"	Misinformation	Past tense consistency error
Laowomaru begin to use his power to rob, steal, and harm others.	"began"	Misinformation	Verb tense error for past event.
This event enraged Laowomaru, and his attempt to unite the island of Nias with Sumatra fail because he was betrayed by his companions	"failed"	Misinformation	Incorrect verb tense
They are the children of a respected couple in the village, known for their kindness and humble nature.	"were"	Misinformation	"Are" should be in past tense "were" for a past narrative.
"Oyo and Susua quickly begin their journey."	"began"	Misinformation	Verb "begin" should be in the past tense "began" to maintain consistency in narrative past tense.
"Oyo agree to the condition."	"agreed"	Misinformation	The verb "agree" should be in past tense "agreed" to reflect completed action.
"Since he is a child, he show devotion to his parents..."	"was" and "showed"	Misinformation	Past tense consistency error
"His prayer was granted; rain and thunder shook the kingdom, and his strength was return ."	"returned"	Misinformation	Must be past participle form

"Knowing his weakness, they pluck the iron hairs one by one, leaving him powerless."	"plucked"	Misinformation	Incorrect verb tense
"Once upon a time, there is a man with a physique as strong as a giant."	"was"	Misinformation	Past tense consistency error
"Once upon a time, there is a man with a physique as strong as a giant."	"was"	Misinformation	Past tense consistency error
He repeat this phrase three times, and the snake obeyed."	"repeated"	Misinformation	"repeat" should be in the past tense
"As a result, the beach sands turn red and became known as Pasir Merah (Red Sand)."	"turned"	Misinformation	"turn" should be in the past tense
"If these hairs are pluck , his power would disappear."	"were plucked"	Misinformation	are pluck not appropriate. It should be: "If these hairs were plucked..."
"Thus, the tale of Laowomaru ends ."	"ended"	Misinformation	not consisten
Ina Lisa is a wise mother who always teach her children about life and the traditions of their ancestors	"was" and "taught"	Misinformation	is" and 'teach' must be in the past tense: "Ina Lisa was a wise mother who always taught..."
"One day, Ina Lisa decide to go into the forest to gather fruits and tubers."	"decided"	Misinformation	"decide" should be "decided"
When Ina Lisa hear their story, she was shocked."	"heard"	Misinformation	should be in the past tense
"The rock stop moving, but a mysterious voice echoed."	"stopped"	Misinformation	"stop" should be 'stopped' for tense consistency
"From that day on, Banu and Hara learn to respect nature and heed their mother's advice."	"learned"	Misinformation	"learn" should be 'learned' for tense consistency
"Haluya venture into the forest, praying to the ancestral spirits..."	"ventured"	Misinformation	The verb "venture" should use the past tense "ventured."
"Haluya finally manage to bring the stone to the top of the hill."	"managed"	Misinformation	should be in the past tense
"When she wake up from her sleep, Yuma broke out in a cold	"woke"	Misinformation	should be in the past tense

sweat..."

"...their land is form by a divine being..."	"formed"	Misinformation	Incorrect use of passive forms. Passive verbs should use the past participle (formed).
"...who shaped Nias with his bare hands. He carved the hills, valleys, and rivers, planting lush forests and filling the land with bountiful resources."	"planted" and " filled"	Misinformation	Tense consistency should be ensured in past tense narratives. Use "planted" and "filled" to match the previous verbs.
"The gods warn him..."	"warned"	Misinformation	The past tense is necessary because the event happens in the past.
"...he is betrayed by his companions."	"was"	Misinformation	Tense consistency should be improved.
"However, tragedy struck when Laira is swept away by a giant wave while collecting seashells by the shore during a violent storm."	"was"	Misinformation	The consistency of tense must remain in the past tense, as this narrative refers to the past.
"Heartbroken and unwilling to accept her loss, Bawöla make a vow to challenge the sea and bring Laira back."	"made"	Misinformation	should be in the past tense
"Bawöla return to his village, carrying the pearl as a symbol of his eternal love for Laira."	"returned"	Misinformation	Must be past participle form
"This tradition has an interesting origin story. Long ago, there are two villages that frequently waged war to claim territory and power."	"were"	Misinformation	"are" should use the past tense "were" for consistency of tense in the narrative
"On the night of the great battle, Haluasa leap over the enemy's walls and successfully sent a message to their allies."	"leaped"	Misinformation	should use the past tense for consistency of tense in the narrative
"Help arrive , and Hilisimaetano triumphed in the war."	"arrived"	Misinformation	should use the past tense for consistency of tense in the narrative
"Ama Haro realized that if his warriors are not properly trained,	"were"	Misinformation	Conditional sentences in the past tense require "were" as the past tense form of "are".

his village would easily fall to the enemy."				
Every warrior practice the movements with great enthusiasm."	"practiced"	Misinformation		"Practiced" should use the past tense 'practiced' to be consistent with the narrative tense.
"They become not only a physical training exercise but also a form of prayer to the ancestors for protection in battle."	"became"	Misinformation		Past tense consistency error
"Their enemies are terrified by their spirit and courage."	"were"	Misinformation		Past tense consistency error
"Ama Haro's village emerge victorious in the war."	"emerged"	Misinformation		should use the past tense for consistency of tense in the narrative
"From that time on, the warriors' training movements become a village tradition."	"became"	Misinformation		Past tense consistency error
"He is greatly respected as a leader who maintained peace and prosperity in his village."	"was"	Misinformation		Tense consistency should use past tense to match the narrative of the past story.
"Si'ulu lead his people to defend their home, but they are outnumbered and lacked sufficient weapons."	"were"	Misinformation		Tense consistency should use past tense to match the narrative of the past story.
"Although the task seemed impossible, his people trust him."	"trusted"	Misinformation		Tense consistency should use past tense to match the narrative of the past story.
"The next morning, Si'ulu gathered the villagers and shared the message from the ancestors. Although the task seemed impossible, his people trust him."	"trusted"	Misinformation		Tense consistency should use past tense to match the narrative of the past story.
"The queen gave birth to twins—a boy named Silogu Mbana and a girl named Bururi Siraso. Their arrival is celebrated in the heavens..."	"was"	Misinformation		Past tense consistency error
"To prevent this, the king ask Silogu Mbana to leave the kingdom..."	"asked"	Misinformation		Past tense consistency error
"Foa get caught in a	"got"	Misinformation		Past tense consistency error

sudden and fierce storm."			
"He is surprised when he found a large stone..."	"was"	Misinformation	Past tense consistency error
"When Sirao arrive , he brought with him sacred knowledge..."	"arrived"	Misinformation	Tense consistency should use past tense to match the narrative of the past story.
As time passed, Sirao return to the heavens..."	"returned"	Misinformation	Must be past participle form

Table 4.1 Identification of Students Errors (Misinformation)

Error Sentence	Correct Form	Error Type	Explanation
"In one story, once tried to unite Nias Island with the mainland of Sumatra, but his effort failing due to breaking a certain taboo	"In one story, Laowomaru once tried to unite..."	Omission	The subject (Laowomaru) is missing from the sentence
"...Futi won't give me what I asked for!"		Omission	Consistency with the previous dialog can be improved by clarifying the subject to avoid confusion.

Table 4.2 Identification of Students Errors (Omission)

Error Sentence	Correct Form	Error Type	Explanation
"Laowomaru, their son, grew up to be an extraordinary child, having wiry hair that could not be cut, making him immune to all types of weapons."		Addition	There are no significant errors, but sentences could be simplified to reduce complexity, although the current structure is still grammatical
"He is known as a cunning but cunning young man..."		Addition	Remove one of the "cunning".

Table 4.3 Identification of Students Errors (Addition)

Error Sentence	Correct Form	Error Type	Explanation
"Laowomaru married Sihoi, a woman who loved him despite knowing his wrongdoings."		Misordering	

Table 4.4 Identification of Students Errors (Misordering)

Error Type			
Omission	Addition	Misinformation	Misordering
2	2	49	1

Table 4.5 Recapitulation of Students Errors

Percentage of students' error:

a) Omission

$$P = \frac{2}{54} \times 100\% = 0,037\%$$

b) Addition

$$P = \frac{2}{54} \times 100\% = 0,037\%$$

c) Misinformation

$$P = \frac{49}{54} \times 100\% = 0,90\%$$

d) Misordering

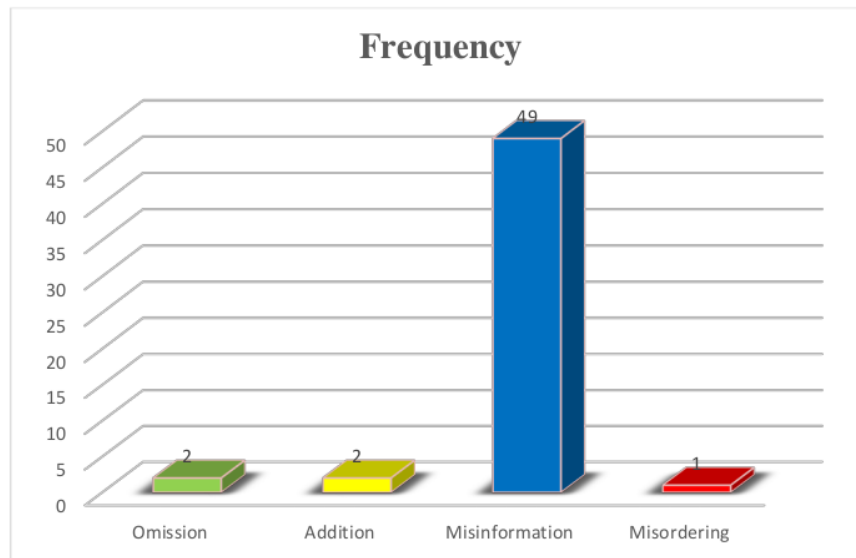
$$P = \frac{1}{54} \times 100\% = 0,018\%$$

No	Types of Error	Frequency of Error	Percentage
1	Omission	2	0,037%
2	Addition	2	0,037%
3	Misinformation	49	0,90%
4	Misordering	1	0,018%

Table 4.6 Frequency of Students Errors

Based on the table of students errors, it can be stated that:

4. Total errors of Omission are 2 errors on percentage 0,037%
5. Total errors of Addition are 2 errors on percentage 0,037%
6. Total errors of Misinformation are 49 errors on percentage 0,90%
7. Total errors of Misordering are 1 error on percentage 0,018%



Picture 4.1 Frequency of Students Errors

4.3 Discussion

There were 14 students and 49 errors made in the Misformation area, with a percentage of 0.90%. This happened because students may have had difficulty forming verbs (regular and irregular) and been confused about the difference between similar tenses, especially the continuous and perfect forms. Some respondents only understood most of the concepts without being able to fully apply them in complex sentences... (For a more detailed explanation of student errors in misformation, please refer to the attachment page.).

First, students tended to use present verbs in the form of verbs, causing verb formation errors such as “They are the children of a respected couple in the village, known for their kindness and humble nature.” The correct form should have been “They were the children of a respected couple in the village, known for their kindness and humble nature.” because the word “are” was the wrong form in the past tense. The correct form should have been “were” in the past tense because it is an irregular verb. There were 2 students and 2 mistakes made in the omission area with a percentage of 0.037%. Most of the errors came from the omission of

auxiliary verbs. (For a more detailed explanation of students' errors in omission of auxiliary verbs, please refer to the attachment page.).

There was 1 student and 1 error made in the misordering area with a percentage of 0.018%. (For a more detailed explanation of student errors in misordering, please see the attachment page.). Most of them made mistakes in working on questions regarding misordering, for example, “Laowomaru married Sihoi, a woman who loved him despite knowing his wrongdoings.”

There were 2 students and 2 errors made in the omission area with a percentage of 0.037% (For a more detailed explanation of student errors in addition, it can be seen in the appendix pages 92–95.) Most of them made mistakes in addition problems related to spelling.

Based on the observations and observations that had been made, students also experienced a lot of errors in the use of to be and verb. We can see in the figure below that out of 17 respondents, there were about 44 errors in writing narrative text and 21 errors in the use of to be. So, it can be concluded that they understood the difference between simple past tense and other tenses. However, some admitted that they were confused to distinguish between similar tenses, especially the continuous and perfect forms. Some respondents only understood most of the concepts without being able to fully apply them in complex sentences, and some difficulties arose when combining simple past tense with other tenses, such as past perfect, to show a more complex sequence of events.



Picture 4.2 Frequency of Students Errors (verb vs to be)

4.4 Interpretation

Based on the data analysis, the researcher found that students made mistakes in writing with frequencies of 0.90% information errors, 0.037% omission errors, 0.037% addition errors, and 0.018% sequencing errors. From these frequencies, the author saw that most students were still confused in using the simple past tense, so it needed more attention from various parties. In other words, tense errors were the incorrect use of one grammatical form as a substitute for another grammatical form, or when the learner gave something inappropriate. In fact, according to Dulay, this type of error was often committed by students learning English. He explained that this type of error showed how the surface structure changed and allowed language learners to omit and distort sentence items, so that learners created or possibly added unnecessary sentence items in the sentence. In general, this type of error could be classified as an informational error.

From the explanation above, the author concluded that Indonesian learners likely still lacked understanding of English grammar, especially the simple past tense, because English grammar and Indonesian grammar were very different

4.5 The Research Result Implications

This study provided additional insight into the types of errors that students often made in the use of simple past tense in narrative texts. It could be used as a reference for further research in the field of language error analysis (error analysis), especially in the context of English grammar. The results of the study could be used to:

- a) Identify the main areas of difficulty faced by students, such as the use of irregular verbs, and time consistency in sentences.
- b) Adapting teaching methods by emphasizing practice on those aspects of grammar that are often problematic.
- c) Develop error-based learning materials to improve students' understanding of the simple past tense.
- d) Improve learning strategies, e.g. with more practice changing irregular

verbs and understanding the context in which they are used.

- e) Future research can involve a wider range of subjects, such as students from other universities, to see if similar results are found in different contexts.

4.6 The Research Result Limitations

The focus of the study was on 3rd semester students of the English Education study program at Nias University. The data collected came from interviews, observations, and written tests. These data sources may not have covered the full range of difficulties or errors that students experienced in a broader context. This research only studied errors in the use of simple past tense in narrative texts, so it did not provide a complete picture of the overall mastery of English grammar. This study was also conducted in a specific classroom context, which means the results may have been influenced by the teaching methods and curriculum used at the university.

This study used a qualitative descriptive approach which required interpretation of the data, so there was a possibility of subjectivity in drawing conclusions..

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

From the results of the study, misinformation was the most common type of error with a percentage of 0.90%. This error included the improper use of verb tenses (for example, the use of present tense in a text that should have used past tense). Other errors included omission (0.037%), addition (0.037%), and misordering (0.018%), but the number was relatively small compared to misinformation.

Some Challenges Faced by Students:

- Difficulty remembering irregular verbs, such as distinguishing between present, past, and past participle forms.
- Confusion in combining multiple tenses in one narrative text, for example between simple past tense and past perfect tense.
- Lack of mastery of complex sentence structures, especially in long sentences or when trying to construct a story with a complicated time sequence.
- These errors result in the lack of effectiveness of the narrative texts written by the students and show the need for more attention in teaching grammar, especially the use of simple past tense.

5.2 Recommendation

Based on the research results and findings, there were some suggestions for the future good related to this research which could be explained as follows:

For lecturers, strengthening the teaching of grammar which was focus on the simple past tense, especially on:

- The use of irregular verbs.
- Negative and interrogative sentence structure.
- Implementing consistent exercises using narrative texts to help students understand grammatical patterns, using media such as video or audio-based storytelling, where students could practice recognizing and

applying the simple past tense, and conducted in-depth evaluation by providing specific and constructive feedback on student errors.

For students, utilizing English learning apps such as Grammarly, Duolingo, or Quillbot to assist in checking for grammatical errors.

For future researchers, examine other factors such as learning motivation, reading skills, and the relationship between lecturer teaching and student learning outcome

ANALYSIS OF ERROR IN SIMPLE PAST TENSE USAGE IN WRITING NARRATIVE TEXT IN ENGLISH BY 3RD SEMESTER ENGLISH EDUCATION STUDENTS AT UNIVERSITAS NIAS IN 2024

ORIGINALITY REPORT

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SIMILARITY INDEX

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