THE STUDY OF WRITING ERROR FOR THE SECOND SEMESTER ENGLISH EDUCATION STUDY PROGRAM STUDENTS IN STKIP PGRI PACITAN AT ACADEMIC YEAR 2022/2023

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Abstract: In teaching English, writing is one thing that's absolutely crucial. Writing skill is an important role in the educational field. This skill is a vital language skill for English learners. As far as learning is concerned, Indonesian students still struggle with learning English. The research aimed to know the kind of error the students make in writing narrative text and the student's obstacles in writing narrative text. This research was used qualitative approach. The data were taken from 15 June . There were 20 respondents in this research who volunteered to recognize the writing in narrative text. The data were collected by written test, questionnaire and documentation. The steps in analyzing data consisted of: 1) collecting all the students' writing text test, 2) reading all the students' writing composition, 3) making a list of errors, 4) classifying the student's errors, 5) and analyze the data by using formula: $P = F/N \times 100\%$, P=Percentage, F=Frequency of errors made, N=Total of students' errors.

Keywords: Error analysis, Writing Error, narrative writing text

INTRODUCTION

English was born decades ago through a well-known phenomenon Internationalization as globalization. More and more people are learning to speak the language, and more and more people are relying on it to find a job or be successful (Agustin, 2015). In the process of globalization, English is gaining importance all over the world. Until recently, it was considered the global language of business. In fact, it is the language of the modern world.

In learning English, there are basic language skills that must be learned by English learners. The basic language skills are divided into four skills, namely: Listening, Speaking, Reading, Writing. As stated by Morrow in Demirbaş (2013:108), receptive and productive skills are the combination of four skills – listening, reading, speaking, and writing skills. The learner should be able to master her four skills: Listening, speaking, reading, and writing, including English building blocks such as grammar, vocabulary and pronunciation. Of the four skills, writing is the most difficult as it requires many variables to be mastered simultaneously. They control content, form, sentence structure, vocabulary, punctuation, spelling, and more.

In teaching English, writing is one thing that's absolutely crucial. Writing skill is an important role in the educational field. This skill is a vital language skill for English learners. Learning to write is different from activities that naturally learn to speak (Haerazi & Irawan, 2019). Writing skills can be difficult to teach because they are complex and require familiarity not only with grammar and rhetorical tools, but also with concepts and judgmental elements.

As far as learning is concerned, Indonesian students still struggle with learning English. As Warouw (2014) noted, this is due to the attitudes of their different cultural backgrounds, which affect their use of English, including the generation of errors and fallacies. Errors and fallacies are two different things. According to Ellis (2003:17) Errors are errors that result from the student's limited or insufficient knowledge to know the correct answer.

In this study, the writer limits the study in analyzing errors that are made by students in the narrative writing product focused on simple past tense. This study is focused on the students of second semester English education study program students in STKIP PGRI PACITAN.

LITERATURE REVIEW

Study of Writing. Writing is one of the language skills that should be acquired in learning the English language. Hasani (2005) states that writing is the activity of a person in pouring ideas, thoughts, and feelings in a logical and systematic in written form, so that the message can be understood by the reader. Brown (2001) states that written product is often the result of thinking, drafting and revising procedures that require specialized skill, a skill that not every speaker develop naturally.

According to Graves, there are five-step process writing approach that is: *Prewriting*. The goal of this step is to produce ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor is all way to produce ideas. *Drafting*. Drafting is the first attempt of writer to catch ideas on paper. Drafting is a way to organize and develop a sustained piece of writing or procedure for determining whether the information you discovered during prewriting can be shaped into a successful piece of writing. *Editing*. This is the step where students' correct grammar, spelling, and punctuation errors. The fastest way to fail a good writing project or damage.

Study of Writing Error. In learning the target language, most learners will make errors. Error is a common thing that happens in the process of teaching and learning a language. Hedge (2000) stated that the error is an unavoidable part of language learning. In addition, Hedge (2000) claimed that error is now seen as reflections of learner's stage of interlanguage development. Thereof, the error is one of the inescapable processes that shows the event phase in learning the interlanguage. Moreover, Norrish (1983) argued that error is regarded as the important part of learning language. Thus, the error as the significant role that shows the part or the stage of students' competence in learning the language.

In Dulay, Burt, and Krashen's (1982) surface strategy taxonomy, there are four categories of the error sentences, namely, omission, addition, misordering and misformation. (1) *Omission*. Omission is identified by the absence of an item or a morpheme that must appear in a well-formed utterance (Dulay et al 1982). Regularly, students make this error when they want to add –s or –es (Liasari et al 2011). (2) *Addition*. Addition is the type of error which is the opposite of omission. Addition means to put the unnecessary item in a sentence. It is indicated by applying the item that does not need in a sentence (Hasanah, 2017). Commonly, it happens when the learners use double markings and the unwanted items (Suhono, 2016). (3) *Misformation*. Misformation is the use of wrong morpheme or structure. Some of students misform "be" (am, is, and are), auxiliary verb (have/has) and object pronoun. In this type, the students use the incorrect be or verb. In addition, misformation is using the wrong forms in a sentence. Due to their misunderstanding of language in using some forms (Soetikno,1996). (4) *Misordering*. Misordering is identified by placing the incorrect morpheme. In this case, some students felt difficult to put the adjective with noun in a correct order. Misordering is indicated by the incorrect placement of certain morphemes. In addition, it happens due to the differences between the word sequence in English and Indonesian (Saad & Sawalmeh, 2014).

The study of Narrative text. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others.3 A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in

these seem and make it happen for them. Moreover, Anderson (1997) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

According to Djuharie (2007), the language elements use in writing narrative paragraph are nouns, individual participant, past tense, conjunction, action verb, and saying verb. (a) *Noun*. According to Wren and Martin (1966) Noun is a word used as the name of a person, place or thing. (b) ***Individual participant***. According to Djuharie (2007) Individual participant means that the subject who takes part in a situation or the story of specific subject. (c) ***Past Tense***. According to Betty Schrampfer Azar (1993), "Simple Past Tense is used to talk about activities or situations that began and ended at a particular time in the past."Meanwhile, according to Jayanthi Dakshina Murthy (2003), "Simple Past Tense is when a verb is used to shown that an action was completed. So, Simple Past Tense is a sentence or story as do past thus, can see of used verb and adverb of sentences. (d) ***Conjunction***. Conjunction is a word which used to join one word to another word, or one sentence to another sentence. According to Slamet Riyanto dkk (2008), conjunctions are words that are used to connect words or a group of words or sentence. So, conjunction is the word as function combine a word or sentences. (e) ***Action verb***. According to Ahmad Kardimin (2009) The action verb divided into two forms. 1) Regular verb is a verb which has a normal inflection or normally added by "ed" or "d" to the infinitive. 2) Irregular verb is a verb which does not have a normal inflection or normally added by "ed"d" to the infinitive form

METHOD

This method of research used the qualitative as the method to analyze the students error in the use of tenses which are commonly made. Qualitative research is one of social research that adopts both versatile and data-driven research style, uses relatively unstructured data, emphasizes the subjectivitys role in the research, and uses verbal analysis as a statistical type (Hammersley, 2013).

In this study, researchers analyze The Study of tense error for first grade students of English Education STKIP PGRI Pacitan at Academic Year 2022/2023. In line with this code, the researcher uses a qualitative descriptive method. This research is descriptive qualitative because according to the research objective is to describe the phenomenon of information obtained from actual conditions based on observation so

that later researchers can describe it naturally and objectively. to collect data researchers used several instruments including from observation, tests, interviews, field notes, and documentation.

The subjects of this study were students of STKIP PGRI Pacitan from first semester English study program in one class which totaled 25 students with 6 males and 19 females, the researcher focused only on 20 students. This study used a purposive sampling technique. Because researchers feel that the samples taken know the most about the problems that will be studied by researchers. The use of deep purposive sampling This research aims to find out how the tenses error occurs between the learning outcomes of second semester English study program in STKIP PGRI Pacitan.

The research instrument used by the researcher were worksheet and questionnaires. In Worksheet the researcher gave a test in the form of making a narrative text with some of the same provisions among students to get the desired research results. the test is in the form of student worksheets with instructions to work on narrative texts. The method of using this test is expected to produce data that is in accordance with research on tenses errors.

The questionnaire was a tool commonly used in research to gather data from respondents. It was a written or online form containing a series of questions designed with specific objectives. The purpose of the questionnaire was to obtain responses and perspectives from respondents regarding a particular topic relevant to the research. In this research, the questionnaire consisted of two types of questions, namely one closed-ended question and one open-ended question. The questions in the questionnaire were well-designed, clear, and relevant to ensure accurate and useful data for the research.

The technique of analyzing data in this research is: Collecting all the students writing text feat, Making a list of errors., Classifying the student's errors, For getting the quantitative data, it will describe in the table of percentage and formula as follows:

$$P = \frac{F}{N} \text{ x } 100\%$$

Notes:
P: Percentage   N: Number of cases (total of frequency).
F: Frequency

FINDINGS AND DISCUSSION

The kind of error that students make in writing simple past tense in narrative text.

Table 4.1 Recapitulation of Types of Errors in Narrative Writing

Omission	Addition	Misformation	Misordering
17	5	30	2

Based on the research findings, a total of 54 errors were found among 20 students. In the omission error category, there were 17 total errors. In the addition error category, there were 5 omissions. In the misformation error category, there were 30 total errors. In the misordering error category, there were 2 total errors. In the omission category, student number 1, 3, 6, 10, 16, 17, and 20 experienced errors. In the addition category, student number 1, 3, 9, 16, and 19. In the misinformation category, student number 2, 6, 7, 9, 10, 12, 14, 15, 16, 17, 19, and 20. In the misordering category, students number 12 and 13 experienced errors.

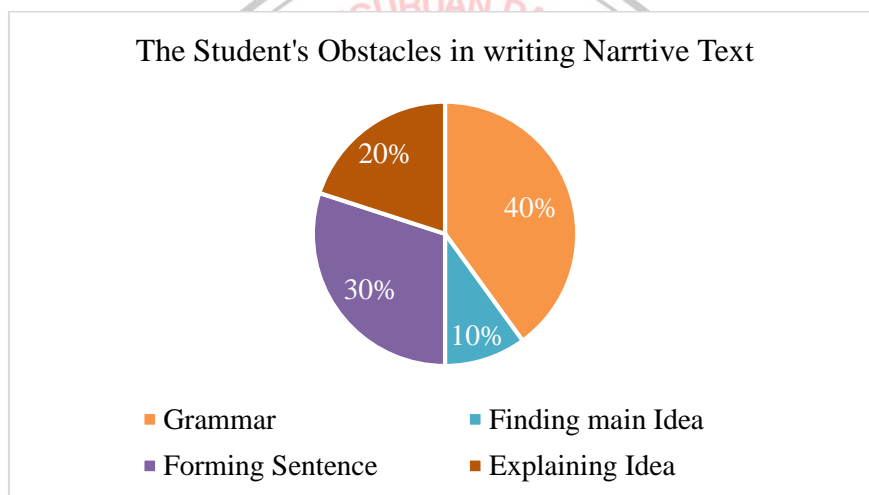**The Student's Obstacles in Writing Narrative Text**

Figure 4.1 Percentage of Student's Obstacles in Narrative Text

Based on the data above, it showed that out of a total of 20 students, 8 students obstacles (40%) were grammar, 2 students obstacles (10%) were finding main idea, 6 students obstacles (30%) were forming sentences, and 4 students obstacles (20%) were forming sentences. Generally, the most frequently occurring obstacles were found in grammar.

The kind of error that students make in writing simple past tense in narrative text.

Omission. Omission error in writing refers to the inadvertent exclusion or omission of essential information or elements from a written piece. This type of error occured when a writer unintentionally leaves out crucial details, words, phrases, or even entire sentences that were necessary for the clarity, coherence, and completeness of the text.

Omission errors can significantly impact the reader's comprehension and may lead to misunderstandings or confusion. To avoid this, writers must carefully review and revise their work, ensuring that all relevant information was included to convey their intended message effectively. Based on the students' performance, they experienced 17 omission errors. Some students who encountered omission errors are as follows: (A) Student number 1 made an omission error in using the word "live" in the sentence "I live in Sumberharjo village." The mistake made was leaving out the "-ed" ending in the word "live," which resulted in a different meaning for the sentence. (B) Student number 3 had an omission error in using the word "practice" in the sentence "We practice every day." The correct usage of "practice" should have included the "-ed" ending, making the sentence accurate. (C) Student number 6 committed three omission errors. The first error was in using the word "rest" in the sentence "Then we rest for a while before playing." The correct form of "rest" should have included the "-ed" ending. The second error was in using the word "play" in the sentence "My sister and I play sand together." The correct usage of "play" required the addition of "-ed" at the end. The third omission was in the sentence "We also play water," where the correct usage of "play" should have involved the "-ed" ending. (D) Student number 10 had five omission errors, including: (1) an error in using the sentence "she older than me," where the mistake was omitting the verb "was" after the subject "she"; (2) an error in using the word "play" in the sentence "We usually play together," which required adding the "-ed" ending; (3) an error in using the word "play" in the sentence "We often play together," which also needed the "-ed" ending; (4) an error in using the word "play" in the sentence "We play anything," which should have included the "-ed" ending; and (5) an omission error in the sentence "Usually, we play since morning," where the word "play" should have had the "-ed" ending.

Student number 16 experienced four omission errors. Among them were: (1) an error in using the word "play" in the sentence "Every day always play with friends in nature." The correct usage of "play" in that sentence would be by adding the "-ed" ending; (2) an error in using the word "live" in the sentence "We live in a natural environment, not pollution." The correct form of "live" in that sentence would be by adding the "-ed" ending; (3) an error in using the word "learn" in the sentence "We learn with simplicity." The correct form of "learn" in that sentence would be by adding the "-

ed" ending; and (4) an error in using the word "learn" in the sentence "They learn life through simplicity and life away from urban areas." The correct usage of "learn" in that sentence would be by adding the "-ed" ending.

Student number 17 experienced two omission errors. Among them were: (1) an error in using the word "play" in the sentence "We play some games." The correct usage of "play" in that sentence would be by adding the "-ed" ending; (2) an error in using the word "play" in the sentence "I play itself until 6 hours." The correct form of "play" in that sentence would be by adding the "-ed" ending.

Student number 20 experienced an omission in the sentence "we both have fun sport." The correct sentence should have included the word "doing" to clarify the meaning, making it "we both have fun doing sport."

Addition. Addition error in writing refers to a common grammatical mistake where extra words or elements were unintentionally added to a sentence, leading to its altered meaning, or causing unnecessary wordiness. This type of error occured when writers insert redundant or irrelevant words, phrases, or even entire clauses that disrupt the clarity and coherence of their written communication. Addition errors can result from haste, lack of proofreading, or an attempt to enhance sentence structure but end up creating confusion for the reader. To avoid this, writers should carefully review their work, ensuring that each word added contributes meaningfully to the overall message, allowing for a more concise and effective expression of ideas. Based on the students' performance, they experienced 5 addition errors.

Student number 1 experienced an addition error in the sentence "I life with my family as a my mother, father, grandma, grandpa." The word "a" should not have been there because the following sentence was in plural form.

Student number 3 made one addition error in writing the sentence "It was our very first time to join any contest." The word "any" was unnecessary in the sentence because the sentence was already clear without it.

Student number 9 made one addition error in the sentence "He really to likes to play." The word "to" was used excessively in the sentence. It should have been removed before the word "likes," making the correct sentence "He really likes to play."

Student number 16 made one addition error in the sentence "A village girls." There was an extra "-s" added to the word "girls," which should have been removed

because the word "a" indicates a singular subject. The correct sentence should be "A village girl."

Student number 19 made one addition error in the sentence "but I can't sleep because of lots of mosquitoes." There were two instances of the word "of," which made the sentence wordy. To correct it, one "of" should be removed, and the sentence should be "but I can't sleep because of lots mosquitoes."

Misformation. Misformation referred to errors or mistakes that occurred in the form, structure, or arrangement of language used. It was a linguistic term that encompassed various types of inaccuracies in communication. Misformation errors could range from grammatical mistakes, such as incorrect verb conjunction or word order, to improper word usage and sentence structure. These errors often resulted in inconsistencies, misunderstandings, and a lack of clarity in conveying intended meanings. Understanding misformation was crucial in language learning and communication, as it helped identify areas for improvement and enabled learners to enhance their accuracy and fluency in expressing themselves effectively. Language educators and learners alike strived to minimize misformation errors through practice, feedback, and a deep understanding of grammar and language rules. Based on the students' work, the students experienced a total of 30 misformation errors, including:

Student number 2 experienced misformation in 2 sentences. The first misformation was an error in the usage of the words "want" and "buy" in the sentence "I want to buy ice cream". The correct usage of these two words was to change them to "wanted" and "bought." Thus, the sentence would have the correct pattern. The second misformation was an error in the usage of the word "buy" in the sentence "Dad would buy one near the house". The correct usage of the word "buy" was to change it to "bought".

Student number 6 experienced misformation in 2 sentences. The first misformation was an error in the usage of the word "are" in the sentence "My sister and I are very happy". The correct usage of the word "are" was to change it to "were." The second misformation was an error in the usage of the word "sing" in the sentence "We sing so happily". The correct usage of the word "sing" was to change it to "sang."

Student number 7 experienced an error in the usage of the word "fight" in the sentence "But we fight often". The correct usage of the word "fight" was to change it to "fought."

Student number 9 experienced misformation in 3 sentences. The first misformation was an error in the usage of the word "is" in the sentence "He is very agile jumping and running." The correct usage of the word "is" was to change it to "was." The second misformation was an error in the usage of the word "fell" in the sentence "I really fell sad". The correct usage of the word "fell" was to change it to "felt." The third misformation was an error in the usage of the word "is" in the sentence "He is not home". The correct usage of the word "is" was to change it to "was".

Student number 10 experienced misformation in 2 sentences. The first misformation was an error in the usage of the word "is" in the sentence "Our house is near". The correct usage of the word "is" was to change it to "were." The second misformation was an error in the usage of the word "are" in the sentence "Because we are often together". The correct usage of the word "are" was to change it to "were".

Student number 12 experienced an error in the usage of the word "bought" and the placement of "to" in the sentence "so I asked to my parents bought ticket for me". The correct usage of these two errors should have been "So I asked my parents to buy a ticket for me".

Student number 14 experienced misformation in four sentences. The first misformation error was in the usage of the word "meet" in the sentence "Because after I meet her". The correct usage of "meet" should have been changed to "met". The second misformation error was in the usage of the word "is" in the sentence "Because that is popular anime in the world". The correct usage of "is" should have been changed to "was". The third misformation error was in the usage of the word "teach" in the sentence "She teach me about draw anime". The correct usage of "teach" should have been changed to "taught". The fourth misformation error was in the usage of the word "teach" in the sentence "She teach me from the beginning". The correct usage of "teach" should have been changed to "taught".

Student number 15 experienced misformation in four sentences. The first misformation error was in the usage of the word "wear" in the sentence "children wear hats". The correct usage of "wear" should have been changed to "wore." The second

misformation error was in the usage of the word "is" in the sentence "Festival is very lively". The correct usage of "is" should have been changed to "was." The third misformation error was in the usage of the word "fell" in the sentence "My hat fell into the bridge". The correct usage of "fell" should have been changed to "felt." The fourth misformation error was in the usage of the word "fell" in the sentence "It fell into the river". The correct usage of "fell" should have been changed to "felt".

Student number 16 experienced misformation in five sentences. The first misformation error was in the usage of the word "are" in the sentence "There are children who gave joy and happiness". The correct usage of "are" should have been changed to "were." The second misformation error was in the usage of the word "is" in the sentence "This is my very happy childhood story". The correct usage of "is" should have been changed to "was." The third misformation error was in the usage of the word "play" in the sentence "Everyday always play with friends in nature". The correct usage of "play" should have been changed to "played." The fourth misformation error was in the usage of the words "girls" and "is go to" in the sentence "A village girls that is go to school on foot". The correct sentence should have been "A village girl that was going to school on foot." The fifth misformation error was in the usage of the word "live" in the sentence "We live in a natural environment not pollution." The correct usage of "live" should have been changed to "lived".

Student number 17 experienced misformation in two sentences. The first misformation error was in the usage of the word "come" in the sentence "I usually come to his house everyday". The correct usage of "come" should have been changed to "came." The second misformation error was in the usage of the word "playing" in the sentence "I playing alone with my cat". The correct usage of "playing" should have been changed to "played".

Student number 19 experienced misformation in three sentences. The first misformation error was in the usage of the word "sleep" in the sentence "But I can't sleep because of lots of mosquitoes". The correct usage of "sleep" should have been changed to "slept." The second misformation error was in the usage of the word "makes" in the sentence "Makes me uncomfortable sleeping here". The correct usage of "makes" should have been changed to "made." The third misformation error was in the usage of the words "when" and "bought" in the sentence "We when home and bought

food at the restaurant". The correct sentence should have been "We went home and bought food at the restaurant".

Student number 20 experienced an error in the usage of the word "are" in the sentence "We are not that contaminated by handphones". The correct usage of "are" should have been changed to "were."

Misordering. Misordering error in writing refers to a common language mistake where the sequence of words, phrases, or clauses within a sentence is arranged incorrectly, leading to confusion or a distorted message. This type of error occurs when writers unintentionally jumble the order of elements, disrupt logical flow, or misplace modifiers, resulting in awkward and unclear sentences. Misordering errors can stem from a lack of attention during the writing process, hasty composition, or inadequate understanding of sentence structure. To address such issues, writers should carefully organize their thoughts, use proper transitional phrases, and review their work to ensure that the arrangement of words and ideas align cohesively, promoting better comprehension and communication. Based on the students' performance, they experienced 2 misordering errors.

Student number 12 made one misordering error in the sentence "so I asked to my parents bought ticket for me." The correct sentence should be "So I asked my parents to buy a ticket for me." The word "to" should come after "my parents" to indicate the correct order of actionst.

Student number 13 made one misordering error in the sentence "I feel grateful. I feel happy." The correct sentence should be "I felt grateful and happy," combining the two sentences with the conjunction "and."

The Student's Obstacles in Writing Narrative Text. The student's obstacles in writing narrative text were categorized into four main areas: grammar, finding the main idea, forming sentences, and explaining ideas.

Grammar. One of the challenges students faced was using proper grammar in their narrative writing. This included correct verb tenses, subject-verb agreement, and sentence structure. Errors in grammar made the writing confusing and less effective in conveying the intended message. From the obstacles they faced related to grammar, there were several solutions used to resolve the issues, as reported by the respondents as follows:

"*Menambah pengetahuan seputar grammar*".

From the statement above, respondent number 17 expressed a solution, which was to enhance their knowledge of grammar to overcome the obstacles related to grammar. *"Saya menyelesaikan kendala tersebut dengan membuka catatan materi yang sudah diberikan oleh dosen, selain itu saya mencoba mencari di internet tentang grammar"*.

The statement conveyed by respondent number 11 to overcome the obstacles related to grammar was by referring to study materials. "*Banyak latihan soal, meperluas kosakata, perbanyak membaca bahasa Inggris atau belajar dari melihat film yang berbahasa Inggris dan latihan menulis dengan membuat cerita agar terbiasa*".

The different response from respondent number 15 regarding the grammar issue was by practicing more exercises, expanding vocabulary, increasing English reading, learning from watching English movies, and practicing writing by creating stories.

Finding the Main Idea. Students struggled to identify the central theme or main idea of their narrative. Without a clear main idea, the writing lacked focus and coherence, making it difficult for readers to follow and engage with the story. From the obstacles they faced related to finding the main idea, there were several solutions used to resolve the issues, as reported by the respondents as follows:

"*Memperbanyak membaca dan menemukan literature yang akan membantu dalam mengembangkan ide untuk membuat narative text*".

From the statement above, respondent number 3 expressed a solution, which was to increase their reading and find literature to overcome the obstacles related to finding the main idea.

Forming Sentences. Constructing well-structured sentences was crucial in narrative writing. Students encountered difficulties in using varied sentence types and lengths to create a dynamic and engaging narrative. Sentence fragments or run-on sentences disrupted the flow of the story. From the obstacles they faced related to forming sentences, there were several solutions used to resolve the issues, as reported by the respondents as follows:

"*Ditulis dalam bahasa indonesia lalu diterjemahkan***"**.

From the statement above, respondent number 6 expressed a solution, which was to write the text in Indonesian first and then translate it into English to overcome the obstacles related to forming sentences**.**

"*Memikirkan kembali kalimat yang tepat untuk di tulis*".

Meanwhile, respondent number 9 provided another solution, which was to rethink appropriate sentences to write in order to overcome the obstacles related to forming sentences.

"*Banyak berlatih*".

Then, the solution from respondent number 10 was to practice a lot to overcome the obstacles related to forming sentences.

"Cara saya menyelesaikan kendala dalam menyusun kalimat saat membuat narrative text seperti, harus menyusun kalimat itu sesuai dengan rangkaian alurnya supaya disaat membuat narrative text mudah dalam membacanya nanti dan tidak terbelit-belit. Dengan begitu, narrative text akan lebih mudah dipahami dan enak dibaca".

Meanwhile, respondent number 13 provided a solution by creating a storyline sequence to overcome the obstacles related to forming sentences.

Explaining Ideas. Effective narrative writing required the ability to explain ideas and events clearly. Students found it challenging to provide sufficient details and descriptions to make the narrative compelling and vivid for readers. Insufficient elaboration left the reader confused or disengaged. From the obstacles they faced related to explaining ideas, there were several solutions used to resolve the issues, as reported by the respondents as follows:

"dengan mencari referensi-referensi dari internet".

From the statement above, respondent number 16 expressed a solution, which was to search for references from the internet to overcome the obstacles related to explaining ideas.

"bertanya kepada teman"

Meanwhile, respondent number 19 had another solution, which was to ask friends for help.

To address these obstacles, students practiced their grammar skills through exercises and writing drills. They focused on understanding the central theme of their narrative before starting to write and ensured that each sentence supported and developed that main idea. Utilizing writing resources, seeking feedback from teachers or peers, and reading well-crafted narratives also helped students improve their writing abilities. Additionally, planning and outlining the story before writing aided in organizing ideas and enhancing the overall coherence of the narrative text.

CONCLUSION AND SUGGESTION

In this chapter, the researcher explains the conclusion of the research results regarding the errors made by students in writing narrative texts. It can be concluded that students make errors in four types of errors based on surface strategy taxonomy, namely Omission, Addition, Misformation, and Misordering. Students mostly commited errors in the Misformation category. The reason for students making many errors in Misformation is due to their difficulties in learning grammar. They overcame these difficulties through such as studying grammar from the basics, practicing numerous exercises, expanding their vocabulary, and searching for grammar-related information on the internet.

Based on the conclusion of the research, the following suggestions are offered to be considered: (1) For teachers or lecturers, it is very important to know the difficulties of students. So, it can help the learning process is more effective. (2) For the students, their ability in academic writing can still be improved with more practice to increase their potential and try to solve the difficulties they face. (3) And for future researchers, the results of this research can be used as a reference if they want to conduct research related to aspects of the discussion similar to this research.

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