

An Analysis Of Students' Difficulties In Using Past Tense In Writing Narrative Text At SMK Negeri 3 Medan

Analisis Kesulitan Siswa Dalam Menggunakan Bentuk Lampau Dalam Menulis Teks Naratif Di SMK Negeri 3 Medan

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Abstract

This study aimed to analyze students' difficulties in using the simple past tense in writing narrative texts at SMK Negeri 3 Medan. The research focused on identifying the types of grammatical errors and exploring the factors contributing to these difficulties. A descriptive qualitative research design was employed. The participants were tenth-grade students of the Rekayasa Perangkat Lunak program. Data were collected through a writing test and semi-structured interviews and were analyzed using data condensation, data display, and conclusion drawing techniques. The findings revealed that students experienced significant difficulties in forming regular and irregular verb forms, using the past forms of "to be" (was/were), and maintaining tense consistency throughout their narratives. The errors were primarily influenced by limited vocabulary mastery, insufficient understanding of grammatical rules, lack of structured practice, and low learning motivation. These findings indicate that students' grammatical competence significantly affects their narrative writing performance. Therefore, contextualized grammar instruction, systematic explanation of verb forms, and continuous guided writing practice are essential to enhance students' mastery of the simple past tense and improve their overall writing proficiency.

Keywords: Simple Past Tense, Narrative Writing, Students' Difficulties, Grammatical Errors, EFL Learners

Abstrak

Penelitian ini bertujuan untuk menganalisis kesulitan siswa dalam menggunakan *simple past tense* dalam penulisan teks naratif di SMK Negeri 3 Medan. Fokus utama penelitian ini adalah ketidakmampuan siswa dalam mempertahankan konsistensi penggunaan tense, terutama dalam teks yang lebih panjang, serta faktor-faktor yang mempengaruhi kesulitan tersebut. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan partisipan siswa kelas X program Rekayasa Perangkat Lunak (RPL 1) yang dipilih secara purposive. Data dikumpulkan melalui tes menulis dan wawancara semi-terstruktur, kemudian dianalisis melalui kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa kesulitan utama siswa adalah ketidakkonsistenan dalam penggunaan *simple past tense* pada teks naratif yang lebih panjang. Selain itu, siswa juga mengalami kesulitan dalam membentuk kata kerja bentuk lampau dan menggunakan bentuk lampau dari *to be*. Kesulitan tersebut dipengaruhi oleh keterbatasan kosakata, kurangnya pemahaman tata bahasa, minimnya latihan terstruktur, terbatasnya umpan balik, serta rendahnya motivasi belajar. Untuk mengatasi permasalahan tersebut, diperlukan penerapan latihan menulis bertahap, penggunaan strategi monitoring seperti *self-checking* dan *peer review*, serta pemberian umpan balik yang lebih konsisten dari guru. Temuan ini menegaskan bahwa kemampuan menjaga konsistensi tata bahasa sangat berpengaruh terhadap kualitas tulisan siswa. Oleh karena itu, pembelajaran tata bahasa perlu disampaikan secara kontekstual, sistematis, dan berkelanjutan untuk meningkatkan akurasi dan konsistensi penggunaan *simple past tense*.

Kata Kunci: Simple Past Tense, Teks Naratif, Kesulitan Siswa, Konsistensi Tense, Pembelajar EFL

1. Introduction

Initial observations at SMK Negeri 3 Medan revealed problems in students' English writing abilities. Most tenth-grade students in the *Rekayasa Perangkat Lunak* program struggled with the simple past tense in narrative texts. The most common challenges were distinguishing between regular verbs (with -ed) and irregular verbs, as well as subject-verb agreement with "was" and "were". Approximately 80% of the 28 students observed made past-tense errors in their writing, indicating that past-tense usage is a significant challenge for vocational high school students learning English grammar.

A similar problem was also found in the research by Vu Phi Ho Pham (2021), (Maria Dewi Rosari), and Yobel Caesar Sianturi (2021). Their research on EFL students from several secondary schools showed that students still often made mistakes in using the past tense when writing narrative texts. The most common errors were incorrect verb forms, such as using "go" when it should be "went" or "eat" when it should be "ate". Students also often misuse auxiliary verbs such as "did" in negative sentences and questions.

The researchers concluded that these errors occurred because students lacked understanding of past-tense concepts and because teachers did not provide sufficient practice (Rosari & Sianturi, 2021, p. 48). Pasaribu's (2022) research, entitled "EFL Students' Perception on English Tenses Mastery in Improving English Academic Writing," also found that although students who mastered tenses well could write more accurately, many still had difficulty using the past tense consistently in writing. This was caused by a lack of understanding of tense concepts, irregular writing practice, and, most importantly, a lack of teacher feedback or correction (Pasaribu, 2020, p. 29).

Other research by Vu Phi Ho Pham (2021) at SMA Negeri Taekas in 2024. "An Error Analysis of EFL Students' Use of Simple Past Tense in Writing Narrative Text" provided more specific examples of errors, such as students writing "bued" when it should be "bought", misusing auxiliary verbs in negative sentences and questions, and confusion in distinguishing regular verbs and irregular verbs. What is interesting about this research is its emphasis on the teachers' role. This research suggests that teachers should provide more precise, systematic explanations, as well as a variety of sufficient exercises, so that students can understand and use the past tense correctly at SMA Negeri Taekas. Meanwhile, research by Firda et al. (2022) entitled "Investigating EFL Students' Tense Errors in Writing Narrative Text" used a mixed-methods approach that combined quantitative and qualitative data to understand not only the types of errors that occurred, but also why they occurred and how to overcome them. However, this method requires considerable time, effort, and cost.

From the studies above, students' difficulties with the past tense in narrative texts are a common problem across various levels of education, from senior high schools (SMA) and vocational high schools (SMK) to universities. The emerging error patterns are also almost identical: misuse of verb forms, misuse of auxiliary verbs, and failure to distinguish between regular and irregular verbs. However, the SMK context differs from SMA or university settings, as SMK students need more practical learning related to the world of work, depending on their majors. Several factors cause this problem. External factors such as less engaging teaching methods, a lack of varied exercises, and insufficient teacher feedback. Internal factors among students, including a lack of understanding of tense concepts, low learning motivation, and infrequent independent writing practice, are present.

The novelty of this research lies in the proposed solutions, which are formulated based on empirical findings derived from students' written texts and interview data rather than solely on theoretical assumptions. The proposed solutions are practical, contextual, and applicable to vocational high school (SMK) settings, addressing both linguistic factors (such as verb formation and tense consistency) and pedagogical factors (such as teaching strategies, learning activities, and teacher feedback). By presenting data-driven and context-sensitive solutions, this research

fills a gap left by previous studies that mainly focused on error identification without offering concrete instructional strategies tailored to the needs of vocational high school students.

The descriptive qualitative method in this research focuses on detailed descriptions, classification of error types based on linguistic criteria, and in-depth interpretation of emerging error patterns. Unlike mixed methods that require complex statistical analysis, this method is more flexible and can adapt to field conditions. Researchers can explore data that emerges naturally during research without being limited to predetermined theories or variables. In the SMK context, where students have diverse language abilities and learning experiences, the qualitative method allows researchers to understand the uniqueness of each case, which might be missed when using only numerical analysis. This method also allows researchers to understand students' and teachers' views comprehensively about past tense usage errors.

Learning simple past tense in narrative texts is crucial to meet the demands of the 2013 Curriculum, which requires students to write various types of English texts with proper grammar, structure, and diction. Basic Competency (KD) 4.15 for grade X vocational high school specifically mandates that students be able to create oral and written narrative texts by paying attention to social functions, text structure, and linguistic elements. This ability is also essential for the workplace, especially for vocational students who are prepared to enter the workforce immediately after graduation. In the era of globalization, the ability to write English clearly and accurately has become a requirement in various fields such as information technology, hospitality, international business, and office administration, all of which demand professional written communication skills.

Writing narrative text plays a crucial role in English language learning, particularly for vocational high school students who are required to express past experiences, events, and stories in written form. Narrative writing demands students' ability to organize ideas chronologically and apply appropriate grammatical structures, especially the simple past tense, to ensure clarity and coherence. However, when students lack sufficient mastery of past tense forms, including regular and irregular verbs as well as past forms of to be, their narrative writing tends to contain frequent grammatical errors that obscure meaning and reduce communicative effectiveness. Therefore, students' difficulties in using the simple past tense cannot be separated from their overall challenges in writing narrative texts.

Tabel 1. Table of Urgency, Gab, and Novelty of Research

No	Urgency	Gap	Novelty
1	About 80% of tenth-grade students at SMK Negeri 3 Medan made errors in using the simple past tense, indicating a serious writing problem.	Previous studies mainly focused on identifying error types without offering practical instructional solutions.	This study proposes solutions based on students' writing results and interview data.
2	The 2013 Curriculum (KD 4.15) requires students to write narrative texts using correct linguistic elements, including past tense.	Most research was conducted in SMA or university settings, while the SMK context remains underexplored.	The research specifically focuses on SMK students in the ReKayasa Perangkat Lunak program.
3	As vocational students preparing for employment, accurate English writing is essential for professional communication.	Limited studies deeply explored students' perspectives and classroom factors through qualitative analysis.	

2. Method

This study **employed** a qualitative descriptive research design, as proposed by Sugiyono (2019), who **stated** that qualitative research **aimed** to understand phenomena experienced by research subjects holistically by describing them in words and language within a natural context. The qualitative approach **was chosen** because the researcher **sought** to gain an in-depth, comprehensive understanding of grammatical difficulties in authentic classroom contexts.

The study **aimed** to describe the grammatical challenges students **encountered** and to analyze the causes of their errors in using the past tense. This description and analysis **were grounded** in authentic student writing samples and students' responses collected during the research process. Consistent with Sugiyono's perspective, this design **allowed** the researcher to explore information naturally without manipulating variables, so that the findings genuinely **reflected** the actual learning conditions and linguistic behavior of the participants.

3. literature review

Hyland (2015) characterizes writing as a multifaceted cognitive and social undertaking involving idea generation, thought organization, appropriate vocabulary selection, grammatical sentence construction, and the production of coherent, cohesive text. Unlike transient spoken language, which is supported by gestures, facial expressions, and vocal intonation, written language demands clarity, precision, and self-sufficiency, since temporal and spatial dimensions separate writers and readers.

J. Harmer (2007) portrays writing as the process of articulating ideas, emotions, thoughts, or information through the written medium. Writing demands not only linguistic competency (vocabulary, grammar, and mechanics knowledge) but also discourse competency (coherent idea organization ability), sociolinguistic competency (audience and purpose understanding), and strategic competency (problem-solving capabilities during composition).

Planning (pre-writing), drafting, revising, editing, and publishing were the five main stages of the writing process, according to Hyland (2016) and Harmer (2007).

According to J.B. Heaton (1982) writing well required more than simply proper language and style; it also required the capacity to think clearly and choose what to write. To put it another way, writing meant more than just putting words in a certain order.

The main text genres frequently taught in educational contexts, according to Vu Phi Ho Pham (2021), are narrative, recount, descriptive, report, explanation, procedure, exposition, and discussion. Every sort of text has unique characteristics that set it apart from others and make it appropriate for certain communication situations.

Interlanguage theory (Selinker, 1972), learners developed a transitional language system that was shaped by their native tongue. Persistent tense problems in English writing were caused by the lack of verb inflection to indicate time in the Indonesian setting. This suggested that structural distinctions between the target language and the pupils' native tongue influenced their challenges.

A narrative text, according to Sapitri and Novia (2020), has an ordered, connected structure composed of orientation, complication, and resolution, sometimes followed by an optional re-orientation. This structure helps readers understand the events from start to finish, enabling the moral lesson and social significance to be communicated effectively.

4. Findings And Discussion

1.1 Data

The data used in this study came from interviews and written assessments given to students at SMK Negeri 3 Medan. The purpose of the writing test was to determine what kinds of challenges students had when creating narrative texts in the simple past tense. In the meantime,

the interview was done to find out what causes students to struggle with using the simple past tense when writing narratives.

Miles and Huberman's (1994) interactive model, which includes data collection, condensation, display, and conclusion drawing, was used in this study's descriptive qualitative method of data analysis. A number of strategies were put forth to assist students in overcoming their challenges based on the results of the writing test and interview. These strategies included increasing writing exercises that emphasized the use of the simple past tense, increasing vocabulary mastery, and giving students more practice with irregular verbs. The next sections provide a thorough explanation of the data analysis and the suggested fixes.

1.1.1 Data Of Students' Difficulties In Writing Narrative Text

Tabel 2. Data of students' difficulties in writing narrative text

No	Students Name	Types of Difficulties
1	NA	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph.</p> <p>At the beginning of the sentence, NA correctly used the simple past tense</p> <p><i>"In the summer, the ant worked hard gathering food all day, while the grasshopper relaxed".</i></p> <p>However, in the middle part of the paragraph, NA shifted to the present tense, as shown in.</p> <p><i>"Winter arrived, food was scarce, and the grass hopper, he come to ant's warm".</i></p> <p><i>The correct form should be he came to ant warm.</i></p> <p>This inconsistency shows that NA understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
2	SN	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph.</p> <p>At the beginning of the sentence, SN correctly used the simple past tense.</p> <p><i>"The turtle calm accepted, when the race began, the rabbit ran very fast and soon disappeared from sight. The rabbit decided to rest under a tree".</i></p> <p>However, in the middle part of the paragraph, NA shifted to the present tense, as shown in.</p> <p><i>"In the end the turtle reached the finish line first. The rabbit wake up too late and realized his mistakes. From that day on. The animals learned that being patient and consistent is more important than being fast but careless"</i></p> <p>The correct form should be "The rabbit woke up too late and realized his mistakes"</p>

		<p>This inconsistency shows that SN understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
3	RD	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>At the beginning of the sentence, RD correctly used the simple past tense.</p> <p><i>“The mouse smiled and thanked the own”.</i></p> <p>However, in the middle part of the paragraph, RD shifted to the present tense, as shown in.</p> <p><i>“From then on, they become good friends”.</i></p> <p>The correct form should be “From then on, they became good friends”.</p> <p>This inconsistency shows that RD understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
4	BS	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>At the beginning of the sentence, BS correctly used the simple past tense.</p> <p><i>“One sunny afternoon. Barnaby noticed that the meadow’s Stream had stopped following, leaving his friends worried and thirsty bravely, he decided to follow the dry creek bed into the deep wood’s find the source of the problem”.</i></p> <p>However, in the middle part of the paragraph, RD shifted to the present tense, as shown in.</p> <p><i>“He decided to follow the dry creek bed into the deep wood’s find the source of the problem”</i></p> <p>The correct form should be “He decided to follow the dry creek bed into the deep woods found the source of the problem”</p> <p>This inconsistency shows that BS understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
5	RF	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>In RF’s writing, the first sentence uses the present tense; however, in the following sentences, the past tense is used. This is shown in the following sentence.</p> <p><i>“Afternoon on my way home, as usual i was riding my mountain bike and cruising along Basuki Rahmat Street,</i></p>

		<p><i>Bandar Lampung. On the way, i saw a medium-sized cardboard box that looked a bit strange and piqued my curiosity”.</i></p> <p>The word of, as usual” It shows inconsistency in monitoring tense usage in longer sentences. It should not use the word “usual.”</p> <p>This inconsistency shows that RF understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
6	FA	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>The difficulty is shown in the FA’s writing below. <i>“The journey was full of obstacles, from thick blades of grass that felt like a vast wilderness to gusts of wind that nearly knocked. It over despite the exhausted. The ant stayed consistent and refused give up, driven by the need to bring back valuable nutrition for the Colony”</i></p> <p>The word of give up” It shows inconsistency in monitoring tense usage in longer sentences. It should use the word “gave up”</p> <p>This inconsistency shows that FA understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
7	HM	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>The difficulty is shown in the HM’s writing below. <i>“One afternoon, bolt was pushing through thicke bushes when his antleis got tightly stuck between two sturdy tree trunks. He pulled with all his Strength, grunting and struggling until he was exhausted. His calls for help echoed through the meadow, but no one move the heavy trees”.</i></p> <p>The word of “move” It shows inconsistency in monitoring tense usage in longer sentences. It should use the word “moved”</p> <p>This inconsistency shows that HM understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
8	MA	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>The difficulty is shown in the MA’s writing below.</p>

		<p><i>"In a shady city Park lived a tortoise who always moved slowly and calmly. He lived to sunbathp on warm stones every morning and path flesh leaves by the small pond. One day a nimble rabbit run".</i></p> <p>The word "run" It shows inconsistency in monitoring tense usage in longer sentences.</p> <p>It should use the word "ran"</p> <p>This inconsistency shows that MA understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
9	MF	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>The difficulty is shown in the MF's writing below.</p> <p><i>"Rosie drank her fill and thanked the owl for his kindness. From that day on, she learned that asking for help from those more experienced is a sign of wisdom not weakness".</i></p> <p>The word "is" It shows inconsistency in monitoring tense usage in longer sentences. It should use the word "was"</p> <p>This inconsistency shows that MF understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
10	FS	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>The difficulty is shown in the FS's writing below.</p> <p><i>"One day, gana and miko met a bird named bima, who was very fast and had strong wings, able to fly high and see the beauty of the forest from above. Bima taught Gana and Miko about the importance of maintaining the balance of nature and protecting their habitat. Gana, miko, and bima become inseparable friends, working together to preserve the beauty and balance of the forest".</i></p> <p>The word of "become" It shows inconsistency in monitoring tense usage in longer sentences. It should use the word "became"</p> <p>This inconsistency shows that FS understood the past tense rule but failed to maintain and monitor its correct use throughout the text</p>
11	VN	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>The difficulty is shown in the VN's writing below.</p>

		<p><i>“One day, a small village near the mountain was attacked by wild animals. The villagers were scare and did not know to do. Hearing their cries for help, the dragon decided, protect them.”</i></p> <p>The word of “scare” It shows inconsistency in monitoring tense usage in longer sentences. It should use the word “scared”</p> <p>This inconsistency shows that VN understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
12	MH	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>The difficulty is shown in the MH’s writing below.</p> <p><i>“When Pip got home, he told his story to the other rabbits, who were proud of him. He became known as the bravest rabbit in the meadow and often explored with Friends, teaching them that kindness and bravery bring great discoveries”</i></p> <p>The word of “bring” It shows inconsistency in monitoring tense usage in longer sentences. It should use the word “brought”</p> <p>This inconsistency shows that MH understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
13	BL	<p>Overgeneralization of -ed Rule</p> <p>This difficulty is reflected in the students apply the regular “-ed” rule to irregular verbs as part of natural language development.</p> <p>The difficulty is shown in the BL’s writing below.</p> <p><i>“One morning, Toby begined his journey, but a large, hungry shark swenly appeared and chased him. Toby's heart raced as he swam fast and squeezed his tiny body into a narrow yap between two giant rocks just in time”.</i></p> <p>The word of “begined” It shows inconsistency in monitoring tense usage in longer sentences. It should use the word “began”</p> <p>In this case, it can be identified that the student applied a regular verb form to a verb that should have remained irregular.</p>
14	NH	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>The difficulty is shown in the NH’s writing below.</p> <p><i>“From that moment on, the deer was respected by the animals in the forest. It learned that Kindness makes life more Peaceful for everyone”</i></p>

		<p>The word of “makes” It shows inconsistency in monitoring tense usage in longer sentences. It should use the word “made”</p> <p>This inconsistency shows that NH understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>
15	FN	<p>Inconsistent Monitoring in Longer Texts</p> <p>This difficulty is shown in inconsistent tense use. Although students understand the simple past tense, they often fail to apply and check it consistently when developing a narrative paragraph</p> <p>The difficulty is shown in the FN’s writing below <i>Finally, Luna met an old turtle who was walking slowly. The turtle helped luna find the way home. Since that day Luna learned that calmness and help from others are very important when facing difficulties</i></p> <p>Tobe “are” It shows inconsistency in monitoring tense usage in longer sentences. It should use the word “were”</p> <p>This inconsistency shows that FN understood the past tense rule but failed to maintain and monitor its correct use throughout the text.</p>

Table 2. presents the data of students’ difficulties in writing narrative texts, with a particular focus on their use of the simple past tense. Based on the analysis of 29 students’ writings, it was found that the majority of students experienced difficulties categorized as **Inconsistent Monitoring in Longer Texts**. This type of difficulty is characterized by students’ ability to use the simple past tense correctly in certain parts of their writing, especially at the beginning of sentences or paragraphs, but failing to maintain this consistency throughout the entire narrative. In many cases, students shifted from past tense to present tense forms within the same paragraph, indicating that although they understood the grammatical rules, they were not able to consistently monitor and control their language use while developing and organizing ideas in a longer text.

Furthermore, several students were identified as having difficulties in **Limited Mastery of Irregular Verbs**. This difficulty is reflected in the incorrect use of verb forms, particularly the tendency to use the base form (V1) instead of the past form (V2), such as *go* instead of *went* and *see* instead of *saw*. These errors indicate that students have not yet fully mastered irregular verb forms, which are essential in constructing grammatically correct sentences in the past tense. This limitation suggests incomplete grammatical competence, especially in distinguishing between regular and irregular verb patterns.

In addition, some students demonstrated **Overgeneralization of the -ed Rule**, where they applied regular verb endings to irregular verbs, producing incorrect forms such as *begined* instead of *began* and *comed* instead of *came*. This phenomenon reflects a common stage in language learning, where learners rely heavily on general rules and apply them broadly, even in cases where exceptions exist. While this shows that students are attempting to internalize grammatical patterns, it also indicates a lack of deeper understanding of irregular verb forms.

The findings in Table 4.1 reveal that students’ difficulties in writing narrative texts are not solely caused by a lack of knowledge of grammatical rules, but also by their inability to consistently apply and monitor those rules in extended writing.

1.1.2 Data Of Interviews

Tabel 3. Tabel data of interview

No	Students Name	Interview Question	Students Answer	Conclusion
1	NA	What kind of explanation or practice do you need to improve your use of the simple past tense in writing?	"Perhaps I need practice writing narrative texts more to maintain consistency in my writing and expand my English vocabulary".	The student needs more narrative writing practice to improve tense consistency and vocabulary mastery.
2	SN	What kind of explanation or practice do you need to improve your use of the simple past tense in writing?	"I need a clearer explanation about irregular verbs because I often feel confused about how they change in the past form. Sometimes I forget the correct form and just guess".	The student has difficulty understanding and remembering irregular verb forms and needs clearer explanations to avoid guessing the correct past form.
3	RD	What kind of explanation or practice do you need to improve your use of the simple past tense in writing?	"I need more quizzes or small tests about irregular verbs so I can remember them better".	The student believes that more quizzes or small tests on irregular verbs can help improve memory and mastery of past verb forms.
4	BS	What kind of explanation or practice do you need to improve your use of the simple past tense in writing?	"I think the teacher should give us more opportunities to practice writing short stories regularly"	The student believes that regular short story writing practice can help improve their use of the simple past tense in narrative texts.
5	RF	What kind of explanation or practice do you need to improve your use of the simple past tense in writing?	"I think the teacher should explain the difference between regular and irregular verbs more clearly"	The student needs clearer explanations about the differences between regular and irregular verbs to better understand their past forms.
6	FA	What kind of explanation or practice do you need to improve your use of the simple past tense in writing?	"I think the teacher should review the simple past tense in every meeting so we do not forget the rule"	The student believes that regular review of the simple past tense in each meeting can help prevent forgetting the rules and strengthen understanding.
7	HM	Do you have difficulties changing verbs into	"Yes, I have difficulties, especially with irregular verbs because their forms are very different	The student experienced difficulties with irregular verbs because their past forms differed

		simple past forms? Please explain	from the base form, and I often forget them".	significantly from the base forms and were often forgotten.
8	MA	What kind of explanation or practice do you need to improve your use of the simple past tense in writing?	"I think the teacher should monitor us while writing, so we do not mix present and past tense"	The student believes that teacher monitoring during the writing process can help prevent mixing present and past tense and improve tense consistency.
9	MF	What kind of explanation or practice do you need to improve your use of the simple past tense in writing?	"I think the teacher should explain again the difference between regular and irregular verbs to reduce our confusion".	The student needs repeated clarification about the difference between regular and irregular verbs to reduce confusion and improve understanding.
10	FS	What kind of explanation or practice do you need to improve your use of the simple past tense in writing?	"In my opinion, the teacher should explain common patterns in irregular verbs to make them easier to understand".	The student believed that explaining patterns in irregular verbs made them easier to understand and remember.
11	VN	What learning activities help you understand the simple past tense better?	"The teacher should give more practice in writing full narrative texts and remind us to check whether all verbs are in past form"	The student needed more full-text narrative writing practice and reminders to maintain past tense consistency.
12	MH	What kind of explanation or practice do you need to improve your use of the simple past tense in writing?	"I think the teacher should ask us to memorize a few irregular verbs in each meeting instead of many at once".	The student preferred gradual memorization of irregular verbs to make learning more manageable and effective.
13	BL	Do you feel confused when choosing the correct verb form in the simple past tense? Please explain.	"Yes, I do get confused when there are many irregular verbs to memorize, and I cannot remember all of them".	The student struggled with memorizing many irregular verbs at once, which caused confusion
14	NH	What kind of explanation or practice	"In my opinion, the teacher should focus	The student believed that more practice activities were more

		do you need more on practice than to improve long explanations".	helpful than lengthy theoretical explanations
		your use of the simple past tense in writing?	
15	FN	What learning activities help you understand the simple past tense better?	"I think the teacher should help us improve our vocabulary first, because sometimes we do not know the past form simply because we do not know the verb"
			The student indicated that limited vocabulary affected their ability to use correct past verb forms in writing.

The results of students' interviews regarding their challenges with using the simple past tense when composing narrative texts were shown in table 4.2. The table showed the different difficulties the students had and the kinds of assistance they required to get better at writing.

the table indicated that many students needed more practice, particularly when it came to composing narrative texts and doing grammatical tasks, since consistent practice was thought to assist them become more accurate when using the simple past tense. Additionally, many students had trouble comprehending and recalling irregular verb forms. This challenge stemmed from irregular verbs' unpredictable character, which made them more difficult to learn and utilize appropriately.

The table showed that some students had trouble differentiating between irregular and ordinary verbs. This uncertainty frequently led to improper verb forms, such as utilizing base forms in past tense sentences or appending -ed to irregular verbs. The table also showed that some students still struggled with maintaining tense consistency because, while writing longer pieces, they unintentionally mixed present and past tense forms.

The table indicated that in order for pupils to comprehend the use of the simple past tense, the teacher needed to provide them with more examples and clearer explanations. In order to minimize errors, several students also anticipated ongoing evaluation and direction throughout the writing process. Limited vocabulary was also found to have an impact on students' ability to appropriately use past tense verbs, particularly when they were unfamiliar with the base and past forms of specific verbs.

In general, the table detailed a variety of challenges and learning requirements associated with students' use of the simple past tense in narrative writing, especially with regard to verb usage, grammatical control, and textual coherence.

2.1 Data Analysis

2.2.1 Students' Difficulties In Writing Narrative Analysis

The examination of the students' writing data in Table 2. which provided a detailed description of various writing difficulties encountered by the students, was explained in the following sections based on the types of difficulties identified.

1. Inconsistent Monitoring in Longer Texts

Students experienced difficulty in maintaining tense consistency when writing longer narrative texts. This type of difficulty was identified in several students, such as NA, SN, RD, MA, and others. In these cases, students were able to apply the simple past tense correctly at the beginning of their writing; however, they were unable to maintain consistency in the following sentences.

For example, in NA's writing: "In the summer, the ant worked hard gathering food all day, while the grasshopper relaxed and enjoyed the sunshine. When winter arrived, food was scarce, and the weather became very cold. The grasshopper felt hungry and weak, so he *come* to the ant's house to ask for some food."

The use of the word “come” indicated an inappropriate verb form, which should be “came.”

Another example was found in SN’s writing: “The turtle calmly accepted the challenge, and when the race began, the rabbit ran very fast and soon disappeared from sight. The rabbit felt confident and decided to rest under a tree. After some time, the turtle slowly walked and finally reached the finish line first. The rabbit *wake* up too late and realized his mistake.”

The word “wake” showed an inconsistency in tense usage, which should be “woke.”

A similar case was also found in RD’s writing: “The mouse helped the lion escape from the trap, and the lion was very grateful for the help. They talked for a while and promised to help each other in the future. From that moment, they *become* good friends and always supported each other.”

The use of “become” reflected an inappropriate tense form, which should be “became.”

These examples indicated that students initially used the past tense appropriately, but as they continued writing, they shifted to present forms. This showed that students were not able to consistently monitor their grammatical usage throughout the text. Therefore, this difficulty reflected a problem in maintaining grammatical accuracy during the writing process rather than a lack of understanding of tense rules.

2. Limited Mastery of Irregular Verbs

Students also experienced difficulty related to their limited mastery of irregular verbs. This type of difficulty was identified in several students, such as GS, AF, HO, and SA. In these cases, students frequently used the base form (V1) instead of the past form (V2), which resulted in inappropriate verb usage in past tense sentences.

For example, in HO’s writing: “One day, a deer *go* to the river to drink some water. He *see* a tiger hiding behind the bushes and *feel* very scared. The tiger slowly *come* closer and *say* that he wanted to eat the deer. The deer quickly *think* of a plan to save himself.”

The words “go, see, feel, come, say, think” showed inappropriate verb forms and should be “went, saw, felt, came, said, thought.”

Another example was found in SA’s writing: “One day, a little rabbit *go* to the forest to find some food. He *see* a big carrot near a tree and *feel* very happy. Suddenly, a fox *come* and *say* that the carrot belonged to him. The rabbit *tell* the fox that he found the carrot first.”

The words “go, see, feel, come, say, tell” should be “went, saw, felt, came, said, told.”

These examples indicated that students had not fully mastered irregular verb forms. They tended to rely on the base form when writing in past tense contexts, which showed that their knowledge of verb changes was still limited. This difficulty reflected incomplete grammatical competence, especially in distinguishing and applying irregular verbs correctly.

3. Overgeneralization of the -ed Rule

Another type of difficulty identified was the overgeneralization of the *-ed* rule. In this case, students applied regular verb patterns to irregular verbs, assuming that all verbs could be changed into past tense by adding *-ed*. This difficulty was identified in several students, such as BL, MN, and MD.

For example, in BL’s writing: “One morning, Toby *begined* his journey across the ocean to find a better place to live. On his way, he met many sea animals and faced several challenges, but he continued his journey bravely.”

The word “begined” showed an inappropriate application of the regular verb pattern and should be “began.”

Another example was found in MN's writing: "One day, a hungry fox *comed* to the river and saw a duck swimming peacefully. The fox wanted to catch the duck, but the duck quickly swam away and escaped from the danger." The word "comed" reflected the overgeneralization of the *-ed* rule and should be "came."

These examples indicated that students applied a general grammatical rule to verbs that required irregular forms. This showed that students relied on simplified patterns without fully understanding exceptions, which is a common stage in language development.

2.2.2 Students' Interview

The interview data presented in Table 3. were analyzed to identify the factors that contributed to students' difficulties in writing narrative texts, particularly in using the simple past tense, as well as the possible solutions expected by the students.

1. Need for More Practice in Writing Narrative Texts

Several students indicated that they required more practice in writing narrative texts to improve their ability to use the simple past tense consistently. This idea emerged from their responses to interview questions such as "What kind of explanation or practice do you need to improve your use of the simple past tense in writing?" and "What learning activities help you understand the simple past tense better?" This need was expressed by several students, including NA, BS, VN, and PB.

NA responded by stating, "Perhaps I needed more practice in writing narrative texts to maintain consistency in my writing and expand my English vocabulary." This response showed that the student realized that limited writing practice affected both their grammatical consistency and vocabulary development.

BS also explained that students needed more opportunities to practice writing short stories regularly. This indicated that the student viewed repeated writing activities as an effective way to strengthen their understanding and use of past tense forms in context.

In addition, VN stated that the teacher should have provided more practice in writing complete narrative texts and reminded students to check whether all verbs were in past form. This suggested that the student not only needed more practice but also required guidance to maintain tense consistency during the writing process.

PB, when answering a question about helpful learning activities, mentioned that practice was more effective than theory because students understood better when they directly applied the tense in writing. This indicated that the student preferred a practice-oriented learning approach.

These responses indicated that regular and continuous writing practice played an important role in helping students improve both grammatical accuracy and writing fluency. Through consistent practice, students were able to apply grammatical rules in context and maintain better tense consistency in their narrative writing.

2. Difficulty in Understanding and Remembering Irregular Verbs

Another important factor that emerged from the interview data was students' difficulty in understanding and remembering irregular verb forms. This issue appeared in their responses to questions such as "What kind of explanation or practice do you need to improve your use of the simple past tense in writing?" and "Do you have difficulties changing verbs into simple past forms? Please explain." This difficulty was expressed by several students, including SN, HM, BL, and MN.

SN responded that they needed a clearer explanation about irregular verbs because they often felt confused about how the verbs changed into past forms. The student also admitted that they sometimes forgot the correct forms and tended to guess. This indicated that the student did not fully understand how irregular verbs functioned, which led to uncertainty when using them in writing.

HM explained that irregular verbs were difficult because their past forms were very different from the base forms, which made them hard to remember. This response suggested that the lack of consistent patterns in irregular verbs created challenges for the student in retaining and applying the correct forms.

BL stated that they felt confused when there were many irregular verbs to memorize and found it difficult to remember all of them. This indicated that the large number of irregular verb forms created a learning burden, making it harder for the student to recall them during writing.

MN mentioned that irregular verbs were difficult because they required memorizing many forms one by one. This showed that the student struggled with memorization due to the absence of clear and predictable patterns in irregular verbs.

These responses indicated that irregular verbs became a major challenge because of their unpredictable and inconsistent forms. As a result, students often forgot or felt unsure when using them, which influenced their ability to apply the simple past tense accurately in their narrative writing.

3. Confusion in Distinguishing Regular and Irregular Verbs

Some students also experienced confusion in distinguishing between regular and irregular verbs, which influenced their ability to form correct past tense verbs. This issue appeared in their responses to interview questions such as *“What kind of explanation or practice do you need to improve your use of the simple past tense in writing?”* and *“Do you feel confused when choosing the correct verb form in the simple past tense? Please explain.”* This difficulty was expressed by several students, including RF, AF, and KA.

RF stated that clearer explanations about the differences between regular and irregular verbs were needed. This response indicated that the student had not fully understood how the two types of verbs differed, which affected their ability to form correct past tense verbs.

AF explained that having two types of verbs made it difficult to decide how to change them into past forms, especially because they had limited vocabulary. This suggested that the student’s confusion was not only related to verb classification but was also influenced by insufficient vocabulary knowledge.

KA admitted that they sometimes forgot whether a verb was regular or irregular, which made them unsure whether to add “-ed” or change the form completely. This indicated that the student struggled to identify verb categories, which led to uncertainty when applying the correct past tense form.

These responses indicated that students lacked a clear conceptual understanding of the distinction between regular and irregular verbs. As a result, they experienced uncertainty when forming past tense verbs, which affected the accuracy of their writing.

4. Difficulty in Maintaining Tense Consistency

Another important factor was students’ difficulty in maintaining tense consistency when writing narrative texts. This issue appeared in their responses to interview questions such as *“What kind of explanation or practice do you need to improve your use of the simple past tense in writing?”* and *“Do you have difficulties changing verbs into simple past forms? Please explain.”* This difficulty was expressed by MA and AS.

MA, in response to the question about the kind of explanation or practice needed, stated that the teacher should have monitored students during the writing process to prevent them from mixing present and past tense. This indicated that the student was aware of their tendency to shift between tenses and believed that guidance during writing could help maintain consistency.

Meanwhile, AS, when responding to the question about difficulties in changing verbs into simple past forms, admitted that they sometimes mixed past tense and present tense

without realizing it. This showed that the student experienced difficulty in controlling tense usage unconsciously while writing.

These responses indicated that students tended to shift between tenses during the writing process. This suggested that the difficulty was not only related to understanding grammatical rules but also to the ability to consistently apply and monitor those rules throughout the narrative text.

5. Need for Clearer Explanation and Teaching Strategies

Several students suggested that clearer explanations and more effective teaching strategies were necessary to help them understand the simple past tense more effectively. This idea appeared in their responses to interview questions such as *“What kind of explanation or practice do you need to improve your use of the simple past tense in writing?”* and *“What learning activities help you understand the simple past tense better?”*. This need was expressed by several students, including MF, FS, and ST.

MF, in response to the question about the kind of explanation needed, stated that the teacher should have re-explained the differences between regular and irregular verbs to reduce confusion. This indicated that the student felt the previous explanation was not sufficiently clear and needed reinforcement.

FS explained that the teacher should have described common patterns in irregular verbs so that they became easier to understand. This response suggested that the student preferred a more structured approach in learning grammar, especially by recognizing patterns to simplify complex forms.

ST, when responding to a question about helpful learning activities, stated that the teacher should have provided more example sentences and explained why verbs changed into different forms. This indicated that the student believed example-based explanation could help them better understand the use of past tense in context.

These responses indicated that students needed clearer, more structured, and more explicit instruction. The use of detailed explanations, patterns, and examples was considered important to help students better understand and apply grammatical rules in their writing.

6. Limited Vocabulary Mastery

Limited vocabulary was also identified as one of the factors contributing to students’ difficulties in using the simple past tense. This issue appeared in the student’s response to the interview question *“What learning activities help you understand the simple past tense better?”*, as expressed by FN.

FN stated that sometimes students did not know the past form of a verb simply because they did not know the verb itself. This indicated that the student’s limited vocabulary knowledge affected their ability to form correct past tense verbs in writing.

This response suggested that vocabulary mastery played a fundamental role in supporting students’ grammatical development. Without sufficient knowledge of base verbs, students found it difficult to transform them into their correct past forms. Therefore, improving vocabulary was considered an essential step in helping students use the simple past tense more accurately in narrative writing.

3.1 Research Findings

3.3.1 Findings Types Of Difficulties In Writing Narrative Text

Tabel 4. Tabel findings of types of difficulties in writing narrative text

No	Types of difficulties	Frequency	Percentage	The dominant
1	I1 interference	0	0%	–
2	limited mastery of irregular verbs	6	20.7%	–

3	overgeneralization of –ed rule	3	10.3%	–
4	inconsistent monitoring in longer texts	20	69%	the dominant
5	lack of corrective feedback	0	0%	–
6	cognitive overload during writing	0	0%	–
Total		29	100 %	

Six categories l1 interference, limited mastery of irregular verbs, overgeneralization of the –ed rule, inconsistent monitoring in longer texts, lack of corrective feedback, and cognitive overload during writing were used to categorize the students' narrative text writing challenges (table 4.3). However, only three categories of challenges—limited mastery of irregular verbs, overgeneralization of the –ed rule, and inconsistent monitoring in longer texts were identified based on the examination of the students' narrative writing.

Inconsistent monitoring in longer texts was shown to be the most prevalent of these challenges, occurring in 20 cases (69%). This suggests that while many students were able to appropriately use the simple past tense at the start of their sentences, they were unable to maintain tense consistency throughout the narrative text.

Limited mastery of irregular verbs, on the other hand, happened six times (20.7%), suggesting that some students were still having trouble employing irregular verbs in their proper past tense. Furthermore, three instances (10.3%) of overgeneralization of the –ed rule occurred, indicating that a number of students applied the regular verb rule "-ed" to verbs that ought to have stayed irregular.

The following formula was used to determine the percentage of each difficulty:

$$Percentage = \frac{Frequency}{Total Data} \times 100$$

Therefore, it can be concluded that **inconsistent monitoring in longer texts** was the most dominant difficulty experienced by students in writing narrative texts using the simple past tense.

3.3.2 findings in interview

Tabel 5. Tabel findings in interview

No	Findings	Frequency	Percentage	Interview dominant
1	Need more practice in writing narrative texts and grammar exercises	10	34.5%	The dominant
2	Difficulty understanding and remembering irregular verbs	9	31%	–
3	Confusion distinguishing regular and irregular verbs	4	13.8%	–
4	Difficulty maintaining tense consistency (mixing 3 present and past tense)	3	10.3%	–

5	Need clearer explanation and more examples from the teacher	2	6.9%	–
6	Limited vocabulary affecting the use of past tense verbs	1	3.5%	–
Total		29	100%	

The results of the students' interviews, as shown in table 4.4, indicated a number of problems that made it difficult for them to write narratives in the simple past tense. Based on the students' answers, the data were divided into six primary conclusions.

The most prevalent finding, which was mentioned ten times (34.5%), was that students needed additional practice composing narrative texts and grammatical tasks. Many students said that they may enhance their abilities to maintain tense consistency and retain verb forms by practicing narrative writing and undertaking more grammar assignments.

The second conclusion was that irregular verbs were difficult to comprehend and recall, occurring nine times (31%). Students clarified that irregular verbs were challenging because their past tenses range greatly from their base tenses and do not adhere to a set pattern. Confusion over regular vs irregular verbs, which occurred four times (13.8%), was another challenge. When writing in the past tense, some students said they weren't sure if they should use an entirely different verb form or add "-ed."

Additionally, there were three instances (10.3%) of problems maintaining tense consistency, such as combining the present and past tenses within the same narrative there were two instances (6.9%) of the teacher's need for additional examples and clearer explanations, and one instance (3.5%) of restricted vocabulary influencing the usage of past tense verbs.

The percentage of each finding was calculated using the following formula:

$$\text{Percentage} = \frac{\text{Frequency}}{\text{Total Data}} \times 100$$

The necessity for more practice writing narrative texts and grammatical exercises is the most significant finding from the student interviews.

4.1 Discussion

4.2.1 Short Findings

L1 interference, limited mastery of irregular verbs, overgeneralization of the –ed rule, inconsistent monitoring in longer texts, lack of corrective feedback, and cognitive overload during writing were among the challenges that students encountered when using the simple past tense in narrative writing, according to the findings. Students needed more practice writing narrative texts and grammatical exercises, according to the interview data, although inconsistent monitoring in longer pieces was the most prevalent challenge in the writing analysis.

4.2.2 Solutions to overcome the difficulties

Based on the study's findings, a number of strategies can be put forth to assist students in overcoming their challenges when writing narratives in the simple past tense.

First, teachers ought to explain the simple past tense in a more organized and contextual manner, particularly when it comes to the distinctions between regular and irregular verbs. To improve students' comprehension of verb modifications in the past tense, more detailed explanations backed by examples in narrative contexts are required, as evidenced by the difficulties some students displayed while identifying the proper verb forms.

Second, educators ought to provide more chances for students to routinely practice writing narrative texts. According to the findings of the interviews, many students thought that more writing practice would enable them to write with tense consistency. Students can increase their ability to employ past tense forms in longer works by progressively becoming more accustomed to using them via consistent writing practice.

Third, while students are writing, teachers should keep an eye on them and offer helpful criticism. Students frequently combined the present and past tenses when writing larger narrative texts, according to the writing analysis. In order to help pupils identify their errors and enhance their grammatical accuracy, teachers' guidance and criticism are crucial. Peer review exercises, class discussions, and written remarks are all ways to give feedback.

Fourth, teachers can enhance students' grasp of past tense forms by implementing a variety of grammatical and vocabulary exercises. Students can improve their ability to change verbs into past tenses by engaging in activities including quizzes, verb transformation exercises, sentence completion assignments, and short paragraph writing. When students are asked to apply grammar while arranging thoughts in writing, these exercises can help lessen their cognitive fatigue.

BY APPLYING THESE STRATEGIES, TEACHERS CAN HELP STUDENTS GRADUALLY OVERCOME THEIR DIFFICULTIES AND IMPROVE THEIR ABILITY TO USE THE SIMPLE PAST TENSE ACCURATELY IN NARRATIVE WRITING.

4.3.3 Contribution to teaching and learning process

The study's findings made a number of significant additions to the process of teaching and learning, especially when it came to teaching grammar and writing in English as a foreign language.

First, this study emphasized how crucial it is to combine writing practice with grammar teaching. The results demonstrated that students' challenges with the simple past tense were linked to both their comprehension of grammatical rules and their consistent application of those rules in longer writing assignments. In order for pupils to practice utilizing the simple past tense in real-world situations like narrative texts, teachers had to incorporate grammar instruction with relevant writing exercises.

Second, this study highlighted the need of consistent, supervised writing practice in the classroom. Teachers have to help students maintain tense consistency when writing since inconsistent monitoring in longer texts was the biggest challenge identified in the writing analysis. This could be accomplished by motivating students to verify verb tenses, go over their writing, and edit their work after getting criticism.

Third, the results also indicated that students benefited greatly from practice-based learning activities. During the interviews, a number of students stated that they needed more practice composing narrative texts and grammar tasks. This suggested that learning exercises including active student engagement, like writing assignments, grammar drills, and group projects, could help students develop their writing and grammatical accuracy.

Lastly, the study's findings assisted English teachers in creating more successful teaching methods, particularly when instructing students in narrative writing using the simple past tense. Teachers were able to modify their teaching strategies to emphasize practice, explanation clarity, and ongoing feedback after learning about the unique challenges that students faced. Over time, this method enhanced students' overall English writing skills and helped them become more proficient with grammar.

5. Conclusions

The purpose of this study was to identify the sorts of students that struggle with utilizing the simple past tense while writing narrative texts, to identify the predominant issue, and to investigate potential remedies.

First, the results showed that students had a variety of challenges while utilizing the simple past tense in narrative writing. L1 interference, poor command of irregular verbs, overgeneralization of the –ed rule, uneven monitoring in longer texts, lack of corrective feedback, and cognitive overload during writing were among the challenges identified by the examination of students' writing. These results show that students had difficulties applying grammatical norms consistently in writing as well as difficulties comprehending them.

Second, inconsistent monitoring in longer texts was shown to be the most prevalent difficulty encountered by the students out of the six types of challenges discovered in this study. While many students could correctly use the simple past tense in single lines, when composing lengthier narrative pieces, they frequently combined the present and past tenses. This shows that maintaining grammatical consistency throughout the writing process is still a challenge for students.

Third, the interview's findings showed that students thought their usage of the simple past tense might be improved with more practice composing narrative texts and grammar exercises. Clearer explanations, additional examples, and consistent writing practice, according to the students, could help them comprehend and use past tense verb forms more correctly. In order to help students overcome their challenges with utilizing the simple past tense in narrative writing, teachers must provide ample practice opportunities and competent supervision.

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