

Addressing Challenges in Narrative Writing: An Error Analysis of Eleventh Grade Senior High School Students' Use of Simple Past Tense

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ABSTRACT

The motivation behind this review is to distinguish errors in the utilization of the basic past tense by 11th grade at Madrasah Aliyah Nurul Jihad in Indragiri Hilir. The exploration technique is descriptive qualitative, with an emphasis on information got from the writing tests. The information showed that students made errors in utilizing the straightforward past tense, which were delegated omission, addition, misformation, and misordering. There were 104 errors found, including 43 omissions, 16 additions, 20 misformations, and 25 misorderings. The most prevalent type of error was omission (42%), followed by misordering (24%), misformation (19%), and addition (15%). The prevalence of omission errors suggests that students struggle with understanding and applying the simple past tense in their narrative writing, often resulting in incomplete sentences or omitted words. To improve, students should engage in more practice with narrative text writing to enhance their grasp of the simple past tense.

Keywords: Error Analysis; Simple Past Tense; Writing; Narrative Text

INTRODUCTION

In contemporary society, the pursuit of English proficiency has become increasingly prevalent among individuals for a myriad of reasons. Whether driven by academic requirements, career aspirations, or the need for effective communication in English-speaking communities, the demand for language proficiency is undeniable. Indonesian students, in particular, are tasked with acquiring proficiency in four key English abilities: Tuning in, Speaking, Perusing, and Composing. While tuning in and perusing are viewed as open abilities, talking and composing are considered useful and are fundamental parts of English language training.

However, mastering writing skills, especially in a second language, presents significant challenges for students. Understanding grammatical concepts such as subjects, objects, verbs, and tenses, and effectively applying them in writing can be daunting. Writing in a foreign language requires individuals to navigate linguistic nuances and translate their thoughts into coherent written form, often relying on their native language for reference.

A fundamental aspect of mastering writing skills is grammar proficiency, as errors in written work are readily apparent to readers. Among the various grammatical aspects, tense poses a particular challenge for Indonesian students. English sentences commonly require the utilization of tense, like straightforward

awesome, and present moderate. Subsequently, dominating these strained structures is critical for conveying meaning actually recorded as a hard copy.

Narrative writing, in particular, presents unique challenges, with the simple past tense being the appropriate tense for recounting past events. According to (Azar, Betty Schramper., 1999), this strained is used to portray activities or occasions that happened and deduced previously. Account organizations are predominant across different artistic kinds, including books, brief tales, tales, and fantasies. In spite of its importance, numerous understudies battle with precisely utilizing the basic past tense in story composing, often due to a lack of grammar proficiency and the influence of their native language's linguistic patterns.

To address these challenges and facilitate learning, conducting an error analysis is essential. By identifying the root causes of errors in narrative writing, educators can tailor instructional approaches to address students' specific needs effectively. This review means to distinguish the syntactic errors made by 11th grade of Madrasah Aliyah Nurul Jihad students in story composing, zeroing in on the basic past tense. Through narrative writing tests and error analysis, common error patterns and their underlying causes among students can be discerned, ultimately informing targeted instructional strategies to enhance students' writing proficiency.

LITERATURE REVIEW

Simple Past Tense

As per Cowan (2008) the straightforward past tense is utilized for occasions or conditions that began and finished previously. The basic past tense is used to depict occasions that happened before, specifically those that started and concluded within that timeframe. Additionally, it encompasses both regular and irregular verb forms. Anwar (2014:14) defines the simple past as a tense used for events that occurred solely in the past and are not revisited in the present discussion.

Formula And Example of Simple Past Tense

Table 1. Formula and Example of Simple Past Tense

FORMULA	EXAMPLE
S + Verb 2 + Complement	She worked yesterday
S + did + not + Verb 1 + Complement	She didn't work yesterday
Dis + S + Verb 1 + Complement?	Did she work yesterday?

Writing

Writing holds significant prominence in English learning endeavors, being an essential skill that everyone should possess. As per Tarigan (1985:5), composing is an expertise since composing is a useful expertise for composing circuitous correspondence, and his character qualities are totally different based on the thing is communicated by talking straightforwardly. Furthermore, composing fills in as a

mode of human correspondence, passing language and feeling on through the recording or engraving of images and signs.

Narrative Text

This text is a text that tells about an occasion in a specific timeframe. It gives activities numerous motivations. Anderson (2003) make sense of that a narrative text is a text that recounts a story while engaging the crowd It has a character, disposition and conduct. Characters, settings, and story issues are normally presented first. As per Keraf as referred to in Fadhillah (2014:16), story composing can be classified into two kinds: fictitious account and genuine story. According to Aminah (2016), narrative texts typically consist of three main components: orientation, complications, and resolution.

RESEARCH METHODS

This researchers picked descriptive qualitative as a research design. As per McMillanan and Schumacher (2003), Syamsuddin and Damaianti S. Vismia (2003) qualitative research is an analytical system since the researchers as a rule helps information through direct contact and cooperates with individuals in a review setting.

The researchers conducted this research in Madrasah Aliyah Nurul Jihad Indragiri Hilir, Riau Territory. The subject of the examination will be the understudies at 11th grade of Madrasah Aliyah Nurul Jihad Indragiri Hilir, Riau Region in scholastic year 2024/2025. The total students at 11th grade is 14 which just comprises of 1 class. The researchers decides the example by utilizing purposive sampling technique, As per Cohen (2007:115) in purposive testing procedure, test is good to explicit requirements.

This review will involve the test as exploration instruments to gather the information. Terry (2008) test is a strategy to decide an understudy's capacity to finish specific responsibilities or exhibit dominance of an expertise or information on happy This examination gives the test to know error recurrence in involving basic past tense recorded as a hard copy story text. The test is account text composing test.

Data analysis refers to a systematic process of examining and organizing collected data sources and other materials to facilitate the researcher in generating findings. In this exploration, the examination of information is completed utilizing the test given to the understudies, sticking to the scientific system presented by Pole Ellis (1974:51). The analysis progresses through several stages:

1. Sample collection: Initially, a specific number of students are chosen to participate in the research as the sample group. These understudies are then approached to finish a composing test to supply information.
2. Perusing: The analyst fastidiously peruses the account texts composed by the understudies during the test.
3. Recognizable proof of errors: Errors are pinpointed by contrasting the

understudies' composed sentences and the right sentences in the objective language.

4. Depiction of errors: Whenever errors are spotted, they are ordered into different kinds.
5. Clarification of errors: This stage includes clarifying why errors happen.
6. Assessment of errors: The researchers sets measures for assessing errors, knowing between those considered more serious and those considered less extreme. This evaluation aims to determine which errors will be addressed, aiming to reduce stress for the learners who made the errors.

The information would compute and draw up in the table as follow:

$$\text{Score} = \frac{\text{correct answer(s)} \times 100}{\text{number of test/questions}}$$

From that point onward, this examination involves the recipe for considering the understudy's rate follow:

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

P : Percentage

F : The total number of subjects made error

N : The total number of the subjects

RESULTS AND DISCUSSION

After this, the researchers dissected the information from the test, this exploration discovered a few errors made by the understudies recorded as a hard copy story text utilizing Straightforward Past Tense. It shows the all out errors that made by the understudies. Omission is the most continuous error made by at 11th grade of Madrasah Aliyah Nurul Jihad, with 43 complete of errors. The second is misordering with 25 aggregate or errors. The following is misformation with 20 complete of errors.

Furthermore, the latter is addition with 16 complete of errors. What's more, the complete error that the students made were 104 errors.

Table 2. The Recapitulation of Students Error

No	Name	Omission	Addition	Misformation	Misordering
1.	Student 1	4	2	3	5
2.	Student 2	1	3	4	2
3.	Student 3	5	-	1	2
4.	Student 4	7	-	2	4
5.	Student 5	4	-	2	1
6.	Student 6	3	-	2	-
7.	Student 7	6	2	1	1
8.	Student 8	1	1	1	3

9.	Student 9	1	2	1	1
10.	Student 10	2	2	1	-
11.	Student 11	2	2	-	2
12.	Student 12	2	2	-	1
13.	Student 13	3	-	2	3
14.	Student 14	2	-	-	-
	Total	43	16	20	25

Table 3. Types of Errors Made by Students

No.	Types of Errors	Number of Error
1.	Omission	43
2.	Addition	16
3.	Misformatiomn	20
4.	Misordering	25
	Total	104

Table 4. Percentage Errors Made by Students

No.	Types of Errors	Number of Error
1.	Omission	42%
2.	Addition	15%
3.	Misformatiomn	19%
4.	Misordering	24%
	Total	100%

From this rate, the researchers saw that students made a error of omission errors when they accidentally leave out words or components that are vital for linguistic rightness or lucidity in their composition. All things considered the absolute errors they made didn't arrive at half, as opposed to the consequences of past examinations which got over half of errors made by understudies.

As per dulay's hypothesis about kinds of error, the researchers discovered a few errors made by 11th grade understudies of Madrasah Aliyah Nurul Jihad. The errors are:

1. Omission

This error occurs when something that should be included or present is left out or not included in a sentence or piece of writing. In this error the understudies wrongly omitted a few words and making deficient sentences in their story message. There were 42% exclusion errors made by understudies. This error become the most elevated error in understudies composing story text.

2. Addition

Addition error occurs when extra or unnecessary elements are included in a sentence or piece of writing, which may disrupt the grammatical structure or clarity of the text. There were 15% addition errors made by students.

3. Misordering

Misordering errors occur when the sequence or arrangement of words, phrases, or clauses in a sentence is incorrect, leading to confusion or ambiguity in the intended meaning of the text. There were 24% misordering errors made by students.

4. Misformation

Misformation errors in writing narrative text occur when there are inaccuracies or incorrect information presented in the text, leading to a distortion or misrepresentation of the intended message or storyline.

In light of the level of sorts of error over, the predominant error on the utilization of straightforward past tense account text made by understudies was the error of exclusion. The understudies caused errors in exclusion when they neglected to incorporate vital words, expressions, or components in their account message, bringing about deficient or muddled sentences. An example of an omission error in writing a narrative could be "The boy went to the store and bought some candy", sentence with omission error: "The boy went to the store some candy." In this example, the word "and bought" is omitted, resulting in an incomplete sentence.

CONCLUSIONS AND RECOMMENDATIONS

After the researchers conducted research and analyzed data information involving the chose instrument to the understudies in 11th grade understudies of Madrasah Aliyah Nurul Jihad. In view of the discoveries and conversation in the past part, the researchers can reach some determination the kinds of error on the utilization of straightforward past tense recorded as a hard copy story text made by 11th grade understudies of Madrasah Aliyah Nurul Jihad were omission 42%, addition 15%, the misordering errors 24%, and misformation errors 19%. In light of the diagram in discoveries, the prevailing error that made by 11th grade students of Madrasah Aliyah Nurul Jihad is exclusion error with 43 or 42% of complete error. Omission originate from a mix of variables connected with language capability, mental handling, and composing abilities. By addressing these underlying factors through practice, feedback, and instruction, students can improve their ability to avoid omission errors in their writing.

Here are some suggestions provided by the researcher based on the conclusion: 1) For teachers, should provide more detailed explanations on how to correctly use the simple past tense in sentences. Educators need to offer understudies extra practice chances to assist them with turning out to be more alright with involving the basic past tense in account texts; 2) For understudies, understudies ought to zero in on dominating troublesome perspectives, for example,

the previous types of "to be," standard and unpredictable action words. Understudies ought to take part in seriously composing practice explicitly pointed toward fostering their capability in utilizing the straightforward past tense; 3) For future specialists, it is trusted that this examination can act as a significant reference for future investigations investigating various parts of syntax.

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