

CHAPTER IV

RESULT AND DISCUSSION

4.1 Research Result

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

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

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

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

4.1.1 The Result of Interview

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

Table 4.1 Interview Table

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

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

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

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

4.2 The Result of Observation

The next step taken by the researcher was observation by conducting tests with students to get accurate results regarding errors that were often made. Observation was only used to support the results of the

interview. Researchers observed conditions, situations, and activities. Researchers made observations from December 22 to December 31, 2024. After collecting data from the test results through observations, the author found several mistakes made by students in using simple past tense in writing narrative text.

Table 4.2 Recapitulation of Word Errors

Error Type			
Omission	Addition	Misformation	Misordering
67	58	176	43

Percentage of words errors:

a) Omission

$$P = \frac{67}{344} \times 100\% = 19,48\%$$

b) Addition

$$P = \frac{58}{344} \times 100\% = 16,86\%$$

c) Misformation

$$P = \frac{176}{344} \times 100\% = 51,05\%$$

d) Misordering

$$P = \frac{43}{344} \times 100\% = 12,50 \%$$

No	Types of Error	Frequency of Error	Percentage
1	Omission	67	19,48%
2	Addition	58	16,86%
3	Misformation	176	51,05%
4	Misordering	43	12,50 %

Table 4.3 Frequency of Word Errors

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

4. Total errors of Omission are 67 errors on percentage 19,48%
5. Total errors of Addition are 58 errors on percentage 16,86%
6. Total errors of Misformation are 176 errors on percentage 51,05%

7. Total errors of Misordering are 43 error on percentage 12,50 %

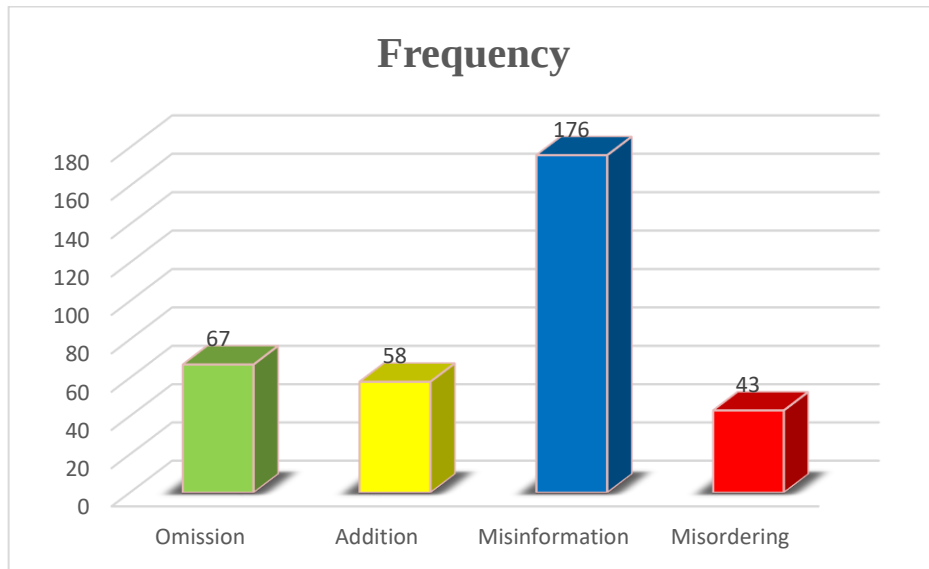


Figure 4.1 Frequency of Word Errors

No	Types of Error	Frequency of Students
1	Omission	30
2	Addition	30
3	Misformation	38
4	Misordering	27

Table 4.4 Frequency of Students' Errors

4.3 Discussion

There were 38 students and 176 errors made in the Misformation area, with a percentage of 51,05%. This happened because students may have had difficulty forming verbs (regular and irregular) and been confused about the difference between similar tenses, especially the continuous and perfect forms. Some respondents only understood most of the concepts without being able to fully apply them in complex sentences.

First, students tended to use present verbs in the form of verbs, causing verb formation errors such as “There is a legend That has never faded overtime.” The correct form should have been “There was a legend That has never faded overtime.” because the word “is” was the wrong

form in the past tense. The correct form should have been “was” in the past tense because it is an irregular verb. There were 30 students and 67 errors made in the omission area with a percentage of 19,48%. Most of the errors came from the omission of auxiliary verbs.

There was 27 students and 43 errors made in the misordering area with a percentage of 12,50%. For example, “The commander felt that no one can defeat him, with a brave heart Laowomaru accepted the challenge.”

There were 30 students and 58 errors made in the addition area with a percentage of 16,86%. Most of them made mistakes in addition problems related to spelling.

Based on the observations and observations that had been made, it can be concluded that they understood the difference between simple past tense and other tenses. However, some admitted that they were confused to distinguish between similar tenses, especially the continuous and perfect forms. Some respondents only understood most of the concepts without being able to fully apply them in complex sentences, and some difficulties arose when combining simple past tense with other tenses, such as past perfect, to show a more complex sequence of events.

4.4 Interpretation

Based on the data analysis, the researcher found that students made mistakes in writing with frequencies of 51,05% misformation errors, 19,48% omission errors, 16,86% addition errors, and 12,50% misordering errors. From these frequencies, the author saw that most students were still confused in using the simple past tense, so it needed more attention from various parties. In other words, tense errors were the incorrect use of one grammatical form as a substitute for another grammatical form, or when the learner gave something inappropriate. In fact, according to Dulay, this type of error was often committed by students learning English. He explained that this type of error showed how the surface structure changed and allowed language learners to omit and distort sentence items, so that

learners created or possibly added unnecessary sentence items in the sentence. In general, this type of error could be classified as an informational error.

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

4.5 The Research Result Implications

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

- a) Identify the main areas of difficulty faced by students, such as the use of irregular verbs, and time consistency in sentences.
- b) Adapting teaching methods by emphasizing practice on those aspects of grammar that are often problematic.
- c) Develop error-based learning materials to improve students' understanding of the simple past tense.
- d) Improve learning strategies, e.g. with more practice changing irregular verbs and understanding the context in which they are used.
- e) Future research can involve a wider range of subjects, such as students from other universities, to see if similar results are found in different contexts.

4.6 The Research Result Limitations

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

conducted in a specific classroom context, which means the results may have been influenced by the teaching methods and curriculum used at the university.

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