Interlanguage Errors in Simple Past Tense: Analyzing 11th Graders' Comic Strip–Based Narrative Writing

THESIS

By:

Baihaqi Al Hakim

NIM : 220302110062

DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

2026

Interlanguage Errors in Simple Past Tense: Analyzing 11th Graders' Comic Strip–Based Narrative Writing

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang in Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra (S.S.)

By:

Baihaqi Al Hakim

NIM : 220302110062

Advisor :

Dr. Yayuk Widyastuti Herawati, M.Pd

NIP :197705032014112002



DEPARTMENT OF ENGLISH OF LITERATURE

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

2026

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Malang, October 30th 2026

The researcher



Baihaqi Al Hakim

NIM 220302110062

APPROVAL SHEET

This is to certify that Baihaqi Al Hakim's thesis entitled **"Interlanguage Errors in Simple Past Tense: Analyzing 11th Graders' Comic Strip–Based Narrative Writing"** has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

Malang, October 30 th 2026

Approved by

Advisor,	Head of Department of English Literature,
Dr. Yayuk Widyastuti Herawati, M.Pd	Dr. Agwin Degaf, M.A.
NIP :197705032014112002	NIP 198805232015031004

Acknowledged by Dean,

Prof. Dr. M. Faisol,M.Ag.
NIP 197411012003121003

LEGITIMATION SHEET

This is to certify that Baihaqi AL Hakim's thesis entitled **"Interlanguage Errors in Simple Past Tense: Analyzing 11th Graders' Comic Strip–Based Narrative Writing"** has been approved by the Board of Examiners as one of the requirements for the degree of Sarjana Sastra (S.S) in the Department of English Literature.

Malang, October 30 th 2026

Board of Examiners	Signature
1. Dr. Yayuk Widyastuti Herawati, M.Pd NIP 197705032014112002	
2. Prof. Dr. Rohmani Nur Indah, M.Pd. NIP 197609102003122011	
3. Mazroatul Ishlahiyah, M.Pd NIP 199107222018020121 81	

Approved by

Dean of Faculty of Humanities

Dr. M. Faisol, M.Ag.

NIP 197411012003121003

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MOTTO

فَبِاَيِّ اٰلَاۤءِ رَبِّكُمَا تُكَذِّبٰنِ

"Then which of the favors of your Lord will you deny" (Ar-Rahman)

DEDICATION

This thesis is dedicated to my beloved parents, who have always been by my side throughout my academic journey. Thank you for accompanying me from the beginning, supporting me through every challenge, patiently encouraging me when I felt tired, and continuously praying for my success. Your love, sacrifices, guidance, and unwavering support have given me the strength and motivation to keep going and complete this journey. Every achievement I have reached is inseparable from your prayers and support. With all my love and gratitude, I dedicate this thesis to both of you.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to Allah SWT, the Most Gracious and the Most Merciful, for His blessings, guidance, strength, and countless opportunities that have enabled me to complete this thesis. I also extend my prayers and peace to the Prophet Muhammad SAW, whose teachings and example continue to guide us toward a better path in life. This thesis is submitted as one of the requirements for obtaining the degree of Sarjana Sastra (S.S.) in the English Literature Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

The completion of this thesis would not have been possible without the support, guidance, prayers, and encouragement of many people. Therefore, I would like to sincerely express my gratitude and appreciation to those who have accompanied and supported me throughout this academic journey, especially to:

1. All the staff of SMA Surya Buana Malang, especially the English teacher of the 11th grade, for their guidance, valuable suggestions, and continuous support throughout the process of completing this thesis. Thank you for accompanying and supporting me from the beginning of my final academic journey until the completion of this thesis.Dr. Agwin Degaf, M.A., as the2
2. Head of the English Literature Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, for his guidance and contribution to the development of the department.

3. Dr. Yayuk Widyastuti Herawati, M.Pd., as my thesis advisor, for her patience, guidance, valuable suggestions, and continuous support throughout the process of completing this thesis. Thank you for accompanying me from the beginning of my final academic journey, guiding me through every stage, and encouraging me whenever I faced difficulties. Your guidance has been an important part of my journey toward completing this thesis.
4. All lecturers, especially those whom I have had the opportunity to meet and learn from, for sharing their knowledge, experiences, and valuable lessons throughout my studies. Thank you for every lesson, advice, and encouragement that has helped me grow and reach this point.
5. All of my friends, who have accompanied me throughout my studies and final thesis journey. Thank you for every encouragement, support, conversation, laughter, and help that made this journey less difficult. Your presence and kindness have meant more than I can express in words.
6. Someone with the initial A.B.C.D .E, whose presence has become one of the motivations that encouraged me to keep moving forward and reach this point.

The researcher realizes that this thesis is still far from perfect and may contain limitations in several aspects. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this work. The researcher hopes that this

thesis will provide useful contributions and benefits to readers, as well as serve as a valuable experience for the researcher.

Malang, October 30 th 2026

The researcher,



Baihaqi Al Hakim

NIM 220302110062

ABSTRACT

Al Hakim, Baihaqi . (2026). *Interlanguage Errors in Simple Past Tense: Analyzing 11th Graders' Comic Strip–Based Narrative Writing.*Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr .Yayuk Widayastuti.M.Pd.

Key terms: Interlanguage Patterns, Grammatical Error Analysis, Simple Past Tense,Narrative Writing, EFL Learners.

Writing remains one of the most challenging skills in EFL learning, particularly regarding the use of the simple past tense. This qualitative study examines interlanguage patterns in students' narrative writings based on comic strips by analyzing grammatical errors across four categories: omission, addition, misformation, and misordering. The findings indicate that while students can accurately apply certain regular and irregular past forms, their overall mastery of the simple past tense remains inconsistent. Misformation emerged as the predominant error pattern, characterized by the substitution of base verb forms for past forms and the overgeneralization of regular past tense rules to irregular verbs. These errors reflect both first-language transfer from Indonesian structural patterns and the ongoing, unstable development of the students' target language grammar. Although bounded by its specific participant cohort, single comic strip prompt, and narrow grammatical focus, this study offers concrete insights into how EFL learners navigate temporal marking in narrative context.

ABSTRAK

Al Hakim, Baihaqi . (2026). *Interlanguage Errors in Simple Past Tense: Analyzing 11th Graders' Comic Strip–Based Narrative Writing.* Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr .Yayuk Widayastuti, M.Pd.

Kata Kunci: Pola Interlanguage, Analisis Kesalahan Gramatikal, Simple Past Tense, Penulisan Naratif,Pembelajar EFL.

Menulis menjadi salah satu keterampilan yang paling menantang dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL), terutama dalam penggunaan simple past tense. Penelitian kualitatif ini mengkaji pola interlanguage dalam tulisan naratif siswa berbasis komik strip dengan menganalisis kesalahan gramatikal pada empat kategori: penghilangan (omission), penambahan (addition), kesalahan pembentukan (misformation), dan kesalahan urutan (misordering). Temuan menunjukkan bahwa meskipun siswa dapat menggunakan beberapa bentuk lampau beraturan dan tidak beraturan secara akurat, penguasaan mereka terhadap simple past tense secara keseluruhan masih belum konsisten. Misformation muncul sebagai pola kesalahan yang paling dominan, ditandai dengan penggantian bentuk lampau oleh bentuk dasar verba dan overgeneralisasi kaidah lampau beraturan pada verba tidak beraturan. Kesalahan-kesalahan ini mencerminkan transfer bahasa pertama dari pola struktural bahasa Indonesia serta perkembangan tata bahasa bahasa target siswa yang masih berlangsung dan belum stabil. Meskipun dibatasi oleh kelompok partisipan tertentu, satu prompt komik strip, dan fokus gramatikal yang sempit, penelitian ini memberikan wawasan konkret tentang bagaimana pembelajar EFL menangani penanda waktu dalam konteks naratif.

مستخلص البحث

الحكيم، بيهقي. (2026). أخطاء اللغة البينية في زمن الماضي البسيط: تحليل الكتابة السردية المبنية على القصص المصوّرة لدى طلاب الصف الحادي عشر. رسالة جامعية (بكالوريوس). قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: الدكتورة يايوك ويدا ياستوتي ماجستير التربية.الكلمات المفتاحية: أنماط اللغة البينية، تحليل الأخطاء النحوية، زمن الماضي البسيط، الكتابة السردية، متعلمو اللغة الإنجليزية كلغة أجنبية.

لا تزال الكتابة من أصعب المهارات في تعلّم اللغة الإنجليزية بوصفها لغة أجنبية، ولا سيما في استخدام زمن الماضي البسيط. تتناول هذه الدراسة النوعية أنماط اللغة البينية (interlanguage) في الكتابات السردية للطلاب المعتمدة على القصص المصوّرة، وذلك بتحليل الأخطاء النحوية في أربع فئات: الحذف، والإضافة، والصياغة الخاطئة، وسوء الترتيب. وتشير النتائج إلى أنه على الرغم من قدرة الطلاب على استخدام بعض صيغ الماضي المنتظمة وغير المنتظمة بدقة، فإن إتقانهم العام لزمن الماضي البسيط لا يزال غير متسق. وقد برزت الصياغة الخاطئة بوصفها النمط الأكثر شيوعًا من الأخطاء، وتتمثل في استبدال صيغة الماضي بصيغة الفعل الأصلية، والتعميم المفرط لقواعد الماضي المنتظم على الأفعال غير المنتظمة. وتعكس هذه الأخطاء انتقال اللغة الأولى من الأنماط التركيبية في اللغة الإندونيسية، فضلًا عن النمو المستمر وغير المستقر لنحو اللغة الهدف لدى الطلاب. ورغم أن الدراسة محدودة بفئة المشاركين المحددة، وبنص قصة مصوّرة واحد، وبتركيز نحوي ضيّق، فإنها تقدّم رؤى ملموسة حول كيفية تعامل متعلمي اللغة الإنجليزية كلغة أجنبية مع الدلالة على الزمن في السياق السردي.

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CHAPTER 1
INTRODUCTION

This chapter outlines the core framework of the study, covering the background, , research questions, significance, scope and limitations, and definition of key terms

A. Background of the Study

Language is an innate human ability that enables people to understand and produce an unlimited number of sentences, and beyond communication, it also plays an essential role in human cognition (Mwakapina, 2021). It consists of interconnected components, namely phonology, morphology, syntax, and semantics, which work together to create meaningful expressions. A change in any of these components can affect the intended meaning, showing that language is a systematic and organized structure rather than a collection of words. Among these components, grammar plays a key role in making communication clear and coherent. However, as language learning increasingly emphasizes pronunciation and vocabulary, grammar is sometimes given less attention, particularly in environments that prioritize communicative competence (Ghafar & Sawalmeh, 2024). In fact, grammar instruction should go beyond teaching rules. It should help learners understand how linguistic structures convey meaning, how language operates as a system, and why language analysis does not always lead to a single correct interpretation, while also developing the ability to build arguments, think critically about language, and consider the context of its use (Van Rijt, 2024).

Grammar is also essential in linguistic studies because it relates to how a language expresses the timing and state of events. Tense indicates when an event occurs, whether in the past, present, or future, whereas aspect addresses how an event unfolds, such as whether it is completed, ongoing, repetitive, or connected to the present. In short, tense concentrates on timing, while aspect focuses on the process or state of the event (Mudhsh, 2021). However, grammar is not merely a set of rules to be learnt, such as those governing tenses, sentences, and word forms, also emerges from the use of language in social interaction. In this respect, the social aspects of language can be learnt and developed. When learning a language, people do not merely memorise words or rules, but also learn how to use the language to achieve specific goals in conversation, for example, how to ask for help or decline politely (Pekarek Doehler & Eskildsen, 2022).

Frequent engagement in conversation helps individuals understand the linguistic patterns appropriate for different contexts. This understanding contributes to the development of linguistic norms in everyday dialogue. Grammar is used in social interactions to adapt language and promote mutual understanding (Pekarek Doehler & Balaman, 2021). Grammar is one of the three fundamental elements of language, alongside speaking and vocabulary. It plays an important role in both spoken and written communication. Mastering grammar enables individuals to understand and construct correct linguistic structures. It also helps them analyze complex sentences and use language appropriately. Grammar involves three key aspects: form, meaning,

and usage. In addition, grammar supports the development of reading, writing, listening, and speaking skills. Therefore, a strong command of grammar is essential for effective communication and for recognizing grammatical structures while reading or listening (Degtiarova et al., 2023). However, writing is considered a difficult skill because the rules of one's native language may differ from those of the language being learned. Writing involves thinking, conveying ideas, and organizing them into comprehensible paragraphs. Without clear structure and appropriate meaning, writing may contain errors. Therefore, effective writing requires attention to both structure and the message being conveyed (Astri et al., 2023).

In everyday conversation, people might use non-standard grammatical forms, particularly when using the past tense to describe casual experiences, childhood activities, or informal topics. In contrast, they tend to use standard forms when discussing more serious or formal topics (Dann et al., 2022). Thus, grammar, particularly past-tense usage, is influenced not only by linguistic rules but also by social context and communicative situations. A good command of grammar is therefore essential in writing to ensure that information, including past events, is conveyed clearly and accurately. For ESL learners, understanding grammatical rules does not always mean they can apply them correctly in practice. Learners may transfer communication patterns from their native languages, such as Chinese or Arabic, into English. As a result, some linguistic structures may sound unfamiliar or inappropriate in English. This suggests that learners may develop their own rules based on their

understanding of the language. Consequently, some learners may understand grammar well but still use it incorrectly in social situations, while others may understand the communicative context but continue to struggle with grammar (Li et al., 2024).Grammatical errors in sentence structure and verb usage are a natural part of second-language learning (Masciolini et al., 2025). These errors may persist in past counterfactual sentences becaudcnse learners' first language (L1) could influence their grammatical development, particularly when it lacks verb inflections to mark past tense (Yossatorn et al., 2022). Writing proficiency therefore requires not only adequate vocabulary and sentence construction skills but also grammatical accuracy and logical relationships between sentence elements in EFL learners (Ma et al., 2022). In addition, combining text and images could improve EFL learners' understanding of stories and vocabulary while increasing their engagement with writing materials. Thus, comic strips can serve as an effective tool for English learning (Damayanti et al., 2025).

Interlanguage is a developing language system that differs from both learners' first language (L1) and the target language (L2). It has its own rules and patterns, meaning that learners' errors reflect their ongoing language development rather than occurring randomly (Shiddiq & Oktaviani, 2022). This developing system may result in errors in passive voice, verb usage, and subject-verb agreement due to learners' developing grammatical knowledge and the influence of their L1 (Mahdun et al., 2022). Furthermore, learners' accuracy in using grammatical morphemes depends on how they allocate attention between grammatical form and meaning under different task

conditions (Amirjalili et al., 2024). Similarly, Chinese EFL learners may use base verbs instead of past-tense forms because their first language does not mark past events through verb inflections in the same way as English (Albrecht, 2023).

Persistent grammatical errors among ESL learners are not caused solely by limited language ability. They may also result from overly difficult tasks, insufficient learning support, and a lack of corrective feedback from teachers. These conditions can cause learners to repeat the same errors. Over time, such errors may become part of their interlanguage systems (Nguyen, 2026). Regarding grammatical errors, the omission of verb tense markers was found to be one of the most common mistakes. This reflects a developmental stage in learners' interlanguage systems. At this stage, learners may not fully understand English temporal markers. Therefore, their errors may result from their limited linguistic knowledge (Matwangsaeng & Min, 2025).A similar study on verb tenses found that incorrect tense and verb usage was among the most common errors. (Saira et al., 2025). Other researchers have investigated the use of past tense in written texts. Their findings suggest that exposure to texts containing more past-tense sentences, such as novels, can improve learners' awareness of past-tense usage. This exposure could help learners recognize the differences between their own language use and correct grammatical forms (Zhang & Zhang, 2021).

EFL students also frequently make pronoun errors in their writing. Personal pronouns are among the most common sources of difficulty. Students may struggle to identify the appropriate pronouns for subjects and objects in sentences. (Li & Akram, 2024), also EFL learners are also prone to grammatical errors in writing. These errors

commonly involve tenses and verb aspects. Students may use incorrect verb forms, especially when describing past events. Such difficulties are often associated with the influence of learners' native languages and their limited mastery of English grammar (Salman & Hazem, 2022).

A gap in this research is the limited attention given to interlanguage patterns in simple past tense errors among Indonesian senior high school students, particularly eleventh-grade students at SMA Surya Buana Malang. Previous studies have mainly focused on identifying and classifying grammatical errors, while less attention has been given to how these errors reflect learners' developing interlanguage systems. Therefore, this study examines simple past tense errors in students' narrative writing to understand the patterns of interlanguage found in the Indonesian EFL learning context. To further investigate this issue, the research questions are as follows:

B. Research Question

1. What are the types of grammatical errors that occur in students' use of the simple past in narrative writing?
2. How do these grammatical errors reflect interlanguage patterns represented in students' use of the simple past tense in narrative writing ?

C. Significance of the study

This study contributes both theoretically and practically. Theoretically, this study provides a better understanding of students' interlanguage development,

particularly in using the simple past tense in narrative writing. The errors found in students' writing show the development of students' understanding of English grammar. Practically, the findings help instructor identify students' difficulties and provide appropriate feedback and exercises. Comic strips also serve as a visual aid to help students develop ideas when writing narrative texts. However, since this study involved only three students, the findings cannot be generalized to all students, and the study does not prove that comic strips improve writing skills.

D. Scope and Limitation of the Study

This study focuses on interlanguage patterns and grammatical errors in the use of the simple past tense in narrative writing through comic strips. The participants are 15 Grade XI students from SMA Surya Buana Malang, and the data are collected from 15 narrative texts written by the students. However, not all parts of the texts are analyzed. Only data relevant to the research objectives are selected, particularly errors involving regular and irregular verbs, omission of past tense markers, and the use of infinitive forms instead of the simple past tense. This study is limited to one school and one grammatical aspect, so the findings cannot be generalized to all EFL learners in Indonesia. Other grammatical aspects, such as the present perfect, passive voice, and subject–verb agreement, are excluded from the analysis. Furthermore, the study focuses specifically on narrative texts produced with the aid of comic strips; using other types of writing materials could reveal different interlanguage patterns and grammatical errors.

E. Definition of Key Terms

1. Grammatical Errors

Grammatical errors in students' narrative writing are those that may involve verb forms, tense usage, subject–verb agreement, and sentence structure. In narrative writing, the use of appropriate verb forms is important because students need to describe events in a clear and grammatically correct way (Fitrawati & Safitri, 2021). Especially in second-language writing mighy also involve the omission, insertion, or replacement of words and grammatical forms, as well as incorrect word order. These errors can make sentences grammatically incorrect and affect the clarity of the text. This provides a general basis for examining grammatical errors in students' narrative writing, particularly their use of the simple past tense (Bryant et al., 2023).

2. Interlanguage

Interlanguage is a temporary language system developed by second language learners in their narrative writing that differs from both their first language (L1) and the target language (L2), as introduced by Selinker (1972). Its development involves language transfer, learning processes, communication strategies, and the overgeneralization of language rules, which may cause errors to persist throughout the learning process. Understanding interlanguage helps identify the sources of learners' errors and explain the development of their second language skills (Liu, 2022; Guo, 2022)

3. English Narrative Writing Based On Comic Strips

Narrative writing based on comic strips is the process of writing a story in English by using a series of comic pictures as a guide to develop ideas and arrange events in a logical sequence, particularly, students need to understand how to describe past events in comic strip text by using the simple past tense, arranging events in a logical sequence, and recognizing time expressions that indicate when the events occurred , also the picture pictures help students identify the characters, setting, problems, and solutions, which could be developed into a narrative text consisting of orientation, complication, and resolution. Students could also use their own sentences and appropriate time connectors, such as first, then, after that, and finally, to connect the events and create a coherent story, also comic strips support students' understanding of narrative structure and story sequence, although their study specifically examined reading comprehension rather than narrative writing. (Rismawati & Somantri (2025).

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter of the research discusses the theories relevant to the study This chapter discusses the theories relevant to the study, including grammar, simple past tense, grammatical errors, interlanguage, the relationship between interlanguage and errors, narrative writing, and comic strips as a multimodal narrative

A. **Grammar**

The development of grammar unfolds through an extensive process. Initially, humans possess the conceptual capability to understand, categorize, and organize information. This ability is then connected to the language system, leading to the formation of grammar as an integral aspect of human cognitive ability. Over time, the use of language in everyday communication has further influenced the evolution of grammar. It's important to understand that grammar and language usage. Recognizing this distinction can enhance our communication skills and enrich our understanding of language as a whole also, grammar constitutes the system of linguistic knowledge retained in a speaker's mind, whereas language usage refers to the application of that language in daily communicative contexts. Although these two elements are interrelated and influence one another, grammar should not be conflated with language usage. This distinction supports the notion that a language maintains specific grammatical patterns, even if these patterns are not always evident in everyday conversation, speakers could still comprehend the full grammatical structure, even

when they encounter only a portion of a sentence (Newmeyer, 2003). However, grammar is understood as a collection of constructions that is, pairs of form and meaning stored in the speaker's linguistic knowledge. From this perspective, grammatical knowledge is formed through linguistic experience and organized into a network of interconnected constructions. The more frequently a pattern is used, the more firmly it is embedded in the speaker's grammatical system. Thus, grammar is viewed as knowledge that enables speakers to generate various linguistic forms creatively and productively (Vartiainen & Säily, 2025) . Consequently, there is an important aspect in supporting the mastery of grammar, namely working memory. They explain that grammatical understanding involves two types of knowledge explicit knowledge and implicit knowledge. Explicit knowledge is knowledge of grammatical rules that learners are aware of and can explain, whilst implicit knowledge is the ability to use grammar automatically in communication without having to consciously think about the rules. Their research findings indicate that working memory capacity plays a role in the acquisition of both types of knowledge, particularly in the ability to produce English grammatical structures (Pawlak & Biedroń, 2021).

Studying grammar concepts in this research is very important before conducting an interlanguage pattern analysis of grammatical errors in students' narrative writing; in this context, grammatical knowledge can influence the number of errors that occur during writing. The types of errors to be discussed are as follows.

B. **Simple Past Tense**

The simple past tense relates to how an action or event that has been completed in the past is expressed through a verb phrase, and indicates the relationship between the time an event occurred and the form of the verb used. In English, there are two main tenses: the present tense and the past tense. The simple past is used to indicate that an action took place and was completed in the past; the purpose of the simple past is to convey that an activity, state, or event was completed before the present time(Akan et al., 2024). The simple past tense is formed by adding the suffix -ed to regular verbs; for example, “walk’ becomes “walked” and’'play’ becomes “played”. Conversely, irregular verbs undergo a change in form, as seen in examples like “ run” becoming 'ran,' “eat” changing to “ate,” and “write”" transforming into “ wrote”. Understanding these forms goes beyond mere vocabulary, it involves selecting the correct form in accordance with the rules of the English (Yuile & Sabbagh, 2021). However, there are difficulties in using the Simple Past Tense correctly, particularly regarding verb forms and sentence structure (Abdullah, 2013). Also, the Simple Past is generally used with clear time markers, such as ‘yesterday’, ‘last year’ or ‘two days ago’. Unlike the Present Perfect, which links past events to the present, the Simple Past focuses solely on events that took place in the past without emphasizing any connection to the present (Yoon, 2012).

1. The Structure / Forms of Simple Past Tense

1. Affirmative sentences

Affirmative sentences describe events that happened in the past. These sentences are formed by placing the past form of the verb after the subject. Regular verbs are formed by adding the suffix -ed, while irregular verbs change their forms. Meanwhile, the verb be uses was or were, which function as linking verbs or auxiliary verbs (Muftah, 2023). However, learners often forget to add -ed or use the wrong verb form. As a result, they still use base or present forms when talking about past events (Almakrob, 2022). Similar errors are also found in spoken English, where learners use base forms instead of past forms or leave out the verb be when it is needed (Alamir, 2025).

(Subject + Verb 2)

2. Negative sentences

Form negative sentences by placing did not or didn't after the subject, followed by the base form of the verb. In this structure, the verb does not use the past form because the past marker is already included in did. Learners sometimes have difficulty understanding the use of auxiliary verbs and verb forms in negative sentences. This difficulty leads to errors when they apply grammar rules to describe events that did not happen in the past (Khurshid et al., 2021).

(S + did not + Verb 1)

3. Interrogative sentences

In the simple past tense are formed by placing did before the subject, followed by the base form of the verb. This structure requires a change in word order, with the auxiliary verb placed before the subject. However, learners sometimes have difficulty following this pattern and tend to avoid changing the word order when forming questions. This difficulty is related to differences between the structure of their first language and English, which may lead to grammatical errors (Alfaifi & Saleem, 2024).

(Did + Subject + Verb 1)

C. Grammatical Errors

Errors made by second-language learners are a natural part of the language learning process. Although some errors can be attributed to the influence of the first language, many errors are not directly caused by the mother tongue but rather reflect the process of learning a new language. These errors often resemble those made by children when acquiring their first language, showing that learners are developing their understanding of the target language (Dulay et al., 1982). Errors can arise from four main sources: interlingual transfer, intralingual transfer, the context of learning, and communication strategies. Interlingual transfer occurs when learners apply patterns from their previously acquired language to the target language, while intralingual transfer occurs when learners misunderstand or overgeneralize the rules of the target language. The context of learning refers to factors such as teachers, learning materials, teaching methods, and media that may contribute to errors. Communication strategies,

meanwhile, involve the ways learners use their available language knowledge to convey meaning despite their limited proficiency (Brown, 2007).

Analyze these errors, the Surface Strategy Taxonomy examines how learners modify the surface structure of language. This taxonomy covers only four categories of errors: omission, addition, misformation, and misordering. Omission occurs when necessary elements are left out, addition involves including unnecessary elements, misformation refers to the use of incorrect forms, and misordering occurs when linguistic elements are arranged incorrectly within a sentence. These four categories provide a framework for identifying and classifying grammatical errors in learners' language production (Dulay et al., 1982).

1. Omission

An omission error occurs when a necessary element is absent from a sentence, preventing it from being grammatically correct. While virtually any morpheme or word could be omitted, certain types are omitted more frequently. These errors are often seen in the early stages of second language acquisition, as learners at this stage typically have not yet mastered many grammatical rules and frequently overlook important components in their sentences.. As their skills progress, the predominant errors shift from omissions to misformations (using incorrect forms), misorderings (incorrect word order), or the overapplication of grammatical rules.

The omission of words that convey the main meaning is actually more common among children acquiring their first language. Among older second-language learners, this error is relatively rare because\that already possess more mature thinking skills

2. Addition

Addition errors are the opposite of omission errors. These mistakes occur when learners incorporate linguistic elements that are unnecessary, leading to deviations from the language's rules. Three primary types of addition errors have been identified: double marking, regularization, and simple addition. These types of errors suggest that learners grasp the fundamental rules of the language but have not yet mastered their application (Dulay et al., 1982).

A. Double Marking

Double marking occurs when a single grammatical meaning is marked more than once in a sentence. For example, in English, the past tense marker should only appear once in a sentence (Dulay et al., 1982)..

B. Regularization

Regularization occurs when learners apply general rules to words that are actually irregular (Dulay et al., 1982).

3. Misformation (Incorrect Form Formation)

A misformation error occurs when a learner uses an incorrect morpheme or structure. Unlike an omission error, a misformation involves using a form that is still incorrect.Similar to addition errors, misformation errors typically do not happen randomly; they reflect the ongoing process of language development (Dulay et al. 1982).

D. **Interlanguage**

Interlanguage is a fundamental concept in the study of second language acquisition, highlighting how learners connect elements of first language with the target language throughout their learning journey. This concept is considered one of the primary strategies that learners use to develop their interlanguage system. Additionally, the concept of interlanguage identification highlights that the ability to acquire language is inherently present in humans, significantly influencing the process of second language acquisitionlanguage (Selinker, L. 2013).

Humans possess an inherent ability to use language, a critical skill not only for acquiring a first language but also for learning additional languages. Language transfer is shaped not just by the structural differences between the first and target languages, but also by various factors such as linguistic experience, social context, and cultural conditions. These elements are pivotal in determining whether language transfer occurs during second-language acquisition. Consequently, not all differences between two languages result in language transfer for every learner. In particular, learners tend to associate corresponding sounds and may also perceive the grammatical structures of the two languages as equivalent. This tendency often leads learners to rely on their mother tongue's grammatical structures while producing the target language (Selinker, L. 2013).

E. **Relation between Interlanguage & Error**

In the concept of interlanguage, learners develop a linguistic system that exists between their first language and the target language. This system is neither identical to the first language nor fully equivalent to the target language. Instead, it develops as learners acquire new linguistic knowledge and gradually adjust their understanding of the rules of the target language. Interlanguage provides a framework for understanding how learners construct their own language systems and how their errors reflect the development of their language proficiency. Through this process, learners do not simply memorize grammatical rules but also develop and apply their own understanding of how the target language works. Therefore, errors can reveal the linguistic patterns that learners have developed during second language acquisition (Selinker, 2013).

The relationship between the first language and the target language is one factor that may contribute to the development of interlanguage. Differences in grammatical structures, word formation, and sentence patterns can create difficulties when learners attempt to use the target language. However, learners do not transfer all elements of their first language into the new language system. Instead, they selectively identify similarities between the two languages and use these similarities to develop their understanding of the target language. This process is known as interlingual identification, in which learners recognize certain elements of their first language as similar to those in the target language. These perceived similarities may help learners

construct sentences, although they may also lead to errors when the two languages follow different grammatical rules (Selinker, 2013).

Another characteristic of interlanguage development is that learners' errors often follow recognizable patterns rather than occurring randomly. These patterns indicate that learners are actively constructing and testing their understanding of the target language. When learners repeatedly apply a particular grammatical rule, their language production may reflect an internal system that differs from the standard rules of the target language. Such errors are an important part of the learning process because they provide evidence of how learners understand and apply linguistic rules. Error analysis can therefore be used to identify recurring patterns and examine how learners' developing language systems are reflected in their written or spoken production (Selinker, 2013).

One process associated with interlanguage development is overgeneralization, which occurs when learners apply a grammatical rule to linguistic situations in which it does not apply. This process commonly occurs when learners have understood a particular rule and assume that it can be applied more broadly to other linguistic forms. As a result, they may produce grammatical forms that do not conform to the rules of the target language. Overgeneralization demonstrates that learners are developing their own understanding of grammatical patterns, although their application of these patterns may not always be accurate. This process can help explain recurring grammatical errors because it reflects how learners construct and extend their knowledge of the target language during the development of their interlanguage systems (Selinker, 2013).

Interlanguage development is also related to the concept of a built-in syllabus, which describes the internal sequence through which learners develop their language competence. Learners do not necessarily acquire grammatical structures in the same order in which they are presented by teachers or textbooks. Instead, the development of their language systems depends partly on their readiness to understand and internalize particular linguistic features. This means that learners may continue to experience difficulties with certain grammatical structures even after receiving explanations and practicing them in the classroom. Their errors may persist because their interlanguage system has not yet fully developed the rules required for accurate language production. This concept highlights the importance of considering learners' developmental processes when examining their grammatical errors (Selinker, 2013).

The distinction between input and intake is also relevant to understanding interlanguage development. Input refers to the linguistic information that learners receive through instruction, reading, listening, and interaction. Intake, on the other hand, refers to the part of that input that learners notice, process, and incorporate into their developing language systems. Not all linguistic information received by learners becomes part of their language competence because the process of understanding and internalizing language depends on various factors, including their existing knowledge and developmental readiness. As a result, learners may continue to produce grammatical errors even after encountering the correct forms in classroom instruction. This distinction helps explain why exposure to grammatical rules does not automatically lead to their accurate use in language production (Selinker, 2013).

Another important characteristic of interlanguage is fossilization, which refers to the persistence of certain linguistic forms or errors even after learners have received additional exposure to the target language or continued learning it. Fossilization occurs when particular features of a learner's interlanguage remain relatively stable and do not develop toward the target language form as expected. These features may appear repeatedly in the learner's language production despite opportunities to learn and practice the correct forms. However, the presence of recurring errors alone is not sufficient to establish that fossilization has occurred, since learners may still be developing their grammatical knowledge. In the context of interlanguage, fossilization provides a way to discuss why some non-target-like language patterns may persist over time rather than disappearing as learners gain more experience with the target language (Selinker, 2013).

Overall, interlanguage involves the development of an internal linguistic system shaped by learners' existing language knowledge, their interpretation of the target language, and the learning process itself. Processes such as interlingual identification, overgeneralization, and fossilization help explain how learners construct grammatical patterns, extend rules, and sometimes maintain non-target-like forms. These concepts are relevant to the analysis of simple past tense errors in narrative writing because learners may use past-tense forms inconsistently or omit grammatical elements required in English. Examining these patterns makes it possible to understand learners' errors not merely as deviations from grammatical rules but also as evidence of the interlanguage system they are developing.

F. **Narrative Writing**

Narrative writing is a type of writing that aims to convey a story, whether fictional or non-fictional, through a sequence of events arranged in chronological order. In practice, writers organize a series of events or experiences based on their own life experiences or imagination, resulting in a coherent and well-structured story. Writing is not merely the process of arranging sentences; rather, it is a complex cognitive process. This process involves interconnected stages of planning, drafting, and revision, requiring writers to select appropriate vocabulary and grammatical structures while simultaneously expressing their creativity (Vandermeulen et al., 2024; Abdurahmaan & Al-Khawaldeh, 2024).

Narrative has several characteristics that distinguish it from other writing genres. These include the presence of a plot organized chronologically, participants or characters who experience particular events, a setting that identifies the time and place of the story, and a conflict followed by a resolution that develops the story into a complete narrative. The linguistic features commonly found in narrative texts include the use of action verbs, temporal conjunctions, time expressions, and the past tense to describe events that have already occurred , especially in writing is a skill that develops gradually and can be enhanced through consistent practice and systematic, progressive instruction. It typically includes key elements such as the introduction of characters, setting, and time, the complication involving problems or conflicts faced by the characters, and the resolution of these conflicts. Additionally, the structure often

consists of a reorientation at the story's conclusion, which provides a summary or moral message (Arigusman, 2018).

In this section, an explanation of writing is essential for a deeper analysis to understand the characteristics of narrative writing, which employs fictional language. Essentially, narrative writing has key elements that must align with the plot. The following is an explanation of the plot as it relates to comic strips.

G. **Comic Strip as Narrative Multimodal**

A comic strip is a medium that combines verbal and visual elements in a sequential manner to convey a specific story or message. Comic strips are recognized as a form of visual language with their own structure, grammar, and cognitive patterns that organize a sequence of images into a meaningful narrative (Cohn, 2013). They are also described as a medium that combines visual elements and written text to tell a story. Because of this unique combination, comic strips have been widely used in educational settings since the mid-20th century and are considered an effective tool for supporting language learning (Wijaya et al., 2021).

The language found in comic strips differs from that of conventional written texts, particularly in terms of sentence structure, dialogue, and the use of punctuation within speech bubbles (Bateman & Wildfeuer, 2014). Dialogues are typically brief and conversational, reflecting everyday spoken language through elliptical sentences, informal expressions, and expressive punctuation that helps convey tone and intonation. In addition, the combination of images and text supports language

acquisition by presenting visual and verbal information simultaneously, making it easier for learners to understand and remember vocabulary as well as the intended meaning of the messages (Ahmadi et al., 2017). also perform a variety of functions that contribute to the language learning process. They can increase students' motivation to learn, provide meaningful contexts for language use, and promote better comprehension through visual support (Csabay, 2006). Moreover, their use has been shown to enrich vocabulary, strengthen grammatical competence, improve reading comprehension, and support the development of students' writing skills (Wijaya et al., 2021). Comic strips are a type of multimodal narrative writing because they consist not only of images but also of words that clarify the direction of the story, also images and text must support one another to build a good story.

CHAPTER III
RESEARCH METHOD

This chapter presents the research methodology, including the research design, data sources, research instruments, and data analysis techniques used in this study.

A. Research Design

This study employs a qualitative approach to analyze errors in the use of the Simple Past Tense in students' narrative writing through Tasks 1 and 2, both of which are based on comic strips. The research focuses on identifying and classifying grammatical errors in the sentences produced in each task, as well as comparing the findings to identify similarities and differences in the types of errors found in Task 1 and Task 2. Task 1 involves rewriting a comic strip about a friend's trip to a lake. Task 2 involves transforming a comic strip about daily activities into a narrative essay.

Qualitative research occurs in natural settings, providing insights into a phenomenon through the meanings attributed by participants. In this approach, the researcher directly engages with the data, acting as the primary instrument for collection, processing, and interpretation. This methodology allows researchers to cultivate a more profound understanding of the phenomenon being studied, enabling the findings to not only describe what happens but also to illuminate the meanings embedded within it. (Creswell & Creswell,.2017).

B. Data & Data Sources

The data for this study was collected from 11th-grade students at Surya Buana High School in Malang, East Java, where the research was conducted following the approval of the school administration. Research activities were carried out during class time and at mutually agreed-upon periods with the administration to avoid interfering with teaching and learning activities. The choice of 11th grade was made because students had previously covered material on the simple past tense.

The research subjects consisted of three 11th-grade students selected using purposive sampling. This technique was chosen because qualitative research does not aim to obtain a sample that is statistically representative of the population but rather to select participants deemed capable of providing information relevant to the research; thus, in qualitative research, participants are intentionally selected based on specific criteria so that the data obtained can provide rich insights into the phenomenon being studied (Creswell &Creswell 2017) .

C. Research Instruments

This study selected comic strips as a medium to help students write narrative stories. The images in the comic strips are arranged in sequence, making it easier for students to understand the plot and rewrite it using the simple past tense. This medium helped the researcher obtain data consistent with the research objectives. Furthermore,

error classification was used as a reference to identify and categorize language errors based on the theory employed in the study.

D. Data Collection

Data collection represents a crucial stage in the research process, as the quality of the collected data greatly influences the overall quality of the research results.. It is essential that data collection methods align with the research objectives to ensure that the resulting data is both valid and capable of effectively addressing the research questions. In qualitative research, data can be derived from a variety of sources, including various written materials. Thus, documents play a vital role as a data source, allowing researchers to obtain comprehensive insights into the phenomenon being studied (Creswell and Creswell, 2017). Furthermore, qualitative research data includes various forms of information, such as writing, speech, or documents that could be utilized to address the research focus (Rahardjo 2011) .

E. Data Analysis

Data analysis is the process of processing, organizing, and interpreting collected data to answer the research questions. In qualitative research, data analysis is conducted systematically to enable the researcher to gain a deep understanding of the phenomenon under study. Furthermore, the process of managing and annotating data helps researchers organize it more systematically, thereby facilitating easier identification and analysis (Chiarcos & Ritz, 2010). Also this study employs Error

Analysis (EA) and classifies errors based on the surface strategy taxonomy, namely a. omission, b. addition, c. misformation, and d. misordering (Dulay, Burt, & Krashen, 1982).

The stage of data analysis involves collecting and organizing all of the data that has been obtained. The data, which consists of students' written work, is first compiled and then read carefully several times. This process allows the researcher to gain a thorough understanding of the content of the narratives and the sentence structures used by the students. During this stage, the researcher also marks the parts of the text that contain the use of the Simple Past Tense, including both correct forms and those containing errors.

The following stage is identifying errors in the students' writing. The researcher examines each sentence to identify errors related to the use of the Simple Past Tense, including verb forms, auxiliary verbs, and sentence structure. Every identified error is documented together with its original contextual sentence to ensure that the data can still be understood within the student's narrative. After the errors have been identified and documented, the researcher analyzes each categorized error to determine its possible causes. Finally, the findings are interpreted by relating them to the relevant theory (Rahardjo,2012).

CHAPTER IV
FINDINGS & DISCUSSION

This chapter presents research findings and a discussion of grammatical error patterns and their relationship to interlanguage in the use of the simple past tense in students' narrative compositions. The data analyzed were extracted from the written work of 11th-grade students at Surya Buana High School in Malang who met the criteria, based on two comic strip tasks (Comic Strip Task 1 and Task 2) .In particular Task 1 has simpler text than Task 2 because the context is different; as a result, students produce more sentences in Task 2 than in Task 1.The presentation of data in this chapter is divided into two main sections: the first section outlines the classification of grammatical errors based on the Surface Strategy Taxonomy (Dulay et al., 1982), and the second section discusses the interpretation of interlanguage patterns (Selinker, 2013).

A. Findings

Based on the results of a study conducted at Surya Buana High School in Malang, Tasks 1 and 2 were assigned using comic strips to obtain diverse data. The following assessment instruments were used to identify errors in the sentences produced from the comic strips and to examine whether the sentences used the Simple Past Tense or other grammatical structures. Read and understand the content of the comic strips.

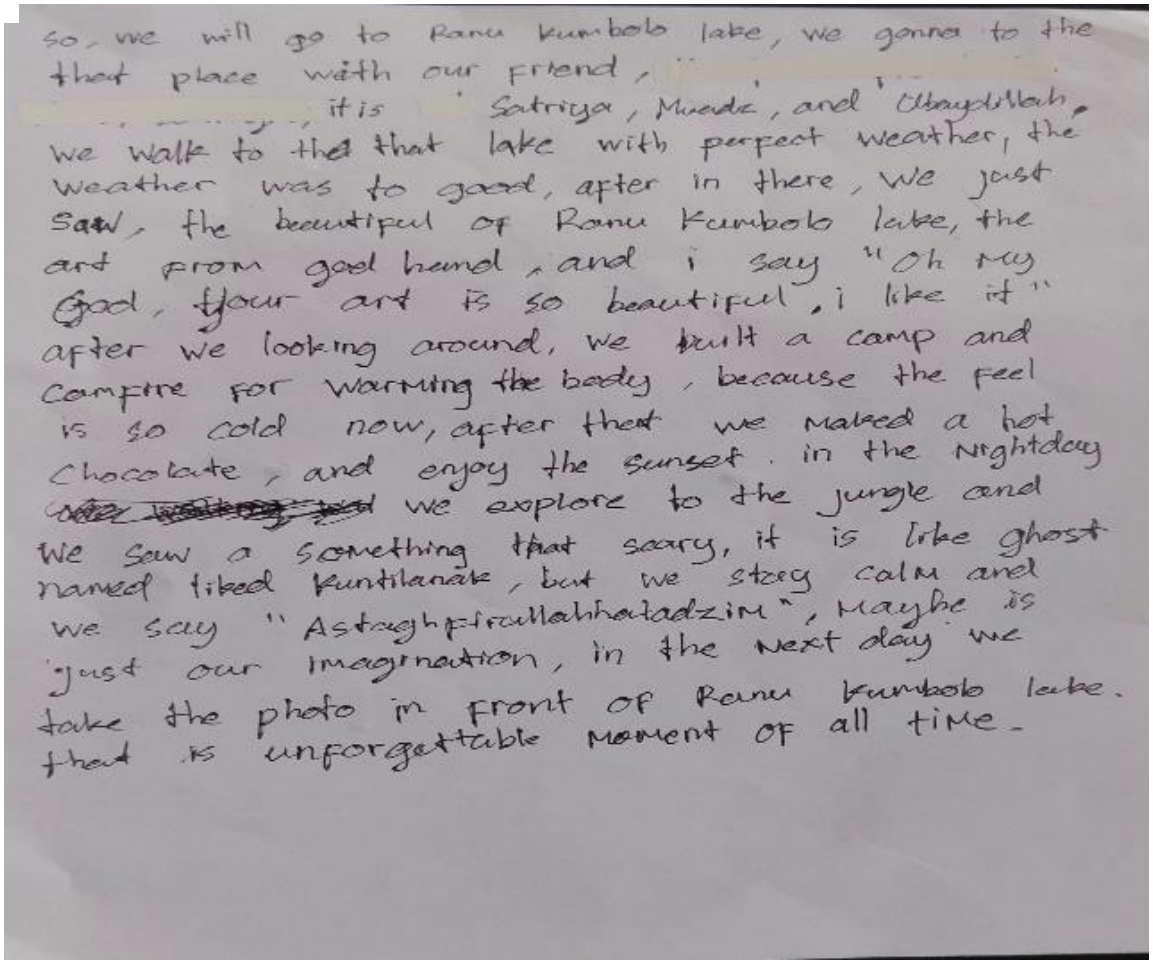
1. Retell what happens in the comic strips and present it as a story”
2. Explain using the simple past tense (using singular and irregular verbs, verbal and nonverbal.

Therefore, students retell what happens in the text, and the variations in language produced by the students are observed then students apply the simple past tense according to the structure or use other grammatical forms, and there may be grammatical errors in their writing.

1. Students Writing in Task 1

Students’ writing in Task 1 shows that there are still various grammatical errors in the use of the simple past tense. These errors appear in the use of auxiliary verbs, verb forms, and sentence structures used to describe past events. Additionally, some parts of the writing also exhibit unclear sentence structures, making the intended meaning difficult to understand and resulting in the failure to consistently use the simple past tense, as shown in Datum 1 below. The errors found in the students’ writing indicate that they had not fully mastered the grammatical patterns required to express past events in English. In some cases, the students used inappropriate verb forms or sentence arrangements, while other sentences did not clearly indicate the intended past-time meaning. These differences show the students constructed their sentences when describing the events presented in the task. Therefore, the following datum illustrates one of the grammatical errors found in the students’ use of the simple past tense.

1.1 Picture : Datum (Students writing 1)


So, we will go to Ranu kumbolo lake, we gonna to the that place with our friend, it is Satriya, Mueda, and Ubaydillah, we walk to the that lake with perfect weather, the weather was to good, after in there, we just saw, the beautiful of Ranu Kumbolo lake, the art prom god hand, and i say "Oh my God, your art is so beautiful, i like it" after we looking around, we built a camp and campfire for warming the body, because the feel is so cold now, after that we maked a hot Chocolate, and enjoy the sunset. in the Nightday we explore to the jungle and We saw a something that scary, it is like ghost named tibed kuntilanak, but we stay calm and we say "Astaghfirullahhaladzim", maybe is just our imagination, in the next day we take the photo in front of Ranu kumbolo lake. that is unforgettable moment of all time.

Based on Datum 1, the student wrote, “So, we will go to Ranu Kumbolo lake, we gonna to the that place with our friend.”

There is an element of the Simple Future Tense in the phrase “will go.” The pattern of the Simple Future Tense is Subject + will + V1. The form “will go” is grammatically correct based on this pattern, but it does not fit the context of the story because the student is telling about an event that already happened. For an event that happened in the past, the Simple Past Tense should be used, with the pattern Subject

+ V2 and the phrase “we gonna to the that place,” the use of “gonna” also shows a future form, so it does not fit the past-time context of the story. The phrase “gonna to” is also incorrect because “gonna” is an informal form of “going to.” Therefore, using “gonna to” makes the expression repetitive, as it is similar to calling “going to to.” The sentence also misses the auxiliary verb “are” after the subject “we.” In the future form using “going to,” the structure requires a form of to be before “going to.” The form “gonna” can be used informally in the pattern Subject + be + gonna + V1, so after “gonna,” the base form of the verb should be used without “to.”

The other sentence, “our friend” is also not appropriate because the student is talking about more than one friend. Therefore, “our friends” would be more suitable in this context. The errors in this datum are not only related to sentence structure but also to punctuation. In the sentence “So, we will go to Ranu Kumbolo lake, we gonna to the that place with our friend,” the comma after “So” is acceptable because it gives a short pause after the opening word. However, the comma after “Ranu Kumbolo lake” is not appropriate because both parts before and after the comma have their own subject and verb. Therefore, the two clauses cannot be connected only by a comma. A conjunction such as “and,” “but,” or “so” is needed to connect the two clauses properly. Therefore, in the sentence above, not only is the structure incorrect, but there is also an incorrect use of the conjunction “pantuaction.”

The variations sentence, “After a while we walk to that lake with perfect weather, the weather was to good,” shows an inconsistency in the use of tense, particularly in “we walk.” The word “walk” is a V1/base form, while the event being

described had already happened. Therefore, the verb should be in the Simple Past Tense, following the pattern Subject + V2. Since “walk” is a regular verb, its past form is “walked.” Thus, “we walk to that lake” should be “we walked to that lake.” Threfore ,the tense used in “the weather was to good” is different. The use of “was” is already appropriate because it is the past form of “be.” However, the word “to” is incorrect in this context. The student should use “too”, which functions as an adverb before the adjective “good.” Therefore, “the weather was to good” should be “the weather was too good”. The sentence also contains a problem with punctuation and sentence boundaries. The clauses “we walk to that lake with perfect weather” and “the weather was to good” are connected only by a comma, even though both clauses have their own subject and verb. A comma alone is not enough to connect these two independent clauses. They should either be separated with a full stop or connected with an appropriate conjunction, such as “and several grammatical problems in expressing past events.

In the sentence “And i say ‘Oh wow, so beautiful, your art is so beautiful, i like it,’”

The use of “say” does not match the past-time context of the narrative because the verb remains in its base form instead of the Simple Past form “said.” However, the use of “is” and “like” inside the direct speech does not necessarily indicate a tense error because the student is directly expressing what was said at that moment. The sentence also contains punctuation problems because several complete ideas are connected with commas, while the pronoun “i” should be written as “I.”

A similar problem could be seen in “After we looking around we built a camp and camfire for warming the body.” The phrase “we looking around” does not form a complete verb structure because “V-ing” requires a form of be, while the context requires the Simple Past form “looked.” In contrast, “built” is already the correct past form of “build,” showing that the student was able to use an irregular past verb in part of the sentence. The word “confire”, however, indicates a problem with word formation or spelling, while “for warming the body” is not the most appropriate structure for expressing the purpose of the action. These sentences show that the student has some understanding of past-tense forms but still has difficulty maintaining the appropriate verb form and sentence structure consistently throughout the narrative.

The sentence “In the nightday we explore to the jungle and we saw a something that scary”

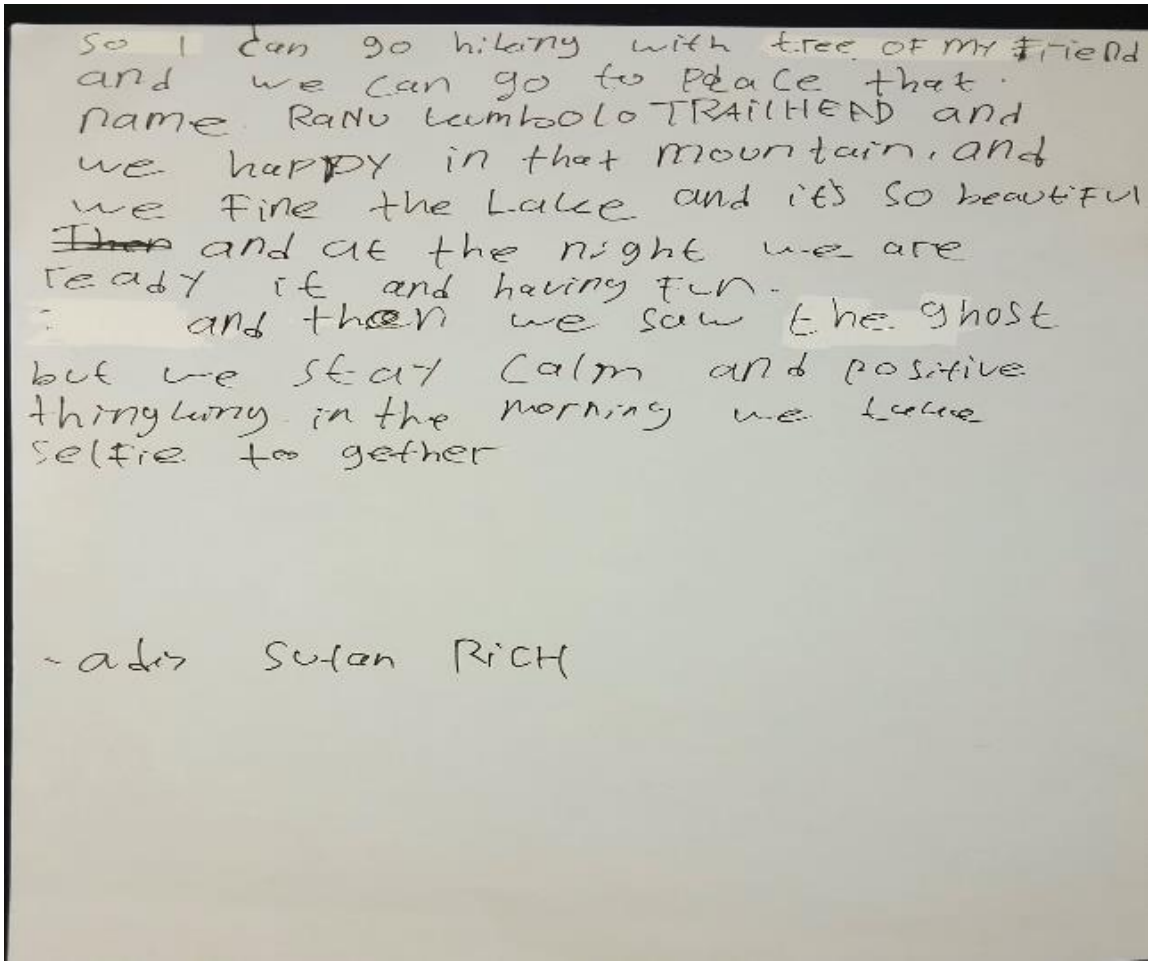
Contains several problems in the use of time expressions, verb forms, and sentence structure. The phrase “in the nightday” is not an appropriate expression in English because “nightday” is not normally used to describe a time. The use of “in” is also not suitable for the intended time expression. The problem continues in “we explore to the jungle,” where “explore” is still in the base form even though the student is describing an event that already happened. Therefore, the verb should be changed into the Simple Past form “explored.” The use of “to” after “explore” is also unnecessary because “explore” can be directly followed by the place being explored, so “explored the jungle” would be more appropriate.

In contrast, “we saw” is correctly formed because “saw” is the V2 form of “see” and already follows the simple past pattern. However, “a something” is incorrect because “something” could function independently as an indefinite pronoun and does not need the article “a.” The final part, “that scary,” also has an incomplete structure because “scary” is an adjective and needs a form of be before it. In this context, “that was scary” would form a complete structure. Thus, although the student correctly used the past form “saw,” other parts of the sentence still show problems in maintaining the appropriate tense and forming grammatically complete expressions. In the sentence “that is unforgettable movement of all time,” not all parts of the sentence are incorrect. “That is” uses the Simple Present Tense, with the pattern Subject + is + complement. If that refers to an experience that is being described as part of a past event, the use of is does not match the time of the story. To describe a situation that happened in the past, the Simple Past is used, with the pattern Subject + was/were + complement.

However, the use of is should still be considered based on the context because if the sentence expresses an opinion or a situation that is still true, *the Simple Present* could still be used. In this task, however, the students were instructed to use *the Simple Past Tense*, so the student did not follow the tense required in the task. In the other part of the sentence, namely “unforgettable movement,” there is a problem with word choice. The word movement means a movement or motion. Based on the context of the sentence, this word does not fit well with the meaning of an experience or event that the student considers memorable. In addition, movement is a singular countable noun, which means a noun that refers to one person, thing, place, animal, or idea that

can be counted by number. For example, in the sentence “Every movement of the cat is very quiet,” the word movement refers to one movement that can be counted. Therefore, the use of movement in the student's sentence shows a problem with word choice because the word used does not match the meaning the student intended.

1.2 Picture : Datum 2 (Students writing 1)



In Datum 2 above shows several variations in students writing, particularly in the way student constructed sentences and used grammatical forms. The grammatical variations found in the students’ writing include several types of errors. Based on

Datum 2, the errors identified include inappropriate verb forms, incorrect word choices, incomplete sentence structures, inappropriate use of auxiliary verbs, and inconsistencies in tense usage. These errors indicate that the students still experienced difficulties in applying grammatical structures consistently when describing past events. The following discussion presents the grammatical errors found in Datum 2

In the sentence "So I can go hiking with tree of My friend and we can go to place that," the use of "can go" is problematic because can is generally used to express ability, permission, or possibility. Its basic pattern is Subject + can + V1. However, in this task, the student was asked to tell a past experience using the Simple Past Tense. Therefore, using can + V1 does not match the time of the story. The word "tree" is also incorrect because the word choice does not fit the intended meaning. It seems that the student wanted to say "three of my friends." In addition, the phrase "place that" has an incorrect word order. The word that is not placed appropriately to describe or refer to the place being mentioned.

An analysis of other sentences reveals that errors vary not only in structure but also in sentence placement. "name Ranu Kumbolo TRAILHEAD and we happy in that mountain," the first part, "name Ranu Kumbolo TRAILHEAD," is problematic because it does not form a complete sentence. The word name is not clearly functioning as the predicate of the sentence, so the intended meaning is difficult to understand. In the second part, "we happy," the word happy is an adjective. An adjective used to describe the condition or state of the subject needs a form of the verb be. Therefore, "we happy" is grammatically incomplete and should contain were, such as "we were

happy." The phrase "in that mountain" is also not appropriate for the intended location. The preposition should be selected according to the place being described. Furthermore, the capitalization in "TRAILHEAD" is inappropriate because it appears in the middle of the sentence without a clear reason for being written in capital letters. Thus, the problem is not only related to sentence structure but also to the inappropriate placement and use of capitalization.

However, other variations also indicate that students are writing in sentences such as "and we fine the Lake and it's so beautiful," the word "fine" is problematic because it does not appear to be the word intended by the student in this context. This shows an inappropriate word choice.. In the other part, "it's so beautiful," it's is a contraction of "it is," which uses the Simple Present Tense with the pattern Subject + be + adjective. Since the student is describing an event that happened in the past, the sentence should use the past form "was".

In the sentence "There and at the night we are ready it and having Fun," the phrase "at the night" is problematic because the preposition at is generally used for a specific point in time, while the expression at night is normally used without the " the" . Therefore, the phrase should be "at night." In the part "we are ready it," are is the present form of the verb be, while the story describes an event that happened in the past. Therefore, the use of are is inconsistent with the past-time context. In addition, the combination "ready it" is grammatically inappropriate because ready is an adjective and cannot be directly followed by it in this structure. The phrase "having Fun" also contains a V-ing form, but it does not have a clear grammatical structure in the

sentence. The use of having needs to be connected to an appropriate auxiliary verb or sentence structure. However, it is important to note that not all parts of Datum 2 contain grammatical errors, for example, in the sentence “and then we saw the ghost,” the phrase “we saw” is grammatically correct. The word saw is the V2 form of see, so it correctly follows the Simple Past Tense pattern. This shows that the student was able to use an irregular past-tense verb correctly in some parts of the narrative. Therefore, the analysis of Datum 2 should not assume that every verb or sentence produced by the student is incorrect. Instead, both correct and incorrect forms need to be considered to see the student's actual grammatical performance.

Nevertheless, another error can be found in the sentence “but we stay Calm and positive.” The word “stay” is still in its base form (V1), whereas the student is describing an event that had already happened. In the Simple Past Tense, the main verb should be changed into its past form, so the use of stay does not match the time of the story. The problem in this sentence is therefore related to the use of an inappropriate verb form. Meanwhile, “calm and positive” could function as adjectives that describe the condition or attitude of the subject.

A similar pattern was also found in another sentence, namely “in the morning we take selfie together.” The error occurs in “we take” because take is still in the V1/base form, while the context of the story refers to an event that had already happened. Therefore, the verb should be changed into its past form, “took,” following the Simple Past Tense pattern Subject + V2. This error is similar to the previous finding

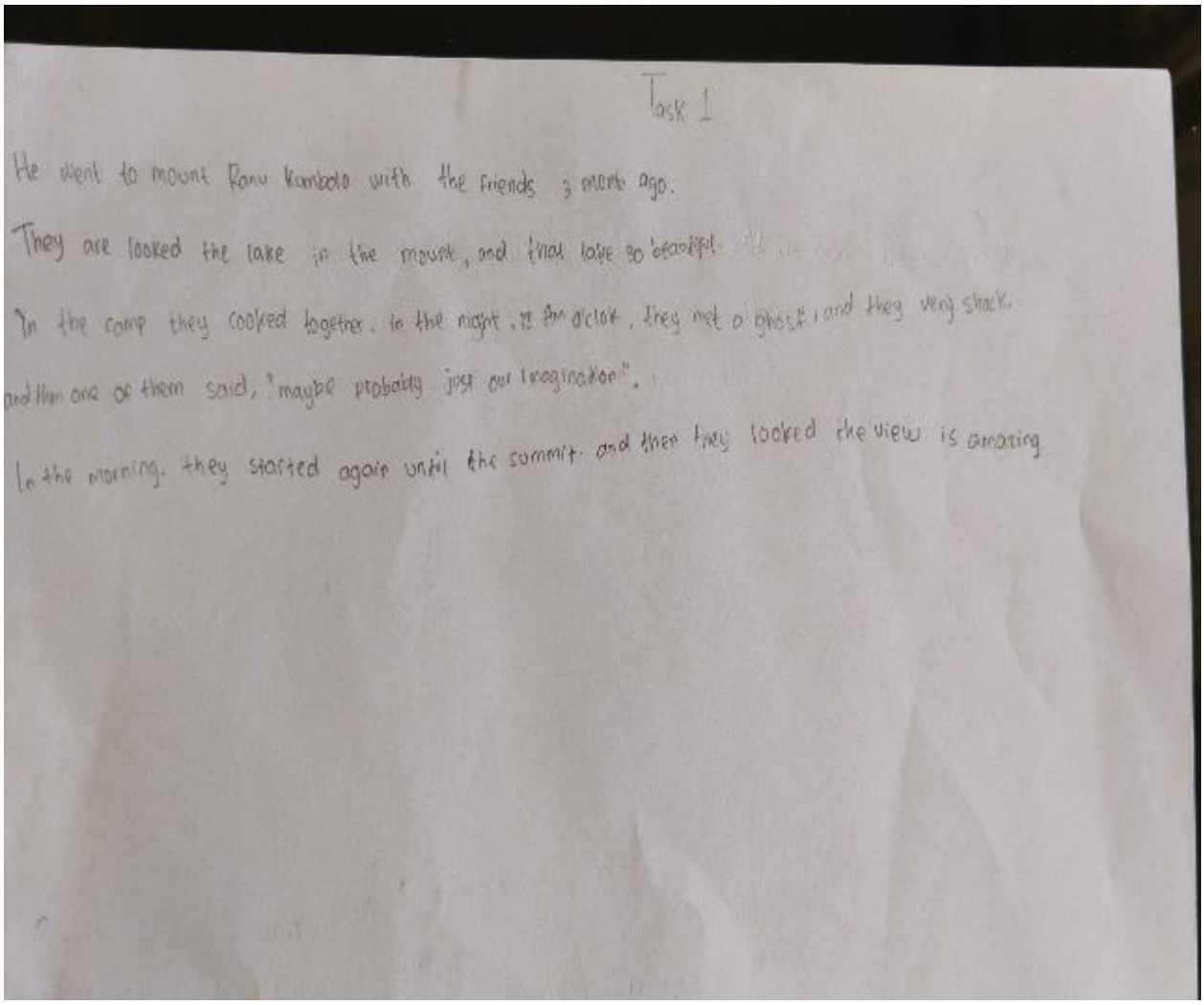
because both sentences show the use of a base-form verb when in context requires the Simple Past Tense.

In the subsequent data, namely Datum 3, several variations in the use of the Simple Past Tense were identified. Similar to the previous data point, Datum 3 does not exhibit total inaccuracy in past tense usage. While several verbs are correctly conjugated into their past form (V2), errors persist in verb forms, copular verbs (to be), prepositions, adjective forms, and overall sentence construction. This indicates that the student's emerging grasp of the Simple Past Tense is already visible in certain parts of the text. For instance, in the sentence

"He went to mount Ranu Kumbolo with the friends 3 month ago,"

The verb "went" is used correctly as the V2 form of go, aligning with the narrative context of past events. However, in the phrase "3 month ago," an error occurs because "month" should be pluralized (months). Furthermore, the expression "with the friends" demonstrates inappropriate article selection and constituent placement, showing that while the past tense was attempted, word arrangement remains imprecise. Nevertheless, not all segments of Datum 3 are erroneous. This is evident in the sentence "In the camp they cooked together, in the night, 12 AM o'clock, they met a ghost." In the clauses "they cooked" and "they met," the verb forms are correctly applied: "cooked" is the regular past form of cook, while "met" is the irregular past form of meet. This proves that the student is capable of applying both regular and irregular verbs in the Simple Past Tense.

1.3 Picture : Datum 3 (Students Writing Task I)



In Datum 3 above contain sentences such as. The prepositional phrase "in the night" is more appropriately expressed as "at night." Additionally, "12 AM o'clock" is redundant, as "12 AM" and "o'clock" should not be used simultaneously; a more natural formulation would be "at 12 AM" or "at 12 o'clock."

Furthermore, errors are also present in clauses such as "and they very shock." Here, the student omitted the required auxiliary/copular verb (to be) before the

adjective. Moreover, "shock" is not the appropriate adjective form to describe an emotional state in this context; the correct participial adjective is "shocked." Since the event occurred in the past, the clause should be corrected to "they were very shocked. “On the other hand, in the sentence "and then one of them said, 'maybe probably just our imagination "’ the verb "said" is correctly employed as the past tense form of say, matching the past narrative context and confirming the student's proficiency with certain irregular verbs. However, the sequence "maybe probably" is tautological, as both words redundantly express uncertainty. Lastly, in the sentence "they looked the view amazing," a prepositional error is present. The verb look, when used to express the act of viewing something, requires the preposition at. Consequently, although the sentence conveys a past action, it suffers from improper preposition placement and structural ordering.

Table 1. 1 Summary of Grammatical Errors in Simple Past Tense in Student 1’s Writing (Task 1)

Error Type	Student 1 (Datum 1)	Student 1 (Datum 2)	Student 1 (Datum 3)
Verb Form Errors	“will go,” “walk,” “say,” “explore”	“can go,” “stay,” “take”	Not Applicable
Auxiliary Verb Errors	“we looking around”	“we happy,” “we are ready”	“they very shock”
Tense Inconsistency	“gonna to the that place,” “that is unforgettable”	“it’s so beautiful”	Not Applicable
Word Choice Errors	“to good,” “movement”	“fine,” “tree”	“shock”
Word Order Errors	“we gonna to the that place”	“place that,” “we are ready it”	“they looked the view amazing”
Plural Form Errors	“our friend”	“tree of My friend”	“3 month ago”
Preposition Errors	Not Applicable	“in that mountain,” “at the night”	“in the night,” “looked the view amazing”
Article Errors	“a something”	Not Applicable	“the friends”

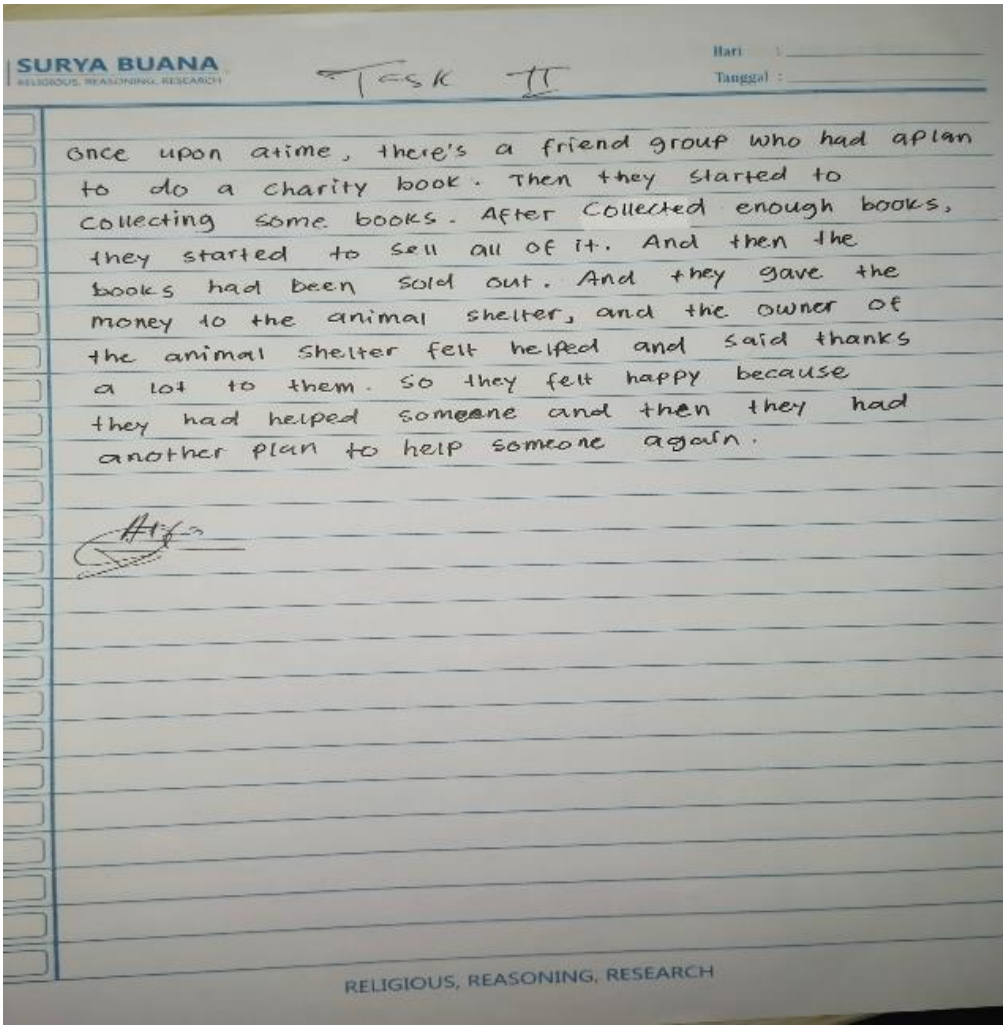
Sentence Structure Errors	“we gonna to the that place,” “the weather was to good”	“name Ranu Kumbolo TRAILHEAD,” “we are ready it”	“they very shock,” “they looked the view amazing”
Number of Errors	8	8	7

The results revealed that the students’ narrative writing contained various grammatical errors, particularly in verb forms, auxiliary verbs, and tense consistency, as well as in word choice, word order, plural forms, prepositions, articles, and sentence structure. These errors indicate that the sentences produced from the comic strips did not consistently follow the grammatical rules of the Simple Past Tense, as some sentences used present forms, modal verbs, or incomplete structures when describing past events, while others showed problems in arranging words and forming grammatically appropriate sentences.

2. Students' Writing In Task II

The data from Task II are also consistent with the findings of the study. The analysis of the students’ writing shows that they were already able to use several forms of the Simple Past Tense correctly. However, some grammatical errors were still identified, particularly in verb conjugation, the use of *to be*, the structure following *to*, word choice, and the use of the past perfect tense. These errors could be seen in next Datum.

1.4 Picture : Datum 4 (Students Writing Task II)



The datum 4 narrative above opens with the sentence:

"Once upon a time, there's a friend group who had a plan to do a charity book."

The first error can be seen in the use of "there's." The form *there's* is a contraction of *there is*, which is used in the Simple Present Tense. However, the expression "Once upon a time" indicates that the events being described took place in the past. Therefore, the use of *there's* is inconsistent with the time reference of the narrative. A more appropriate form would be "there was a friend group," since *was* is the past form of *is*.

This shows that the student had not yet applied the past tense consistently throughout the sentence, although the student had already used the past form “had” in “who had a plan.” The use of *had* is appropriate because it is the past form of *have* and refers to a plan that existed in the past.

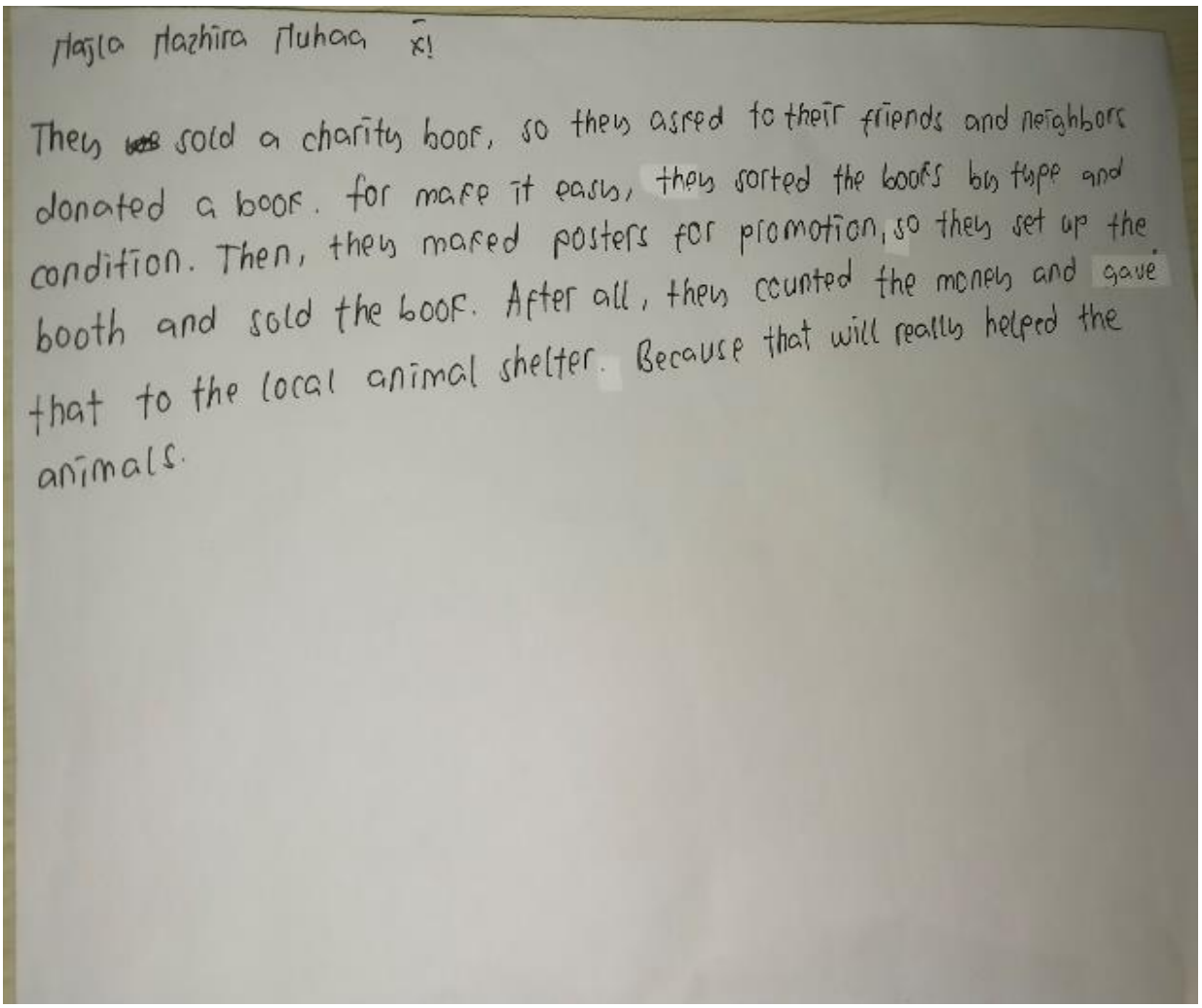
In addition, the phrase “to do a charity book” contains a problem with word choice. The expression *do a charity book* is not a natural expression in English and may make the intended meaning unclear to the reader. The problem is not with the use of *to*, but with the choice of the verb that follows it. Depending on the intended meaning, the student could use “to make a charity book” if the intention was to create a book for a charitable purpose, or “to organize a charity book project” if the intention was to carry out a charity-related book activity. Therefore, this part of the sentence indicates that the student still had difficulty selecting an appropriate verb to clearly express the intended meaning.

A similar issue in the sentence, “And then the books had been sold out.” The phrase “had been sold” shows the use of the Past Perfect Passive, which follows the pattern had + been + past participle (V3). This form is generally used to indicate that an action had been completed before another action or event in the past. However, in this sentence, there is no other past event that needs to be compared with the action of selling the books. The student appears to intend to state that the books were already sold. Therefore, the use of “had been sold” is less appropriate in this context. A more suitable form would be “the books were sold out,” which uses the Simple Past Tense and is more consistent with the narrative context.

A similar issue could be observed in the sentence, “And then the books had been sold out.” In the phrase “had been sold,” the student used the Past Perfect Passive, which follows the pattern had + been + past participle (V3). This form is generally used when two events occurred in the past and the writer wants to indicate that one event happened before the other. However, in this sentence, there is no other past event that needs to be compared with the action of selling the books. The student only intended to state that the books had been sold. Therefore, the use of “had been sold” is less appropriate in this context.

A similar problem in the phrase “the owner of the animal shelter felt helped.” Although the student used the past form “felt,” the phrase contains two verbs, “felt” and “helped,” that do not form an appropriate grammatical structure in this context. The verb *feel* can be followed by an adjective to describe a feeling or condition, such as “felt happy,” “felt grateful.” Based on the results above, students produce language through a variety of written forms; however, in the subsequent data, there are characteristics consistent with the research

1.5. Picture : Datum 5 Task II



In the sentence datum 5 "They sold a charity book, so they asked to their friends and neighbors donated a book," the use of "sold" is correct because *sold* is the past form (V2) of *sell*. The sentence "They sold a charity book" follows the Simple Past Tense pattern Subject + V2, so this part is grammatically correct.

The problem occurs in the next part, "they asked to their friends and neighbors donated a book." The word "asked" is also correct as the past form of *ask*. However,

the structure after “asked” is incorrect. When *ask* is used to request someone to do something, the correct pattern is ask + someone + to + V1. In this sentence, “their friends and neighbors” is the person being asked, so “to” should not be placed before it. In addition, “donated” is the past form (V2) of *donate*, while the verb after “to” should be in its base form (V1), which is “donate.” Therefore, the error lies in the word order after “asked” and the use of “donated” instead of the base form “donate.” Therefore, although the student understands how to use the Simple Past Tense, the sentence still contains two past-tense verbs used together incorrectly

The phrase “for make it easy” contains a grammatical problem in both its word form and structure. The word “make” is a base verb (V1), but it cannot be used directly after “for” in this structure. The phrase “it easy” is also incomplete because “easy” is an adjective and needs a linking verb to describe *it*. Therefore, the phrase does not form a complete grammatical structure. However, “they sorted the books by type and condition” is grammatically correct because “sorted” is the V2 form of *sort*, so it correctly expresses the Simple Past Tense. The phrase “by type and condition” also explains how the books were organized. Thus , the sentence shows a different type of grammatical error, as seen in “Then, they maked posters for promotion, so they set up the booth and sold the book.” The word “maked” suggests that the student was trying to use the Simple Past Tense of the verb *make*. In the Simple Past Tense, the general pattern is Subject + V2. However, *make* is an irregular verb, so its past form cannot be created by simply adding -ed, as is done with regular verbs. The correct past form of *make* is “made.” Therefore, the use of “maked” shows that the student understands the

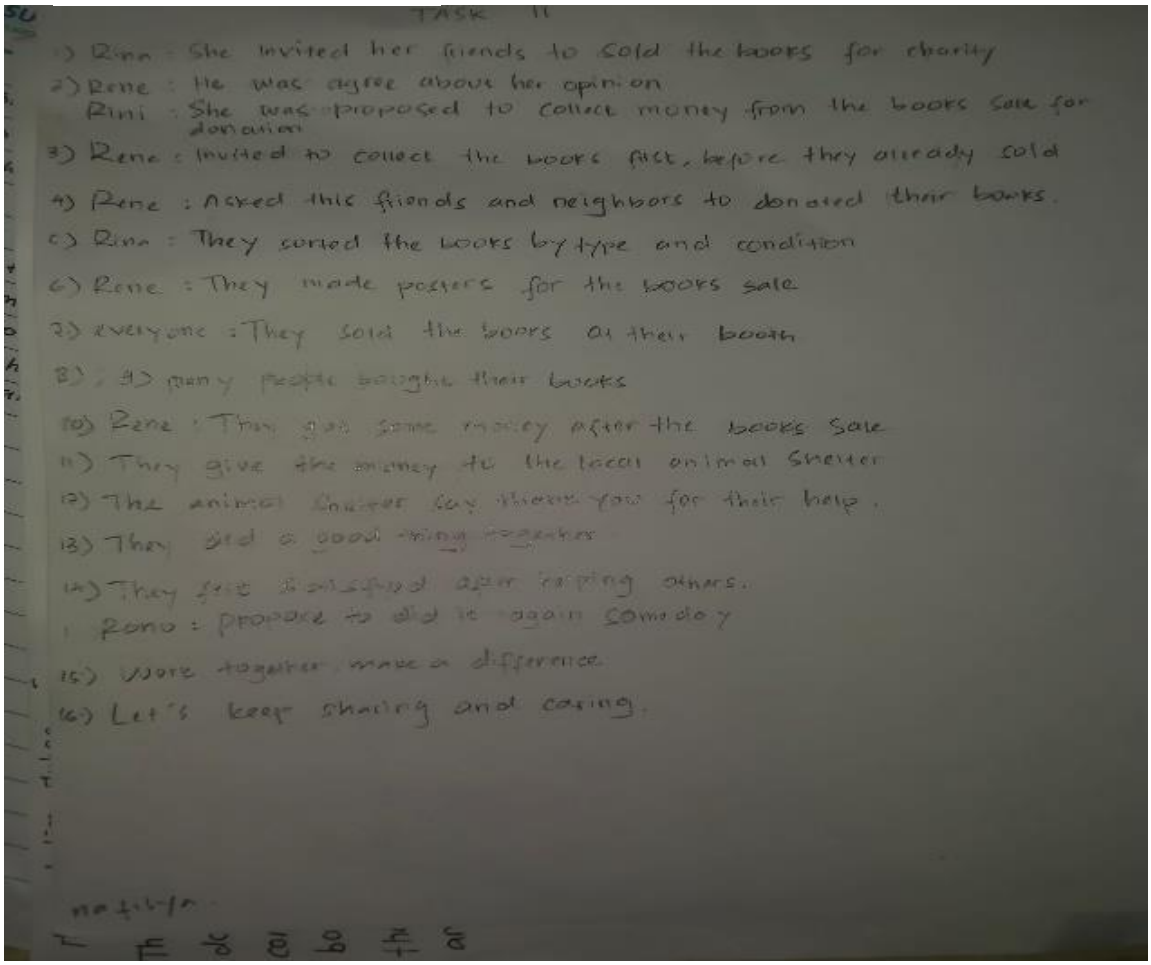
need to use a past-tense verb but has not yet mastered the correct V2 form of an irregular verb.

The sentence “Because that will really helped the animals” contains a clear grammatical problem in “will helped.” The word “will” is a modal auxiliary used to express the Simple Future Tense, which follows the pattern Subject + will + V1. After will, the main verb must remain in its base form (V1), not the past form (V2). However, “helped” is the V2 form of help. Therefore, “will helped” combines two verb forms that cannot be used together in the same structure. The use of “will” is also inappropriate for the context because the student is describing the result of an activity that has already happened. This indicates that the student understands the use of past-tense verbs but still has difficulty selecting the appropriate tense and maintaining consistency in the narrative.

Other sentence such as in Datum below , The results of this writing exercise demonstrate a dialogue among individuals who exhibit different characteristics in producing written work based on the given text , thus in the sentence **“**She invited her friends to sold the books for charity.” The use of “invited” is appropriate because *invited* is the V2 form of *invite*. It follows the pattern Subject + V2, with *she* as the subject and *invited* as the past-tense verb. This shows that the student was able to use the Simple Past Tense to describe an action that happened in the past. However, a problem can be found in “to sold.” The word *to* is followed by the base form of a verb (V1) when it is used as an infinitive marker. Since *sold* is the V2 form of *sell*, it should not be used after *to*. The appropriate form is “to sell.” This indicates that although the

student knows *sold* as the past form of *sell*, the student still has difficulty choosing the correct verb form when it appears after *to*. The expression "for charity" does not cause a problem because it explains the purpose of selling the books.

1.6 Picture : Datum 6 Task II



Therefore, several variations in sentence structures were identified in Data 5, reflecting the use of diverse linguistic patterns.such as "He was agree about her opinion," the difficulty can be seen in the combination "was agree." The word agree functions as a verb, so when it is used in the Simple Past Tense, it should appear as

“agreed.” The appropriate structure is Subject + V2, as in he + agreed. The use of was before agree is therefore inappropriate because was is already the past form of be and is not needed to make an ordinary lexical verb past tense. This may indicate that the student understands the need to express past time but applies was as though it were required before every verb in a past-tense sentence. The expression “agree about her opinion” also presents a problem in the way agree is combined with the following words.

“She was proposed to collect money from the books sale for donation.”

In the expression “She was proposed to collect money from the books sale for donation,” the form “was proposed” appears to follow the passive pattern Subject + was/were + V3. The form proposed can function as the V3 form of propose, so the structure is not necessarily wrong when considered only from its form. The problem becomes clearer when the intended meaning is considered. The student seems to intend that she was the person who suggested the idea of collecting money. However, “was proposed” presents she as the receiver of the action rather than the person performing it. Therefore, the passive construction does not match the intended meaning. There is also an issue with “the books sale,” since the nouns are not arranged naturally.

“Invited to collect the books first, before they already sold.”

Another example appears in “Invited to collect the books first, before they already sold.” The opening “Invited” does not have a clear subject, making it difficult to identify who performed the action. As a result, the expression does not form a complete sentence. The later part, “before they already sold,” contains a different type

of problem. Although “sold” is correctly formed as the V2 of sell, the relationship between the two events is not clearly expressed. The conjunction “before” should establish which event happened first, but the connection between collecting and selling the books remains unclear. The use of “already” also makes the intended time relationship difficult to understand. Therefore, the problem is mainly related to sentence structure and the way the sequence of events is expressed.

“Asked this friends and neighbors to donated their books.”

The expression “Asked this friends and neighbors to donated their books” contains a correct use of the past-tense verb “asked.” Since asked is the V2 form of ask, this part shows that the student is able to use a regular verb in the Simple Past Tense. However, “this friends” is grammatically problematic because this is normally used with a singular noun, whereas friends is plural. A further problem occurs in “to donated.” The structure ask + someone + to + V1 requires the base form after to. Since donated is V2, it should be replaced with “donate.” This indicates that the student knows the past form of the verb but has not yet fully understood the verb form required after to.

“They sorted the books by type and condition.”

In “They sorted the books by type and condition,” the verb “sorted” is used correctly. It is the V2 form of sort and follows the pattern Subject + V2. The subject they is also appropriate for the action described. In addition, “by type and condition” clearly explains the basis on which the books were organized. Therefore, this example

does not show an error in the use of the Simple Past Tense. Instead, it demonstrates that the student can correctly use a regular verb in its past form.

"They made posters for the books sale."

A correct use of an irregular past-tense verb can be seen in "They made posters for the books sale." The word "made" is the V2 form of make, so the structure "they + made" correctly follows the Simple Past pattern. This indicates that the student is able to form the past tense of an irregular verb correctly. However, "the books sale" is not a natural noun phrase because the words are not arranged appropriately. Therefore, the error in this example concerns noun phrase structure rather than the use of the Simple Past Tense.

"They sold the books at their booth."

" They sold the books at their booth," the use of "sold" could be considered grammatically correct. Sold is the V2 form of sell, and it follows the Subject + V2 pattern with they as the subject. The phrase "at their booth" also provides appropriate information about the location of the activity. Thus, this example shows that the student can use an irregular verb correctly in the Simple Past Tense.

"So many people bought their books."

The use of the irregular verb "bought" in "So many people bought their books" is also appropriate. Bought is the V2 form of buy, and it follows the subject "so many people." The basic structure is therefore Subject + V2, which is appropriate for describing a completed past action. This example provides further evidence that the student is able to use some irregular verbs correctly in the Simple Past Tense.

“They got some money after the books sale.”

“They got some money after the books sale,” the verb “got” is correctly formed as the V2 of get. The structure “they + got” therefore shows an appropriate use of the Simple Past Tense. The difficulty lies instead in “the books sale.” This combination does not form a natural noun phrase in English. Thus, the error should not be attributed to the verb got, but to the way the nouns are arranged. This example is important because it shows that correct tense use can occur in a sentence that still contains a problem in another grammatical area.

“They give the money to the local animal shelter.”

A different problem in the sentence “They give the money to the local animal shelter.” The verb “give” remains in its base form, even though the action is presented as part of a past event. In the Simple Past Tense, give should be changed into “gave,” which is its irregular past form. Therefore, the problem is not related to the formation of a regular -ed ending, but to the use of the base form when a past form is required. Meanwhile, “the local animal shelter” is appropriately used as the noun phrase referring to the receiver of the money.

“The animal shelter say thank you for their help.”

A similar problem occurs in “The animal shelter say thank you for their help.” The verb “say” remains in its base form, although the narrative is describing an event that occurred in the past. If the sentence is intended to remain in the Simple Past Tense, the appropriate form is “said.” Because say is an irregular verb, its past form does not follow the regular -ed pattern. The use of “say” therefore indicates inconsistency in the

student's tense use. However, if the expression was intended as direct speech, the present form could serve another purpose. Based on its position in the narrative, it appears to function as part of the narration rather than as direct speech.

“They did a good thing together.”

The expression “They did a good thing together” does not show a problem with the Simple Past Tense. The verb “did” is the V2 form of do and correctly follows the subject “they.” The structure Subject + V2 + object can be seen in they + did + a good thing. Meanwhile, “together” simply adds information about how the activity was carried out. Therefore, this example can be considered a correct use of the Simple Past Tense.

“They are satisfied for helping others.”

The expression “They are satisfied for helping others” shows a shift in tense through the use of “are.” Since are is the present form of be, its use does not fit well with the past-time perspective maintained in the surrounding narrative. A past form such as “were” would be more consistent if the student intended to describe their condition at that point in the past. There is also an issue with “satisfied for helping.” The adjective satisfied needs an appropriate complement, and the preposition “for” does not clearly express the intended relationship here. Thus, the problem involves both tense consistency and the structure following the adjective.

“Rene: propose to do it again someday.”

The use of “propose” in “Rene: propose to do it again someday” creates a problem because the verb remains in its base form. If the expression is part of the past

narrative and describes an action performed by Rene, the appropriate form would be "proposed." The structure should therefore follow Subject + V2.

Tabel 4.1 Comparison of Grammatical Errors: Task I (Datum 1-3) and Task II (Datum 4-6)

Error Type	Task I (D1-D3)	Task II (D4-D6)
Verb form	2 of 3 data, e.g., "will go," "walk," "can go," "stay"	3 of 3 data, e.g., "maked," "to sold," "to donated," "was agree"
Auxiliary verb	3 of 3 data, e.g., "we looking around," "we happy," "they very shock"	2 of 3 data, e.g., "was agree," "they are satisfied"
Tense inconsistency	2 of 3 data, e.g., "gonna to…," "it's so beautiful"	3 of 3 data, e.g., "there's," "will helped," "give," "say," "propose"
Word choice	3 of 3 data, e.g., "to good," "movement," "shock"	3 of 3 data, e.g., "felt helped," "for make it easy"
Word order	3 of 3 data, e.g., "they looked the view amazing," "we are ready it"	2 of 3 data, e.g., "the books sale," "asked to their friends and neighbors donated a book"
Plural form	3 of 3 data, e.g., "3 month ago," "our friend"	1 of 3 data: "this friends"
Preposition	2 of 3 data, e.g., "in that mountain," "at the night"	2 of 3 data, e.g., "asked to their friends," "satisfied for helping"
Article	2 of 3 data, e.g., "a something," "the friends"	None
Errors per datum	8, 8, 7	4, 6, 12

The comparison between Task I and Task II revealed differences in the patterns of grammatical errors in students' narrative writing, with Task I showing more varied difficulties in auxiliary verbs, word order, plural forms, and articles, whereas Task II was more strongly characterized by verb form errors and tense inconsistency. Word choice errors appeared consistently in both tasks, while article errors were found only in Task I and plural form errors occurred less frequently in Task II, indicating that grammatical difficulties varied across the writing tasks. More importantly, the higher number of errors in the final data of Task II suggests that grammatical problems were

unevenly distributed across the data, while the recurring difficulties in verb forms and tense consistency indicate that the use of the Simple Past Tense remained a major challenge, alongside problems with auxiliary verbs, word order, and sentence structure found in the students' narrative writing.

B. Discussion

At this part, the research findings are discussed by relating them to relevant theories that support and explain the findings. Therefore, not every sentence containing an incorrect structure is considered a structural error according to Dulay et al. (1982). The errors are classified into different categories, and each sentence is placed in the category type of error found also connect interlanguange .

1. Omission of Grammatical Markers in the Use of Simple Past Tense

The sentence "we happy." contains an omission of the linking verb to be. In this construction, happy functions as an adjective that describes the condition of the subject we. In English, however, an adjective used in this way cannot directly follow the subject without a linking verb. Since the narrative refers to a past situation, the appropriate form of to be is were, making "we were happy" the grammatically appropriate form. A similar omission can also be observed in the expression "they very shock," where the linking verb were is likewise absent. This indicates that the omission of to be is not an isolated occurrence but appears in more than one construction within the data.

The error could be classified as omission according to the Surface Strategy Taxonomy proposed (Dulay et, al,.1982). Omission occurs when a linguistic element required in a grammatical structure is left out. In these data, the omitted element is the linking verb were, making expressions such as “we happy” and “they very shock” grammatically incomplete, although their intended meanings remain understandable. This pattern indicates that the students had not yet fully internalized the rule requiring a copula before an adjective when describing a past state.

The tendency to omit obligatory grammatical elements could be related to the influence of the students’ first language. In Indonesian, an adjective can directly follow the subject without a linking verb, as in **“**kami senang**”** (literally, “we happy”). This structural difference can contribute to the omission of *were* in English. For EFL learners, patterns from the first language could be carried over into English use. This could be seen among Indonesian learners because Indonesian does not require changes in verb forms to indicate tense or subject agreement (Limbong et al., 2026). Such differences could lead learners to omit inflectional markers and auxiliary verbs or to apply English grammatical rules inconsistently.

A similar pattern could also be found among EFL learners from an Arabic-speaking background, so the omission of copulas and auxiliary verbs is a common error among EFL learners. This difficulty is related to structural differences between native language and English, a like Indonesian, does not use auxiliary verbs in the same way as English. This similarity indicates that the omission of copulas and auxiliary verbs is not limited to Indonesian EFL learners. It can also occur among learners whose first

language has different grammatical structures from English, particularly in the use of linking verbs before adjectives or predicates (Raheem et al. 2026).

2. Misformation in the Expression of Past Events

The table shows that the students used verb forms that did not matc the Surface Strategy Taxonomy proposed by Dulay et al. (1982), this pattern could be classified as an archi-form, where one verb form is used in different contexts

Table 4.3 Misinformation in Tense Expression of Past Events

Sentence (Error)	Correct Form	Explanation
"So I can go hiking with tree of My friend and we can go to place that."	*"So I can go hiking with three of my friends and we can go to that place."*	There are errors in this sentence. "Tree" should be "three."
"She was proposed to collect money from the books sale for donation."	*"She was proposed to collect money from the book sale for donation."*	The mistake is in the word "books." It should be "book." When "book" is used to describe "sale," it stays in the singular form. Therefore, "book sale" is correct, not "books sale."
"They got some money after the books sale."	*"They got some money after the book sale."*	The mistake is the use of "books." It should be "book." The correct phrase is "book sale," not "student's books sale."
"They sold a charity book, so they asked to their friends and neighbors donated a book."	*"They sold a charity book, so they asked their friends and neighbors to donate a book."*	The word order and verb pattern are incorrect. After "asked," we put the person being asked, followed by "to + base verb." Therefore, the correct form is "asked their friends and neighbors to donate."

In the data, the base form seems to be used when there is difficulty in changing the verb into its past form. The most noticeable misformation in the data is the use of the base form (V1) where the past form is needed. In the word such as explore and stay, which should be explored and stayed. This differs from omission because the

verbs are still present in the sentences. The problem is with the verb forms, as the past-tense forms are not used even though the context refers to past events. Another example is “maked”, which is used instead of “made”. Unlike the archi-form pattern, this form shows an attempt to apply the Simple Past rule by adding -ed. However, the rule is applied incorrectly because make is an irregular verb. Its past form is made, not maked. This shows that the rule for forming the past tense has been applied, but there is still difficulty in using the correct form of irregular verbs.

The same problem could also be seen in” will go” and “had been sold, which are used instead of the Simple Past. “Will go” expresses the future tense, while “had been sold is a past perfect passive form. Although both forms are grammatically possible in English, they do not fit the context because the events in the narrative had already happened in the past. the time of the events, along with inappropriate verb forms and word choices. Overall, these *misformation* patterns show that the students still had difficulty using the appropriate verb forms to express tense. This difficulty is related to Indonesian, where verbs do not change their form to indicate when an event takes place. As a result, using different verb forms to express tense in English can be challenging (Limbong et al., 2026).

This pattern is also found in other Indonesian EFL learners, in errors such as Indonesian high school students’ narrative writing, found similar cases where the base form was used instead of the past form, such as “want” instead of “went” (Husni et al. 2023) . This shows that the use of the base form in place of the past form can also be

found in other Indonesian students' narrative writing, rather than being limited to the data in this study.

3. Misordering in Sentence Construction

In this part, sentences were found that corresponded to the errors identified based on Dulay et al.'s classification (1982).

Student's Sentence (Error) :

"So I can go hiking with tree of My friend and we can go to place that."

"They found the view amazing".

In this case, the sentence "So I can go hiking with tree of My friend and we can go to place that" contains a misordering error in the phrase "place that." The words "place" and "that" are placed in the wrong order. In English, "that" should come before the noun "place" when referring to a specific place. Therefore, the correct form is "that place," not "place that." This error is categorized as misordering because the problem is found in the order of the words and other sentence "They looked the view amazing," the error in the phrase "the view amazing" could be categorized as misordering based on the *Surface Strategy Taxonomy* proposed by (Dulay, et.al.1982).Therefore, Misordering occurs when the learner uses the necessary words but places them in the wrong order within the sentence. The findings of this study are in line with those of previous research. Misordering occurs when learners place grammatical elements in the wrong position within a sentence. In this type of error, the problem is not necessarily the use of the grammatical elements themselves, but rather how they are

arranged. A similar pattern was found in the present study, where students used the words needed to express their intended meaning but placed some of them in the wrong order. This may indicate that the students had some understanding of the grammatical elements needed to form a sentence, but still had difficulty arranging them correctly. Therefore, misordering may occur when learners have not yet fully understood how grammatical elements are organized in English sentences (Chatsanguthai, 2022), also misordering is classified as a distinct error category, occurring when a linguistic element is placed in an incorrect position within a sentence. Notably, this type of error extends beyond the morphemic level to encompass words and broader phrase structures (Eryiğit et al., 2024). This theoretical stance aligns with the present study's empirical findings, such as the observed construction *"place that"* instead of the correct form *"that place"*. Here, the students utilized the appropriate vocabulary, however, they arranged the words in an erroneous sequence. However, in study of Chinese EFL learners focusing on misordering, identified several forms of misordering, including misordering of verbs, as shown in the sentence *"Here some suggestions are for you,"* and misordering of adverbs, as shown in *"Everything goes enough well."* The study also presented the sentence *"We will hard work for our bright future,"* in which the adverb is placed after the verb in the learners' first language. As a result, the students directly applied the word order of their first language to English, leading to a misordering error (Bi et al., 2024). Therefore, the findings regarding EFL learners indicate that errors specifically misordering, such as applying subject-auxiliary inversion where it is not required reveal an interesting pattern. While students clearly

understand that an auxiliary verb is necessary, they struggle to place it in the correct position within a clause structure, as seen in examples like *"Anna didn't know where was she standing"*

4. Identification of Interlanguage Patterns through Written Grammatical Errors

The students' writing showed several variations in the use of grammatical structures, even though the task required them to write a narrative using the simple past tense. Some sentences contained perfect tense, future tense, and simple present forms. This variation shows that the students were able to use different grammatical forms based on the language knowledge they had developed, although these forms were not always appropriate for the context of the task. In other words, their writing did not follow a single grammatical pattern. Instead, different forms appeared as the students attempted to express their ideas in English.

One of the transfer patterns found in the data was the repeated omission of the copula before adjectives, as seen in expressions such as "we happy" and "they very shock." The same pattern appeared in more than one construction and in the writing of more than one student. For this reason, the omission is unlikely to be simply an isolated writing mistake. It appears that the students had developed a temporary grammatical pattern in which an adjective could directly follow the subject without a linking verb. This pattern can be related to the structure of Indonesian, where an adjective can function directly as the predicate of a sentence. For example, in "kami senang," there

is no equivalent of the English copula *are* between the subject and the adjective. When this pattern is carried into English, students may produce forms such as “we happy” because the structure is consistent with the way a similar meaning can be expressed in their first language.

In the research shows associate the omission of the copula with the influence of learners’ first-language systems, particularly languages in which an overt linking verb is not required in adjective-based predicates (Raheem et al. (2026) &(Limbong et al. 2026) . Although the learners in those studies came from different linguistic backgrounds, the occurrence of a similar pattern suggests that the absence of a copula may arise when learners rely on a first-language structure while constructing sentences in English. In the present data, the repeated occurrence of “we happy” and “they very shock” can be understood in a similar way. The students appear to have transferred a familiar sentence pattern from Indonesian into their developing English system.A different pattern can be seen in the use of “maked” instead of “made.” Unlike the omission of the copula, this error cannot be directly attributed to Indonesian because Indonesian does not have an equivalent of the English *-ed* ending for forming the simple past tense. The form “maked” instead appears to reflect the students’ developing knowledge of English past-tense formation. The students seem to have recognized that many English verbs form the past tense by adding *-ed*, and they applied this rule to *make*. However, they had not yet fully acquired the fact that *make* is an irregular verb and therefore changes to *made* rather than taking the regular *-ed* ending.

This pattern is different from omission because the past-tense marker is not absent. Instead, the students used a past-tense form but applied the rule incorrectly. The form “maked” is thus important because it shows that the students were not simply leaving the tense marker out. They were actively applying a grammatical rule that they had learned, although the rule was extended to a verb where it does not apply. This kind of error can be viewed as part of the students’ developing interlanguage, in which grammatical rules are gradually formed and revised through exposure to English.

A similar pattern in the narrative writing of Indonesian high school students. Their study found cases in which an irregular verb was treated as though it were a regular verb, such as the use of “want” in place of “went.” The similarity between that finding and the use of “maked” in the present data shows that Indonesian EFL learners may experience difficulties when applying past-tense rules to irregular verbs. The repeated occurrence of this pattern across different Indonesian learners also suggests that it is not necessarily an isolated problem of one student. Rather, it may reflect a common stage in the development of learners’ knowledge of English past-tense morphology (Husni et al. 2023) .Therefore, the findings regarding EFL learners indicate that errors specifically misordering, such as applying subject-auxiliary inversion where it is not required reveal an interesting pattern. While students clearly understand that an auxiliary verb is necessary, they struggle to place it in the correct position within a clause structure, as seen in examples like "Anna didn’t know where was she standing" (Smith. 2024)

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the research. The conclusion is drawn from the findings and discussion presented in the previous chapter. It summarizes the students' use of the Simple Past Tense, the grammatical errors found in their narrative writing, and the interlanguage patterns that appeared in the data. This chapter also provides suggestions for future researchers who are interested in conducting research on similar topics.

A. Conclusion

Based on the findings on interlanguage patterns and grammatical inaccuracies in the use of the *Simple Past Tense* in the narrative writing of eleventh-grade students at SMA Surya Buana Malang, it can be concluded that the students had developed the ability to use several forms of the *Simple Past Tense*, although their use was not yet fully consistent. The data contain sentences in which past-tense forms were used appropriately, including both regular and irregular verbs. For example, the students were able to use forms such as *went, saw, built, cooked, met, said, made, sold,* and *bought* appropriately to refer to past events. This indicates that knowledge of past-tense forms had already begun to develop within the students' interlanguage system. However, in other parts of their writing, the students still used *Simple Present, Simple Future,* and *Perfect Tense* forms when describing events that should have been expressed in the *Simple Past Tense*. Their ability to use the *Simple Past Tense* can

therefore be considered developing, although its application remained unstable throughout the narrative texts. This finding is consistent with the variation in grammatical forms found in the students' writing as they retold the events presented in the comic strips.

The students' writing also revealed different interlanguage patterns. Some of these patterns appeared to reflect the influence of their first language, whereas others were more closely related to the development of their English grammatical system. The omission of *to be*, for instance, may reflect the influence of Indonesian, in which an adjective can function directly as a predicate without an equivalent linking verb. In contrast, forms such as *"maked"* provide evidence of *overgeneralization* in the use of the English past-tense rule. In this case, the student appeared to apply the regular past-tense pattern to an irregular verb. These findings suggest that the grammatical inaccuracies identified in the data could to simply be regarded as random mistakes or instances of carelessness in writing. Some of the forms indicate that the students were actively developing their own linguistic system by drawing on the English knowledge they had acquired as well as their previous language experience. This interpretation is consistent with the concept of *interlanguage*, which views learner language as a developing system with its own temporary patterns and rules that change as second-language acquisition progresses. story, and use the *Simple Past Tense* in their written narratives. Overall, this study successfully fulfilled its objectives and demonstrated its significance. By identifying interlanguage patterns and grammatical errors, it offers empirical evidence of how eleventh graders develop their L2 writing system. These

findings enrich second language acquisition theory while providing practical insights for teachers to address specific errors, such as overgeneralization and native language interference.

B. Suggestion

This study has a limitation in the data source, as the students' narrative writing was based on comic strips prepared by the researcher. The pictures and storyline could affect how students developed their ideas and chose their words. Future studies could use other writing activities, topics related to students' daily lives and . Also, students could choose their own topics so they have more freedom to develop their ideas and focus on students at different levels, such as elementary , junior high school and university level .

Different writing tasks and topics could help show whether the errors and interlanguage patterns found in this study also occur in other situations. This study mainly focused on sentence-level structures and used data from one writing task at one institution. Future research could use different tasks, topics, and sources of data to provide a wider picture of students' language development.

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Appendix



Appendix 1.1 Classroom conditions while students are working on the assigned text



Appendix 1.2 Text provided in real time



Appendix 1.3 Students write about what happens in the given text



Appendix 1.4 Situations when working on texts in class



Appendix 1.5 The student writes on a piece of paper

Appendix 1.6 The text provided task I

(Comic Strips Task 1)

Instruction

A) Recite the Basmalah first.

B) Read and understand the content of the comic strips.

C)Retell what happens in the comic strips and make it sound like a story

D)Explain using the simple past tense (using singular and irregular verbs, verbal and nonverbal)



Appendix 1.7 The text provided in Task II

(Comic Strips Task II)

Instruction

A) Recite the Basmalah first.

B) Read and understand the content of the comic strips.

C)Retell what happens in the comic strips and make it sound like a story

D)Explain using the simple past tense (using singular and irregular verbs, verbal and nonverbal)

