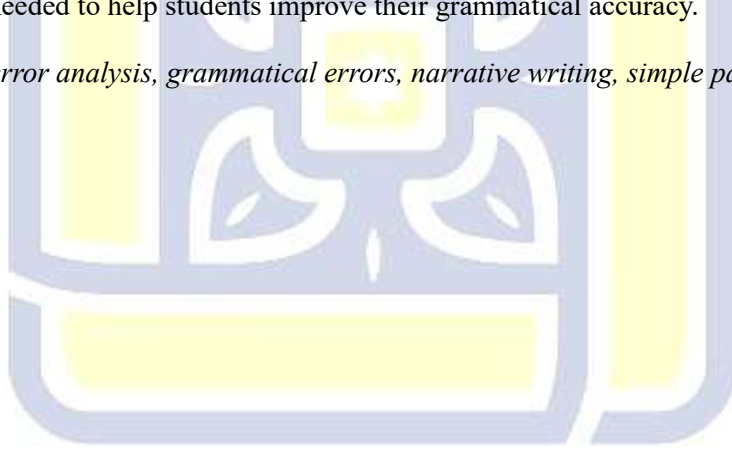


ABSTRACT

This research focuses on identifying various grammatical errors related to tense usage in students' narrative writing, while also identifying the most prevalent types of errors. The methodology used in this study is a qualitative descriptive approach. Data collection was conducted through documentation, utilizing students' narrative writing as the primary source. The study participants consisted of six eleventh-grade students from SMAN 6 Lhokseumawe. They were selected based on recommendations from their English teachers and then grouped into three categories of writing ability: high, medium, and low. Data analysis applied the Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen. This framework classifies grammatical errors into four main types, namely; omission, addition, misformation, and misordering. The results of the research showed that students made four types of grammatical errors in their narrative writing. They are misformation, omission, addition and misordering. A total of 23 grammatical errors were identified, consisting of 19 misformation errors (82.6%), 2 omission errors (8.7%), 1 addition error (4.3%), and 1 misordering error (4.3%). Among these types, misformation was found to be the most dominant error, indicating that students had significant difficulty in selecting and using the correct verb forms, particularly in applying the simple past tense. The results also revealed that students' grammatical errors were influenced by several factors, including the complexity of English verb forms, especially irregular verbs, the influence of the first language, and limited practice in writing. Based on the results, it can be concluded that students still face considerable challenges in using the simple past tense accurately in narrative writing. Therefore, more focused grammar instruction and continuous writing practice are needed to help students improve their grammatical accuracy.

Keywords: *error analysis, grammatical errors, narrative writing, simple past tense, tense usage*



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