

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

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

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

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

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

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

1.2 Focus of the Research

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

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

2.3 Formulation of the Problem

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

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

1.4 Objectives of the Research

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

1.5 The Significance of the Research

a. Theoretically

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

b. Practically

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