CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In an increasingly interconnected global world, the ability to speak a foreign language, particularly English, has become an undeniable necessity. English has become the common international language used in various fields, such as business, technology, tourism, and diplomacy. Therefore, the inclusion of narrative text in the curriculum is necessary for ninth-grade students.

In the process of learning English, one challenging aspect for students is mastering grammar and tense usage. One important form of tense is the simple past tense, which is used to express events and actions that occurred in the past. The use of this tense is particularly relevant in narrative writing, where students are expected to convey stories or past experiences accurately. However, in real classroom experiences, many students encounter difficulties in applying the simple past tense correctly in their narrative writing. They often make grammar mistakes, such as choosing the wrong past tense of verbs, not using the appropriate auxiliary verbs, or making errors in sentence structures.

The issue of students' difficulties in using the simple past tense in narrative writing is the primary focus of this research. The researcher aims to identify the types of grammar errors frequently made by ninth-grade students at SMP HKBP Sidorame and analyze the factors that contribute to these errors. With a deep understanding of these mistakes, teachers and curriculum designers at SMP HKBP Sidorame can develop more effective and targeted teaching strategies to

help students overcome difficulties in using the simple past tense in their narrative writing.

This research also aims to make a meaningful contribution to the development of English language education at SMP HKBP Sidorame. By gaining a deeper understanding of the challenges faced by students in using the simple past tense, it is hoped that teachers can provide more effective guidance and support to improve students' language abilities. Moreover, the findings of this research can serve as a basis for designing English language learning programs that are more adaptive and student-centered, empowering students to become more confident and skilled in written communication in English, especially in narrative writing.

Writing a tale can actually be pretty simple because it can take the form of a previous experience that we have had. A narrative text, according to Anderson (Anderson & Anderson, 1997:8), is a piece of writing that tells a tale. A narrative engages or educates the reader or listener by presenting a worldview. A narrative text can be defined as a piece of writing that narrates a story or experience. Narrative texts contain a variety of text genres, including themes, narratives, characters, and places. The goal of story writing is to amuse readers or listeners. Narrative writing is commonly seen in novels, short stories, fables, and fairy tales.

In this situation, children learning to write narrative texts may make a lot of grammatical mistakes, particularly when writing the simple past tense. The simple past tense, according to Betty Azar (Azar, 1999:27), is used to discuss events or circumstances that started and finished in the past. Because a narrative entails writing about a series of previous events, the simple past tense is utilized in

narrative writing. According to the writer's early research at SMP HKBP Sidorame, this mistake frequently occurs, and students—particularly ninth-graders—have trouble using the simple past tense correctly and struggling to correct it. The researcher is thinking of studying the mistakes in order to help students learn from and understand their issues with utilizing the simple past tense. As a result, the kids won't make the same mistake or repeat the same mistake.

The researcher would want to conduct a study titled "An Error Analysis on The Use of Simple Past Tense in Writing Narrative at The Ninth Grade Student of SMP HKBP Sidorame" in light of the aforementioned issue.

1.2 The Problems of the Study

Following the aforementioned review of the literature, the author poses the following research questions:

1. What the constraints from english lessons for types of grammatical errors made by the ninth-grade of SMP HKBP Sidorame?

2. What factors that caused the grammatical error made by the ninth-grade of SMP HKBP Sidorame?

1.3 The Objective of the Study

According to the research, the goal of the study is to assess the errors produced in writing narrative text using simple past tense at the ninth-grade students of SMP HKBP Sidorame.

1.4 The Scope of the Study

This research will focus on narrative writing errors made in the past tense made by the ninth-grade students of SMP HKBP Sidorame. This study aims to

understanding the types of error from narrative writing erros it is conceptual error and gramatical error. The conceptual error and gramatical error was from difficult student to learn english section, mistakes and wrong grammar in sentence as well as grammar not using the appropriate.

1.5 The Significance of the Study

This study will be expected to be helpful in terms theoretically and practically, and it will be described as follow:

1.5.1 Theoretically

1. For the readers

   The findings of this study are expected to the user to enrich their knowledge about simple past tense.

2. For the leaners

   To provide information about an error analysis simple past tense with this research.

1.5.2 Practically

The finding will be help for:

1. The teachers

2. The findings of the study

   The study's author will be useful for teachers to understand their grasp of simple past tense that they employed during the teaching-learning process. Hopefully, teachers will be able to utilize phrases that demonstrate how they are engaging in the teaching-learning process.

3. Researcher

The finding hopes to be the additional reference to do a further study about simple past tense.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The primary objective of this study is to ensure clarity for readers by presenting relevant information about various concepts used in the investigation. To achieve this, the study relies on a few theories that support the research and provide a framework for understanding the subject matter. These theories serve as the foundation for the study's concepts, helping to establish a solid basis for the research and its findings. By utilizing these theories, the study aims to provide a comprehensive and well-informed analysis of the topic at hand. The inclusion of these theoretical frameworks not only enhances the depth of understanding but also allows for a more robust interpretation of the results. Moreover, it enables the readers to grasp the context and rationale behind the research, ultimately leading to increased clarity and comprehension of the study's conclusions.

2.2 The Nature of Writing

Writing is one of the most important skills in learning English, according to Basonggo, Said, and Dewi (2016). Writing is mental labor that entails organizing thoughts into words and paragraphs that the reader can understand. This means that students must be able to express themselves in writing and apply a language's writing standards, which adhere to grammatical norms (Nunan 2003:88). According to (Wardani, Basri, and A. 2017:1), writing is the most difficult language skill to master because it requires a lengthy process from brainstorming to completion. It also includes writing-related elements such as vocabulary, grammar, punctuation, capitalization, and other procedures. The primary purpose

of English instruction is to assist students in understanding English texts and communicating vocally and in writing. Students can be taught all language abilities such as "listening, speaking, reading, and writing, as well as language components" such as grammar, pronunciation, and vocabulary. This could be due to a lack of vocabulary and practice time at school, which is insufficient or even ineffective, as it does not allow children to jot down every idea that comes to mind in class.

Writing, according to Nunan (2003:88), can be characterized as a sequence of contrasts. This indicates that it is both a physical and mental act, with the intention of conveying the author's thoughts. Writing is a process, and the finished piece serves as a channel of communication between the author and the reader. The writing must, therefore, be clear for the reader to understand what the text is trying to say. According to Kern (2000:13), writing is a practical kind of communication that enables pupils to construct an imaginative world of their own making. Writing is a skill that enables people to communicate their thoughts or ideas in writing. In this situation, the notion must be represented by following the rules of writing, which include using capital letters, punctuation, and grammar to create a sentence, then a paragraph. The author can inform readers as a result. Additionally, to communicate properly and successfully when writing, a writer must be aware of their readers or audience. From the several viewpoints presented above, it can be inferred that a variety of variables, including understanding of grammar, vocabulary, punctuation, and spelling, must be incorporated into a paragraph for writing to be considered good. The conclusion that writing is more than merely a communication tool. This is a method of thinking and remembering.

Without reading, watching, thinking, and experimenting, none of us can write successfully. Consequently, writing is not a simple task. We must compose words, phrases, sentences, and paragraphs at a time when writing.

2.3 Error Analysis

2.3.1 Definition of Error

The fear of making mistakes or blunders is one of the biggest barriers to learning and utilizing a foreign language. Making mistakes is a sign that learners are still in the process of acquiring the language. Error analysis is a common tactic employed by linguists to address this issue. Errors themselves, as stated by Corder (1967:50) edited by Richards, are significant in three ways, and error analysis has been chosen as one of the strategies to identify the solutions to language learning problems since the 1960s to the 1970s:

"Errors made by learners are important in three different ways. First, they benefit the teacher because they show him, through methodical analysis, how close the student is to achieving the objectives. The second benefit is that they give researchers evidence of how language is learned and acquired, i.e., the methods or techniques the learner uses to discover the language. Thirdly, because we view making mistakes as a tool that learners use to learn, they are essential to the learner themselves." (Richards, 2015: 25)

Because of the significance of these flaws, foreign language instructors, in this case, English teachers, must know that mistakes produced by their pupils must be thoroughly studied to put up effective learning strategies. Error analysis, according to Corder (1967:50), is a method used by educators and researchers to gather learner language samples, identify mistakes, describe those faults, classify

them by their type and causes, and evaluate their relevance. It is a technique used to determine if students are able to pick up and use a foreign language with ease, taking into account second language learning and identifying mistakes made by students. Even native speakers who are adults occasionally make mistakes. They might, for instance, occasionally remove a grammatical morpheme, such as in the case of "My buddy resides in Wellington" instead of "My pal is a Wellington resident."

The Error Analysis (EA) method is used to investigate errors, which occur when a deviation happens due to knowledge or when learners fail to demonstrate their expertise. Errors represent processing difficulties brought on by conflicting plans, memory constraints, and a lack of automaticity (Richards, Jack C. 2015:47). Mistakes are related to use flaws such as inappropriate verb tenses and tense selections, prepositional omissions, inappropriate article usage, and grammatical errors. They are undesired forms that deviate from the rules of the target language. On the other hand, errors of competence are systematic in nature, occurring during the learning process due to the learners' conventional competency. Meanwhile, mistakes, or errors of performance, are not planned deviations and reflect the learner's interlingual competency. By addressing these issues, educators can assist learners in overcoming the fear of making mistakes and progressing in their language proficiency.

2.3.2   Mistake and Error

The terms "error" and "mistake" have distinct meanings in the context of language learning. Students occasionally make mistakes when learning a foreign language, and these mistakes are referred to as errors. An oversight, on the other

hand, is an unintentional or random failure in performance that arises from the inappropriate use of a well-established procedure (Brown, 1980:134). Children may encounter errors in their language learning process, and they may not be able to correct these errors on their own.

According to Ellis (1997:17), mistakes are a reflection of a student's knowledge gaps and occur when a learner is unsure about the correct answer. In contrast, errors often signify performance failures and happen when a student is unable to put what they have learned into practice. To clarify, a mistake is a flaw that a learner makes but can fix, while an error is a mistake that the learner makes and is powerless to repair.

When a pupil makes a mistake, they have the potential to correct it. In order for students to improve their errors, the teacher can explain the causes behind them. An error, according to Norrish (1983:7), is a systematic deviation that occurs when a learner consistently makes the same mistake after not having learned the correct form. Building on this, Brown (1980:165) states that error refers to a clear departure from adult native speaker grammar, representing the learners' interlanguage communication. Often, learners may not notice these errors and may struggle to correct them.

2.3.3 Source of Error

Interlingual and intralingual errors are the two most common types of linguistic mistakes. Errors caused by the interference of the learner's mother tongue are referred to as mistakes across languages (Richards, 2015:35). These errors occur frequently, regardless of the learner's prior understanding of the language. When a learner's first language influences their second language, it can

lead to confusion. Until they have fully grasped the concepts of the target language, learners often rely on the structures and patterns of their native language. Interlingual errors are an example of this type of mistake. Brown (1987:156) categorizes linguistic errors into five levels of difficulty, which will be discussed further to explore some of the causes of these errors.

Intralingual errors, on the other hand, are mistakes that occur within the same language. These errors are a result of learners still grappling with the complexities and nuances of the target language. Even though the learners might have a good understanding of the language, they may still commit errors due to incomplete or inaccurate knowledge of specific grammar rules, vocabulary, or language usage.

Interlingual and intralingual errors occur frequently in language learning. Interlingual errors are the result of the influence of the learner's native language on their second language, while intralingual errors occur within the same language due to incomplete or inaccurate knowledge. Understanding the various levels of difficulty in linguistic errors, as proposed by Brown, can assist language teachers in addressing these challenges and providing appropriate support to learners. By identifying and rectifying these errors, learners can enhance their language proficiency and communication skills. Language learning is a process, and mistakes are a natural part of the journey towards becoming proficient in a new language.Transfer at Level 0. Between the two languages, there is no difference in contrast. A sound, sentence structure, or word can be easily transferred from the learner's original language to the target language.

a. Coalescence at Level One At this level, two native-language items are virtually combined into only one item in the target language. For instance, in English, we are the only pronoun for the Indonesian terms kami and kita.

b. Under-differentiation at Level 2 It alludes to vocabulary from the native tongue that isn't present in the target language. The learner should stay away from those things. For instance, learners frequently add extra structural elements, such as "We discuss about it." Level 3 – Reinterpretation Here, an item that exists in the native language is given a new shape or distribution.

c. Over-differentiation at Level 4 It is connected to both the meaning and the form. The students must study a completely new subject that occasionally resembles their own tongue. For instance, "I talk to she at school." She should be replaced by her. Her and she are pronouns that have the same meaning and are similar in form.

d. The 5th-Level Divider When translated into another language, a single noun takes on additional meaning, forcing the learner to establish a new distinction. Part of coalescence is called split. Because Indonesian does not distinguish between genders, the term dia, for instance, can be rendered as either he or she.

The second kind of mistakes occurs inside a language. Learners are more likely to rely on their own prior knowledge when they have less background in the target language, as stated by James (1998:183). The main reason for this is

because the learners don't have much background in the target language. Four types of intralingual mistake can be identified:

1. Overgeneralization

   The concept of overgeneralization pertains to language grammar-constructed things. It results in the overuse of one form in a group and the underuse of others in the group. For instance, He is walking swiftly rather of He walks swiftly.

2. Ignorance of a prohibited action

   In this case, the learner is unaware of the limitations of existing frameworks. "I enjoy learning about the English language," for example. It is recommended to use the term "learning" instead of "to learn about."

3. Improper application of the law

   In this sort of intralingual error, We may see systems that vary from the standards needed to generate proper speech. As an example, He opened the door. Verb-ing alone is insufficient. It must be in order for the sentence to be considered an acceptable speech.

4. A faulty concept was proposed

   This intralingual mistake is also known as An error in semantics. Misinterpretation of the target language's distinction in this instance. These specific mistakes are typically the result of poorly graded training materials.

2.3.4 Identifying the Errors

Categorizing errors based on their nature or causes is a challenging task, as it is frequently impossible to trace the specific source of an error (Soetikno,

1996:181). Soetikno emphasizes that errors can manifest in various ways related to changes in the surface structure. Learners may misfire or rearrange elements, delete essential components, or add unnecessary ones. Consequently, errors can take on different forms, including omissions, additions, miss-formations, and issues with miss-ordering.

The author of the study divides the errors committed by the students into three categories:

a. Omission errors occur when a necessary component for a well-formed utterance is absent. Although any word or morpheme in a sentence has the potential to be omitted, certain morphemes are left out of sentences more frequently than others.

b. Addition errors involve the inclusion of elements that are not required, resulting in an overcomplicated or redundant structure. These errors may include double marking, regularization, or simple additions that are not needed.

c. Misinformation errors are characterized by the incorrect use of a morpheme or structure, whereas omission errors result in learners not providing the required materials at all. Even though the misinformation may be grammatically correct in some contexts, it still introduces an error

2.3.5   Error Analysis

Cross-linguistic studies include error analysis, with a focus on errors caused by second language learners in the target language. According to Richards in Schuman and Nancy Stenson (2015:32), error analysis aims to identify the differences between how native speakers use a language and how second language

learners use it during their learning process. Originally, "error analysis" was related to linguistic research that focused on grammatical errors made by second-language learners, as stated by Corder in Haryanto (2010).

Kitao and Kitao (2000:53) mention that error analysis in language use can help predict the types of errors that students will make, assisting in the development of instructional materials and the selection of effective teaching strategies. Additionally, the findings from error analysis can contribute to studies on language learning and learner strategies.

According to Dulay (1982:138), Mistake analysis is subjective, but it serves two primary purposes when applied to student performance. Firstly, it provides information that can be used to enhance the language learning process. Secondly, it helps curriculum designers identify challenging sections of the target language where students struggle to produce correct language forms, and it highlights the types of errors that have the greatest negative impact on learners' ability to communicate effectively.

Error analysis is a linguistic research method that focuses on studying the errors made by language learners during the process of acquiring a second language. The main objective of error analysis is to identify and analyze the types of errors learners make, understand the underlying causes of these errors, and gain insights into the language learning process. Error analysis is based on the assumption that errors made by language learners are not random but systematic. These errors are seen as valuable indicators of the learners' current level of language proficiency and the developmental stages they go through while learning a new language. By examining these errors, researchers and educators can gain

valuable information about the challenges learners face and the areas where they need further support and instruction.

The process of error analysis involves collecting language samples from learners, such as written texts or spoken conversations, and then systematically analyzing these samples to identify different types of errors. Errors are categorized based on their nature, such as grammatical, lexical, or pronunciation errors, and also based on the linguistic elements affected, such as verbs, nouns, or prepositions.

Error analysis helps educators understand the specific language areas that learners find difficult and the patterns of errors that commonly occur. This information is essential for designing effective language teaching materials, strategies, and interventions tailored to the learners' needs. Additionally, error analysis can shed light on the influence of learners' native language on their second language acquisition, providing insights into the process of language transfer.

Furthermore, error analysis can be used to evaluate the effectiveness of language teaching methods and curricula. By identifying recurring errors and tracking learners' progress over time, educators can assess the impact of instructional approaches and make informed adjustments to optimize the learning experience.

2.3.6 Procedural of Error Analysis

According to Corder (1989:25-26) of error analysis consist of three steps, they are:

(a) Error Recognition

First, all the sentences that are grammatically incorrect are flagged as mistakes.

(b) Error Details

Second, in order to distinguish between sentences that contain lapses (errors or deviations that occur in a sentence as a result of a processing limitation rather than a lack of competence) and errors, it is required to define deviating sentences. errors or deviations in a sentence brought on by a lack of skill). In the event that they do, errors are categorized according to their nature (omission, addition, selection, or ordering), sources (inter- and intralingua errors), and communicative effects (global and local anes). The frequency of errors appearing is then counted in relation to the error classification.

(c) Error Interpretation

Thirdly, this step includes a lot of too-complex topics, like sociolinguistic and psycholinguistic facets. Additionally, it is described how the errors happen, why they happen, and how learners pick up the target language. Depending on how the learner interprets the errors, they may or may not be connected to the student's native language. Finally, they have a direct bearing on the process of acquiring the target language.

2.3.7 The Grammatical Errors in Writing

"Grammatical" is associated with grammar rules or the appropriate application of grammar rules, as claimed by Hornby (2000:559). The grammatical mistakes made by the pupils in this study are due to the misuse of English rules. He further defined "common" (2000:169) in the same book to mean all or almost

all members of a group. Common grammatical mistakes are those that violate almost all categories or guidelines of grammar. Betty Schrampfer (1989:29) provided advice on how to grammatically rectify writing faults. The following are a few examples of typical grammatical mistakes that students make when writing:

The term that indicates who or what carried out the action of the verb is the subject. An English sentence almost always has a subject (S) and a verb (V). An object (O) may or may not come after the verb. This implies that the Subject comes first, followed by the Verb, and then the Object.

Examples include:

a. Birds flew

    (S) (V)

In the sentence above the error found is 0%

b. The infant sobbed

    (S) (V)

In the sentence above the error found is 0%

c. A pen is necessary for the pupil

    (S) (V) (O)

From the result of the sentence above the result is 0%

d. My friend had a good time at the celebration

    (S) (V) (O)

In the grammar error, namely in the sentence "celebration" and the percentage of errors is only 0.4%.

In English, tense indicates the moment at which an event occurs or characterizes a state. The simple past shows that an action or circumstance started

and concluded at a specific point in the past. When describing or narrating an event or circumstance that happened in the past and is over, we use the past tense. For instance:

"I broke my leg when I was twelve. On a chilly winter morning, I slid on the playground and collapsed. My ankle bone cracked with a loud "pop!" My pals and I both heard it. The teachers instantly called my parents, who arrived."

a. Pronoun

A pronoun is a term that stands in for a noun or noun phrase. A pronoun is often used to avoid duplicating a noun or noun phrase that has already been used. Words containing pronouns, for example::

1) Pronouns in the first person, such as those found in words that identify the speaker or writer.

I, me, me, and mine are all singular.

We, us, us, and ours are all plural.

2) Second-person pronouns or words that describe the person or people being addressed

You, yours, and yours are all singular.

You, your, and yours are all plural.

3) Third person pronouns, or words referring to people or things other than the speaker, writer, and audience.

He, him, his, she, her, it, and its are all singular.

They and/or them, their, theirs

b. Preposition

The biggest small words in English are prepositions, according to some. Although they typically look substantial and are fairly short, they serve vital purposes. Nouns (or pronouns) are usually used after prepositions. These words serve as connectors, indicating the connection between the nouns that come after them and one of the four main sentence components (subject, verb, object, or compliment).

The following examples show how to utilize prepositional phrases to convey various types of information:

1) Placement: across, after, against, among, around, at, before, behind, between, by, within, near, on, on top of, opposite, outside, over, to, under, underneath, over, to, under, underneath.

2) Direction: over, through, down, into, out of, to, toward, and up upon.

3) Time: after, about, before, by, during, from... to, from... until, in.

4) Reason, purpose: for

5) Possession: of

6) Instrument, manner: by, in, like, with.

7) Identifying words: at, by, in, on, and with.

8) Distance: for

9) Agent: through

10) Material: with

11) Quantity: by

c. Punctuation

Punctuation is the use of certain marks that you add to written work to indicate things like questions, to show that phrases and sentences are separate, etc. Once a sentence has been spelled out, punctuation should not be added.

The punctuation marks, like as commas and semicolons, are crucial to grammar and style. To punctuate correctly, you must write clearly, but to write clearly, you must also punctuate correctly. Commas, semicolons, questions marks, apostrophes, periods, and capitals are all examples of punctuation.

d.   Spelling

It can be challenging for learners to spell words in English since occasionally a term sounds extremely similar to one in their native tongue but is spelled differently. Spell words like success with just one's' or coworker without a 'a'. The fact that some English words do not sound exactly how they are spelled adds to the difficulty of spelling. For instance, the second 'i' in the word undoubtedly sounds more like a 'a'. It's crucial that English language learners understand these distinctions.

2.3 The Simple Past Tense

According to Thompson and Martinet (cited by Aminah, 2016:59), the simple past tense is employed for previous activities that occurred at a certain time. It is used to describe historical events or conditions that have no relevance to the present. A past-tense adverb is frequently used in the sentence. The simple past tense signifies that an activity or condition began and ended at a given time in the past, according to (Azar, 1999:27).

Form:

S + Verb 2 + Complement

S + did + not + Verb 1 + Complement

Did + S + Verb 1 + Complement?

Examples:

I phoned you.

I never called you.

Am I calling you?

Some examples of the simple past tense include referring to a past action or event, discussing something that was true in the past for a while, and describing something that occurred more than once in the past. The following information is further clarified as follows:

a. Completed Action in the Past

If you want to emphasise that an event had a beginning and an end in the past, use the simple past tense. In other cases, the speaker may not provide a precise time, but they are still recalling a particular event.

Examples:

I went to see a movie yesterday.

Yesterday, I did not attend a performance.

I visited Japan last week.

Did you eat anything last night?

b. A Series of Completed Actions

Lists of accomplished past acts can be made using the simple past tense. These events occur first, second, third, fourth, and so on.

To enumerate a succession of already completed acts, we utilize the Simple Past Tense. These events take place first, second, third, and so on.

Examples:

I finished my work, went to the beach, and found a beautiful spot to swim.

Did you start with the flour, then add the milk, and then the sugar?

c.   Duration in the Past

With a duration that begins and ends in the past, the simple past tense can be employed. Longer actions are frequently denoted by terms like "for two years," "all day," "all year," etc.

Examples:

In Korea, I stayed for two years.

I spent five years learning Japanese.

All night long, we didn't converse on the phone.

d.   Habits in the Past

A habit that has since discontinued can likewise be described using the simple past tense. The connotation is comparable to "used to." When discussing a habit, we frequently include words like "always," "often," "usually," "never," "when I was younger," etc. to make it apparent that we are discussing a habit.

Examples:

When she was younger, she took French classes.

He was a violinist.

He didn't perform piano music.

After school, I had a job at the movie theater.

John never attended school and regularly missed class.

e. Past Facts and Generalizations

The past tense and oversimplified assumptions may both be referred to with the simple past. The term "used to" and this use of the simple past are very similar.

Examples: Previously a shy child, the girl is now extroverted.

Before, he disliked tomatoes.

To use a public phone, people had to pay a lot of money.

2.4 Narrative Text

In his book Writing A College Handbook, James A. W. Heffernan stated that "narrative or storytelling is writing about a succession of events. The simplest kind of narrative places the events in chronological order, or the order in which they actually happened or could have happened. Additionally, according to James Burl Hoggins, "narration tells tale, the story of a sequence of events. During a span of time, something occurs.

Narration has a purpose, just like all other types of writing. "Obviously, a narration can entertain because a good story can amuse readers and help them temporarily forget about themselves," says Barbara Fine Clouse. Barbara also provided three objectives for the narration:

1. You may, for instance, describe your last visit with your grandfather in order to describe how you feel.

2. To educate your readers, you could explain a typical day in your grandfather's life, emphasizing the positives of, say, living in a retirement community.

3. You may describe one or more of your own experiences and highlight the advantages both you and the residents received as a result to persuade your readers.

According to Anderson (1997:28) the steps for constructing a narrative text are:

a. Orientation

The author explains to the audience who is involved in the story, when it takes place, where the action takes place, and what happens in the story.

b. Complication

The storyteller discusses a problem or crisis that has emerged and will start a series of events that will have an impact on the story.

c. The order of things

How the story's protagonists respond to a conflict or crisis and what they do as a result.

d. Resolution

The plot's conflict or crisis is resolved by the characters.

Coda (moral significance) The moral of the narrative will be to learn from it.

The following grammatical features in narrative including:

a. Nouns that designate the particular people and locations in the story. An illustration might be a lovely princess in a garden.

b. Words that accurately characterize the settings and characters. Instance: a gracious princess who resided in the palace.

c. Verbs and actions that depict the events in the story.

As an illustration, consider walking, sleeping, etc.

d. Time words (simple past tense) that link events and specify the time they took place.

For instance, two days ago, once upon a time, etc.

2.5 Previous Study

In a previous study conducted by Johnson and colleagues (2019), the researchers aimed to investigate past tense grammatical errors in narrative writing among ninth-grade students from SMP HKBP Sidorame. The study was conducted using the theoretical framework of Error Analysis.

Error Analysis, as a linguistic theory, focuses on understanding the nature and patterns of errors made by language learners. According to this theory, errors are not random but systematic and can provide valuable insights into the language learning process. The theory posits that errors are not merely mistakes to be corrected but reflect the learners' interlanguage, an intermediate stage of language development where learners attempt to apply their understanding of the target language's rules and structures.

The participants in the study were ninth-grade students from SMP HKBP Sidorame, who were asked to write narrative essays in English. The researchers collected the writing samples and analyzed the past tense grammatical errors made by the students.

The findings of the study revealed several common patterns of past tense errors among the participants. These errors were categorized based on their nature, such as omission, addition, miss-formation, and miss-ordering issues.

Additionally, the errors were further analyzed to understand their underlying causes, such as the influence of the students' native language, incomplete knowledge of grammar rules, and difficulties in transferring their understanding of the simple past tense to written narratives.

The results of the error analysis provided valuable insights into the specific challenges faced by the students in using past tense correctly in narrative writing. The study also shed light on the students' developmental stages in their language proficiency, as reflected in the types of errors they made. For example, some errors indicated that students were still in the process of mastering certain grammatical structures, while others suggested a need for more focused instruction on specific language components.

Based on the Error Analysis framework, the study emphasized the importance of considering errors as indicators of language learners' progress and the need to provide targeted support and instruction to address the identified challenges. The findings could be used to inform curriculum development and instructional strategies to enhance students' narrative writing skills in English, particularly in using past tense correctly. The previous study conducted by Haris, Yunus, and Badusah (2017) investigated the effectiveness of using the Padlet app in teaching ESL (English as a Second Language). They collected data through questionnaire surveys and pre-post tests to evaluate the impact of using Padlet on students' language acquisition, particularly in improving their ability to write descriptive texts.

The study's findings revealed that using Padlet as a teaching tool resulted in a remarkable gain in the students' pre- and post-test scores, indicating the positive

impact of this instructional approach on language learning. The survey results also showed that the students had a strong preference for using Padlet to learn grammar, indicating favorable attitudes towards this technology-based method of instruction.

The current study aims to unravel past tense grammatical errors in narrative writing among ninth-grade students from SMP HKBP Sidorame using the theoretical framework of Error Analysis. While the previous study focused on the effectiveness of Padlet in teaching ESL, both studies share a common interest in language acquisition and language learning strategies. In both studies, the role of technology in language education is evident. The previous study highlighted the potential of using the Padlet app to enhance language learning and teaching, while the current study aims to analyze the specific grammatical errors made by students in their narrative writing.

The results of the previous study align with the notion that the media and instructional methods utilized by teachers have a significant impact on students' willingness to learn and their language performance. The success of using Padlet in the ESL context suggests that technology can be a valuable tool in facilitating language learning and promoting students' creativity in the classroom.

Narrative writing constitutes one of the frequently taught forms of writing in educational settings. Writing narratives allows students to develop language skills and express themselves creatively. However, during the writing learning process, students often encounter difficulties in applying grammar rules accurately, resulting in grammatical errors in their written works.

Previous research has shown that grammatical errors are a common issue faced by students when composing narratives. Therefore, it is essential to comprehend the types of grammatical errors most frequently made by students and the factors contributing to these errors. This understanding can facilitate taking appropriate steps to enhance students' narrative writing skills.

SMP HKBP Sidorame, as an educational institution, also grapples with this challenge. Ninth-grade students at SMP HKBP Sidorame may struggle with mastering the grammar rules required for writing narratives correctly. Thus, this research aims to identify the types of grammatical errors commonly found in the narrative writing of ninth-grade students at SMP HKBP Sidorame. Additionally, it seeks to uncover the factors that contribute to these grammatical errors.

The objective of this study is to evaluate the errors present in writing narrative texts by ninth-grade students at SMP HKBP Sidorame using simple past tense. Consequently, this research was focus on analyzing errors in narrative writing employing the past tense made by ninth-grade students at SMP HKBP Sidorame.
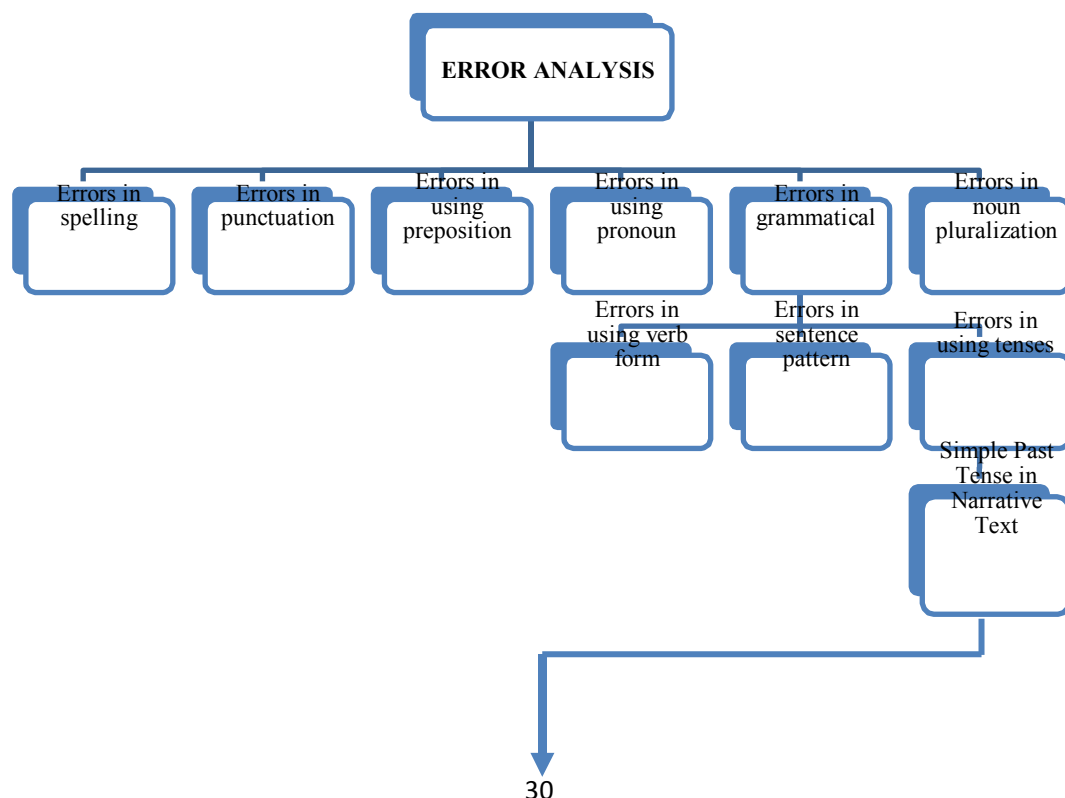
This study holds significance both theoretically and practically. Theoretically, the findings of this research was offer insights into the types of grammatical errors frequently encountered in narrative writing by ninth-grade students. Moreover, it was provide an understanding of the factors contributing to these errors. Practically, this research is expected to contribute to education by providing guidance for teachers to develop more effective teaching strategies for grammar and narrative writing to students. Furthermore, the results of this

research can provide input for the development of a more effective and efficient language and writing curriculum at SMP HKBP Sidorame.

Both studies emphasize the importance of using innovative and engaging instructional strategies to foster language development among students. The current study's focus on error analysis can provide insights into the challenges faced by students in using past tense correctly and inform effective instructional approaches to address these challenges. Both studies highlight the significance of instructional methods, including technology-based approaches, in promoting language learning and creativity in the classroom.

2.6 Conceptual Framework

The researcher's analysis of the students' misuse of the simple past tense in their narrative texts is based on the conceptual framework. The researcher was administer a written test for this study, and the results was be analyzed using error analysis. as seen below:

```
                        ┌─────────────────────┐
                        │   ERROR ANALYSIS    │
                        └─────────────────────┘
```

| Errors in spelling | Errors in punctuation | Errors in using preposition | Errors in using pronoun | Errors in grammatical | Errors in noun pluralization |

| Errors in using verb form | Errors in sentence pattern | Errors in using tenses |

Simple Past Tense in Narrative Text

Analysis of Past Tense Grammatical Errors in Narrative Writing by Ninth Grade Students of SMP HKBP Sidorame

For this research, a qualitative approach with Error Analysis as the theoretical framework is employed. Error Analysis allows for the systematic identification and categorization of errors made by language learners, providing valuable insights into their language development and learning process.

The main concept that aligns with the scope of this research is "Grammatical Errors in Narrative Writing using Simple Past Tense by Ninth-Grade Students of SMP HKBP Sidorame."

In this research, the primary focus is on the grammatical errors that occur in narrative writing using the simple past tense made by ninth-grade students of SMP HKBP Sidorame. The study aims to identify the types of grammatical errors that students commonly make and explore the factors contributing to these grammatical mistakes.

The main concept encompasses two crucial aspects:

1. Types of grammatical errors.

    The research was analyze the types of grammatical errors that frequently occur in the narrative writing of ninth-grade students. Examples of grammatical errors that may be observed include verb conjugation errors, improper use of tenses, spelling mistakes, incorrect pronoun usage, among others.

2. Simple past tense in narrative writing.

    The focus of this study is on narrative writing that employs the simple past tense. The simple past tense is a common past tense form used in narrative writing to recount events that took place in the past.

By understanding and analyzing grammatical errors in narrative writing using the simple past tense, this research aims to contribute to the development of more effective teaching approaches for grammar and narrative writing for ninth-

grade students at SMP HKBP Sidorame. Additionally, the study may provide insights for curriculum development to enhance students' writing skills.

The participants in this study are ninth-grade students from SMP HKBP Sidorame. A purposive sampling method was be used to select students who have sufficient proficiency in English and have completed narrative writing assignments. Data for the analysis of past tense grammatical errors was be collected from the students' narrative writing samples. The students was be given a narrative writing task in English, and their written responses was be collected for analysis.

The data collected from the narrative writing samples will be subjected to error analysis. Errors related to the use of the simple past tense in the narrative text was be identified and categorized based on their nature, such as spelling, preposition, pronoun, punctuation, grammatical pattern, verb form, noun, sentence structure, pluralization, and tenses. The instrument used for data collection was be the narrative writing task, which requires the students to write a narrative text using the simple past tense. The students' written responses was serve as the primary data source for error analysis.

Ethical considerations was be adhered to throughout the research process. Informed consent was be obtained from the school, teachers, and students before data collection. Confidentiality and anonymity of the participants was be ensured by using codes instead of personal identifiers in the analysis and reporting of the findings.

This study may have certain limitations, including the limited sample size from a specific school, which may affect the generalizability of the findings. Additionally, the analysis focuses solely on past tense grammatical errors, and other linguistic aspects may not be fully addressed in this study. To ensure the validity of the findings, multiple researchers was be involved in the error analysis process, and interrater reliability was be established through periodic discussions and   consensus.

The data analysis results was be presented using descriptive and inferential statistics to provide a comprehensive overview of the types and frequency of past tense grammatical errors made by the ninth-grade students. Relevant examples of errors was be presented to illustrate the findings. In conclusion, Chapter III outlines the research design, data collection methods, analysis process, and ethical considerations for the analysis of past tense grammatical errors in narrative writing by ninth-grade students of SMP HKBP Sidorame. The use of Error Analysis as the theoretical framework was enable a thorough examination of the errors and provide valuable insights into language learning challenges faced by the students.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The qualitative research approach using descriptive qualitative would be used in this study. This study aims to provide insights into the analysis of past tense grammatical errors in narrative writing produced by ninth-graders at SMP HKBP Sidorame, making the qualitative technique the most suitable choice. Sugiyono asserted that qualitative research is descriptive, indicating that data was gathered using words rather than numbers (2013:13).

Gay (2006:9) described qualitative research as the collection, analysis, and interpretation of large amounts of narrative and visual data to explain a phenomenon. Additionally, Bogdan & Biklen (1982:5) stated that qualitative research focuses on the nature of interactions, pursuits, circumstances, or materials. The goal of qualitative research is to advance a thorough understanding of a certain phenomenon, such as an environment, a process, or even a belief. In this study, the researcher gathered, examined, and analyzed the data before describing it. The researcher was discuss the dominating error and past tense grammatical errors committed by the ninth-grade students at SMP HKBP Sidorame.

By employing the qualitative approach, the researcher can delve deeply into the narrative writing samples and gain a comprehensive understanding of the specific past tense grammatical errors made by the students. The descriptive nature of qualitative research allows for a rich and detailed analysis, providing valuable insights into the language learning challenges faced by the students in

using the simple past tense in their writing. The use of the qualitative descriptive approach in this study allows for an in-depth examination of past tense grammatical errors in narrative writing by ninth-grade students at SMP HKBP Sidorame. The focus on understanding the nature and patterns of these errors was contribute to a better understanding of language learning difficulties and inform effective instructional strategies to address these challenges.

3.2 Population and Sample

a. Population

The ninth-grade students of SMP HKBP Sidorame was make up the population of this study. 90 pupils from 3 courses make up the group.

b. Sample

For this study, a deliberate sampling method was be used to select a smaller portion of the population as the sample. The researcher was select ten students from each class, resulting in a sample size of 25 students.

Formula for calculating the sample size (n) using deliberate sampling:

$$n = N / k$$

Where:

n = Sample size

N = Population size

k = Number of subgroups (in this case, number of classes)

Substituting the values:

$$n = \ / 3$$

$$n = 75$$

Therefore, the sample size for this study was 25 students.

In this study, the sample is a smaller portion of the population. In this investigation, deliberate sampling was be used. Ten students from each class will be selected by the researcher. The sample comprised 25 students.

3.3 Research Instrument

The ninth-grade students at SMP HKBP Sidorame's narrative writing test was serve as the primary data source for this study. The researcher was present the pupils with the topics "True Friends" and "The Story of Toba Lake" in this instance. The pupils was next be instructed to create a narrative piece on a theme of their choice.

3.4 The Procedure of Data Collection

The procedure of collecting the data was be done as follows:

1. The collecting would select a sample of 25 students from the population.

2. The requesting would request the class's consent to serve as the sample population for the research study.

3. The researching would proceed with the preparation of the instrument.

4. The researching would enter the classroom, encompassing classes A, B, and C.

5. The researching would provide an explanation to the subjects (students) regarding the tasks they was undertake.

6. The researching would administer the writing assignment to the students and provide an explanation of the guidelines.

7. The researching would gather the written works of the students for the purpose of analysis.

3.5 The Techniques of Data Analysis

After collecting accurate and trustworthy data from the source using the appropriate approach for subsequent modification and interpretation, the writer would extract the relevant and important information concealed in the data. Extracting useful information from data requires performing a series of calculations and assessments known as data analysis. (Ibrahim, 2015: 99).

A systematic procedure of searching and organizing the data sources and other material that has been gathered to allow the researcher to arrive at conclusions was referred to as data analysis. The methodology utilized to analyze the data was error analysis, which in this situation meant testing students' command of writing narratives in the simple past tense. The next step, data analysis, was go as follows:

a. Collection of Sample:

As a sample, The sample consisted of 35 advanced-level English majors. After that, we gave them a written exam to collect the necessary information. The formula to calculate the average score is as follows:

Average Score = (Sum of Students' Scores) / (Total Number of Students)

Steps to calculate the average score:

1. Add up all the individual scores of each student in the written exam.

2. Divide the sum of all scores by the total number of students who took the written exam.

b. Identification of Errors:

The researcher located the mistakes the pupils made. The researcher began reading narrative texts written by students and made an effort to spot any

mistakes they had made while using the simple past tense, particularly when using the verbs to be (was, were) and past verbs (regular, irregular verb).

c. Description and Explanation of Errors:

The researcher discussed the pupils' misuse of the simple past tense. The researcher makes use of the percentage technique to examine the various sorts of inaccuracy. The researcher applies Sudjana's (1997:4) formula:

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

Notes:

P = percentage of the error

F = frequency of the error

N = total sample