INTRODUCTION

1.1 The Background of Study

This era of globalization has brought a lot of influences on all humans in this world, and as members of society, we must be able to deal with these influences in all fields. These fields are technology, economics, education, and others. Furthermore, many institutions and businesses use English. Learning a foreign language, especially English, it is very important because English is an international language used by the wider community to build communication (Mega, 2017:1).

In Indonesia, many students learn English because English is included in the school curriculum. Based on the 2013 Curriculum (K-13), teaching English as a foreign language requires students to learn basic English skills in four areas, including reading, listening, speaking, and writing. Besides that, the Indonesian Curriculum 2013 aims to advance the Indonesian people to become productive, religious, innovative, and passionate citizens. It prioritizes that a teacher-designed learning (curriculum provided) and student learning experience is based on the student's abilities and the student's socio-cultural background. Thus, the teacher in the school becomes a facilitator for students and pays attention to the abilities of each student (Widodo (2016: 136-137).

Writing is one of the basic skills of English. The important thing about having good writing skills is that we can share information and express our opinions to readers. Writing is a skill that must be trained and guided because writing is an essential feature of language learning that provides a place to change vocabulary, spelling, and sentence forms (Patel & Jain, 2008:125). Writers' skills need critical ideas or thinking and at the same time create words, sentences, and paragraphs (Mega, 2017: 2). Therefore, writing needs the highest level of focus and thinking. In order for students to be able to write correctly, there are certain components that must be mastered by students.

Meanwhile, the difficulty faced by students in writing is that they must determine starting from the subject, verb, object, tenses used, passive sentences,

active sentences, and logical ideas. For learners, writing English is very difficult because the structure, spelling, and lexical meaning of English are different from Indonesian (Praptono & Budianto, 2019: 726-727). Hasianna & Khoirot (2020: 58) convey that writing difficulties are caused by several perspectives, including the following:

1. It is because English is a foreign language, which is not the language of everyday communication.
2. Students do not get much practice in writing a text, starting from determining the main idea, choosing the right words, and arranging word for word into good sentences and paragraphs.
3. The method used by the teacher is less effective in encouraging students to write a paragraph.

In writing text, there are several genres of text that can be used, such as recount, report, explanation, procedure, descriptive, and narrative text. Some of these genres are very useful for teachers to achieve teaching objectives through the learning process (Helmiyadi & Kamaliah, 2021:51). Even though students can write in English, putting thoughts into written form and getting students to write correctly is very difficult. Narrative text is a genre of writing. Narrative text is one type of text that shows and tells stories that happened in the past chronologically. The tense used in narrative text is past tense because narrative writing tells of events in the past (Hasianna & Khoirot, 2020:59). The simple past tense is a part of the grammar rules. Sometimes it can make students struggle to apply the simple past to sentences, namely the change from verb one to verb two (Syarif, 2014:2). As a result, the students are unable to properly use and comprehend the simple past.

The importance of understanding the use of past tense as a tense in narrative text is very important because students can avoid mistakes in writing narrative texts. In sentences that use the past tense, the verb used is the second form. Students need to know and memorize the second form of both regular and irregular verbs. The second form of irregular verbs has the same and unequal forms, while the second form of irregular verbs is added with the suffix ed. The

teacher's role is also influential because the teacher can find out the extent of student writing. In addition, practicing writing text is also very important to avoid making the same errors in writing.

A case is also seen in a study in Thailand. Some of the students translate words, phrases, and sentences from Thai into English. This continued habit then results in structural errors. The students still make errors in verbalization, namely in the use of irregular and regular verbs. In addition, they made errors in the use of tense and they had difficulty writing past tense sentences. They sometimes use the present continuous tense, which should be the past tense. The example is, "I *will feeling* good when I attend the first show." The verb *will feeling* is a future tense verb, which is correct in the simple past participle *felt*.

Based on the previous study conducted by Mega (2017), the researcher found that the result from Mega's study was that the ninth grade students at Junior High School still felt confused about the use of the past tense. Furthermore, the researcher discovered that they are still unable to distinguish between the verb one and verb two in regular and irregular verbs. Then, the study was conducted by Dameria et al. (2019) the researcher found that in writing narrative text, the ninth grade student of Junior High School cannot use the verb two of irregular verbs in past tense. The other previous study was conducted by Praptono & Budianto (2019). The researcher found that the ninth grade students of SMPN in Sidoarjo made errors in the use of the past tense, specifically in the omission error. The majority of students make this error.

Furthermore, in a previous study done by Rahmah Fithriani (2020), the researcher found that MNS students made more grammatical errors in their narrative text than SS students. Besides that, both MNS and SS students at *Madrasah Aliyah* in Medan made misformation errors, with a total of 250 errors. The other previous study was written by Hasianna & Khoirot (2020). The researcher found from their study that the highest error in the use of the past tense by Ninth Grade students of SMP in Medan was a misformation error. The problem is that students rarely practice writing paragraphs. Thus, it causes students to feel confused about understanding the use of the past tense, and they

do not understand the meaning, and they find it difficult to distinguish between regular and irregular verbs.

Based on the interview with the Ninth Grade English teacher at MTsS Nur Zannah Langkat, the teacher said that the Ninth Grade students still felt confused about understanding the past tense because the past tense is used with verb two and the students did not know the meaning of the word. They are still confused about the difference between regular and irregular verbs. Then, students' writing results are still so far from the teacher's expectations because the learning of tenses in the curriculum 2013 must be interspersed with writing or reading activities.

In order to find out more about the student's errors, the researcher decided to do an error analysis as the research tool that examined the errors made by students in using the past tense. The students always make the same error, and the errors are shown repeatedly. However, not all errors are the same, and students are sometimes able to correct their own errors (Harmer, 2007:137). Error analysis plays an important role in learning a foreign language and second language learning. Therefore, let a language teacher check for mistakes made by learners (Khansir & Pakdel, 2010:532). In addition, error analysis is an important information center for teachers. By providing information about student errors, it helps teachers correct student errors and increase learning efficiency (Hourani, 2008:16).

Despite the existence of many previous studies that have discussed the analysis of errors in the use of past tense in narrative texts, most of these studies involved SMP or SMA students as research participants, but few studies have discussed the analysis of errors in the use of past tense in narrative texts by MTs students. Considering that, the educational institutions of SMP and MTs are under the responsibility of 2 ministries; the Ministry of Education and Culture (*Kementrian Pendidikan dan Kebudayaan or Kemendikbud*) and the Ministry of Religious Affairs (*Kementrian Agama or Kemenag*).

Based on the background study above, it was intriguing to discover whether the errors made by SMP students when writing narrative texts would

resemble or differ from those made by MTs students. The aims of this research are to find out the types of errors that are made by ninth grade students and the most prominent types of errors that are made by ninth grade students. In addition, this research is expected that students can avoid the same error and students can write better. So, the researcher was taken the title of the research was **"An Error Analysis On The Use Of Past Tense In Narrative Text Made By The Ninth Grade Students Of MTsS Nur Zannah Paluh Pakih Babussalam Langkat".**

1.2 The Identification of Study

Based on the background that has been described above, there are several problems that can be identified related to the use of the past tense in writing narrative text, including the following:

1. Students still do not understand the use of past tense in writing narrative text.
2. Students still have difficulty changing verbs from verb 1 to verb 2.
3. Students felt confused about distinguishing between regular and irregular verbs.

1.3 The Limitation of Study

Based on the research, the researcher limits to analyzing the type of errors made by the ninth graders in writing narrative texts and the researcher also focuses on the use of past tense. So the researcher analyzes errors on the use of the past tense in narrative texts based on the surface strategy taxonomy of the theory stated by Dulay et.al. (1982: 150). The surface strategy is divided into four types: omission, addition, misformation, and misordering.

1.4 The Formulation of Study

Based on the background above, the question can be formulated as follows:

1. What are the types of error on the use of past tense in narrative text made by the ninth grade students of MTsS Nur Zannah?

2. What are the most prominent types of error on the use of past tense in narrative text made by the ninth grade students of MTsS Nur Zannah?

3. Why did ninth grade students make error on the use of past tense in writing narrative texts?

1.5 The Objective of Study

According to the question above, the objective of this study is as follows:

1. To find out the types of error on the use of past tense made by the ninth grade students of MTsS Nur Zannah in writing narrative text.

2. To find out the most prominent types of error on the use of past tense made by the ninth grade students of MTsS Nur Zannah in writing narrative text.

3. To find out the reason why ninth grade students make error on the use of past tense in narrative text.

1.6 The Significance of the Study

The results of this study are expected to contribute to the teaching and learning process of English, specifically in writing.

1.6.1 Theoretical Benefits

The result of this research is expected to provide contribution and knowledge for everyone, especially in the field of analyzing errors in the use of the past tense by students in narrative texts.

1.6.2 Practical Benefits

1.6.2.1 For The English Teacher

The result of this research is expected by researchers to help English teachers to know the types of errors made by students on the use of past tense in their narrative text.

1.6.2.2 For The Students

The results of this research can be used by students as suggestions and references, specifically in writing narrative texts. In addition, this research is expected to help students correct their mistakes. It means that students can get

used to writing narrative texts. Moreover, students will pay more attention and be careful about using tenses in their writing.

1.5.2.3 For The Other Researcher

The findings of this research can also be referenced to the other researchers who conducted research in the same case by discussing the analysis of student errors in the use of the past tense in narrative texts.