

**AN ANALYSIS OF THE ELEVENTH-GRADE STUDENTS' ABILITY
IN USING *SIMPLE PAST TENSE IN NARRATIVE TEXT*
AT SMAN 7 PADANG**



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THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
2024**

UNIVERSITAS BUNG HATTA

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*Submitted to Fulfill a Partial Requirement for Getting an S-1 Degree at the English
Department of the Faculty of Teacher Training and Education Bung Hatta University*



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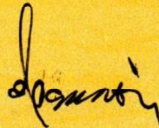
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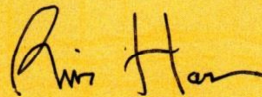
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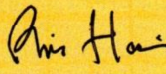
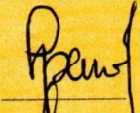

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ABSTRACT

Salsabilla, Grace Angelina (2024): *An Analysis of the Eleventh Grade Students' Ability in Using Simple Past Tense in Narrative Text at SMAN 7 Padang*

Advisor: Dr. H. Welya Roza, M.Pd

The purpose of this research was to describe the eleventh-grade students' ability to use Simple Past Tense in Narrative Text text at SMAN 7 Padang. This research design was a descriptive one, using a quantitative methods approach. In this research, the population was the eleventh-grade students at SMAN 7 Padang. The number of population was 350 students. In selecting the sample, the researcher used a convenience sampling technique. The number of samples was 35 students. The instrument used to get the data was a completion test. The researcher gave students 90 minutes to answer the sheet. The researcher did a real test on the students. The researcher found the reliability of the test by using standard deviation. It was found that the coefficient correlation was high 0.79 (see Appendix 6). It means that the test was reliable. Then the test is valid in terms of content because the material about narrative text has been covered in the curriculum and has been learned by the students (see Appendix 1)

Generally, the result showed that the eleventh-grade students had very good ability in using simple past tense in narrative text, it was proved that 2 students (5.71%) had excellent, 15 students (42.85 %) had very good, 6 students (17.14%) had good, 10 students (28.57 %) had fairly good, 1 student (2.85%) had fair, 1 student (2.85%) had poor ability to use simple past tense in narrative text. Specifically, 2 students (5.71 %) who had very good, 2 students (5.71 %) who had good, 7 students (20 %) who had fairly good, 1 student (2.85%) who had fair, 15 students (42.85 %) who had poor and 8 students (22.85 %) who had very poor to use simple past tense in nominal sentences in narrative text. 15 students (42.85 %) who had excellent, 11 students' (31.42 %) very good, 6 students (17.14 %) who had good, 2 students (5.71 %) who had fairly good, and 1 student (2.85 %) who had poor to use simple past tense in verbal sentences in narrative text.

Based on the result, it can be concluded that the student's ability to use Simple Past Tense in Narrative Text was Very Good (42.85 %) Although, students to use Simple Past Tense in Narrative Text was good enough there were still some mistakes made by the students to use nominal and verbal sentences in narrative text. Future research is suggested to study the errors made by the students when using simple past tenses in narrative text.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the problem, the significance of the study, and the definitions of key terms.

1.1 Background of the Problem

Nowadays in today's interconnected world, English has emerged as a primary language for international communication across countries and cultures. Andayani (2022) has emphasized that the use of foreign languages, especially English, has evolved from a luxury to a necessity in various productive sectors. With globalization, English has solidified its role as the global language of business, becoming integral to modern communication.

In Indonesia, English education has become essential for students, who are expected to have achieved proficiency from junior high school to university. Students have progressed through different levels beginner, intermediate and advanced aiming to master the four fundamental English skills: listening, speaking, reading, and writing.

To write effectively, the students need guidance and knowledge about different text genres, each with unique structures and language features. Among the genres, the narrative text stands out, as it tells stories about past events in a sequential manner. Grace and Sudarwati (2007) highlight that narrative texts aim to

amuse, entertain, and address experiences, both real and imagined. Joyce (2000) has adds that narrative texts not only solve problems but also impart moral values, cultural insights, and entertainment. Narrative texts can be fictional, such as short stories , fairy tales, fantasy, legend and fabel.

In schools, writing narrative texts involves understanding their structure and the use of the simple past tense, which describes past events. Declereck (2006) has explained that the simple past tense is used to discuss completed actions and habitual events in the past. Despite its importance, many students struggle with forming correct past tense sentences and writing narrative texts. Issues included mastering grammar components like noun phrases, time connectives, and past tense verbs, understanding tense rules, maintaining motivation, and expanding vocabulary.

The facts from several studies indicated that many students struggle to form sentences using the simple past tense and write narrative texts. Additionally, the students often appeared disinterested in learning tenses, as evidenced by their quick boredom and lack of engagement in class. Fear of making mistakes leads to passivity and reluctance to answer questions in English. To address this, the teacher emphasized mastering the simple past tense, a critical element in writing narrative texts.

Based on observations during a practice teaching program called PPL (Pendidikan Praktek Lapangan) at SMAN 7 Padang, eleventh-grade students have been learning material on simple past tense in narrative texts in the first semester in

week 4 (See Appendix 1). The initial focus has been on identifying the context, main ideas, detailed information, and language structure within narrative texts. The methods employed by the researcher have included introducing the material, discussing it, providing practice questions, conducting quizzes, and administering daily tests to the students. Various learning resources utilized for teaching narrative texts included English 11. F textbook, YouTube, Liveworksheet.com, English.com, and Google.com.

Based on the researcher's interview with the English teacher at SMAN 7 Padang about how students' ability to use the simple past tense in writing narrative texts, the English teacher has said that several factors have made it difficult for students to write narrative texts, especially the use of the simple past tense. Therefore, the teacher has tried to emphasize to the students to master the simple past tense which is one of the elements in writing narrative text.

Some related studies are related in focus and problem. First, the study from Setti (2018) About an “*Error Analysis on the Use of Simple Past Tense in Narrative Text Made by the Third Semester of English Department Students at the Muhammadiyah University of Makassar*”. The result of the study is the students had many errors in writing narrative text, especially in using simple past tense. The students need more practice in using simple past tense to make them familiar with it and they can compose a good narrative text. The second study is from Widiyawati, (2022) about an “*Analysis of Students Ability Using Simple Past Tense in Writing Narrative Text (A Study on the Tenth Grade Students of SMA Negeri 1 Parung)*”.

This study found the students' weaknesses in writing narrative text; there is a lack of vocabulary, the boundaries between the Indonesian language and English, and a lack of practice. The last study is from Rianti *et al* (2023) about an “*Analysis of the students' ability in writing simple past tense at Pahlawan Tuanku Tambusai University*”. This study found that the student’s ability to use simple past tense is low.

From the explanation above studies, the researcher was interested to conduct a research entitled “An Analysis of the Eleventh Grade Students' Ability in Using Simple Past Tense in Narrative Text at SMAN 7 Padang.”

1.2 Identification of the Problem

The students mastery of the grammar needed for writing narrative texts, including noun phrases, conjunctions, action verbs, adverbs, pronouns, and past tense verbs. They do not understand the rules for using the simple past tense. There is a lack of motivation to learn tenses for narrative text. The students often misuse verb forms in simple past tense sentences, using the present form instead of the past form. Limited vocabulary hindered their ability to generate ideas for writing.

The students have not mastered the grammar used to make narrative texts such as noun phrases, nouns, time connectives/conjunctions, action verbs, adverbs/adverbial phrases, pronouns, and past tense. The students have not mastered the rules of using the simple past tense in making sentences. There has been a lack of students' learning motivation to master the use of tenses in making narrative texts. The lack of vocabulary that they have has made it difficult for students to build ideas in writing narrative texts. An example of a sentence that

students have written is “*I goes to market yesterday with my friend.*” From the example, the students have written the wrong past verb for the word “go”. In addition, the teacher also said that students often looked uninterested in the tenses taught in class. It has been seen from the behavior of students who have gotten bored quickly in class because they have not understood the material being taught. Boredom has been seen with students often daydreaming and being busy with other things around them without paying attention to the teacher's explanation in front of the class. Students have rarely answered the teacher's questions because they have been afraid of being wrong in answering and have become passive when the teacher asks questions in English.

Based on the problems mentioned above, some topics have been studied regarding students' ability to use the simple past tense in writing narrative text. First, students have not been able to distinguish between regular and irregular verbs in the simple past tense. For example, some students have written “*She Goes to School Yesterday*” while the correct form is “*She went to school yesterday.*” Second, students have not consistently used the correct positive, negative, and interrogative forms in simple past-tense sentences. For instance, they have written “*I do not to school yesterday,*” instead of the correct “*I did not go to school yesterday.*” Finally, students have struggled to correctly use “to be” in forming simple past tense sentences. For example, they have written “*Did you there yesterday?*” while the correct sentence should be “*Were you there yesterday?*”

1.3 Limitation of the Problem

There have been many issues related to the students' ability to use English. The researcher has limited the focus of the study to analyze the eleventh grade students' ability to use the simple past tense in narrative texts in a study at SMAN 7 Padang.

1.4 Formulation of the Problem

Based on the background of research, the researcher aimed to analyze the eleventh grade students' ability to use simple past tense in narrative text at SMA N 7 Padang. The formulation of the problem is; "How is the eleventh grade student's ability to use simple past tense in simple past tense in narrative text at SMAN 7 Padang?"

1.5 Research Question

1. How is the eleventh grade students' ability to use nominal sentences in simple past tense in narrative text at SMAN 7 Padang?
2. How is the eleventh grade students' ability to use verbal sentences in the simple past tense in narrative text at SMAN 7 Padang?

1.6 Purpose of the Research

In general, this study has aimed to find out the students' ability to use the simple past tense in narrative text in the Eleventh grade of SMAN 7 Padang. Specifically, the purposes of the study are as follows:

1. To find out the eleventh grade students' ability to use nominal sentences in the simple past tense in narrative at SMAN 7 Padang.
2. To find out the eleventh grade students' ability to use verbal sentences in the simple past tense in narrative at SMAN 7 Padang.

1.7 Significance of the Research

This research is expected to contribute to the following:

- a. For the students, the researcher has hoped that they can increase their ability to use the simple past tense when writing narrative texts. Additionally, the researcher has hoped that students will develop higher motivation to learn the simple past tense, not only for narrative texts but also for studying other types of texts.
- b. For the teacher, the researcher has hoped that they will provide learning motivation to students and encourage them to understand that the use of the simple past tense is an important element in narrative texts. The researcher has also hoped that the teacher will foster students' interest in learning English.
- c. For future researchers, this research has been intended to serve as a reference for conducting further studies.

1.8 Definition of Key Terms

a. Simple Past Tense

Simple past tense is a tense that is used to describe a past event. There are two types of simple past tense:

1. Nominal (Using 'was' and 'were'):

- 'Was' is used with singular subjects (I, he, she, it). Example “*I was happy yesterday*”.
- 'Were' is used with plural subjects (we, you, they). Example “*They were excited about the trip*”.

2. Verbal (Regular and Irregular):

- Regular Verbs: These verbs form the past tense by adding -ed to the base form. Examples: “*I played soccer last weekend*”.
- Irregular Verbs: These verbs have unique past tense forms and do not follow the -ed rule. Examples: “*I went to the store*”. (from 'go')

b. Narrative text

The narrative text is sentences that form a sequence of stories in the past. The structure of narrative text is

- Orientation
- Complication
- Resolution

The types of narrative text can be a novel, short story, fable, or fantasy, legend and fairy tale.