

INVESTIGATING EFL STUDENTS' TENSE ERRORS IN WRITING NARRATIVE TEXT

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Abstract

A narrative text should have a generic structure and language feature. Simple past tense is a language feature of the text. In writing an English narrative text, EFL students commonly make errors related to using the simple past tense. Therefore, this research aims to discover EFL students' types of errors in writing narrative text using simple past and to determine EFL students' dominant errors in writing narrative text using the simple past tense. The design of this research is a mixed-method. The respondents are ten third-semester EFL students of the English Language Education Department of Universitas Teknologi Yogyakarta. Research data were documents, EFL students' narrative text writing-related Cross-Cultural Understanding, taken from the subject's lecturer. Data were analyzed qualitatively and quantitatively. The results of this research show that EFL students made four types of errors: omission, addition, misformation, and misordering, in writing narrative text using the simple past tense. This research reveals 123 EFL students' errors in writing narrative text using the simple past tense. Misformation was the most dominant error with 100 errors (81%), followed by addition with 12 errors (10%), omission with 9 errors (7%), and misordering with 2 errors (2%). This research has a small scope, limited to analyzing third-semester EFL students' errors in writing narrative text using simple past tense at Universitas Teknologi Yogyakarta. Therefore, further researchers are expected to conduct wide-scope research, such as Indonesian EFL students using a different research design, e.g., experimental research on the effective technique used to decrease EFL students' errors in writing narrative text using the simple past tense.

Keywords: Error Analysis, Narrative Text, Simple Past Tense, Types of Errors.

I. INTRODUCTION

Language is the way to communicate with others. Through language, people can express their idea to others. Their ideas can be delivered by sound and writing, such as by producing them through speaking and writing. Through speaking, the idea is delivered clearly. On the other side, writing is also how to communicate with others by printing their own words [1]. Language is the human communication system that consists of the structured arrangement of sounds or written representation [2]. Humans need language and can never be separated from language, and humans need language to communicate with others. Nowadays, language mastery is very important, including mastering a foreign language because English is the most popular language for many people.

English is a world language because its speakers are widely distributed worldwide [3]. The researchers conclude that English is the most widely used and studied. Most Indonesian children at the individual level in regional areas learn their vernaculars as their mother tongue before they learn 'Bahasa Indonesia' (the national language) at school [4]. Most EFL students initially talk with others in their mother tongue and then learn to use Indonesia to communicate with others. In Indonesia, EFL students started learning English in 1945. At that time, Indonesia was independent. English has been prioritized over other foreign languages such as French, Arabic, Chinese, and others [5]. English now in Indonesia is being taught from kindergarten until the high level in university.

In English, four skills have to be learned. Four necessary skills are required to master English: listening, reading, speaking, and writing [6], [7], [8]. Difficulties in writing generate low writing ability. The EFL students are difficult to find the idea of writing and always make errors in learning those skills [9]. The four language skills have their respective difficulties to mastery, such as writing skills. EFL students often struggle to make correct sentences and understand grammar in English in writing skills [10]. Therefore, their writing has ambiguous meaning, which is difficult to understand because they have difficulties comprehending tenses [11].

Tenses become the most urgent grammatical aspect of learning and understanding before writing a text such as a narrative text. Many EFL students do not know that every tense has its own grammatical rules; for example, a common grammatical error is "Her daughter **is** born on Sunday"; the sentence should be "Her daughter **was** born on Sunday." Therefore, the researchers analyzed EFL students' simple past tense errors in writing narrative text using surface strategy taxonomy.

II. CONCEPTUAL FRAMEWORK

A. *The Nature of English Writing*

Writing is about putting information and thoughts into words on paper [12]. Besides, writing is a way of sharing personal meanings, and a writing course emphasizes the power of the individual to construct their views on a topic [13]. In brief, writing is a human ability to communicate personal feelings through words produced in handprints. By writing, a human can express their feeling or ideas. EFL students usually reinforce their ability in writing by writing some stories, answering fill in the blank, or just writing based on their mind [14]. Therefore, they automatically learn about grammar, vocabulary, and linguistics [15]. This statement relates to Parra [16] that writing is primarily a convention for recording speech and reinforcing grammatical and lexical features of the language. In writing, a writer should pass several stages to produce a well-written output in making a text. Based on Harmer in Spahr [17], four stages must be passed when someone is writing a text, as in the figure 1.



Figure 1. The Steps of Writing

The planning step is one of the important steps in the writing process. In the planning stages, the writer has to think about the issues that want to be written. In this planning, there are three main issues that the writer has to know: The purposes of writing. It is to see the purpose of writing since this will influence the style, language features, and then the topic of the text. Then the second is related to the readers. The readers will be influenced by other aspects of English, such as language style. The last one is about the content structure of writing. It is about the text's sequence and facts and the ideas included in the text.

Drafting is the second step. In this step, EFL students have to get the idea, and then they have to start to arrange sentences into a paragraph. Before writing, it will be better if the EFL students check the topic and then outline it. Next is the editing step. This step will be better if the EFL students check their draft to ensure no writing errors. And if there is an error, they have to edit the draft. The last stage is the final version of the text. It will be the output of the text that is ready to publish. Those four steps above have important parts for writing, starting from planning, drafting, editing, and then last is the final version. Those have different functions, but all stages are important for writing well.

B. *The Narrative Text Writing*

The narrative text is the story that happened in the past [18]. The statement above means that narrative text is about the chronological events finished. Narrative text usually focuses on the specific participant or character and describes certain events or phenomena in detail [19]. From the statements above, we know that narrative text is the action or phenomenon that has been finished in the past. It includes character and all of the aspects of the story. The narrative text has myth, fable, legend, and fiction [20]. However, all of the stories in the narrative text are fiction because the text is the writer's imagination.

Narrative types are divided into two types they are fictive and non-fictive narration [21]. Fictive narration is a narration that illustrates events or conditions that do not take place in real life. It is just based on the author's imagination and feelings. Nevertheless, it still has something to do with human life because it reflects the human experience, feelings, and ideas [22]. Writing involved in fictive narration is novel, short story, drama, and myth. Meanwhile, the non-fictive narration is a narration that illustrates real events and concessions. Something illustrated in non-fictive is based on reality, for example, history, biography, autobiography, incidence, and resolution.

C. Error Analysis and Its Procedures

Mistake and error have the same meaning because both are synonyms but have different meanings in learning a language. According to Brown [23], a mistake made by the learner when writing or speaking is caused by a lack of attention, fatigue, carelessness, or other aspects of performance. Moreover, Mistakes refer to deviations due to performance error that is deviance from utilizing a known system correctly. It is caused by temporary lapses in memory, confusion, slips of the tongue, and so on, and it can be self-corrected.

Dulay classified EFL students' error types into four: linguistic category taxonomy, comparative taxonomy, communicative effect taxonomy, and surface strategy taxonomy [24]. However, this research concerns surface strategy taxonomy. Surface strategy is the way surface structures are altered. 1) the student may omit the necessary items, or we can call this (omission), e.g., "She late this morning." The correct sentence should be "She was late this morning." 2) the student may add unnecessary items, or we can call this (addition), e.g., "He didn't knew" the correct sentence should be "He didn't know." 3) the next is misform (misformation), e.g., "She were born on valentine's day," the correct sentence should be, "She was born on valentine's day." 4) the last is misordering, e.g., "What mom is doing?" the correct sentence should be, "What is mom doing?" the verb "is" should be the front of the subject because the sentence is the category of the interrogative sentence.

In learning a second language, errors are common things that often occur and can not be avoided. One way to determine how far EFL students understand the second language they have learned is by analyzing the learner's output. Therefore, error analysis is used to analyze learners' language and determine their lack. According to Corder, learner errors are significant in three ways [25]. First, show teachers what their learners have learned and have not mastered. Second, serve the research's purpose by producing proof of their learned language. And the last one is they serve the learning's purpose by acting as devices by which learners can discover the rules of the target language. The researchers adapt Ellis's theory to analyze types of errors [26], namely checking and identifying EFL students' works, classifying, explaining, and evaluating errors. However, the researchers only used four steps. The researchers do not use the error evaluation errors steps because it is unnecessary in this research. Therefore, in this research, the researchers adapted four steps. The first step is checking student works related to using simple past tense errors in the narrative text; then, the data will be obtained containing the simple past tense errors in the narrative text. The second step is identifying EFL students' errors in identifying focused areas intended or tested. The third step is classifying the error. Here it is necessary to classify what types of errors EFL students generate. The last step explains how the error occurs; the experts also said that this step is the most important step in error analysis to know the frequency and the dominant errors.

III. METHODS

A. Research Design

Research design is the inquiry procedure within the qualitative, quantitative, and mixed methods approach [27]. The design of this research is a mixed method. Mix methods research combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints in analyzing data) for breadth and depth of understanding and corroboration [28]. The qualitative approach is to analyze EFL students' types of error. In contrast, the quantitative approach was used to analyze EFL students' dominant errors in writing narrative text using the simple past tense.

B. Research Procedure, Respondents, and Data Collecting Technique

The research procedure is the detailed information about where, when, who, what, and how the research would be conducted [27]. In this study, the researchers needed students' narrative text-writing documents. After getting the documents, the researchers decided on the research topic based on students' work focusing on EFL students' simple past tense errors in writing narrative text. EFL students in this research refer to 10 third-semester students (selected respondents) of the English Language Education Department of the Universitas Teknologi Yogyakarta. The researchers decided on third-semester EFL students as respondents for this research since they had learned narrative text writing in the previous semester.

C. Data Analysis Technique

In the data analysis technique, the researchers used two techniques. The first technique was error analysis. Error analysis was used to analyze the EFL students' error types; the researchers used the following steps. They are error analyses adapted from Ellis [23]:

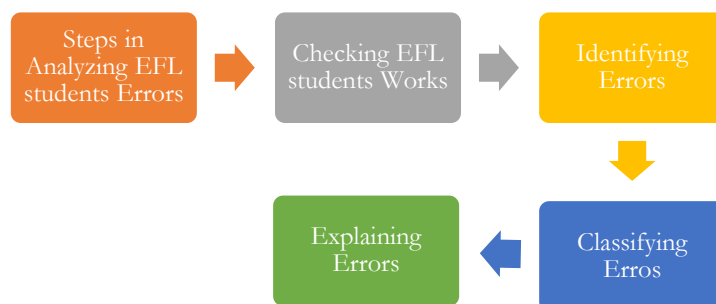


Figure 2. Steps in Analyzing EFL students' Errors Adapted from Ellis (2008)

Figure 2 shows that the first step is checking EFL students' work. The second step is identifying; the researchers started to read EFL students' work about narrative text and identify the error in using the simple past tense, especially the use of to be (was, were) and past verb (regular, irregular verb). In the third step, the researchers classified the error into the types of errors based on surface strategy taxonomy; omission, addition, misformation, and misordering. The fourth step is explaining; the researchers explained EFL students' errors using the simple past tense. Afterward, the second technique was the quantitative technique. The quantitative technique was used to see the percentage of the dominant error. In analyzing the dominance of error, the researchers used the percentage technique. The formula that the researchers used is adapted from [29]:

$$P = \frac{F}{N} \times 100 \quad (1)$$

Where: P = percentage of the error
F = frequency of the error
N = total sample

IV. RESULTS AND DISCUSSION

A. EFL Students' Types of Error in Write Narrative Text

This research aims to discover the types and the dominant error of EFL students using simple past tense to write narrative text. The first finding is students' errors in using the simple past tense. When the researchers collected the data, then the researchers analyzed the data by using surface strategy taxonomy. In the first steps, the researchers identified and underlined the error items. Then, the researchers classified the errors into the types of errors [30], [23], [31], [32]. After classifying the error, the researchers found four types of errors, as stated by Dulay. Those four types of errors are omission, addition, misformation, and misordering, as in the table I.

- Respondent 1 (R#1)

Three errors are found in the student's writing: omission, misformation, and misordering. It is in line with research conducted by Özkayran & Yılmaz [33], which shows those errors. The first is misformation. For example, "Lucky, he **has** many friends from China who **are** happy to help him when he **doesn't** understand what the mentor of saying." It should be "Lucky, he **had** many friends from China who **were** happy to help him when he **didn't** understand what the mentor **was** saying." The verb "has" should be changed into "**had**" because it is an auxiliary verb; therefore, the student should change it to a past form of an auxiliary verb. The student didn't change the auxiliary verb of "is." So the correct form should be "was." then the sentence, "he **doesn't** understand." It should be "he **didn't** understand" because the student used incorrect verbs in that construction and negative form since the construction is supposed to be in the past tense.

Then the second sentence, "Sometimes there **are** some friends who **are not** fluent in English." In that sentence, the student didn't change the auxiliary verbs to the past form of auxiliary verbs, and there is an omission in that sentence. Therefore, the sentence should be, "But sometimes there **were** some friends who **didn't** fluent in English." There are two types of errors in the next sentence: misformation and omission. "So, sometimes **communicates** with his friends **using** nonverbal communication." Based on the sentence above, we

can see that the student made errors in putting verbs; the correct verbs should be “*communicated*.” The missing form should use the subject “*he*” to complete the sentence. Then the next sentence is a misformation error, “*they interact using gestures, facial expression, eye contact, etc.*” The student should use past form *interact* into *interacted* the suffix–ed/d. “*He also feels the cultural difference between Thailand and China*” in this sentence; the student didn’t change the verb into a past verb. Therefore, the third sentence should be “*He also felt the cultural difference between Thailand and China.*” In the next sentence, there are two types of errors: omission and misformation. “*He feels very happy when wearing that dress,*” it should be “*He felt very happy when he wore that dress*” because the verbs should be changed into past form.

Then the fourth sentences are misformation errors, “*He said after wearing that dress he wanted to do a colossal movie.*” The verb “*wearing*” should be changed into the past tense: “*He said after wore that dress he wanted to do a colossal movie.*” The fifth sentence is, “*He really works hard.*” The correct sentence should be “*He really worked hard*” because the sentence should use simple past tense. Then the sixth sentence is misordered. “*He is diligently studying Mandarin and Chinese Culture,*” the correct sentence should be “*He diligently studied Mandarin and Chinese Culture.*” The student should put suffix-ed/d in the verb form—the constructions containing the misordering error. The student put the wrong arrangements; instead of “*He is diligently studying,*”; it should be “*He diligently studied.*”

TABLE I. EFL STUDENTS’ TYPES OF ERROR IN WRITING NARRATIVE TEXT USING SIMPLE PAST TENSE

No	Respon- dents	Types of Errors			
		Omission	Addition	Misformation	Misordering
1	R#1	<i>What the mentor (was) saying.</i>		<i>He also watches a lot of Mandarin movies to study.</i>	
2	R#2		<i>They moved to America and that’s where Safira and her big brother are.</i>	<i>They moved to America and that is where Safira and her big brother are.</i>	
3	R#3		<i>“During I was stayed here, I realized that many cultures and habits were really different.”</i>	<i>When we pass each other, we say like “Monggo,” etc.</i>	
4	R#4			<i>The waitress at the batik store is very friendly, gentle, and courteous to the customers.</i>	<i>Elena went with Alan to holiday in South Korea.</i>
5	R#5	<i>There (was) a woman that went to their table and said “don’t lift your bowl, it’s rude.”</i>	<i>“At the night, they was went to Namsan Tower.”</i>	<i>“They take many pictures there.”</i>	
6	R#6			<i>It’s very clear that I’m still shy about doing anything.</i>	
7	R#7	<i>To tell various stories, (it) is very interesting and funny to watch.</i>		<i>I don’t like fried noodles.</i>	
8	R#8			<i>I do look like this and it doesn’t mean I’m mad.</i>	
9	R#9		<i>We scurried around, the we boarded a fishing boat to go to the turtle sanctuary.</i>	<i>Perhaps, there is high intonation could mean passionate, anger, etc.</i>	
10	R#10			<i>It turns out that the one who held the wedding was my childhood friend.</i>	<i>When two years ago I went on vacation to my cousin Adit’s house.</i>

The seventh sentences are misformation errors. "*He also watches a lot of Mandarin movies to study.*" The student should use the past form "*watches*" into "*watched*" (the suffix is -ed/d). The next sentence, "*Sometimes he also ask his friends about things he doesn't know.*" The student should use the past form "ask" into "*asked*," the suffix is -ed/d, and change the auxiliary verb "*doesn't*" into "*didn't*." Therefore, the correct sentence should be "*Sometimes he also asked his friends about things he didn't know.*" The eighth sentences are misformation and omission errors. "*He also loves to walk the streets to learn Chinese Culture.*" The sentence should be "*He also loved to walk the streets to learn Chinese Culture*" because the verb loves have to change to the past form. "*He said that he very happy when he was in China.*" It was supposed to be "*He said that he was very happy when he was in China.*" The ninth sentence is misformation errors. The tenth sentence is "*He learns a lot in China*" it is supposed to be "*He learned a lot in China*" because it should put the suffix learn -ed/d. Meanwhile, the last sentence, "*He also has many friends,*" is supposed to be "*He also had many friends*" because the student should change the auxiliary verb into the past auxiliary.

- Respondent 2 (R#2)

There are two types of errors found: addition and misformation. It is in line with research conducted by Li [34], who stated that addition and misformation errors were also found in her research. The first sentence is a misformation error, "*She's youngest of two kids, she has an older brother who goes to school with her.*" It is supposed to be "*She's the youngest of two kids. She had an older brother who went to school with her*". The verbs "*has*" and "*goes*" should be changed into the past verbs "had" and "went." The second sentence is a misformation error, "*His father was a pilot and his mother was a doctor, but they move because of an accident.*" The verb "*move*" should change into past verbs. The third sentence is misformation and addition, "*They moved to America and that's (misformation) where Safira and her big brother are.*" The correct sentence should be "*They moved to America, and that was where Safira and her big brother*" because the verb should be in the past form. The verb "*are*" in that sentence is an unnecessary addition.

The fourth sentence is misformation, "*she is back in Indonesia to continue her studies course.*" It is supposed to be "*She was back in Indonesia to continue her studies course.*" Because the verb "*is*" should be changed into past-form verbs. The fifth sentence is misformation, "*Cultural differences make it difficult for Safira to understand something.*" The correct sentence should be "*Cultural differences made it difficult for Safira to understood something.*" Because the word *understands* should be transformed into a past verb.

- Respondent 3 (R#3)

Two types of errors are found in EFL students' writing: addition and misformation. It is in line with the researchers by Qian & Nair [35], which show that addition and misformation are part of EFL students made in their research. The first sentence is misformation, "*Before my family come home, we are looking for small gifts.*" The correct sentence is supposed to be, "*Before my family came home, we were looking for small gifts.*" Because the words "*come*" and "*are*" should be transformed into past form verbs.

The second sentence is misformation, "*After that, I stayed here, and my family come home to Indramayu.*" It is supposed to be "*After that, I stayed here, and my family came home to Indramayu.*" Because the word "*come*" should be transformed into past-form verbs. "*After several time I stay on Jogjakarta, I adapted to the surrounding environment.*" The correct sentence should be, "*After I stayed in Jogjakarta several times, I adapted to the surrounding environment.*" The word "*stay*" should be added suffix stay -ed/d at the end. The third sentence is misformation, "*Exactly I have culture shock.*" It is supposed to be "*Exactly, I had culture shock*" because the student should change the auxiliary verb into the past auxiliary. The fourth sentence is addition and misformation, "*When we pass each other, we say like "Monggo."*" It is supposed to be "*When we passed each other, we said "Monggo"*" because the EFL students should change the verbs into past verbs. And the word "*like*" is unnecessary addition that shouldn't be there in that sentence. The fifth sentence is, "*In Indramayu, when bought Soto the seller would to asking the buyer first.*" It is supposed to be "*In Indramayu, when I bought Soto the seller would to asked the buyer first.*" The word "*ask*" should be added suffix ask-ed/d at the end of the word.

The sixth sentence is the addition, "*During I was stayed here, I realized that many cultures and habits were really different.*" It was supposed to be, "*During I stayed here, I realized that many cultures and habits were really different.*" Because the word "*was*" is unnecessary addition in that sentence. The last sentence is misformation, "*...because my family drop me off.*" The correct sentence should be "*...because my family dropped me off*" because the word "*drop*" should use the suffix-ed/d at the end.

- Respondent 4 (R#4)

Two types of errors are found in EFL students' writing: misformation and misordering. It is in line with the research by Wu [36], which shows those errors in their research. The first sentence is misformation, "*Here lies the flavor of the beans: megono rice, the megono rice is an amazing variety of foods characterized by an*

actress and an actress." It is supposed to be, "*Here lies the flavor of the beans: megono rice, the megono rice was an amazing variety of foods that are characterized by an actress*" because the word "**is**" should be changed into past form verbs. The second sentence is misformation, "*After eating that food our main goal is to buy batik.*" It is supposed to be "*After ate that food, our main goal was to buy batik*" because the student should change the verbs into past form verbs. The fourth sentence is misformation, "*the waitress at the batik store is very friendly, gentle, and courteous to the customers.*" The correct sentence should be "*the waitress at the batik store was very friendly, gentle, and courteous to the customers*" because the verb should be changed into a past verb.

- Respondent 5 (R#5)

Four types of errors are found in EFL students' writing: omission, addition, misformation, and misordering. It is in line with the researchers by Özkayran & Yılmaz [33], which show four types of errors. The first sentence misorders, "*Elena went with Alan on holiday at South Korea.*" It is supposed to be "*Elena with Alan went on holiday to South Korea,*" because the word "**went**" should be put at the end of both subjects. The second sentences are addition and misformation errors. "*They were go there with airplane and stayed at hotel for several time.*" It is supposed to be "*They went there by airplane and stayed at the hotel for several time*" because the verb "**go**" should be changed into a past verb. Then, the word "were" should not be added in that sentence because it is an unnecessary addition.

The third sentence is misformation, "*They were some planned to visited some place at South Korea.*" It was supposed to be "*They had some planned to visit someplace at South Korea*" because the word "**were**" is inappropriate if added in that sentence. The correct verb is "**had**." The fourth sentence is misformation, "*They also planning to ate some original food from South Korea.*" The correct sentence should be "*They also planned to eat some original food from South Korea*" because those verbs should be transformed into past-form verbs. The third sentence is an unnecessary addition, "*At the night, they was went to Namsan Tower, and that was so amazing.*" It is supposed to be "*at night, they went to Namsan Tower, and that was so amazing*" because the word "**was**" is an unnecessary addition. It means that word is unappropriated there. The fifth sentence is misformation, "*They take many picture at there.*" It is supposed to be "*They took many pictures there*" because the verb "**take**" should be changed into the past form verb. "*When they was ate the soup, there some people look at them.*" It is supposed to be, "*When they ate the soup, some people looked at them.*"

The sixth sentence is misformation and omission, "*They was so confused, why the people look them like that?*" It should be "*They were so confused, why are people looking at us like that?*" because the subject "they" should meet with "**were**" not "**was**." The seventh sentence is omission and misformation, "*Suddenly, there a woman that went to their table and said "don't lift your bowl, it's rude."*" It supposed to be "*Suddenly, there was a lady who went to their table and said, "don't lift your bowl, it's rude"*" because the student didn't put the verb "**was**" and "**didn't**" change, the verb "**lifted**" into a bare verb.

The eighth sentence is addition and misformation, "*From that, they was know that lifted bowl when ate was so rude at South Korea.*" It was supposed to be, "*From that, they knew that lifting the bowl while eating was so rude in South Korea*" because the word "**was**" is an unnecessary addition, and the word "**know**" should change into a past verb. The word "lifted" should be transformed into verb-ing, and the last word "**ate**" should be changed into verb-ing because there is the word "**was**," which means the student can't put past verb. The ninth sentence is an addition and misformation, "*After incident at restaurant, they said apologize to everyone that was there at restaurant.*" The correct sentence should be "*After incident at restaurant, they apologized to everyone there.*" The word "**apologize**" should be changed to "**apologized**" because the sentence should use in the simple past tense.

The tenth sentence is misformation, "*They was so embarassed, so they quickly out from the restaurant.*" The correct sentence should be, "*They were so embarrassed, so they quickly out from the restaurant,*" because the sentence's subject is plural. Therefore the verb should be changed to "**were**." The eleventh sentence is misformation, "*They promise to themselves, to learn about other cultural before attend the place.*" The correct sentence should be "*They promised to learn about other cultures before attending the place*" because the verb should be changed into past form verbs. The last sentence is misformation, "*Meanwhile, it is different from Pekalongan, where they use an 'o' accent.*" It is supposed to be, "*Meanwhile, it was different from Pekalongan, where they used an 'o' accent*" because the student should use past verbs in that sentence.

- Respondent 6 (R#6)

One type of error found in EFL students' writing is misformation. It is in line with the researchers by Özkayran & Yılmaz [33], which show that there are four error types in their research. The first sentence is misformation, "*It's very clear that I'm still shy about doing anything.*" It is supposed to be "*It was very clear that I was still shy about doing anything*" because the sentence is simple past tense; the student should pay attention to the use of the verbs and change the verbs into past form verbs. The second sentence is misformation,

"After she answered I just smiled lightly while thinking whether that funny accent that **I have**." It is supposed to be "After she answered, I just smiled lightly while thinking whether that funny accent that **I had**." Because the word "**have**" should be changed to "**had**" (**past verb**). The third sentence is misformation, "Starting from introductions and feeling one frequency. Eventually, we **become** close and often do many things together". It is supposed to be, "Starting from introductions and feeling one frequency. Eventually we **became** close and often did many things together" because the verbs should transform into past form verbs.

The fourth sentence is misformation, "I was introduced to them by her. Finally, **I have** many acquaintances from my hometown, and that makes me very happy." It is supposed to be "I was introduced to them by her. Finally, **I had** many acquaintances from my hometown, which makes me very happy". The fifth sentence is misformation, "Many messages were **given** by the caretaker of the lodge, one of which was to respect each other's differences, considering that there were a lot of people from various regions, who of course also had various characteristics of each." It supposed to be "Many messages were **giving** by the caretaker of the lodge, one of which was to respect each other's differences, considering that there were a lot of people from various regions, who of course also had various characteristics of each." The sixth sentence is misformation, "After the event, everything **is** very different, there **is** no more teasing each other about the characteristics of each person." It supposed to be "After the event, everything **was** very different, there **were** no more teasing each other about the characteristics of each person." because, those words should transform into past-form verbs.

The seventh sentence is addition and misformation, "**I have** also started to get used to it and have many friends so that **I enjoy** living my days at Pondok Pesantren without being as stressed as before." The correct sentence should be, "I also started to get used to it and have many friends so that **I enjoyed** living my days at Pondok Pesantren without being as stressed as before." Because the word "**have**" is an unnecessary addition, "**enjoy**" should be changed to be **enjoyed**.

- Respondent 7 (R#7)

There are two types of errors that EFL students make: omission and misformation. It is in line with Adlina & Desthia [37], which show omission, addition, and misformation errors in their finding research. The first sentence is omission and misformation, "Monday night. **I don't** like fried noodles". It should be "Monday night, **I didn't** like fried noodles." The verb should transform into past tense. The next sentence is misformation, "so there **is** a way to commemorate the Birthday of the Prophet Muhammad, Sallallahu Alaihi Wasallam, by inviting a cultural puppet show from Slawi Tegal ." The correct sentence should be, "so there **was** a way to commemorate the Birthday of the Prophet Muhammad, Sallallahu Alaihi Wasallam, by inviting a cultural puppet show from Slawi Tegal ." Because to be "**is**" should be changed into past tense. "all the people of the community to watch and **welcome** it with great enthusiasm." It is supposed to be "All the people of the community to **watch** and **welcomed** it with great enthusiasm" because the student should add the suffix welcome-ed/d at the end of the word "**watch**" and "**welcome**."

The second is omission and misformation, "**see** directly but still **carry** out the progress rules because it **is** still a covid-19 pandemic". The correct sentence should be, "they **saw** directly but still **carried** out the progress rules because it **was** still a covid-19 pandemic" because the sentence is uncompleted; if the student didn't add the subject at the front of the verb, the student should put the subject "**they**" and then change the verb "**carry**" to be "**carried**." The third sentence is misformation, "the event **begins** with reading a prayer together, and the art of wayang **begins** with the presidents and the music guides." It is supposed to be, "the event **began** with reading a prayer together, and the art of wayang **began** with the presidents and the music guides." because the student has to change the verb one to be verb two or past verb.

The fourth sentence is omission and misformation, "especially Pak Dalang, **starts** the storyline in Pak Dalang, **uses** his wayang puppets to tell various stories, **is** very interesting and funny to watch." The correct sentence should be "Pak Dalang, **started** the storyline in Pak Dalang, **used** his wayang puppets to tell various stories, **it was** very interesting and funny to watch." There are two errors that the student made. First, he didn't change the verb one into a past verb or add suffixed at the end of the word "**start**," "**use**," and change to be "**is**" into the past tense. The last is he didn't put a subject at the front of to be, so it may be confused the reader if there is no subject in the sentence, so the student should put the subject "**it**."

The sixth sentence is misformation, "This cultural arts performance **is** very interesting." It is supposed to be "This cultural arts performance **was** very interesting" because the student didn't change it into a past form verb. The seventh sentence is misformation, "because everyone people **like** the arts and culture." The correct sentence should be "because everyone people **liked** the arts and culture." Because the verb "**like**" should be transformed into past tense. The eighth sentence is misformation, "the story **is** also very good, from the history of religion, social culture and education to being mixed together in this event, making all the audience entertained by this cultural event." It is supposed to be "the story **was** also very good, from the history of religion, social culture and education to being mixed in this event, making all the audience entertained by this cultural event" because the verb "**is**" should be changed into a past form verb.

The ninth sentence is misformation, “*it is rare for the younger generation to like cultural arts performances.*” The correct sentence should be, “*it was rare for the younger generation to like cultural arts performances*” because the word “**is**” had to change into the past form verb. The eleventh sentence is misformation, “*The audience, visitors, and the community, participate in the activity.*” The correct sentence is supposed to be “*The audience, visitors, and the community participated in the activity.*” because the sentence is past tense, the student has to add the suffix “participate -ed” at the end of the word.

- Respondent 8 (R#8)

There are three types of errors: omission, addition, and misformation. The first error is misformation. It is in line with Özkayran & Yılmaz [33], which show those errors in their research. The first sentence is the omission, “*When I in junior high school, I decided to stay in a dormitory in Yogyakarta.*” It is supposed to be “*When I was in junior high school, I decided to stay in a dormitory in Yogyakarta.*” The student didn’t put the past verb “**was**.” The second sentence is an addition and misformation, “*We’ll go around the dorm for about 15 minutes, and our final destination is the cafeteria.*” The correct sentence should be “*We went around the dorm for about 15 minutes, and our final destination is the cafeteria*” because the verb “go” should change to past tense. The verb “**will**” is unnecessary addition in that sentence.

The third sentence, “*I like that because where I come from, they speak very softly.*” The correct sentence should be, “*I liked that because I came from where they speak very softly*” because the student must change the verb into past verbs. The fourth sentence is misformation, “*My friends feels If I start avoiding him.*” The correct sentence is “*My friends felt If I started avoiding him.*” The fifth sentence is misformation because the verbs should transform into past verbs, “*Finally I tell her about my feel.*” It is supposed to be “*Finally I told her about my feelings*” because the verb “**tell**” must be changed into a past verb, and the verb “**feel**” must change into v-ing. The sixth sentence is misformation, “*Then she laughed at me, and she started remembering where I come from.*” The correct sentence should be, “*Then she laughed at me, and she started remembering where I came from*” because the verb “**come**” must be changed to “**came**.” The seventh sentence is misformation, “*She said that I do look like this and doesn’t mean I’m mad.*” The correct sentence should be, “*She said that I looked like this and didn’t mean I was mad,*” because the verbs should be changed into past verbs. The eighth sentence is misformation, “*I feel shy for not asked to her first and choosing to kept my distance.*” It is supposed to be “*I felt shy for not asked to her first and choosing to keep my distance.*” Because the verb **feel** must be changed into a past verb, the ninth sentences are addition and misformation, “*Perhaps there is a high intonation could mean passionate, anger, etc.*” It is supposed to be “*Perhaps there were high intonation could mean passionate, anger, etc.*”

- Respondent 9 (R#9)

There are two types of errors in EFL students' writing: addition and misformation. It is in line with the research by Nanning et al. [38], which shows those errors in their research. The first sentence is the addition, “*We scurried around, the we boarded a fishing boat to go to the turtle sanctuary.*” It is supposed to be “*We scurried around, we boarded a fishing boat to go to the turtle sanctuary.*” Because the word “**the**” is an unnecessary addition, the second sentence is misformation, “*My friend find a beautiful rock.*” The correct sentence must be “*My friend found a beautiful rock.*” The word “**find**” should be changed to “**found**” because the verb should be turned into a past verb. The third sentence is misformation, “*Then, she when there with her family to go back the rock.*” It is supposed to be “*Then, she went there with her family to go back to the rock.*”

- Respondent 10 (R#10)

One type of error is found in EFL students' writing: misformation. It is in line with research conducted by Wu [36]. The first sentence is misformation, “*He lives in Ponorogo,*” the correct sentence should be “*He lived in Ponorogo*” because the verb must be transformed into a past verb. The second sentence is misformation, “*It turns out that the one who held the wedding was my childhood friend.*” The right sentence is, “*It turned out that the one who held the wedding was my childhood friend*” because the student must add the suffix turn-ed or should be changed into a past verb.

B. The Dominant Error on the Use of Simple Past Tense

In this part, the researchers presented the dominant error type in the percentage. The researchers found that the dominant error in using simple past tense in writing narrative text made by EFL students was the error of misformation. It is in line with research conducted by Ming [39]. Therefore, these findings and discussion showed that most EFL students have difficulties using the simple past tense, especially the past forms of to be and verb. In writing narrative text, the EFL students should use a past verb or verb 2, but they didn’t. The findings and discussion show that EFL students didn’t know the rules of simple past tense. Therefore, they made errors in writing narrative

text. After the researchers identified and classified the types of errors made by the third semester of the English Language Education Department at Universitas Teknologi Yogyakarta, the researchers also gave the percentages from each type of error on the use of simple past tense in writing narrative text. The percentage of each type of error can be seen in Table II.

TABLE II. EFL STUDENTS' DOMINANT ERRORS

No	Types of Error	Number of Error	Percentage of Error
1	Omission	9	7%
2	Addition	12	10%
3	Misformation	100	81%
4	Misordering	2	2%
Total		123	100%

Table II shows the errors percentage the EFL students have made in writing narrative text. The table above shows that the highest number of errors was misformation errors, with 100 or 81% of total Errors. It is in line with the research conducted by Li [34]. It shows four error types; the highest number was an error of misformation with 30 or 44.11%. However, this research differs from Adlina & Desthia [37], which shows that the dominant error EFL students make in writing is omission. The next highest number of errors was an addition, with 12 or 10% of total errors. The second below the highest number of errors was an error of omission, with 9 or 7% of total errors, and the lowest was errors of misordering, with 2 or 2% of total errors. The researchers also presented the dominant types of error in the chart below.

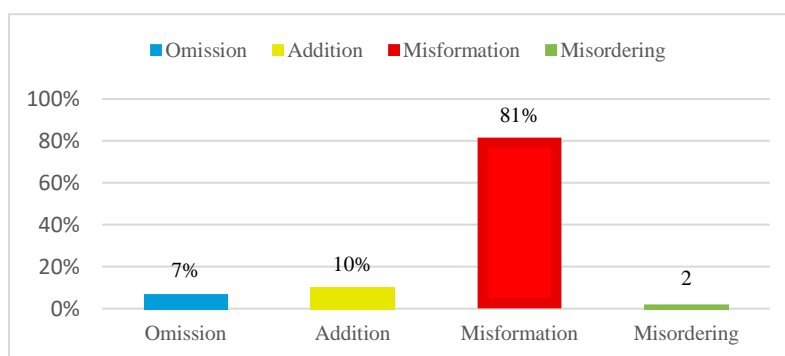


Figure 3. Percentages of Dominant Error

Figure 3 shows the highest number of EFL students' errors is misformation, with 87%. The first number below of error is addition with 7%. The second number below of error is omission with 4%. The lowest number of errors is misordering, with 2% of total errors. Figure 3 shows that misformation was the dominant error in using simple past tense in narrative text. It is because misformation is the highest number of errors in the third semester of the English Education Department at Universitas Teknologi Yogyakarta in writing narrative text.

V. CONCLUSION

In this research, the researchers conclude that EFL students' errors in using simple past tense to write narrative text are omission, addition, misformation, and misordering. The EFL students made some errors because they didn't understand the rules of simple past tense. Furthermore, the researchers found the dominant error that made by third-semester EFL students of the English Language Education Department at Universitas Teknologi Yogyakarta is the first misformation error, with 100 or 81% of total errors. The second dominant error is "addition," with 12 or 10% of total errors. The third is omission errors, with 9 or 7% of total errors. The last is misordering, with 2 or 2% of total errors. These errors occurred because the EFL students did not understand the change form from verb one to verb two from infinitive for past tense.

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