

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS' ERRORS
ON USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT
AT THE NINTH GRADE STUDENTS OF SMP ALFALAKHUSA'ADAH**

**By:
MARIA VANESA PUTERI
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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H / 2024 M**

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**AN ANALYSIS OF STUDENTS' ERRORS
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Presented as a partial Fulfilment of the Requirements For the Degree of Sarjana
Pendidikan (S. Pd) in English Education Department

By:

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H/2024 M**



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APPROVAL PAGE

Title : AN ANALYSIS OF STUDENT'S ERRORS ON USING SIMPLE
PAST TENSE IN WRITING NARRATIVE TEXT AT THE
NINTH GRADE STUDENTS OF SMP ALFALAKHUSA'ADAH
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of Maria Vanesa Puteri**

The Honorable of the Dean of Faculty of
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Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research thesis script
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It has been agreed so it can be continued to the Tarbiyah and Teacher
Training Faculty in order to be discussed on the Munaqosyah. Thank you very
much.

Wassalamu'alaikumWr. Wb.

The head of English Education
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Assalamu'alaikum Wr. Wb.

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TEXT AT THE NINTH GRADE STUDENTS OF SMP
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Sudah kami dapat persetujuan dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



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RATIFICATION PAGE

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An Undergraduate Thesis entitled: AN ANALYSIS OF STUDENTS ERRORS ON USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMP ALFALAKHUSAADAH, written by: Maria Vanesa Puteri, Student Number: 2001051018, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, November 01th 2024 at 07.30 – 09.30 WIB.

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ABSTRACT

AN ANALYSIS OF STUDENTS' ERRORS ON USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMP ALFALAKHUSA'ADAH

By:
MARIA VANESA PUTERI

The purpose of this study is to analyze students' errors in using simple past tense in narrative text of grade ninth in SMP Alfalakhusaadah. Errors in using simple past tense are often a problem in writing narrative texts. The subject of this study consists of 15 students of the ninth graders junior high school.

This research uses descriptive qualitative methods, including observation, questioning, data collection, and analyzing data. To analyze the data using the categories of omission, addition, misformation, and misordering. This research use 2 data sources, namely primary data originating from research documentation, and secondary data from books and journals.

The results of this study show that there are 38 errors made by students. The types of error most made by students is misformation which consists of 27 errors or 71%, followed by omission which consists of 7 errors or 18.4%. Then, the error in addition which consists of 3 errors or 7.8%.and finally is misordering which consists of 2 errors or 2.6%. The most common errors by students is misformation. The causes of errors by students are due to factors such as lack of unsterstanding of meaning, influence of mother tongue, word choice, and language profiency.

Keywords: *student errors, simple past tense, narrative texts*

ABSTRAK

ANALISIS KESALAHAN SISWA DALAM MENULIS TEKS NARATIF DALAM MENGGUNAKAN SIMPLE PAST TENSE DALAM MENULIS NARRATIVE TEXT PADA SISWA KELAS SEMBILAN SMP ALFALAKHUSA'ADAH

Oleh:
MARIA VANESA PUTERI

Tujuan dari penelitian ini adalah untuk menganalisis kesalahan siswa dalam penggunaan simple past tense pada teks narrative kelas Sembilan di smp Alfalakhusaadah. Kesalahan dalam menggunakan simple past tense sering menjadi kendala dalam menulis teks narasi. Sumber data dalam penelitian ini adalah 15 siswa kelas sembilan.

Penelitian ini menggunakan metode kualitatif deskriptif, meliputi observasi, pertanyaan, pengumpulan data, dan menganalisis data. Untuk menganalisis data menggunakan kategori omission, addition, misformation, dan misordering. Penelitian ini menggunakan 2 sumber data, yaitu data primer berasal dari dokumentasi penelitian dan data sekunder berasal dari buku-buku dan jurnal.

Hasil penelitian ini menunjukkan bahwa ada 38 kesalahan yang dibuat oleh siswa. Jenis kesalahan yang paling banyak dilakukan oleh siswa misformation yang terdiri dari 27 kesalahan atau 71%, diikuti pula oleh omission yang terdiri dari 7 kesalahan atau 18,4%. Kemudian, kesalahan pada addition yang terdiri dari 3 kesalahan atau 7,8%. Dan terakhir adalah misordering yang terdiri dari 2 kesalahan atau 2,6%. Kesalahan yang sering dilakukan oleh siswa adalah misformation. Penyebab kesalahan yang dilakukan siswa disebabkan oleh beberapa faktor, yaitu kurangnya pemahaman arti, pengaruh dari bahasa ibu, pilihan kata, dan kelancaran berbahasa

Kata kunci: *kesalahan siswa, simple past tense, teks narrative*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Maria Vanesa Puteri
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State the undergraduate thesis in originaly the result of the writer's research, in exception of certain parts which are expected from the bliographies mentioned.

Metro, 29 October 2024
The Writer

Maria Vanesa Puteri
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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Maria Vanesa Puteri
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Menyatakan bahwa skripsi ini asli secara keseluruhan adalah hasil dari penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 29 Oktober 2024
Penulis


Maria Vanesa Puteri
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x

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

So, surely with hardship comes ease

(QR. Al – Inshirah:5)

DEDICATION PAGE

Praise my gratitude to Allah SWT who always bestows his favors and gifts to me and continues to accompany my steps towards the realization of my goals and the success of this research. I dedicate all my struggles to the two most precious people in my life. Life becomes much easier and smoother when you have understanding parents. Thank you for being the perfect parents. I dedicate this simple work to:

1. To my parents, (Mr. Ahmad Sodik and Mrs. Sri Maryati Ningsih) for their unwavering love, encouragement, and belief in my dreams. Your sacrifices have paved the way for my success.
2. My beloved sister Syifa Aulia Puteri who also support me.
3. My sponsor (Dr. Much Deiniatur M. Pd BI) Thank you very much for guiding me.
4. My dear best friends thank you for all the prayers and encouragement you have given.

ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin, thanks be to Allah SWT who has given His infinite grace and favor so that the author can complete the Thesis Final Project properly and smoothly. Sholawat and greetings are always offered to the Great Prophet Muhammad SAW whom we look forward to his intercession on the last day.

This thesis is presented as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd) in English Department entitled: “An Analysis of Students’ Errors On Using Simple Past Tense In Writing Narrative Text at The Ninth Grade Students of SMP Alfalakhusa'adah”.

In this time, the writer would express his deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah. M.Ag., PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M. Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M. Pd. BI, as the Head of English Education Department of IAIN Metro Lampung and as the advisor valuable knowledge and support in finishing this thesis.
4. All my lecturers who have provided knowledge to the researcher while studying at the State Islamic Institute of Metro.

Finally, in this study researcher realized that this thesis was imperfect. Researchers want to apologize from the bottom of my heart if there are many mistakes. Then, the researcher expects the reader to give some suggestions and critics for perfect research.

Metro, 29 October 2024

Researcher

A handwritten signature in black ink, appearing to read 'Maria Vanesa Puteri', written in a cursive style.

Maria Vanesa Puteri

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CHAPTER I

INTRODUCTION

A. Background of Study

Around the world, almost everyone speaks English. A worldwide language for communication between nations is English. English is the first foreign language taught in Indonesian schools as a required subject. Foreign languages are now taught to students at all levels, from secondary to university.

One of the international languages that is widely spoken in many nations is English. It is critical that pupils grasp all aspects of English. Listening, speaking, reading, and writing are the language skills. There is a connection between them. In this instance, the researcher will concentrate on writing. Research through the process of writing people can communicate their ideas, problems, and occurrences.

Additionally, pupils need to write in order to express their ideas on paper. Writing should be done at our leisure as a means of conveying ideas in the interim. Everybody has an equal opportunity to write out everything they mean. Writing will be fun as long as there is someone with the knowledge and ideas to actualize it. Teaching English as a foreign language in Indonesia requires significant efforts from both teachers and students. Learning English involves four key skills: listening, speaking,

reading, and writing.¹ English is an international language spoken by almost everyone around the world. In Indonesia, it is the first foreign language and a compulsory subject in schools. Nowadays, English is not only studied as a foreign language but also at high school and university level.

Writing is a important skill in English as it allows us to express ourselves and retain ideas after reading material. Most importantly, we may share this information with others. Writing necessitates thinking, which is usually tough and difficult. Writing is difficult because the writer has to execute multiple tasks at once. Spelling, punctuation, and paragraph coherence are all created concurrently by the writer as they produce words, sentences, paragraphs, and longer writings. As a result, we need accuracy to create paragraphs so that the information we convey to the reader can be easily understood.²

Writing is a crucial skill for communicating. Writing allows one to transmit meaning, ideas, emotions, and feelings via a succession of written words. Writing is a talent that can be learned and improved through practice. So, in this situation, the writing focuses on analyzing mistakes in writing abilities. Writing is the most difficult and complicated language skill for virtually all junior and senior high school students to acquire and teach since it takes hard thinking while simultaneously creating words,

¹ H. Douglas Brown, *Principles of Language Learning and Teaching* (Pearson Longman, 2007).

² Tri Wahyu Ajeng Kartini, "Error Analysis on the Use Simple Past Tense in Narrative Text," *Emolinguial* 6, no. 1 (2022): 51.

phrases, and paragraphs. Some pupils struggle to modify the form of words and integrate them into sentences.³ Based to my experience, writing is one of the most hardest language skills to master. English writing is a topic in which students learn how to communicate their thoughts in writing. There are several components of writing that pupils must understand before they can write effectively. Writing may be challenging since students must establish subject, verb, object, tense, active and passive voice, and logical thinking.

Narrative is a great tool to communicate with people. A well written tale allows readers to respond to a live event as if it were their own. They grasp the incident and can nearly experience it. The action, details, and conversation place the readers in these scenes and make it happen for them.⁴

English differs from Indonesian in its structure, pronunciation, and lexical meaning. Junior High School kids learning English may make errors in their writing, including tense. Students often struggle with utilizing the correct tense in writing. However, it is a reality that a significant portion of pupils continue to commit several grammatical mistakes when completing writing assignments. Students' mistakes cause them to utilize words or grammar rules incorrectly, which results in

³ Rauldatul Husni, Martiya Nurni Khairita, and Liza Panobiyasari, "An Analysis of Students' Errors in Writing Narrative Text," *INNOVATIVE: Journal Of Social Science Research* 3 (2023): 14565–71.

⁴ Jismulatif Widya Irfani. A, Fadly Azhar, "A Study on the Ability in Writing Narrative Text By the Second Year Students of Sma Negeri 1 Tualang Siswa Kelas Dua Sma Negegei 1 Tualang Perawang," *Journal of English and Education* 4, no.2 (2017)., 1–15.

writing that isn't quite ideal. Grammar requires pupils to understand tenses that represent time, including basic past, present, and future tense. The simple past tense indicates a circumstance that began and finished in the past. Typically used to describe past occurrences or situations.

Grammar requires pupils to understand tenses that represent time, including basic past, present, and future tense. The simple past tense indicates a circumstance that began and finished in the past. Typically used to describe past occurrences or situations. The simple past tense is used to indicate a specific occurrence in the past. Additionally, the simple past is used to describe the circumstances at a certain period. The simple past refers to previous events and activities.⁵

Regular and irregular verbs can be difficult for pupils to distinguish and understand when employed in the simple past tense. For example, the students struggle to distinguish between regular and irregular verbs in the simple past tense. Additionally, the affirmative, negative, and interrogative forms of the simple past tense must be committed to memory by the students. If pupils understand the pattern utilized correctly, they can accurately master the simple past tense.

In this case, the researcher to interview in the SMP Alfalakhusa'adah on February 27, 2024. The researcher conducted did a pra survey at SMP Alfalakhusa'adah interviewed the English instructor about the teaching and learning process, as well as the students' narrative

⁵ Ji H Adam Malik, "An Analysis Students' Errors in Using Past Tense in Writing Narrative Text on Eleventh Grade Students of SMA Negeri 1 Aek Natas," (2018).

writing ability. The writing teaching method at SMP Alfalakhusa'adah, particularly among the ninth graders, has issues that have an impact on students' learning activities including narrative writing because they lack sufficient knowledge of grammatical rules, vocabulary, and particularly the usage of simple past tense. It was found that many ninth-grade students at SMP Alfalakhusa'adah continued to be unable to distinguish between the simple present tense and simple past tense rules. Some students have difficulties in understanding the correct rules for Simple Past Tense, which results in grade inaccuracies. This can be seen in the following table:

Table 1

The students score Simple Past Tense Mastery

No.	Score	Explanation	Frequency	Percentage
1.	≥ 65	Pased	10	40%
2.	≤ 60	Failed	20	60%
	Total		30	100%

Source: The English teacher's archives, taken on February,27 2024

According to the table above, some students have poor writing skills, particularly in understanding simple past tense, despite the fact that the teacher has provided them with the necessary materials and instruction. It can be observed, that there are ten students passed the Completeness Minimum Criteria (KKM), that is 65. However, some students have yet to meet the Completeness Minimum Criteria. In reality, even if several students have completely acquired grammar, such as the data above, while

producing narrative prose, they still struggle to discern the usage in all tenses. As a result, they will make several mistakes.

The result, an error analysis is critical in determining what kind of errors students make most frequently, as well as the causes of the errors and how students might learn from their own writing blunders. The students will then be less likely to repeat the same mistakes. These are the reasons the author is interested in evaluating student writing. In this case, the writer is looking for grammatical errors produced by the ninth-grade students at SMP Alfalakhusa'adah when writing narrative texts, particularly when employing the simple past tense, and by knowing the student's faults that are gathered from the exam of their narrative writing focuses on their grammar. Based on the reason above, this research entitled "An Analysis of The Students' Errors on Using Simple Past Tense in Writing Narrative Text at The Ninth Grade of SMP Alfalakhusa'adah" aims to analyze the students usage of simple past tense when composing narrative texts.

B. Problem Formulation

The writer identified the study's problems based on the background information provided above:

1. What is the types made by the students in using simple past tense?
2. What are proportions of errors by the students in using simple past tense?

3. What factors contribute to the students' errors in using the simple past tense in writing narrative text?

C. Objective and Benefits of The Study

1. Objectives of the Study

Based on how the problem was formulated, the researcher aimed at:

- a. To know the types of errors SMP Alfalakhusa'adah students make while writing narrative texts, particularly when employing the simple past tense.
- b. To describe the most common errors SMP Alfalakhusa'adah students make when writing narrative texts in the simple past tense.
- c. To find in the factors and causes of errors students make when utilizing the simple present tense in SMP Alfalakhusa'adah.

2. Benefits of the Study

The study's findings are expected to assist students, researchers, and English teachers. They are as follows:

- a. For the Students

Students can have a better knowledge of writing issues based on their own writing abilities. This qualitative research will help students understand the challenges they

face when mastering their writing skills. Additionally, children may become aware of their writing limitations.

b. For English Teacher

It is intended that this research will help English teachers improve and teach grammar, particularly the use of simple past tense, throughout the teaching and learning process.

c. For the Institution.

Following a plethora of actions, this research may be used as knowledge to improve English teaching and learning in the future.

d. For Other Researchers.

The researcher expects that their current research will provide significant experience for future studies. As a consideration for other researchers to perform more investigations.

D. Prior Research

The first previous research was conducted by Sri Ade Fitria, in her undergraduate thesis entitled “An Error Analysis of Using Simple Past Tense in Writing Narrative Text at Tenth Grade Students of Senior High School 1 Jambi”⁶. This research focuses on English thesis writing at Batanghari University, Jambi. The similarity of this research with the first previous research is in the method used, namely qualitative, both focusing on thesis

⁶ Sri Ade Fitria, “An Error Analysis of Using Simple Past Tense in Writing Narrative Text at Tenth Grade Students of Senior High School 1 Jambi,” *Journal of English Language Teaching* 6, no.1 (2022).

writing. The difference between this research and the previous research is that it lies on the research sample. The research sample from prior research is the tenth grade Students of Senior High School 1 Jambi City. While in this research is the Ninth Grade Students of SMP Alfalakhusa'adah, besides the location the first previous research is in Jambi Province, while this research is in Way Kanan

The second previous research was conducted by Indah Khairunnisa, Shynta Amalia, Rizqy Dwi Amrina entitled "An Error Analysis in Students Narrative Text"⁷. The results of previous research are information that has been obtained related to the writing of narrative texts of students about errors in the use of simple past tense. The results of previous research are information that has been obtained related to students' narrative text writing about errors in the use of simple past tense. The second previous research and this research have similarities and differences. The similarity is in the research sample, which uses the ninth grade of junior high school and in obtaining research data. The difference between previous research and this research is in the research method. The second previous research used quantitative methods while this research will use qualitative research.

Moreover, the third prior research was conducted by Bima Aditya Prasetyawan, Dwi Agustina, entitled "Students' Errors on Using Simple

⁷ Indah Khairunnisa, Shynta Amalia, Rizqy Dwi Amrina, "An Error Analysis in Students' Narrative Writing," *Jetal: Journal Of English Teaching & Applied Linguistics* no. 4 (2017)

Past Tense in Translating Narrative Text from Indonesian to English"⁸. The inquiry into the ability and challenges of tenth graders in translating text is the main topic of this study. The result is to find out the number of errors simple past tense errors made by students in translating narrative texts from Indonesian into English.

The research methodology utilized in the first and third prior research is comparable to that of this study, which similarly employs qualitative research; additionally, both the third prior study and this study use case studies as their research design. The difference between this study and that prior research has difference in research samples. The research sample from that prior research is of SMAN 1 Kedungwuni. While the research will research students of SMP Alfalakhusa'adah.

Based on the three previous studies above, the first previous study and the third previous study have similarities in the research methods used, namely qualitative research and this study also uses qualitative research. The first previous research and the second previous research have similarities in focusing on the ability and difficulties in writing narrative texts. The difference is that this study uses qualitative methods and the second previous study uses quantitative research. The first previous research focuses on students' difficulties in writing a thesis, while the second research focuses on errors in the use of simple past tense, and the

⁸ Bima Aditya Prasetyawan, "Students' Errors on Using Simple Past Tense in Translating Narrative Text from Indonesian to English," *International Conference n Social Science Humanities Arts (Incosha)* (2023): 7–8.

previous research in translating narrative texts. Therefore, this study will conduct novel research on students' challenges in using the simple past tense in narrative text.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Error Analysis

1. Definition of Error

Carl James defined error analysis as "the process of determining the incidence, nature, causes, and consequences of unsuccessful language use" in his book.⁹When pupils make mistakes, it's because they don't know what is right or wrong. Making mistakes is an inevitable and normal part of learning English. When learners write, they make a variety of mistakes because they are not proficient in the English language. Errors can occur when students are unable to apply the rules governing the parts of writing.¹⁰

The mistake is a technique used by the researcher to examine student grammar, particularly with regard to tenses in narrative prose. For educators, error is a vital source of knowledge. Since errors are not easily found and examined, it is critical to have a deeper understanding of error analysis. Errors in a variety of student writing styles were discovered. Generally speaking, error analysis is an attempt to identify the mistakes that students make during the teaching learning process mistakes that they continue to make when learning a new language

⁹ Carl James, *Error in Language Learning and Use: Exploring Error Analysis*, 2013.

¹⁰ Heppi Kristiani Br Ginting, "Error Analysis On Using Simple Past Tense In Writing Recount Text At The Eight Grade Of Smp Bina Bersaudara 1 Medan," *Jurnal Edulingua* 6, no. 1 (2019): 1–7.

As a result, it will be simple to discover when they make mistakes. The analysis and clarification procedure determines the error; the goal is to establish the most effective method for applying correction to the errors made by the students.

2. Error Analysis

Error analysis is the process of identifying, evaluating, and categorizing mistakes that language learners make when learning a target language. Error analysis is a process that researchers and educators use to gather language samples from subjects. It involves a number of processes, such as locating faults in the sample, characterizing the errors, grouping the errors according to their types and sources, and assessing how significant the errors are. Error analysis is the process of locating mistakes in writing and speech.¹¹

According to Brown, the realization that students do make mistakes and that these mistakes can be seen, examined, and categorized to disclose information about the learner's internal system has sparked a boom in research on learner errors, or error analysis. Meanwhile refers to a performance error that is either a random guess or a slip in that it is a failure to use a known system correctly.¹² Error analysis is an recognized mistake made by language learners and cause

¹¹ Ayu Mirah Prihandani, "An Analysis of Students' Grammatical Errors in Writing Narrative Texts," *International Journal of Language and Literature* 7, no. 2 (2023): 60–66.

¹² H. Douglas Brown, *Principles of Language Learning and Teaching* (5th Edition) (NY, 2007).

by a lack of information.¹³ A type of linguistic analysis called error analysis concentrates on recognizing and clarifying the learner's mistakes in the target language it has acquired. The author can infer from all of the aforementioned definitions that error is the defective aspect of learner speech brought on by the competence component. Conversely, they do not comprehend the target language's linguistics system thoroughly, and failing to do so will cause the pupils to continually make mistakes.

3. Kinds Of Errors

Student errors can be classified, Competency errors are systematic and continuous. Performance errors on the other hand are not systematic, and students can self-correct. To explain the types of errors, Heidi Dulay said that there are different types of errors: students might omit required things (omission), add superfluous ones (addition), misform them (misformation), or misorder them(misordering):¹⁴

a. Omission

When a learner leaves out crucial things that must appear in well-performed utterances, that learner is making an omission error. In this situation, when pupils construct phrases, one part is left out. It primarily affects function words rather than content words, at least in the early phases. Most advanced learners are conscious of

¹³ Kanyakorn Sermsook, Jiraporn Liamnimitr, and Rattaneekorn Pochakorn, "An Analysis of Errors in Written English Sentences : A Case Study of Thai EFL Students" 10, no. 3 (2017): 101–10,

¹⁴ Et.al Dulay, *Language Two* (New York: Oxford Univercity Press, 1982).

their lack of content vocabulary and, rather than omitting one, use compensatory ways to explain their ideas.

b. Addition

Addition errors occur when an item must not appear in a well-formed utterance. Addition errors occur when an incorrect element is present. It is the opposite of an omission error. Learners omit and add superfluous elements.

c. Misinformation

The use of the wrong morpheme or structure forms a distinction between misformation errors. When students make misformation errors, they provide information but do it inaccurately, while in omission errors, they provide none at all.

d. Misordering

Misordering mistakes refer to the erroneous placement of a morpheme or collection of morphemes in an utterance. For example, in an utterance. For example, in the sentence "He is all the time late", the clause "all the time" is misordered. The sentence should be "He is late all the time".

4. **The Causes of Errors**

Reasons of error into three categories: carelessness, first language interference, and translation. The three categories of error sources will be briefly explained below¹⁵:

¹⁵ Jhon Norrish, *Language Learners and Their Errors* (London : Macmillan Press, 1983).

a. Carelessness

Carelessness is typically linked to a lack of motivation. Many educators would concede that a student's lack of interest may not always be his fault; perhaps the materials and/or presentation style are inappropriate for him.

b. First language.

According to Norrish, developing new habits is the process of learning a language, whether it is your mother tongue or a foreign language. The old habits get in the way when someone tries to pick up new ones. First language interference is the term for this source of error.

c. Translation

Translation is one of the root causes of errors. This occurs when students translate their first language sentences or idiomatic expressions into the target language word for word. This is perhaps the most prevalent source of error.

Three sources of errors are identified as the causes of student errors. Intralingual transfer, interlingual transfer, and learning context are the three sources of errors. Intralingual transfer can be divided into four categories, namely overgeneralization, incorrect concept hypothesis, insufficient rule application, and ignorance of rule limits.¹⁶ The two major sources of errors is interlingual errors and intralingual errors. The first one

¹⁶ Fridayanthi, English Language Education and Universitas Pendidikan Ganesha, "Grammatical Errors Committed By Eight Grade Students" 1, no. 4 (2017): 213–20.

refers to errors that caused when learners wrongly use the rules of their first language when they produce sentences of the target language (the interference of the learner's mother tongue. The second one refers to the errors that caused during learner's language learning process.¹⁷Based on this, Errors can be caused by three factors: intralingual, interlingual, carelessness, first language interference, and translation by the learner or teacher, as well as the methods used.

B. Simple Past Tense

1. Definition of Simple Past Tense

Simple past tense is the English simple past tense used to express events or actions that happened and finished in the past. It generally uses regular verbs by adding the suffix "-ed" to the end of the verb, such as "talked", "walked", or "played". As for irregular verbs, they take different forms, such as "ate" for "eat", "went" for "go", and "saw" for "see". The simple past refers to an activity or circumstance that began and concluded at a specific period in the past.¹⁸

Example of simple past tense:

- a. She walked to the store yesterday.
- b. He played football with his friend last weekend.
- c. They visited Paris two years ago.

¹⁷ Babasaheb Ambedkar, "Error Analysis" 5, no. 4 (2018): 193–96.

¹⁸ Betty S. Azar, *Understanding and Using English Grammar*, Third Edit (New York, 1982).

The simple past tense is commonly employed while writing narrative writings. In order to write a narrative text, students must comprehend the structure and know how to apply it effectively.

2. Form of Simple Past Tense

Verbs in English have two forms: regular and irregular. Verb categories are based on their tense, including simple past and past participle. Regular verbs have a predictable past tense that ends in *ied* or *-ed*. The simple past tense is used for past tenses that occur at a specific time. This can be specified in a time phrase (yesterday, last year, etc.) or understood.

Form simple past tense¹⁹:

S + Verb 2 + Complement

S + did + not + Verb 1 + Complement

Did + S + Verb 1 + Complement?

Example:

- 1) They watched a film last night. (They watched a film last night.) Reference: "watched" is the simple past tense form of the verb "watch".
- 2) He cooked dinner for his family. (He cooked dinner for his family.) Reference: "cooked" is the simple past tense form of the verb "cook".

¹⁹ Wida Rianti, "An Analysis on Students' Ability in Using Simple Past Tense at Universitas Pahlawan Tuanku Tambusai," *Humanitatis : Journal of Language and Literature* 7, no. 2 (2021): 187–92.

- 3) We visited our grandparents on the weekend. Reference:
"visited" is the simple past tense of the verb "visit".

According to the definition, the simple past tense refers to activities that took place before now or at a specific time in the past. These activities began and finished in the past. The simple past tense is typically accompanied by a time signal such as yesterday, last year, or two years ago.

C. Writing

1. Definition of Writing

Writing is one of the four language skills. The author discovered that writing is the most difficult of the four. Writing necessitates thinking, which is usually tough and difficult. Writing is complicated because the writer must do everything at once. A writer creates words, sentences, paragraphs, and lengthy compositions simultaneously; punctuation, word spelling, and paragraph unity are all required.²⁰

Writing is the act of expressing ideas, thoughts, or information through writing. Writing involves selecting words, sentence structure, and content arrangement to communicate a message clearly and effectively to the reader.²¹ Practising listening, speaking and reading

²⁰ Marice Saragih, "Student's Errors In Writing Recoun Text By Using Simple Past Tense At The Thrid Grade Students Of SMU Negeri I Serdang Bedagai," *SEAL Journal* 1, no. 2 (2020): 1–12.

²¹ William Jr. Strunk, *The Elements of Style, Fourth Edition* (Macimillian Publishing, 2000).

skills can help prepare students for writing, as writing is essential for improving other language skills.²²

Drawing from the definition provided, the author concludes that writing is a difficult language skill that necessitates critical thinking and multitasking. It involves creating words, sentences, paragraphs, and long compositions simultaneously. Writing expresses ideas, thoughts, and information, and practicing listening, speaking, and reading skills can prepare students for writing, which is essential for improving other language skills. Moreover, there are assessment in writing ability, it explained that the components of assessment can be formulated as follows²³:

Table 2
Rubric Assesment of Writing

Score	Level	Criteria	Comments
Content	30-27	Excellent to very good	Knowledge, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adquate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy,

²² I.S.P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009).

²³ Sara Cuching Weigle, *Assesing Writing* (New York: Cambridge Univercity Press, 2009).

			loosely organized but main idea stand out, etc
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range, effective, word/idiom, choice, usage, etc
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc
	9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
Language Use	25-22	Excellent to very good	Effective complex construction, etc
	21-19	Good to average	Effective but simple construction, etc
	17-11	Fair to poor	Major problems in simple complex constructions, etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions of constructions

			mechanics
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, etc.
	2	Very poor	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

2. Pocess of Writing

According to Andrew P. Johnson there are five-steps writing method, as follows²⁴:

a. Prewriting

The purpose is to produce ideas. Ideas can be generated through a variety of methods, including listing, brainstorming, outlining, silent thinking, talk with a neighbor, and power writing (see below).

b. Drafting

Drafting is the writer's initial attempt to record ideas on paper. Here, quantity is more important than quality. If done well, the draft is a jumbled, disjointed collection of ideas. Most writing tasks

²⁴ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, 2008.

in the classroom require only the first two phases. Students should only proceed with drafts that they find interesting or valuable.

c. Revising

This is the core of the writing process. The piece is altered and reshaped several times.

d. Editing

This step focuses on correcting grammar, spelling, and punctuation issues. Caution: Including step 4 in step 1, 2, or 3 can derail a writing effort or harm a writer. Focusing on editing or mechanics during prewriting, drafting, and revising can hinder the flow of ideas and reduce writing quality.

e. Publish and share.

Students present their papers to an audience here. At this stage, writing takes on a real and alive quality. Publishing might include creating class books, writing collections, school newspapers, journals, and showcasing brief writing samples in the community.

D. Concept of Narrative Text

1. Definition of Narrative Text

Writing is one of the four required language skills. Writing abilities do not come naturally; instead, they must be developed via extensive and consistent practice. Writing allows one to communicate indirectly rather than face-to-face with people.

Narrative literature describes events that occur in a logical and chronological order. She emphasizes the need of understand the story's context. Narrative text is a story tells about something interesting that has the purpose to amuse, entertain or the readers.the using narrative when you tell a friend about something intersting that happened to you. Narrative text convey what happened in a natural chronological order and situate events in time. Narrative has been and still is a popular genre, some think that students naturally pick it up and write in it.²⁵

The plot, themes, characters, incidents, and relationships between them. A narrative text, according to her definition, is one that both entertains and tells a tale. It displays uniqueness in attitude, perspective, and behaviour. Plot questions, setting, and characters are usually addressed first. The center of the issue is concentrated there. The resolution resolves the proble.

2. Structure of Narrative text

Narrative language has a basic framework that defines characters, develops imagery, and enhances the plot. It also focuses a sentence on a sequence of actions. As for the structure in the narrative text as follows²⁶:

²⁵ Rodearta Purba, "Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique," *Advances in Language and Literary Studies* 9, no. 1 (2018): 27,.

²⁶ Rayendriani Fahmei Lubis, "Narrative Text," *English Education : English Journal for Teaching and Learning* 5, no. 2 (2017): 1.

1. Orientation

This is the phase when the researcher or narrator establishes the scene and introduces the participants while introducing the characters and providing details about their names, places of residence, ages, conditions, and dreams.

2. Complication/Rising Action

A series of events typically lead to complications or problems. It would not be as exciting if something unexpected did not **occur**. This difficulty will hinder the main characters from achieving their aim (temporarily).

3. Climax

The narrator describes the character's reaction to the situation. It involves how people feel and what they do. The event can be told chronologically (in the order in which they occur) or through flashbacks. The audience is given the narrator's point of view.

4. Resolution / Falling action

For better or worse, the inference may be addressed in this section, although it is rarely left unanswered. However, certain types of narratives may leave us wondering "How did it end?"

5. Reorientation is an option for event closing

3. Types of Narrative Text

Narrative is classified into numerous forms, the most common of which are imagined but may also be factual. There are other ways to

arrange a narrative, such as using fairy tales (like Cinderella, Aladdin, and Ali Baba) that have been around since folklore to the present day. Science fiction, mysteries, choose-your-own-adventures, romances, horror stories, heroes, and villains, as well as TV cartoon adventure stories, parables, fables (which include any kind of animal or plant that gives such a human's abilities that show a moral story hidden) and moral tales, historical accounts, myths (a type of folktale or old tale that illustrates a supernatural being in a natural or societal phenomenon), and legends.²⁷

The purpose of narrative text is to entertain readers with an engaging story. Therefore, from the explanation above, it can be concluded that narrative text is a text that tells an event based on personal experience, imagination or humour, and is written in chronological order.

²⁷ Delsi Mitra, "Students' Problem in Narrative Text What Deals and What to Do," *Journal on Language and Literature* 4, no. 1 (2017): 86–107.

CHAPTER III

RESEARCH METHODOLOGY

A. The Characteristics and Types of The Research

The study is being done to investigate the phenomena of errors that students make when writing. As a result, the researcher settles on a qualitative method to error analysis, focusing on the use of simple past in narratives.

Qualitative methods are distinct from quantitative research methods as an approach to academic study. Numerous philosophical presumptions, investigative approaches, and methods for gathering, analyzing, and interpreting data are all included in qualitative research. While the methods may be comparable, qualitative processes use both picture and text data, have separate stages for data processing, and make use of different kinds of inquiry tools.²⁸ It means that qualitative research investigates and conceptualizes the purpose of individuals or organizations that are associated with human problems.

This form of research is known as a case study. Case study research is a qualitative methodology wherein an investigator uses extensive and thorough data collection from various sources of representational information, such as field notes, interviews, conversations, photographs,

²⁸ Jhon W Ceswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. -3rd Ed., 3rd Editio (USA: SAGE Publication, Inc, 2009).

recordings, and memos to oneself, to investigate one or more system. This means that qualitative researchers investigate objects in their natural environments, attempting to comprehend or interpret events in terms of the meanings that people assign to them.

In this study, the researcher is interested in the usage of simple past tense in language learning. In order to examine and evaluate student narrative writing faults, the researcher thinks about utilizing a more qualitative approach, especially when applying the simple past. In this instance, the researcher will look into the student's usage of the simple past tense in narrative text writing at SMP Alfalakhusa'adah's ninth grade.

B. Data Resources

The researcher plans to use primary and secondary data sources in order to carry out this study. The students' written products serve as the major source for this study. The student's writing narrative test provides the fundamental information. The researcher will give a test to SMP Alfalakhusa'adah IX class in order to gather this data. The author wants to encourage students to use their imaginations to create an English narrative writing text about their holiday experiences on paper, using the simple past tense. The student's assignment will then be gathered and stored as data.

The secondary data is the additional data. Secondary sources include books, Ebook, articles journal, English dictionaries, encyclopedias, and documents relevant to the research topic.

C. Data Collection Technique

The following methods will be employed by the instruments the researchers use to gather data for their study ²⁹:

1. Interview

The researcher conducted in-person interviews with participants with three to five interviewers in each group. These interviews aimed to gather opinions and perspectives from the participants regarding the comprehension of simple past tense. The researcher also interviewed teacher to gain insight into the common mistakes they observed and the strategies they used to overcome them.

2. Observation

The researcher records behaviors and activities at the research site in unstructured or semi-structured field notes that use some open-ended and general questions of interest. Typically, these field observations were open-ended, with the researcher asking general questions to allow participants to freely give their opinions. The researcher also observed classroom activities where narrative writing was taught and recorded instructional techniques, student participation, and common errors.

²⁹ *Ibid.*,203.

3. Documentation

The researcher would collect student tests as primary data. In collecting data, the researcher will collect authentic writings from students' narrative writing. These writings can be sourced from regular class assignments, exams, or specially designed assignments for this study that have been created by the researcher. After that, the researcher analyzes their assignments. So, it is clear that documentation is a record of information in the form of information in the form of documentation. The researcher uses this method to obtain data about students' narrative writing tests.

Documentation analysis is a qualitative research method that involves systematically reviewing, evaluating, and interpreting documents to extract significant data³⁰. This method is utilized to extract information and insights from existing records or texts that are relevant to the research subject. Documents might include a variety of things, including written texts, reports, emails, websites, policies, historical documents, and student projects.

D. Data Analysis Technique

The data analysis process is an important aspect of research because it allows the researcher to draw conclusions about the research

³⁰ Glenn A. Bowen, "An Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009): 27–40.

findings. In this investigation, the researcher performed the following procedures³¹:

1. Gathering, organize and prepare the data

This includes transcribing interviews, scanning and entering field notes, documenting visuals, and categorizing data based on sources.

2. Read or review the data

This step involves gaining a general understanding of the material and reflecting on its meaning. What general concepts are the participants expressing? What's the tone of the ideas? What is your view of the information's depth, credibility, and usefulness? Qualitative researchers may take notes in the margins of transcripts or field notes, or record general ideas on the data during this stage. Consider creating a sketchbook to capture visual ideas.

3. Grouping the data by categorizing data

Coding is the technique of arranging data by bracketing chunks (or text or image segments) and writing a word for each category.

This entails organizing the text or image data gathered during data collection, categorizing the sentences (or paragraphs) or photos, and identifying the categories with terms. Use the coding process to create descriptions of the scene or individual, as well as categories or themes to be analyzed. Descriptions consist of comprehensive information about persons, places, or events in a setting.

³¹ Jhon W. Ceswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 4th ed. (USA: SAGE Publication, Inc, 2014).

4. Represented finding of the analysis

The researcher determine how descriptions and topics will be conveyed in the qualitative narrative. The most common strategy is to explain the conclusions of the analysis through narrative sections.

5. Interpretation

The researcher's final step is to interpret the findings or results of the research.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Description of Research Location

1. The historical of the background SMP Alfalakhusa'adah

SMP Alfalakhusa'adah is one of the junior high school with private status located in village Tanjung Serupa, Pakuan Ratu sub-district, Way Kanan. The SMP Alfalakhusa'adah was established in May 1, 2012 and got a new SK with number 01/YPAS/TS-PR/V/2012 which is under the auspices of the Ministry of Education and Culture. In learning activities this school have 277 students, is guided by teacher who are professional in their fields. The current principal of Alfalakhusa'adah Junior High School is Eko Wahyudi. The operator in charge M. Yasin.

2. Vision and Mission

The vision: To be a school that excels in achievement, ethics, and broad-mindedness.

The mission:

- a. To optimize all the potential of the school to improve the quality of education services.
- b. Implementing an active, creative, and fun learning process familiarize the practice of worship properly and correctly

- c. Realizing a healthy, clean, and comfortable school atmosphere.
- d. Improving the greening of the environment

All of the vision and mission have the purpose to increase the developing of the school. The orientation of the SMP Alfalakhusaadah is the official management. The school consists 6 classes, the principal room, administration room, teacher room, toilet, library, mosque, hall room, medical center room, and kitchen.

3. The condition of teacher

There are 21 teachers` and official employees in SMP Alfalakhusa`adah. For a list of teachers.

Table 3
List of Teachers

No.	Names of Teacher	Position
1.	Eko Wahyudi, S. H. I	Principal
2.	Ali Munawar, S. Pd. I	Head of curriculum
3.	Eko Setiawan, S. Pd	Subject teacher
4.	Miftakhul Ma`arif	Administration
5.	M. Yasin, S. Pd	Operator
6.	Hani Yulikah	Administration
7.	Tri Joko Waluyo	Administration
8.	Siti Solikha, S.Pd	Subject teacher
9.	Leydia Sunara, S.Pd. I	Subject teacher
10.	Apriana Wiwik Sulistanti, S.Pd	Subject teacher
11.	Wayan Caka Putrayana, S.Pd	Subject teacher
12.	Asih Setiani, S.Pd	Subject teacher
13.	Astya Ranti, S.Pd	Subject teacher
14.	Dwi Amelia, S.Pd	Subject teacher

15.	Cahyani Putri	Subject teacher
16.	K.H Wainuddin	Subject teacher
17.	Andriyatno	Subject teacher
18.	Dita Eriana, S.Pd	Subject teacher
19.	Achlis Afriyanto, M.Pd	Subject teacher
20.	Rahmad Ali Purwanto, S.Pd	Subject teacher
21.	Siti Khodijah, S.Pd	Subject teacher

B. Description of Research Data

On September 14, 2024, the researcher interviewed 15 students at Alfalakhusaadah Junior High School. The researcher initially started the research by observing the teaching and learning process in class ninth. The researcher focused on the teaching and learning process, and while making observations, the researcher filled in the observation sheet that had been previously provided

After observing, researcher asked some questions about their challenges in writing narrative texts. The researcher interviewed 15 students and found that some students had difficulty in creating narrative text sentences due to lack of vocabulary and word choice. The analysis of students' written tests supported this conclusion. The researcher assessed the descriptive writing of 15 students using Dulay et al's approach to divide errors into four types: omission, addition, sequencing errors, and information errors.

1. Identification Types of Errors

After collecting the data from the identify, researcher found some errors made by students in writing narrative text using simple past tense.

Table 4

The identification of the errors of students

No.	Students	Errors identification	Error correction	Types of error
1.	Student 1	Last night, the boy jokes about wolves, and he go to camping.	Last night, the boy jokes about wolves, anf he went to camping.	Misformation
		One day, the boy cry out	One day, the boy cried out (student didn't used the verb)	Omission
2.	Student 2	Last night, I study math with my friends.	Last night, I studied math with my friends	Omission
3.	Student 3	We take some photos, and we go to home	We took some photos, and we go to home	Misformation
		We took some photos, and we go to home	We took some photos, and we went to home	Omission
		I go to with my family	I went to with my family (the student did not use incorrect verb)	Misformation
4.	Student 4	Last holiday, my sister and I go to Bandung	Last holiday, my sister and I went to	misformation

			Bandung (the student did not verb 2)	
5	Student 5	Once upon a time, in village, there was a young man. He live kind and generous.	Once upon a time,in village, there was a young man. He lived kind and generous. (the student wrote the wrong verb 2, live is for lived)	Misformation
6.	Student 6	Last day, my family and I go to Palembang.	Last day, my family and I went to Palembang.	Misformation
		After along flight, Ia feel tired.	After along flight. I felt tired	Misformation
		I try pempek for the first time, and it was really good.	I tried pempek for the first time, and it was really good. (student did not use verb 2)	Misformation
7.	Student 7	Last month, I went Bali Island.	Last month, I went to Bali Island. (the student supposed to have in sentence but the student delete or forget to write to).	Omission

8.	Student	We arrive in a hotel	We arrived in a hotel (student shouldn't commit verb 2)	Omission
9.	Student 9	Last month, I and my family visits Prambanan Temple	Last month, I and my family visited Prambanan Temple (the student did not use verb)	Misformation
		We are go to Prambanan Temple by car	We went to Prambanan Temple	Misformation
		We are go to Prambanan Temple by car	We went to Prambanan Temple	Addition
		Along the road,we see beautiful views, buildings,and some other.	Along the road, we saw beautiful views, buildings, and some other some.	Misformation
		After we waited him for a five minute we enter into Prambanan Temple	After we waited for five minute, (student presence of an item a)	Addition
		After we waited for five minute, we enter into Prambanan Temple	After we waited for five minute, we entered into Prambanan Temple (those sentence classified as omission because	Omission

			student omi suffix - ed)	
10.	Student 10	Last night, I and my family go to night markets.	Last night, I and my family went to nights markets. (the student put incorrect verb forms)	Misformatio
		Then, we take many selfies for our memories.	Then, we took many selfies for our memories. (student did not use verb 2)	Misformation
11.	Student 11	Last Saturday, my friends and I decided to spend the day at the beach. We wake up early in the morning,	Last Saturday, my friends and I decides to spend the day at the beach. We woke up early in the morning (the student put incorrect verb)	Misformation
		We take pictures to capture the moment	We took pictures capture the moment (student did not use verb 2)	Misformation
12.	Student 12	Yesterday,I go to Surabaya to join English speech competion.	Yesterday, I went to Surabaya to join English speech	Misformation

			competition (the student put incorrect verbs)	
13.	Student 13	Last weekend, I and my family go to the beach.	Last weekend, I and my family went to the beach (the student did not use verb 2)	Misformation
		The next day, we prepared in the morning. We buy some foods and drinks.	The next day, we prepared in the morning. We bought some foods and drinks (student did not use incorrect verb)	Misformation
		We went by the car, its take 5 hours to arrive there.	We went by the car, its took 5 hours to arrive there. (Student did not use incorrect verb 2)	Misformation
		Then we buy tickets in the entrance gate	Then we bought tickets in the entrance gate (student wrote wrong verb 2, buy:bought)	Misformation
14.	Student 14	The girl saw the mans in the village	The girl saw the mens in the village	Addition

			(usage in plural)	
		Last night, the girl go to dark forest.	Last night, the girl went to dark forest. (Student did not use verb 2)	Misformation
15.	Students 15	I just stay at home	I just stayed at home. The student did not use the verb 2 in this sentence, in simple past tense it used ver 2)	Misformation
		I felt that was the worst day I have ever passed	I felt that was the worst day I have had. (it is true, but the pharase flawed)	Misformation
		I play football with friends	I played football with friends. (student did not use the verb 2)	Misformation
		I had a breakfast in the morning	I had a breakfast in this morning. (the student used a pharase that does not fit the sentence)	Misformation
		I rushed to take bath to	I rushed to take bath	Misformation

	freshen my body	to refresh my body (the student used the wrong morpheme)	
	I felt asleep	I fell asleep (student wrote wrong ver 2, felt is for feel)	Misformation
	I watch favorite my tv	I watched my favorite tv (student did not use the verb 2)	Misformation
	I watch favorite my tv	I watched my favorite tv (the student wrote the text in the wrong order).	Misordering

Based on research conducted, by examining 15 ninth grade students of SMP Alfalakhusaadah. Researchers grouped several errors made by students into 4 types, like Dulay et al's theory, namely omission, addition, misordering, and misformation. The following is data:

Table 5
Recapitulation of types of errors in writing narrative text

No.	Name of students	Omission	Addition	Misformation	Misordering
1.	AKN	2			
2.	HJA	1			
3.	VAP	1		2	
4.	EPM			1	
5.	WU			1	
6.	TF			3	
7.	AP	1			
8.	WA	1			
9.	NF	1	2	3	
10.	EAPM			2	
11.	RS			2	
12.	EKH			1	
13.	AT			4	
14.	LNA		1	1	
15.	MDP			7	1
		7	3	27	1
TOTAL (N)					38

The table above shows the total errors that made by the students. Misformation is the most frequent error made by the ninth grades students of SMP Alfalakhusaadah, with 27 total of error. The second is omission with 7 total or errors. The next is addition with 3 total of errors. And the last is misordering with 1 total of error. And the total error that the students made were 38 errors.

2. Dominant of Errors

Based on the data above, the most dominant of errors is misformation, with 27 total of errors or 71%.

3. Causes of Error

a. Understanding of meaning and vocabulary

Understanding of meaning is the ability to understand the relationship between words. In addition, understanding meaning is needed by students in learning English. If they understand meaning, it will make it easier for them to learn. This is in accordance with interviews conducted by researchers with students. The results of the interview are as follows:

Yes, because it's difficult, I use English so I don't understand, like the correct sentence, vocabulary, meaning, translation. (WU)

Yes, because it's difficult to understand when writing in English (VAP)

b. Influence of their native language

In this case, the influence of mother tongue affects students in learning English, such as errors in verb usage and sentence structure, translating sentence structure from their mother tongue into English which sometimes results in errors in word order and appropriateness. The result of the interview are as follows:

It's difficult to get used to it English, rarely use English. I don't understand. (MDP)

The difficulty is when translating to English to Indonesian. Then writing in English, usually Indonesian, so it's difficult. (VAP)

c. Word choice

Word choice is the process of choosing the right and contextually appropriate word for the sentence. The result:

I don't know the right word for this sentence, and then what verb is subject. (VAP)

I like to be confused, choosing the right word. (MDP)

d. Language proficiency

The ability of students to understand a language that is learned. this proficiency can include such as listening, speaking, reading, writing. The result interview:

I think I'm not good at English because I have trouble reading it, and I'm not used to it. (WU)

I don't understand tenses, the use of appropriate verbs, and grammar. (VAP)

Based on the statement above causes errors is understanding of meaning, vocabulary, influence of their native language, word choice, and language proficiency.

C. Discussion

After gathering data from students, errors are examined and categorized using Dulay et al.'s, there are four: omission, addition, misordering, and misformation³². The table below depicts the highest to lowest degree of errors committed by students in narrative text:

Table 6
Percentage

No.	Kind of Error	Percentage
1.	Omission	18,4 %
2.	Addition	7,8 %
3.	Misformation	71%
4.	Misordering	2,6 %
	Total	100%

Based on research results, the highest frequency of errors made by students is misformation 71%. The researcher found the students used wrong from past sentence, regular verbs, and using verb 2. The second committed errors by student is Omission 18,4%. In this errors student does not produce an item that should appear in a well-formed utterance. In this error the students made the mistake of omitting some words and making incomplete sentences in their narrative writing.

The next is addition with 3 errors or 7,8%. The student made addition error because they put the words or item that should not present

³² Dulay, *Language Two*, 146

in a sentence. The last errors is misordering with 1 errors or 2,6% errors by student. The dominant of errors by students is misformation.

The next is regarding causes of errors. The errors came from many factors, the students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use.

Based on the research, causes of errors by the students because in narrative writing are from factors of vocabulary, verb, understanding of meaning, language use, and word choice. This is line with Desta et, al findings errors happened because of their first language (Indonesian logical thinking), or we could say the learner mother tongue interference (interlingual source), some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.³³

³³ Desta Tririzki Liasari and Cucu Sutarsyah, "An Anaysis of Student's Grammatical Error's In Writing Report Text," *U-J-ET: Unila Journal of English Teaching*, 2017, 1–10.

CHAPTER V

CONSLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, researcher made the following conclusions:

1. The concluded that the kind of error made by students in writing simple past tense in narrative text are omission, addition, misformation, and misordering. The study identified the first omission with 7 of total errors. The second is addition with 3 of total errors. The next is misformation with 27 of total errors. The last is misordering with 1 of total errors.
2. The dominant of errors by students is misformation with 27 errors of the total errors. From the research data, it was found that is Misformation the most dominating result in errors made by students from the four types of errors analysis.
3. Causes errors due to a lack of understanding of meaning, vocabulary, influence of their native language, word choice, and language proficiency.

B. Suggestion

Based on the coclusions above, researcher gave the following suggestions

1. For Student

Pay closer attention for their writing. Improve your vocabulary and grammar abilities. Improve your writing test via regular practice. Students should practice writing more to improve their comprehension and become better

2. For Teacher

The teacher gives a lot of explanations about the materials taught, such as simple past tense, narrative text, and other materials. The teacher makes learning activities comfortable and relaxed. The teacher pays more attention to the difficulties students experience in writing English texts, especially grammar. such as giving conversation and writing assignments. In addition, it is also important to give feedback to student

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APPENDICES

Appendix 1

Observation

Blueprint of Observation Sheet

The observations were aimed at obtaining information and data about the teaching and learning writing process in classroom at the ninth grade of SMP Alfalakhusa'adah.

Class : IX

Date : September, 14 2024

Give the assement by giving a mark (✓).

No.	Statement	Answer	
		Yes	No
1.	Students prepare themsleves well when starting learning english (<i>Siswa mempersiapkan diri dengan baik saat pembelajaran dimulai</i>).	✓	
2.	Students pay attention when the teacher explaining the material (<i>Siswa memperhatikan ketika guru sedang menjelaskan materi</i>).	✓	
3.	Students actively participate in classroom learning english writing (<i>Siswa aktif berpartisipasi aktif dalam pembelajran dikelas menulis bahasa Inggris</i>).	✓	
4.	Students use media to help in learning writing (<i>Siswa menggunakan media untuk membantu dalam mempelajari menulis</i>).	✓	
5.	Students learning facilities to support the learning process (<i>Fasilitas pembelajran siswa untuk mendukung proses pembelajran</i>).		✓

No.	Aspect
1.	A brief history of the establishment of SMP Alfalakhusa'adah
2.	Vision and Mission of SMP Alfalakhusa'adah
3.	The result of students writing test of SMP Alfalakhusa'adah

Appendix 2

No.	Observ aspect	Result
1.	Open the lesson	Salam and say hello the students
2.	Presentation material	Narrative text
3.	Language Use	The use of language is use english and indonesian
4.	Time	1 x 45
5.	Media	Use whiteboard, papers
6.	Student behaviour	Some students active some students not active in learning process.

I. Material

Narrative Text.

Narrative Text, adalah teks yang isinya merupakan cerita atau kisah tentang sesuatu. Contoh narrative text: cerita rakyat (*folktale*), cerita binatang (*fable*), Legenda (*legend*), cerita pendek (*short story*), pengalaman pribadi liburan, dan sejenisnya. Di dalamnya terdapat konflik/puncak masalah yang diikuti dengan penyelesaian. Fungsi utama teks ini adalah untuk berkisah atau menghibur pembaca.

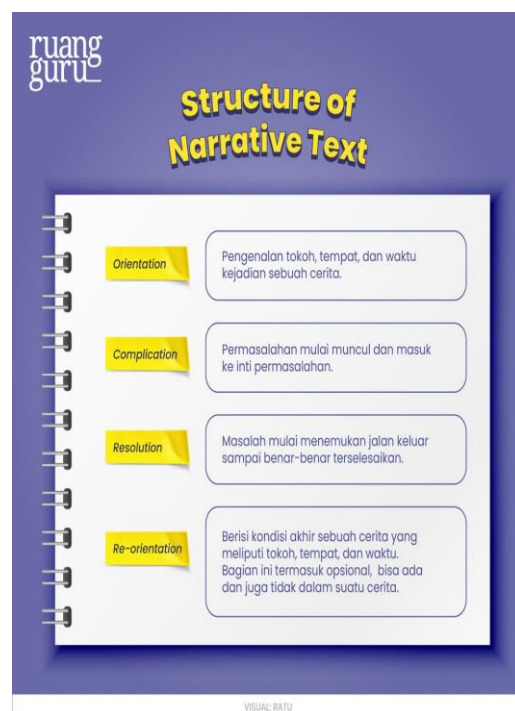
Ciri-ciri Narrative Text:

1. Generic Structure:

- **Orientation:** berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
- **Complication:** Berisi puncak konflik/masalah dalam cerita. Sebuah cerita boleh memiliki complication lebih dari satu.
- **Resolution:** Pemecahan masalah. Bisa berakhir dengan kegembiraan (*happy ending*) bisa pula berakhir dengan kesedihan (*sad ending*).

2. Grammatical features menggunakan tenses simple past tense.

3. Sering menggunakan kata penghubung waktu (*temporal conjunction*), misalnya: once upon a time, one day, long time ago, ...



Example:

The Boy Who Cried Wolf

Orientation: Once upon a time, there was a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest.

Complication: One day, just to have some fun, the boy cried out, "Wolf! Wolf! The wolf is chasing the sheep!" The villagers heard his cries and rushed out of the village to help him. But when they arrived, they found no wolf, and the boy laughed at them for believing his lies.

The boy repeated the same trick several times, and the villagers grew tired of his false alarms. One evening, as the sun was setting, a real wolf came out from the forest and started chasing the sheep. The boy cried out in fear, "Wolf! Wolf!" But this time, no one came to help him. The villagers thought he was trying to trick them again, so they stayed in the village.

Resolution: The wolf attacked the flock, and the boy learned a valuable lesson: No one believes a liar, even when he is telling the truth.

Anak laki-laki yang menangis serigala

Alkisah, ada seorang anak gembala muda yang menggembalakan domba-dombanya di kaki gunung dekat hutan yang gelap.

Suatu hari, hanya untuk bersenang-senang, anak laki-laki itu berteriak, "Serigala! Serigala! Serigala mengejar domba-domba!" Penduduk desa mendengar teriaknya dan bergegas keluar desa untuk menolongnya. Namun,

ketika mereka tiba, mereka tidak menemukan serigala, dan anak laki-laki itu menertawakan mereka karena mempercayai kebohongannya.

Bocah itu mengulangi trik yang sama beberapa kali, dan penduduk desa menjadi bosan dengan alarm palsu yang dibuatnya. Suatu malam, saat matahari terbenam, seekor serigala sungguhan keluar dari hutan dan mulai mengejar domba-domba itu. Anak laki-laki itu berteriak ketakutan, “Serigala! Serigala!” Namun kali ini, tidak ada seorang pun yang datang menolongnya. Penduduk desa mengira dia mencoba menipu mereka lagi, jadi mereka tetap tinggal di desa. Serigala menyerang kawanan domba, dan anak laki-laki itu mendapat pelajaran berharga: Tidak ada yang mempercayai pembohong, bahkan ketika dia mengatakan yang sebenarnya.

Appendix 3

The Result Interview

1. How often do you learn writing in a week?

Student 1: Sometimes, when there is an assignment to write in English, I just do it

Student 2: Actually, learning writing when there is a new writing assignment. So, it's not too often.

2. Do you think learning writing is difficult? Why?

Student 1: Yes, because it's difficult, I use English so I don't understand, like the correct sentence, translation, structure, and then word choice.

Student 2: Yes, because I'm not fluent in English, and I don't understand about vocab but I use the dictionary for translation.

3. What do you think of the facilities for learning writing?

Student 1: I think that's not found, I would like to see more facilities for learning English, so learning is more fun.

Student 2: In my opinion the facilities are quite helpful.

The Teacher Interview Result

Narasumber : Astya Ranti, S. Pd

Hari/Tanggal : Sabtu, 14 September 2024

Tempat : SMP Alfalakhusaadah

1. In arranging lesson plan, do you consider to include writing skill in learning English?

Answer: Of course, se when we study English, writing skills are often included, so that students can know and improve their writing skills.

2. How do you teach writing for students?

Answer: The way to teach writing in English is through everyday life, for example writing short texts or writing on the blackboard so that we can be trained in writing English.

3. What do you think the main reason that writing is difficult to teach? Or for students?

Answer: The main reason for the difficulty in writing English for students is that they usually write in Indonesia and then in English and the writing is different from what is pronounced, about the grammar, vocabulary, and the habit.

4. What are the best solutions to solve the obstacle in teaching writing?

Answer: The best solutions in teaching writing is about the writing process approach, practice or exercise writing, vocabulary, encourage reading

because to help students understand different writing skills, and can be use the technology or media.

Appendix 3



Documentation observation



Documentation Interviews with class ninth

Appendix 3

Class: _____

A trip to Prambanan Temple

Last month, I and my family ^{went} visited Prambanan Temple. ^{visit}

We ^{are} go to Prambanan temple by car. We leave on Saturday and arrive there on Monday. Along the road, we ^{see} views beautiful, buildings, and some other. Then we buy tickets. After we waited him for a three minute we enter into Prambanan temple area. we take pictures. This is my favorite holiday with my family. ^{took} ^{Memorization}

^{add} ^{view of} ^{is from} ^{pot} ^{saw} ^{ought} ^{visit}

^{entered} ^{Umuribon}

Class: M

2. my last holiday

My last holiday was a five-day trip to Prague in the Czech Republic. I know Prague well because I lived there when I was at university ten years ago. ^{Memorization}

We arrive in a hotel instead of staying in a hotel, I stayed with one of my old friends. It was so much fun and a little bit like my old life. I wanted to do all the same things I did in my university day. So I visited the university. It has changed a lot then and looks more modern. I also went to Super market near old my old house. I loved seeing all the different foods. I was really happy to find my favorite Cheese biscuits. ^{Memorization}

Umuribon : 3

Students result



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 4610/In.28.1/J/TL.00/10/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Much Deiniatur (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **MARIA VANESA PUTERI**
NPM : 2001051018
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF STUDENTS ERRORS ON USING SIMPLE PAST TENSE IN WRITING NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMP ALFALAKHUSAADAH**

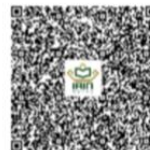
Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Oktober 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

CURRICULUM VITAE



The name of the researcher is Maria Vanesa Puteri. She was born in Way Kanan on March 22 2002. She is the first child of the happy couple, namely Mr. Ahmad Sodik and Mrs. Sri Maryati Ningsih. The first formal education taken was Pertiwi Kindergarten (2007-2008). She graduated from elementary school (SDN 01 Tanjung Serupa) in 2014. She continued her education at junior high school (SMP Alfalakhusa'adah) and graduated in 2017. After graduating from junior high school, she continued to senior high school (SMKN 1 Pakuan Ratu) and graduated in 2020. And in 2020 he continued her studies as a Bachelor's student in English Language Education at the Metro State Islamic Institute (IAIN Metro)