



## Narrative Texts: an Error Analysis of Students In Past Tense Usage

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### Abstract

*The purpose of this research is to analyze student errors in the use of past tense in Narrative text paragraphs based on the problems studied students feel confused with the use of the past tense in the narrative text. This thesis is a qualitative descriptive method. The object of research is grade X-A in the 2021/2022 academic year at Islamic Senior High School Darul Ulum Widang -Tuban. From the findings in the field, the researchers found that there are four types of errors, namely: omission, addition, misformation, and misordering. Then, the researchers studied and concluded that the highest number of errors was misformation with the result of 52%. This is because students feel confused about translating words from English Indonesian to English verse. Students can't tell the difference either between regular or irregular verbs. Students also admitted that they rarely practice for make paragraphs in English*

**Keywords:** Error Analysis, Past Tense, Narrative Text

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## INTRODUCTION

Today, English in Indonesia is becoming a major language issue in educational affairs. The government recognizes the importance of English to global development today. Therefore, English is an important part of the school curriculum, majored by Indonesian students to develop technology, science, and culture. To do this, Indonesian students must master four skills in English; they are listening, speaking, reading, and writing. Listening and reading are receptive skills, while speaking and writing are productive skills. All skills are designed to be improved in the teaching and learning process of English.

In the 2013 syllabus implementation, there are three related dimensions. They cannot be separated. They plan and teach the learning process and learning evaluation. Determines which materials will be taught, which media will be selected, and which methods will be used in the teaching-learning process. Thus, the assessment procedure is the outcome of the teaching-learning process and the student. It is used to know the performance of (Khasanah, 2015). In this way, the teacher simply becomes a student facilitator and pays attention to each student's abilities. Therefore, teachers need to be aware that the four elements can have a significant impact on the English learning process and can teach students four skills: speaking, reading, listening, and writing.

In this study, researchers focus on investigating error analysis when using the Simple Past in narrative texts. This study is related to the student's writing ability as it differs from other skills in the English learning process. Writing is one of the four skills of English, and writing is important because it can encourage us to

express everything on paper. Writing helps us maintain our thinking after reading the information. Most importantly, you can share information with others. Writing requires thinking, and thinking is always complicated. Writing is complicated, as the writer may have to do it all at once. The researcher creates words, sentences, paragraphs, and a wide range of compositions at the same time. Word spelling, sentence punctuation, and paragraph unification are required (Gorell and Laird in (Anwar, 2014). Therefore, the information you provide to your readers is easy to understand, and you need precision to create a paragraph.

Moreover, tense is a part of grammar and the function of the tenses is to explain the accident in the story happened. A tense is a tool that English speakers use to express time in their language so you learn to think like a native speaker. Thus, students have to understand the part of tenses in writing paragraphs or essays. One of the tenses is Simple past, these tenses explain the accident that happened in the past time. Furthermore, simple past used regular and irregular verbs or they can use the verb be (was, were). "The past tense is used to talk about activities or situations that started and ended in the past tense.

Based on preliminary observations with the English teacher and some students. The researcher found out that in the second year of Islamic Senior High School were confused about understanding the simple past tense because they did not understand the meaning of the word. The teacher used interesting media, but the students couldn't distinguish between verbs, adjectives, and nouns. They usually turned adjectives into verb forms. Therefore, it is not possible to distinguish between regular and irregular verbs. English teacher explained that learning grammar, especially tense, was a boring activity, so students didn't want to pay attention when the teacher was explaining the material. The 2013 curriculum requires the integration of tenses with writing or reading, so student writing results are still far from the expectations of the teacher. The teacher said that the tense learning activity only explained the function of the tense, and when the students gave an example, they were still confused. In addition, the new method has been changed to format learning, which can make it difficult for students to master the tense, especially when using the Simple Past when writing Narrative texts.

Based on a second-year Islamic Senior High School Student, the researcher found English difficult and didn't understand what it meant, so The Researcher wasn't sure about answering questions or finishing tasks. On the other hand, she didn't know anything about verbs, and in Indonesia, she said she didn't know verbs, so she didn't know English verbs either. Other students said they were still confused about the difference between regular and irregular verbs, or students did not know how to change from verb 1 to verb 2.

Therefore, error analysis is very important because researchers know the types of errors that students have made using the past tense when writing story texts and the factors that influence their Errors. Errors are very common when writing paragraphs and essays, so Teachers need analysis to revise their students' essays. Errors tell the teacher how far the learner has progressed towards the goal, and as a result, what the learner still has to learn. Second, errors tell the teacher how the language learns. Or it provides the researcher with clues as to which strategy or procedure the learner will use to discover the language, and whether it will be mastered. Making mistakes is second with children learning their native language.

A strategy used by both language learners. Errors can be accepted as a type of learning activity by the learner Corder in (Sompong, 2017). "

In addition, grammatical mistakes made by students when writing paragraphs are analyzed. Errors are human-specific, and error analysis is the process of determining the occurrence, nature, cause, and effect of speech failures (Sompong, 2017). Based on the previous study used by Wati (2011) results almost show that students cannot distinguish between the use of regular and irregular verbs (Herlinawati, 2011).

Besides, the researcher additionally observed if college students felt writing a paragraph in English is very tough due to the fact the scholars did not discover the tenses in Indonesian language whilst if they write a paragraph in English, they ought to distinguish each tense. Then, primarily based totally on Syarif (2014) the researcher observed if the scholars did not use verb 2 and that they did not realize the shape and the utilization of easy beyond (Syarif, 2014). The similarities among the studies from a few specialists and on this observation are Error evaluation of the use easy beyond in writing narrative textual content however the researcher focuses to investigate the mistakes primarily based totally at the floor shape taxonomy via way of means of (Dulay et al., 1982). They are omission, addition, misinformation, and misordering. Therefore, the researcher is involved to investigate mistakes beyond anxiety finished via way of means of college students in X-A grade of writing in the narrative textual content.

## **METHODS**

This study researcher used the qualitative descriptive method. the researcher might know kinds of beyond anxious errors made by students in writing textual content. Qualitative studies deliver the researcher mixture with item studies, the cause of this manner is the researcher can recognize the phenomenon that they studied." From the explanation above we could finish if the researcher who used qualitative studies should be objective to present opinions of their studies. Furthermore, the researcher needs to be consistent to present opinions due to the fact they result of qualitative is static.

### **The subject of The Study**

The researcher selected students who studied in Islamic Senior High School Widang - Tuban, Moreover, the sample of the study was X-A grade which consist of 10 Students.

### **Research Instrument**

To collect data for this study, researchers had several steps to answer the questions posed by students when using the past tense in writing story texts. The researcher worked with an English teacher to provide students with a test for writing story texts. First, researchers use an observation checklist to answer the research question of what kind of past mistakes students made when writing texts.

The Observation Checklist is a tool used by researchers to evaluate the English learning process. In addition, the Observation Checklist is intended to make it easy for teachers or observers to observe the progress of students in the class. "Checklists are a great tool for collecting data about students during a study session (Regier, 2012). Demonstrate students' acquisition of unit achievements before

starting a new unit. Create a list of all the skills needed to do this, which means that the observation checklist is a tool and helps researchers monitor student development as they write story texts. increase. Meanwhile, "a checklist approach suitable for the expected usage of a given rating, and answers to rating questions (Alvi, 2016). In addition, checklists are used to collect high-quality and reliable qualitative assessment data, and checklists are also used to analyze and report qualitative assessment results. From the above definition, we conclude that Observation Checklist is very useful for researchers as it allows them to pre-evaluate student text using error types categorized based on the researcher's plan.

**1. Table of Observation Checklist**

Sentences	Types of Error				Error	Correction
	O	A	M	M		
Sentence 1						
Sentence 2						

**Notes:**

- O = Omission
- M = Misodering
- A = Addition
- M = Misformation

**The technique of Collecting Data**

To collect data for this study, researchers used interviews with English teachers and students. The researchers then used the observation checklist to observe the writing activity in the class. In addition, researchers use the framework to collect student text when writing story texts, in which researchers work with English teachers. The teacher then undertook a project to write a story text based on the type of story text. Before the student submitted the assignment, the teacher asked the student to choose writing on the topic. The teacher then asked the students to draft and then began writing the text of the story. The teacher then asked the student to write a story text based on the draft, and the teacher limited the number of sentences in the student's text from 10 to 15. Finally, the teacher asked the students to submit the exercises to the teacher, and researchers identified the types of errors in their writing.

**The technique of Analysing Data**

To make an end or solution to the query of the research, the researcher makes a few procedures. First, the researcher analyzed the student`s challenge and targeted to examine the usage of beyond hectic with remark checklist. Second, the researcher classified the kinds of errors and the researcher gave to take a look at withinside the remark checklist column primarily based totally on student`s blunders. Third, the researcher wrote the mistake sentences via way of means of college students in the blunder`s column. Fourth, the researcher wrote the correction of the sentence in the correction column. Fifth, the researcher defined her analysis with the usage of

qualitative descriptive technique and the usage of the method to assist solution the research. The method and the desk to recapitulation kinds of college students' mistakes are as follows (Anwar, 2014):

## 2. Recapitulation Table

Students	Types of Errors			
	Omission	Addition	Misodering	Misformation
Students 1				
Students 2				
<b>Total</b>				

### The Formula:

$$P = F \times \frac{100}{N} \%$$

### Notes:

P = Percentages

F = Frequency

N = Number of cases (total of frequency)

## RESULTS & DISCUSSION

### Results

Answer survey questions about the types of errors and the factors that affect Students in committing X student grammatical errors. First, the researchers made preliminary observations and interviewed an English teacher and some students X-A about the student's problems in the written exam, especially when doing narrative paragraphs. As a result of preliminary observations, researchers found out whether X-A students felt confused in understanding the past tense because they did not know the meaning of the word. The teacher used an interesting medium, but the students couldn't distinguish between verbs, adjectives, and nouns. They usually changed the adjective to verb form.

Therefore, it is not possible to distinguish between regular and irregular verbs. The Islamic Senior High School English teacher explained that learning grammar, especially tense, was a boring activity, so students didn't want to pay attention when the teacher was explaining the material. The 2013 curriculum requires the integration of tenses with writing or reading, so student writing results are still far from the expectations of the teacher. The teacher said that the tense learning activity only explained the function of the tense, and when the students gave an example, they were still confused. In addition, the new method has been changed to format learning, which can make it difficult for students to master the tense, especially when using the *Passé Simple* when writing story texts.

And the results of interviews with college students of X-A is that they have been now no longer assured to solve query or end their assignments due to the fact the idea that English is tough and that they now no longer recognize the meaning. In different hand, they now no longer recognize approximately verbs, one every

them stated they now no longer recognize verbs in Indonesia so they now no longer recognize verbs in English as well.

The different college students stated they have been nonetheless burdened approximately the variations among normal verb and abnormal verb or they now no longer recognize the extrude from verb one to verb two.

Second, the researchers worked with their English teachers to observe the activities of English classes in X-A. The researchers tried to monitor the English teacher who opened the class, explained the material, and tested the students with the text of the story. Researchers found out if 4,444 English teachers weren't using slides to explain the material at the time. In addition, the English teacher explained the story text very quickly. As a result, some students felt confused about the material, but researchers found that only some students understood the story test. Researchers also found students sitting in the back seats and corners, ignoring the teacher's explanations. When the teacher did feedback about the material, four students came forward to answer the English teacher's questions and two of them answered with an incorrect verb. Not only the phenomena but other students did not want to ask a question about the Narrative text. Therefore, the teacher assumed if they had understood. Then, the English teacher gave a writing test about Narrative text who has been prepared by the English teacher and the researcher to the students.

After the student's writing test was completed, the English teacher gave the researcher a score for the student who wrote, and the researcher analyzed the student's test using an observation checklist. The Observation Checklist was a tool used by researchers to determine the type of error made by Student X-A Omitted, Added, Misformations, and misunderstandings. Researchers then discovered some of the mistakes students made in four types (Dulay et al., 1982).

### **Error Identification of the Student 1**

#### **Omission:**

*I ^ suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium.*

The abbreviation for this sentence is that because the student omitted "was" as the Verb, the above sentence could be used in the past tense.

*He smiled and waved to all Afganism ^ had been waiting excitedly saying, "Good morning".*

This sentence omission by the students "who" before Afganism.

#### **Addition:**

*I packed all my Afgan's CDs **and** to get his signature at the event.*

These sentences were added because the student added a phrase or morpheme that they should not add. In this case, the student added "And", which should be removed.

*Afgan has **so** always been my favorite singer.*

"So" in the sentence above should be deleted.

#### **Misformation:**

*They **sit on** the chairs prepared inside the radio station's lobby.*

This sentence that was made by the student had the wrong structure "sit on" student should write "sat on" because verb two is an Irregular Verb.

*I thought it is cool seeing him like that because he just felt like a normal person, which was awesome*

This sentence that was made by the student had the wrong structure “is” student should write “was” because to be in past tense should be changed.

**Misodering**

*He just was an amazing person*

This sentence does not write correctly because the student wrote the wrong phrase and the student should write “He was *just* an amazing person.

**Error Identification of the Students 2**

**Omission:**

*On that bright and sunny Saturday morning, the radio station ^ full of fans.*

The abbreviation for this sentence is that because the student omitted “was” as the Verb, the above sentence could be used in the past tense

**Addition:**

*I thought and it was cool seeing him like that because he just felt like a normal person.*

In this case, the student added “and”, which should be removed. The Correct one is ‘I thought it was cool seeing him like that because he just felt like a normal person.

**Misformation:**

*They are ready to see his performance during the meet-and-greet*

This sentence that was made by the student had the wrong structure “are” student should write “were” because verb two is an Irregular Verb.

**Misodering:**

*I thought it was cool seeing him like that because he just really felt like a normal person*

This sentence does not write correctly because the student wrote the wrong phrase and the student should write “I thought it was cool seeing him like that because he *just* felt like a normal person.

**Error Identification of Students 3**

**Omission:**

*British Army at that time ^ part of the Allied Forces*

The abbreviation for this sentence is that because the student omitted “was” as the Verb, the above sentence could be used in the past tense

**Addition:**

*In total, between 6,000 and 16,000 Indonesians died while casualties on the British side and were about 600 to 2000*

These sentences were added because the student added a phrase or morpheme that they should not add. In this case, the student added “and”, which should be removed.

**Misformation:**

*On 30 October 1945, Brigadier Mallaby was killed as he is approaching the British troops’ post near Jembatan Merah or Red Bridge, Surabaya*

This sentence that was made by the student had the wrong structure “is” student should write “was” because to be in past tense should be changed.

**Misodering:**

*The defiant Bung Tomo **really** is the well-known revolutionary leader who played a very important role in this battle*

This sentence does not write correctly because the student wrote the wrong phrase and the student should write “The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

**Error Identification of Students 4**

**Omission:**

*Habibie ^ born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A*

The abbreviation for this sentence is that because the student omitted "was" as the Verb, the above sentence could be used in the past tense

**Addition:**

*He remained in Germany as a research assistant **so** under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree*

“So” in the sentence above should be deleted.

**Misformation:**

*Following his father's death, Habibie continue his studies in Jakarta and then in 1955 moved to Germany*

This sentence that was made by the student had the wrong structure “sit on” student should write “continued” because verb two is an Irregular Verb.

**Misodering:**

*He **also** has been active as a presidential adviser during Susilo Bambang Yudhoyono's presidency*

This sentence does not write correctly because the student wrote the wrong phrase and the student should write “he has also been active as a presidential adviser during Susilo Bambang Yudhoyono's presidency.

**Error Identification of Students 5**

**Omission:**

*Cut Nyak Dhien ^ a leader of the Acehnesse guerrilla forces during the Aceh War.*

The abbreviation for this sentence is that because the student omitted "was" as the Verb, the above sentence could be used in the past tense

**Addition:**

*In 1875, Cut Nyak Dhien and her baby, along with other mothers, **at** were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim*  
“at” in the sentence above should be deleted.

**Misformation:**

*Finally, she marries Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve*

This sentence that was made by the student had the wrong structure “marries” student should write “married” because verb two is an Irregular Verb.

**Misodering:**

*This boosted **greatly** the morale of Aceh armies in their fight against the Dutch.*

This sentence does not write correctly because the student wrote the wrong phrase and the student should write “This greatly boosted the morale of Aceh armies in their fight against Dutch.

### **Error Identification of Students 6**

#### **Omission:**

*Once upon a time there ^ an old couple who didn't have a child.*

The abbreviation for this sentence is that because the student omitted "was" as the Verb, the above sentence could be used in the past tense

#### **Addition:**

*They lived in a small house **and** near the village forest. “Please give us a child,” they asked God every day.*

These sentences were added because the student added a phrase or morpheme that they should not add. In this case, the student added "And", which should be removed.

#### **Misformation:**

*Issumboshi is always being bullied by the children of the village and often went home feeling unhappy.*

This sentence that was made by the student had the wrong structure “is” student should write “was” because to be in past tense should be changed.

#### **Misordering:**

*Issumboshi always **was** being bullied by the children of the village and often went home feeling unhappy*

This sentence does not write correctly because the student wrote the wrong phrase and the student should write “Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

### **Error Identification of Students 7**

#### **Omission:**

*Malin Kundang and his mother had to live hard because his father had passed away when he ^ a baby.*

The abbreviation for this sentence is that because the student omitted "was" as the Verb, the above sentence could be used in the past tense.

#### **Addition:**

*One day, when Malin Kundang was sailing, he saw a merchant's ship being raided **and** by a band of pirates.*

These sentences were added because the student added a phrase or morpheme that they should not add. In this case, the student added "and", which should be removed.

#### **Misformation:**

*Many years later, Malin Kundang becomes wealthy. He had a huge ship and a lot of crews who worked loading trading goods*

This sentence that was made by the student had the wrong structure “becomes” student should write “become” because verb two is an Irregular Verb.

#### **Misordering:**

*It **really** was too late for him to avoid his curse; he had turned into a stone.*

This sentence does not write correctly because the student wrote the wrong phrase and the student should write “It was really too late for him to avoid his curse; he had turned into a stone.

### **Error Identification of Students 8**

#### **Omission:**

*Once there ^ a great warrior named Strong Wind. He lived with his sister in a tent by the sea.*

The abbreviation for this sentence is that because the student omitted "was" as the Verb, the above sentence could be used in the past tense

#### **Addition:**

*Then Strong Wind's sister would know **so** that they were lying because their guesses were wrong*

“so” in the sentence above should be deleted.

#### **Misformation:**

*Many women **come up** to his tent to watch for him. When his sister saw him coming, she would ask, “Do you see him?”*

This sentence that was made by the student had the wrong structure “come up” student should write “came up” because verb two is an Irregular Verb.

#### **Misordering:**

*They cut off her long black hair and they made her wear rags. They burned **also** her face with coals that she would be ugly.*

This sentence does not write correctly because the student wrote the wrong phrase and the student should write “They cut off her long black hair and they made her wear rags. They also burned her face with coals that she would be ugly.

### **Error Identification of Students 9**

#### **Omission:**

*On that bright and sunny Saturday morning, the radio station ^ full of fans.*

The abbreviation for this sentence is that because the student omitted "was" as the Verb, the above sentence could be used in the past tense

#### **Addition:**

*It was **with** unreal just seeing He that close*

“With” in the sentence above should be deleted.

#### **Misformation:**

*He was also very friendly, so I didn't feel too nervous when I **have** a chance to take pictures with him.*

This sentence that was made by the student had the wrong structure “arrive at” student should write “had” because verb two is an Irregular Verb.

#### **Misordering:**

*He **also** was very friendly, so I didn't feel too nervous when I had a chance to take pictures with him*

This sentence does not write correctly because the student wrote the wrong phrase and the student should write “He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him.

## **Error Identification of Students 10**

### **Omission:**

*There were many reports about the death, but it was widely believed that Brigadier ^ murdered by Indonesian militia.*

The abbreviation for this sentence is that because the student omitted "was" as the Verb, the above sentence could be used in the past tense

### **Addition:**

*In the early morning of 10 November 1945, **and** British troops began to advance into Surabaya with cover from both naval and air bombardment.*

These sentences were added because the student added a phrase or morpheme that they should not add. In this case, the student added "and", which should be removed.

### **Misformation:**

*The Battle of Surabaya **causes** Indonesia to lose weaponry which hampered the country's independence struggle.*

This sentence that was made by the student had the wrong structure "cause" student should write "**caused**" because verb two is an Irregular Verb.

### **Misordering:**

*However, the battle provoked Indonesian and international masses to rally for the country's independence which made this battle important **especially** for Indonesian national revolution.*

This sentence does not write correctly because the student wrote the wrong phrase and the student should write "However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

After the researchers analyzed the data, it was found that the most common mistake made by students was malformation, accounting for 52% of the total. From the data on the observation checklist, researchers speculated whether the students ignored the past tense verbs. This case occurred in. This is because the students did not know to change the verb from verb 1 to verb 2. In addition, students did not pay attention to regular and irregular verbs when writing. Also, Student did not know how to switch to the past tense. A common predominant error made by students is the addition at an overall percentage of 22%. This case occurred because the student added a morpheme that they didn't need to add to the sentence. Second, some of the mistakes made by students are dropouts at a rate of 21% of the total. This case occurred because the student omitted the sentence structure that he had to write in his sentence. A recent student made a mistake in by miscoding part

The result of the student's opinion in Pre-remark is related to the student's writing. Some students claimed that their English instructor seldom gave them a task to create a paragraph. furthermore, college students claim that if they no longer practice creating paragraphs at home. This trouble made college students could not replace their English vocabulary and they felt burdened once they translated their English writing. Then, they did now not pay interest in English grammatical and this issue precipitated students making misformation errors in their writing. In the meantime, students felt unconfident with their writing and they greater secure to invite their friends if they found difficulties. besides, their buddy gave them wrong rationalization and errors answer. This component precipitated students to add

morphemes or another vocabulary that should now not write in their writing and that they made additional mistakes in their writing. now not only this factor students made errors in their writing however additionally their teacher never used media to explain fabric. Furthermore, students felt ashamed to invite questions approximately tenses particularly beyond stressful with their English instructor and this element caused college students to make omission mistakes in their writing. Then, their confusion about the usage of tenses or English grammatical made them write Narrative text paragraphs with incorrect placement. consequently, students made Misodering errors in their writing.

### **Discussions**

After observing the English learning process between the English teacher and Student X-A, the researchers collected data to see if Student X-A made a written error almost without exception, especially in the narrative text. The Researcher concluded. This issue was discovered by researchers based on the results of bugs analyzed using the observation checklist. Many factors influenced her writing mistakes. Based on the collection of data made by the researchers, students felt confused when translating between Indonesian and English. Not only that, students were not familiar with the use of the English structure, especially tense when writing the text of the story. So they didn't pay attention to the tense when writing. In addition, you may be influenced by your English teacher. For example, the English teacher did not use the media to explain the textual material of the story, some students did not pay attention to the teacher's explanation, and many other causes of the error. The researcher explained using a questionnaire. Therefore, error analysis is important. This method can help English teachers find the next medium, or teach writing with the technique, and can help students when they find a problem in a created paragraph.

Error analysis is a tool that helps researchers check for grammatical errors created by students, especially when using tenses in story texts.

Based on previous studies used by researchers, discovered the results (Herlinawati, 2011). Error analysis is important to explain what kind of error the student made. I made one Paragraph and how students learn from their mistakes as an English teacher Error Analysis is important for correcting methods when teaching. Researchers found that error analysis is a language learning process that analyzes, observes, interprets, and classifies learning errors to give clues about the learning process, especially the past (Syarif, 2014).

In addition, researchers found that the main mistakes were dropouts at a rate of 28.9% and misunderstandings (Herlinawati, 2011). Second, the main error after the omission is misformation, and the last error is in addition. The results of this study differ from this result because the main defect is a malformation (Herlinawati, 2011). This issue was influenced by a variety of factors. between the researcher's and Watty's results, the main mistake was influenced by the fact that English teachers were unaware of the mistakes they made while writing, and He/she did not check the student's writing (Herlinawati, 2011). In addition, Watty's research target is in the third year of junior high school. English teachers in Watty's study focused only on student exam strategies and did not explain tense any further. Due to this factor, students omitted and miscoded it (Herlinawati, 2011).

Meanwhile, researchers found that the main error was 58% of malformations. The researcher's findings between the researcher and are the same, but the highest error after the malformation is omitted (Syarif, 2014). A possible error cause is the layer class that is used as an object. (Syarif, 2014) used the 10th class as an object. Therefore, the results of this study differ in the factor that made the mistake. (Syarif, 2014) investigated whether the factor did this.

The student's mistake is to use the present tense as a linguistic feature of the narrative text. This error is extremely fatal if there is no solution from English teachers and students.

The root cause of errors in English writing is language transfer. This factor requires a process between source language (SL) and target language (TI), so this factor makes students' Needs to be better understood (Barham, 2020). In addition, the native language can affect the writing of students. From this theory, to avoid mistakes when using English, understand English and practice daily. "Error analysis is an essential source of information for teachers (Barham, 2020). It provides information about student mistakes thereby helping teachers correct students' mistakes and also improve their teaching effectiveness.

The correlation between research results and previous research and the importance of error analysis were discussed. This method helps English teachers find the closest medium or technique for teaching writing and can help students in the face of difficulties. The paragraph found. This theory has been adopted from previous studies that described error analysis. They played an important role in helping teachers solve what to do next by writing teaching materials, especially paragraphs. For students, the material for error analysis is available. Modify their task. Therefore, they did not raise the same error when given the lighting assignments.

## **CONCLUSION**

Based on the data collection and discussion in the previous chapter, the researchers conclude that the X-A student was misspelled. From the data collected and the researcher's analysis, the story text was created by the students. Most of them made mistakes in the past tense structure and the continuous past tense structure. They did not pay attention to the change in the verb between the past tense and the past tense. This statement was supported by data showing that 52% of the students made mistakes in the misformations. After that, the students also made mistakes with other types of errors. They are like 22% student attachment mistakes, 21% dropouts, and 4.8% misunderstandings. The data show that Student X-A has problems using the tense in the narrative text. They were confused when tenses were used in paragraphs.

## **Suggestion**

After the researchers conducted the research and analyzed the data, the researchers made suggestions to English teachers, students, and other researchers. English learning activities should make student learning fun and enjoyable. Some creative teachers organized class activities as well. The purpose of this study is to collaborate with teachers and students in learning activities and to find solutions together when some students are having difficulty learning English, especially

using the tense. In addition, the study predicted that all elements could work together to minimize student error when writing paragraphs, especially when using the tense. Then Second, error analysis can be a solution for English teachers to find the next medium or technique for teaching writing and to help students when there is a problem with the paragraphs created. Error analysis is a tool that helps researchers check for grammatical errors created by students, especially when using the tense in Narrative text. Therefore, researchers provide solutions to English teachers, students, and other researchers.

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