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by Maria & Yobel Jiu

AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN NARRATIVE TEXTS

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Abstract

Errors committed in grammar can impair communication performance in both speaking and writing. Therefore, grammar is significantly essential; however, many English learners still misuse it. The research was conducted to identify students' errors in using simple past tense in the narrative text. Error analysis was a chosen method to find out the formulated research problems. To analyze the errors committed by students, the researchers used strategy taxonomy by Dulay and Krashen (1982), namely omission, addition, misordering, and misformation. The researchers found that misformation was the most dominant type of error committed by the students, with an occurrence frequency of 65.94%. Meanwhile, the occurrence frequency of other types of errors is as follows: omission with 30.76%, addition with 2.20%, and the last is misordering with 1.10%. Equally important, the researchers also identified the factors influencing the most dominant error from the perspective of second language acquisition. The researchers found three contributing factors, namely past tenses acquisition and aspects, the interference of Indonesian grammar habits, and the absence of English tenses in Indonesian. Recommendation for further researchers and English learners and teachers are discussed further in the last section.

Keywords: Grammar, Past Tense, Error Analysis, Narrative Text, Second Language Acquisition

INTRODUCTION

The obligatory to learn English at schools has caused many issues among students. According to Yuliana's research (2013), English as the second language for the learner is still hard to understand in Indonesia for several reasons. First, English is not our first language, and many students do not want to learn it because they did not speak or write English when they were kids. Therefore, their English skill did not improve. Second, there are many grammar types and rules. They might become tricky because it has many substances such as tenses, the article, pronouns, and nouns. Several Indonesian English learners still do not have a high skill of English because of the complexity of the English grammar, which does not develop students' interest in learning English.

According to Aarts (2011), grammar is a complex system in which components interact. In addition, Indonesian is unlikely to the English because Indonesian rules are not as complex as English, as Yoder (2010) mentions. Indonesians never think about time signals rules when they speak Indonesian because Indonesian does not have specific rules for tenses. However, in English, people should think about time signals to refer to a particular time. These matters cause Indonesian learners hard to develop their ability in English, especially in the mastery of tenses. The following examples contrast the tenses in both English and Indonesia and show how complex tenses in English compared to Indonesian.

Indonesia	: *Rian **pergi** ke sekolah <u>setiap hari</u>*
	*Rini **pergi** ke Jakarta <u>kemarin</u>*
	*Rini akan **pergi** ke Bandung <u>besok</u>*
English	: Rian **goes** to school <u>every day</u>
	Rini **went** to Jakarta <u>yesterday</u>
	Rini will **go** to Bandung <u>tomorrow</u>

The words printed in bolds are the verbs and the ones underlined are the time signals used in both languages. The examples above show that the verbs do not change in Indonesian, regardless of the subject and time signal, while in English they do. The examples show that grammar is essential because inappropriate use can cause misformation. However, grammar can be the hardest to learn because it is complex, especially for English learners whose mother tongue has different grammar rules. Mastering grammar is essential because according to Savage, Bitterlin, & Price (2010), the better grammar students make, the better points they would get then the easier they will get a job in an international company. Thus, students should take grammar seriously since it determines short-term and long-term life if they desire international employment.

Realizing the importance of mastering grammar, the researchers study a few factors that cause Indonesian students difficult in mastering English grammar. First, learning difficulty happens because English is not their first language; as a result, they face complications. Second, according to Yonder (2010), there are various rules between Indonesian and English, Indonesian does not have tenses, but English does. Third, differences in sentence structure, in Indonesian, for example, after 'noun' always followed by 'adjective' (nenek tua). However, in English, 'adjective' is always followed by a noun (the old grandmother). The following matters cause Indonesian learners to face difficulties in using English because the rules in Indonesian and English are different.

This study about Indonesian students' difficulty in English grammar is conducted by exploring how students committed to past tense errors when writing a narrative text and analyzing the contributing factors. The researchers analyze the past tense usage in narrative texts because the researchers found out that students still made a lot of errors. The researchers found this phenomenon in one of the researcher' class at STBA (Sekolah Tinggi Bahasa Asing) JIU. The researchers, therefore, seek for the most frequent error committed by the students and the factors influencing the most frequently committed errors by English Literature students batch 2019.

As said previously, the researchers aim to find out the students' errors in using past tense in narrative texts. That being said, the researchers are not targeting the students' mistakes, as those two are different. Error is a systematic deviation that occurs repeatedly, and the learners do not realize what they do. According to Brown (2014), the error is a noticeable deviation of the adult grammar of a native speaker. The researchers conclude that learners' errors are deviations because they do not fully know the language's rules. Brown (2014) shows that English learner' errors such as "does John can sing?" reflect a proficiency level requiring verbs for question formation. From that example, he states that this is an error and is not a mistake because it divulges a portion of the learner's proficiency in the target language.

Indonesian English learners often make grammatical errors when speaking or writing in English. According to Chomsky & Halle (1968, p. 4), "The grammar of the language is the system of rules that specifies meaning correspondence." There are language rules in L1 learners' minds, but there must be a rule contrast between L1 and L2 rules when they learn their second language. Therefore, when, for instance, Indonesian students learn English, sometimes they still use Indonesian grammar rules unconsciously. As a result, the use of

sentences in English becomes inappropriate. The grammatical errors committed by English learners, furthermore, are divided by Dulay, Burt, & Krashen (1982) into four types: omission, addition, misformation, and misorder. The omission happens when the learner omits or changes the words. According to Sompong (2013, p. 116), learners tend to omit function words and be aware of their ignorance of content words. According to Dulay, Burt, & Krashen (1982, p. 156), addition is the opposite of omission that is characterized by the occurrence of an item, which must not be included in sentences. Misinformation error is characterized by the use of inappropriate structure or morphemes, and it is usually found in paragraph writing where students use wrong structure in sentence arrangement. Lastly, misorder happens when learners select the writing instrument such as subject, object, adverb, etc., and puts it in the wrong formula. Thus, it became a distraction for the reader or listener to understand the meaning of the delivered information.

Error is a common issue in learning a language, and even learners often make errors during their learning process. James (2013) states that error is a common issue in learning an observable language in L2 (second language) and becomes an item that should be taken into consideration. Ellis (2013) asserts that there is a term called proactive inhibition, which occurs when the old habits (which refer to L1) get in the way of attempts to learn a new language. Therefore, an error becomes a common issue in understanding the second language because of the old habits (L1) that learners have had since they were kids; it influences the L2 they learn. Although error is a common issue in learning a language, it does not mean the learners cannot improve their language skills or make progress in L2 learning. An error itself serves many purposes in L2 education. For instance, as Shekhzadeh & Gheichi (2011) state, the significance of errors is that errors become new insight from SLA and signs of developmental processes. Thus, making an error in learning L2 for students is good to improve their language skills. Ellis (2013) defines SLA is a scholarly field to investigates the human capacity to leaner another language that different from their mother-tongue language.

Although the occurrence of error is common in L2 learning and beneficial for the L2 learning process, L2 teachers still need to figure out the reasons behind the presence of the error. What is more, it is highly important to find out the influential factors of the most frequently committed error, like the focus of this study which is on why the most committed error occurs. For many years, it has been believed that the learner's first language (L1) influences second language acquisition. VanPatten & Williams (2015) firmly says that L1 is the starting point where the students try to show something early on. This phenomenon can explain further why L2 learners can produce errors. The first is the effect of language rules in the learner's mind that contrast from L1 and L2. Second, the learners' old habit when they face the new one, L2. Therefore, errors have become a common issue in learning progress. The dominant type of errors committed by the students out of the aforementioned four types of errors and the contributing factors are this study targets. These issues are explored using a method named error analysis because stated by Richards & Schmidt (2010), it enables the researchers to a) identify strategies in language learning, b) identify causes of learners, c) to obtain information on common difficulties. Ellis (1997) mentions that Error Analysis (EA) identifies the errors made between L1 and the target language. With the said background and method, it is expected that the findings of this study will provide valuable instruments to help teachers, students, and curriculum developers in evolving knowledge and the educational system.

Based on the background above, many problems arose, and they can be identified as follows:
a. What is the most frequently committed type of error by 2019 English Literature students of STBA JIU?

b. What are the factors influencing the most frequently committed errors by batch 2019 of English Literature students of STBA JIU?

METHOD

This research utilized a qualitative descriptive method to comprehend the existing writing errors in a narrative text written by English Literature students of STBA JIU Batch 2019 as this method enables the researchers to describe thoughts, feelings, and experiences (Sutton & Austin, 2015). The number of students was 13. The researchers, however, set a standard in selecting qualified participants. First, the researchers considered students' grand GPA. Students' grand GPA that was gathered from the academic department of the institution is classified into three levels: high (>3.7), medium (3 – 3.6), and low (3.6). Second, the maximum number of students' absences in the course should be less than three (3) times to convince that the researchers' sample is active students. Bukti, Malusa, & Rahmat (2017) state that there is a close relationship between ability, commitment, and attitude with the excellent performance displayed by a person. Finally, the minimum number of words of the narrative text written by the students should be at least 1250 words to ensure that there is enough room for the development of the narrative text starting from the orientation part, complication, up to the resolution. These three qualifications made the research result more representative and acceptable. By referring to the three qualification above, the researchers decided to involve three students, each of which had different level of grand GPA and fulfilled the minimum requirements of the other two qualifications.

The researchers implemented some techniques to note down the issues made by students in using past tense in writing narrative text. The researchers used a checklist and tabling method to identify the student errors. The research instrument includes the data collection and analysis in how the researchers managed the data in the research. For the data collection, the researchers refer to Bown's (2019) theory saying that document data collection (document analysis) is a systematic procedure for reviewing or evaluating data through the document; it could be printed or electronic document. The document the researchers analyzed came from the students' narrative texts that they wrote in their Short Story course in semester 4.

Once the researchers collected all the narrative texts, the researchers filled in recapitulation table that was used to identify the committed errors. After that, the researchers classified the errors by referring to Dulay, Burt, & Krashen's (1982) theory called surface strategy taxonomy: omission, addition, misformation, and misordering. In implementing the error analysis, the researchers jotted the errors, transcribed them into the thesis file in Microsoft Word, and recorded the errors into the recapitulation table. Next, the researchers computed the data to find the students' most, average, and most minor errors. Finally, the researchers provided the conclusion of the research.

RESULTS AND DISCUSSION

Results

The results of this research are presented in two sections, each of which covers each of the formulated research problems. The first section discusses the result about the most frequently committed past tense error by the participants. Figure 1 below presents the frequency of each type of error found in the selected research participants.

Figure 1. Frequency of Each Type of Error in the Participants' Writing
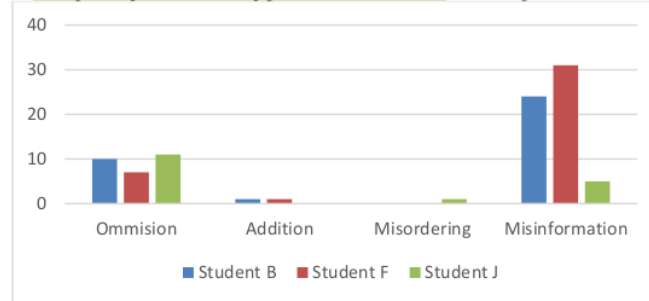
Looking at the general finding, the total frequency of each of each type of error committed by all research participants can be depicted in the following Figure 2.

Figure 2. Total Frequency of Each Type of Error
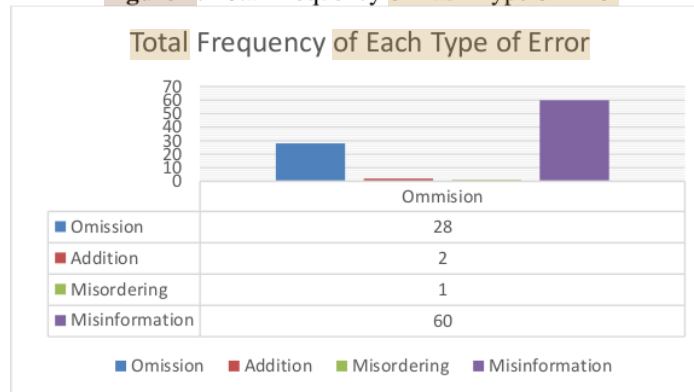
Furthermore, the researchers also seek for the factors influencing the most frequently committed errors by the participants. In other words, the following section presents the finding for the second research question. By referring to the overall research findings, the researchers tried to find the existence of grammar rules in English Indonesia as one of the contributing factors to the occurrence of the committed error. Table 1 shows the detailed data about this factor.

Table 1. Existence of Grammar Rules in English Indonesia based on the Findings

Source (student)	Errors			Indonesian	Note
	Aux	R/IRR Verbs	Adverb of time		
B	Her bicycle was too old for her	Naja felt relaxed that she could help the old woman	-	×	"was" and "felt" are used to indicate past time, but Indonesian does not have it

| F | They were the Mirabeth family | she finally went back to the land | - | × | "were" and "went" are used to indicate past time, but Indonesian does not have it |
| J | some of us ran throughout the building to ensure that no one else was left in the school building | When I had reached the third floor, I saw John, lying on his chest, | - | × | "was" and "Had reached" are used to indicate past time, but Indonesian does not have it |

Another contributing factor to the occurrence of the past tense error is the verb contrast between English Indonesian. It is presented in detail in Table 2 below.

Table 2. The Verb Contrast between English Indonesian based on Findings

Learner's sentence	Expected sentence	Indonesian Common translation	Expected translation
She grew well and became a brave, with golden heart which makes her like to help people.	She grew well and became a brave, with golden heart which **made** her **liked** to help people.	*Dia tumbuh dengan baik, dan menjadi seorang pemberani, dengan hati emas yang membuat dia suka membantu orang.*	*Dia **telah** tumbuh dengan baik, dan menjadi seorang pemberani, dengan hati emas yang **telah** membuat dia suka membantu orang.*
Moreover you promise me to be with me throughout my life	Moreover, you **promised** me to be with me throughout my life	*Selain itu, Anda berjanji untuk bersama saya sepanjang hidup saya*	*Selain itu, Anda **telah** berjanji untuk bersama saya sepanjang hidup saya*
She gets closer to the little monster and started to touch the monster's soft fur	She **got** closer to the little monster and started to touch the monster's soft fur	*Dia semakin dekat dengan monster kecil itu dan mulai menyentuh bulu lembut monster itu*	*Dia **sudah** semakin dekat dengan monster kecil itu dan mulai menyentuh bulu lembut monster itu*

The next contributing factor to the occurrence of past tense error is the auxiliaries contrast between English and Indonesian as shown in the Table 3 below.

Table 3. The Auxiliaries Contrast between English Indonesian based on Findings

Learner's sentence	Expected sentence	Indonesian Common translation	Expected translation
Maribeth **is** a young woman who **lives** with her father and mother in a small house.	Maribeth **was** a young woman who **lived** with her father and mother in a small house	Maribeth seorang wanita muda yang tinggal bersama ayah dan ibunya di sebuah rumah kecil	Maribeth **adalah** seorang wanita muda yang **telah** tinggal bersama ayah dan ibunya di sebuah rumah kecil
Waves that **are** so large make the ship unstable	Waves that **were** so large made the ship unstable	Ombak yang begitu besar membuat kapal tidak stabil	Ombak yang ~~adalah~~ begitu besar membuat kapal tidak stabil
She's small and had big eyes.	She **was** small and had big eyes.	Dia kecil dan memiliki mata yang besar	Dia ~~adalah~~ kecil dan memiliki mata yang besar.

Equally important, Table 4 below presents the finding about how English Auxiliaries, Verbs, and Linking Verbs also contributed to the presence of past tense errors committed by the participants.

Table 4. Auxiliaries, Verb, and Linking Verbs in English and Indonesian

Auxiliaries	Irregular/ regular verbs	Linking verb	Explanation
		Though they were poor/ *Meskipun mereka (adalah) miskin*	Herring (2016) & Sneddon and team (2010) state that link verb is used between subject and predicate. Thus, this example shows that English use "were/war" as the linking verb that indicates past time. Unlikely, Indonesian still uses the linking verb, but we do not know to which time it refers to
		She was small and had big eyes. / *Dia (adalah) kecil dan memiliki mata yang besar*	
	But finally, she (arrived) home safety. / *Tapi akhirnya, dia (tiba) di rumah dengan selamat*		Herring (2016) states that English has an Irregular or Regular verb that indicates time. On the other hand, Sneddon and team (2010) claim that Indonesian does not have verb inflection that indicates time.

	After they (finished) worship God the mother./ **Setelah** *mereka (selesai) menyembah Tuhan ibu*		This example shows that English uses Past form (verb), but Indonesian uses Indonesia base-form (nothing to change).
Their lives (were getting) poorer./ *Hidup mereka semakin miskin*			Herring (2016) states English has Aux that indicates time. Contrarily, Indonesia does not have an aux. This example shows Aux (were/was) in English to show past time, but Indonesian does not use aux because Indonesian does not have Aux as mentioned by Sneddon and team (2010)

Discussion

The first part of this discussion section elaborates the analysis of the research results regarding the most frequently committed past tense error by the participants. All errors identified by the researchers could be classified into four types, as coined by Dulay, Burt, & Krashen (1982), namely omission, addition, misordering, and misformation. The researchers utilized this theory of error type to identify the errors committed by 2019 English Literature Students of STBA JIU. The overall result of this classification could be seen in Appendix 1. From the researchers' findings and analysis, the errors committed by the participants could be presented in Figure 1. The chart shows that Student B made 10 errors for the omission, 1 error for addition, 0 errors for misordering, and 24 errors for Misformation. Student F made 7 errors for the omission, 1 error for addition, 0 errors for misordering, and 31 errors for Misformation. Student J made 11 errors for the omission, 0 errors for addition, 1 error for misordering, and 5 errors for Misformation. The chart, namely the frequency of each error above, shows each error's frequency that the researchers found.

In addition to the frequency of each type of error committed by each participant presented above, the researchers also need to figure out the overall frequency of each type of error which was shown in Figure 2. The chart shows that the participants committed a total of 91 errors, 28 of which were omission errors, 2 of which were addition errors, 1 of which was a misordering error, and 60 of which were misformation errors. Those errors were found in the writing texts of the three chosen students. The following paragraphs are a few examples of errors committed from the participants' narrative texts to present how each type of error was committed and thus provided further analysis and elaboration about it.

The omission is a type of error in which learners tend to omit function words in content words (Dulay, Burt, & Krashen,1982). This type of error was found, for instance, in the following sentence: "*Naja surprised and quickly chew the gum and when the monster appeared.*" According to Herring (2016) state that past progressive use the aux verb be (was & were), and the regular verb means that "*-d* or *–ed*" can be added to a base form. This sentence is an example of the type of error named omission in which students omitted a few things, e.g., as "*was*", which was the auxiliary of the sentence, and functioned as the identification of a past passive sentence. The other one is "*ed*" in "*chew*" which refers to an action that Naja did. The sentence

should have been used "*ed*" to indicate that the event happened in the past time. That being said, the correct version of the sentence is "*Naja was surprised and quickly chewed the gum when the monster appeared.*"

The second type of error was an addition in which students add some things that are out of rules and affect the meaning to be unclear (Dulay, Burt, & Krashen, 1982). This type of error was found, for instance, in the following sentence "*After they finisher worship God the mother persuade the father to agree with her[...]*" According to Herring (2016) state that a noun can be indicated between feminine and masculine (person) by adding "*-er* or *-or*." The regular verb means that "*-d* or *–ed*" can be added to a base form. This sentence was an example of the type of error named addition because the student added some things such as an "*er*" in a verb "*finish*," which should not have been added because it made the meaning ambiguous. It is supposed to use the verb "*finish* or *finished*", which in this context, the author was expected to use "*finished*" instead of the noun "*finisher*". That being said, the correct version of the sentence is "*After they finished worship(ing) God the mother persuade(d) the father[...]*".

The third type of error was misordering, in which the learner selects the writing instrument such as subject, object, adverb, etc., and puts it in the wrong formula (Dulay, Burt, & Krashen, 1982). This type of error was found, for instance, in the following sentence "*But he was again taken by shock when Martin went to the teacher to ask for glue tape to join the page*". According to Herring (2016), sometimes an adverb can be placed at the beginning of the sentence, but contextually, it often occurs after the verb. The student utilized the writing instrument, an adverb "*again*" in the wrong position. To simplify the reader to understand the sentence, the writer was supposed to put an adverb "*again*" after the verb, not before the verb, because it made the sentence flow wrong. With such revision, the correct version of this sentence is, "*But he was taken again by shock when Martin went to the teacher to ask for glue tape to join the page*."

The fourth and the last type of error was misformation, in which learners utilize the use of the wrong morphemes or structure (e.g., "*hisself – himself*" or usage of "*me*" for both subject and object, aux, verb, etc.) (Dulay, Burt, & Krashen, 1982). This type of error was found, for instance, in the following sentence "*Though they are poor, they had enough food that they found in the wood*". Herring (2016) states that past progressive uses the aux verb be (*was & were*), and past perfect tense is for a thing that appears before another action in the past. We use *had* and past participle. The student was supposed to use "*were*" instead of "*are*" because the narrative text tells something happened in the past. It uses, for instance, "*once upon a time*" or other phrases that indicate past tense. Thus, the sentence is supposed to use "*were*".

The examples above were the representative sentences that often appear in the participants' narrative text. The researchers also present a table that shows the complete identification of the participants' sentences containing all types of errors and the calculation of each type of error percentage in Table 5.

It could be seen that the most-frequently committed error by 2019 English Literature Students of STBA JIU was misformation, with a total percentage of 65.94%. Meanwhile, the omission is the second dominant error with 30% and misordering as the least dominant with 1.11%. It means that the participants mostly had difficulties arranging the morphemes as the rules existed. The research of Puspitasari, Barasa, & Sitepu (2016) states that most Indonesian learners were not able to utilize past tense. Contextually to this research, this case happened because students did not heed the change of verbs from base form to the past simple or past participle. Moreover, the students did not pay attention to using "*to be*" in their writing. Furthermore, the students did not realize the "*to be*" change in the past tense, which used "*was/were*" in narrative text.

After finding out the most frequently committed past tense error by the participants, the researchers analyzed the factors influencing the most frequently committed errors by analyzing it from the perspective of second language acquisition. The previous section reveals that the

most frequently committed error of the students was misformation which covers 60 errors or 65.94% from the total frequency of errors. According to Cahyaningrum (2014), misformation indicates the students' inability to use "to be" in a past tense context and put the correct inflection of the verb, e.g., regular verb and irregular verbs. Furthermore, the aforementioned percentages of frequency of the types of errors also indicate that there must be several reasons why misformation could be the most problematic for the students when using past tense in a narrative text.

This concern is presented in this section, which elaborates on the most frequently committed error factors. This section only discusses the reasons behind the highest frequency of this type of error (i.e., misformation) and therefore disregards the influencing factors to the occurrence of other types of error. The researchers present the reason why misformation has become the most dominant error by referring to the theories of Ellis (2013), who defines SLA as a scholarly field to investigate the human capacity to learn another language that is different from their mother-tongue language.

Contextually, this issue happened to the learners' languages because they had the rules of their own language in their minds (i.e., mother-tongue language), as Chomsky & Halle (1968) state in their research about introduction to the language. Equally important, the researchers found misformation as the most dominant error. Through this discussion, the researchers present the factors influencing the most frequently committed error from the point of view of SLA (Second Language Acquisition). Referring to SLA (second language acquisition) theories that the researchers already mentioned in introduction section, the researchers found massive differences between both languages (e.g., English and Indonesian). These massive differences caused influencing factors to explain why misinformation became the most dominant error. The first factor is past tense acquisition and tense aspects. The others are the interference of Indonesian grammar habits and the absence of tenses in Indonesian.

The first factor is the past tense acquisition and tense-aspect. This factor refers to tenses as the indicator that English has to show past time signals in sentences but in Indonesia only has aspects. Sari & Sutrisno (2018) state that Enligh has tenses to indicate present, past, and future tenses, but Indonesian only has aspects. Referring to these theories, the researchers found grammatical items about past tense that exist in English but do not exist in Indonesian. The detailed data and analysis are shown in Table 1.

The researchers collected the data above based on the researchers' finding in research question one. Considering the existing grammar rules that are shown representatively from all the misformation errors in the table above, English has a few items such as auxiliaries, regular and irregular verbs, and adverbs. Aux and verbs are the common errors in misformation that occurred because of a few indicators. The learner misunderstood the rules in English. The learner still carries Indonesian rules, which are not as complex as English; as a result, causing the learner was to misunderstand the use of present aux and verb in the narrative.

The second factor is the interference of Indonesian grammar habits. the researchers found out that in learning the second language (i.e., English), the research participants experienced the interference of their first language in learning English. This issue is in line with what Robinson (2013) claims about how L1 interference can cause common errors in L2. It is a real issue that the learners face in learning other languages. One form of the common errors happening in L2 as the result of L1 interference is grammar, which is defined by Fromkin, Rodman, & Hyams (2017) as a set of rules that exist in a learner's mind. Grammar errors in L2 learning mean that the learners understand the wrong set of English rules and thus apply the improper grammar in the production of their L2. From the participants' writing analysis, the researchers found that grammar rules were a massive reason why misformation became the most dominant error. The researchers found a few examples to show why the interference of Indonesian grammar affected

English grammar rules that the learners used when they wrote their narrative texts. Thus, they committed errors.

When analyzing English grammar rules used by the participants, the researchers refer to a book entitled Complete English Grammar Rules written by Herring (2016). Meanwhile, when analyzing how Indonesian grammar rules influenced the participants' use of English grammar in their writing, the researchers refer to a book entitled Indonesian Reference Grammar written by Sneddon and team (2010). Additionally, the researchers utilized the role of artificial intelligence (AI), which is Google Translation (GT), to obtain the common Indonesian translations. The big reason the researchers use GT is that based on Google data (2017), cited by Hasyim, Saleh, Yusuf, & Abbas (2021, p. 186), 600 million people in the world have used GT, and Indonesia is in the top 10 country that uses GT in the world.

The researchers would like to discuss the influence of L1 (e.g. Indonesian) to English from the analysis of how Indonesian verb does affect tenses. This error was found in Student B and Student J's narrative texts. The findings are presented in Table 2. The examples in the table show the differences between English and Indonesian. While English uses the irregular verb to indicate the past tense, which was "made" for "make" and "promised" for "promise", "got" for "gets", Indonesian only uses "*telah/sudah*" as the aspect to indicate the time. Asni & Susanti (2018) assert that Indonesian learners tend to ignore the change of verb into past because Indonesian does not have an inflection of the verb, and thus, they are not used to that habit in their L2. That example massively shows that the learner is only supposed to add "Aspect" before the verb in Indonesian translation to show the past time.

Next, it is Indonesian that does not have any auxiliaries or linking verbs to indicate the time. This error was found in students F and B's narrative text shown in table 3. The examples in the table show the differences between English and Indonesian copula or linking verbs. Herring (2016, p. 255) claims that English has a linking verb known as "*To be*," which has different conjugation: *was, were* (for past tense). Likely in Indonesian, Sneddon, Adelaar, Djenar, & Ewing (2010, p. 246) state that Indonesian has a linking verb, but it does affect the tenses; "*Adalah* and *Ialah*". From the examples above, linking verbs in Indonesian and English are massively contrasting. English has a few linking verbs based on the time, namely, "*is, am are, was, were, been*", while Indonesian has only one linking verb but does not indicate the time, which is "*adalah/ialah*". Moreover, not all the linking verbs in English can be translated as "*adalah*" in Indonesian. It happens because there are differences in writing structures in Indonesian and English, Suhono, Zuniati, Pratiwi, & Hasyim (2020). Therefore, for the context of linking verbs English to Indonesia, it cannot always be translated as "*Adalah*"; what is more, sometimes it is not necessary to add "*Adalah*" in the Indonesian version.

Lastly, it is the absence of tenses in Indonesian. There are 2 types of languages, the first is a language that has tense, but the other is tenseless. Lin (2012, p. 669) states that not all the languages in the world have tenses to indicate time, but some languages do not have tenses or are tenseless. Furthermore, it was reported through his research book that some languages have no grammaticalized tense marking at all. For example, Chinese dialects were researched in 2003-2006-2010 as tenseless language, Lin (2012, p. 671). Contextually, Sari & Sutrisno (2018) state that Indonesian is one of the tenseless languages. The researchers found a few instruments as examples to show the massive differences between English and Indonesian based on the researchers' findings in this study.

The examples are found from the three participants, and the researchers choose only from the corrected version of the misformation error shown in table 4. The table above shows that the difference between the function of auxiliaries in English and Indonesia is significantly in contrast. The two examples of linking verbs represent that in English sentences tend to use to be "*was/were*" to indicate the time, while in Indonesian sentences do not use any "to be" because Indonesian has no "to be". The two examples of the irregular or regular verb also point

out that English has verb inflection (e.g., *ed* and changes the verb form- like, *see-saw-seen*). Unlikely, Indonesian sentences use the base form (e.g., *selesai* and *tiba*). These Indonesian verbs cannot be added with "*-ed*" like English. The two examples of auxiliaries show the differences in English sentences that use "*was/were*" as their aux to agree with the verb "*-ing*" to shape the past continuous tense. Unlikely, Indonesian sentences do not use any kind of aux because Indonesian does not have it.

In other words, the absence of tense in Indonesia becomes a severe issue for learners if they learn English. Since the beginning, Indonesian grammar rules are not as complex as English grammar rules are. However, English is more complex than in Indonesia. Therefore, the learner tends to make an error because Indonesian does not have that kind of rule in its grammar.

CONCLUSION

After analysing the learners' narrative writing, the researcher could determine the most errors they committed. The researcher concludes that the three selected participants from batch 2019 of English Literature students of STBA JIU made 91 errors in their writing. The errors could be grouped into four types: omission, addition, misordering, and misformation, as stated by Dulay, Burt, & Krashen (1982). Misformation was found out to be the most dominant type of error, with an occurrence frequency of 65.94%. Meanwhile, the occurrence frequency of other types of errors is as follows: omission with 30.76%, addition with 2.20%, and the last is misordering with 1.10%.

The researcher also analysed the contributing factors to the occurrence of the most frequently committed error from the lens of SLA. The researchers found that there were three major factors that caused misformation to become the most dominant error (Ellis, 2013). The first factor is the past tense acquisition and tense-aspect. Indonesia does not have aux, regular/irregular verbs, modal verbs. Therefore, the learners tended to make an error in misformation because they misunderstood the rules in English. Furthermore, the grammatical rules in Indonesian do not have that kind of item to indicate the past time. Thus, an old habit from L1 interferes the L2, causing students to produce negative transfers.

The second factor is the interference of Indonesian grammar habits. Indonesian does not have tenses but aspect (e.g., sudah, telah, lagi, sedang) that indicates the time. Thus, it causes a misunderstanding because the structure sentences in English and Indonesia are different. Therefore, learners tended to make errors because of the interference of their L1, which is not as complex as English is. The third is the absence of tenses In Indonesia. The absence of tenses in Indonesian affected students' minds when using English. It happened because there are extensive significant rules in English but not in Indonesian such as aux, verb, linking verb that can indicate past time in English but not in Indonesia. Therefore, the learners' minds got distracted when they used English. Those factors are the ones that influence misformation as the most dominant error. The examples shown in the previous section is a comparison between English and Indonesia. However, the primary factors the grammar rules in the learner's mind; as claimed by Fromkin, Rodman, & Hyams (2017), grammar is a set of rules in learners' minds. It depends on how the learner improves their L1 or L2 skill. The more students use L2 in daily life, the better their skills will improve. In short, based on the perspective of SLA, the researcher found three factors influencing the most dominant error: the past tense acquisition and the aspects, the interference of Indonesian grammar habits, and the absence of tenses in Indonesian. Referring to the abovementioned findings, the researcher stimulated a few suggestions and recommendations to improve the language learning process, especially on the use of past tense. For English teachers, it is suggested that they give more attention to teaching past tense (e.g., simple past, past continuous, past perfect, and past perfect continuous) since Indonesian does not have tenses. Thus, it is a very strong possibility for learners to make errors. Furthermore,

looking forward to the findings, Misformation became the most dominant error, meaning Indonesian English learners tend to experience difficulties selecting the correct aux, verb (items). It happens because Indonesia does not have those kinds of rules.

Finally, the suggestion is provided for future researchers. The next researchers are suggested to bring the error analysis problem to the more extensive scope and limitation. For example, they can conduct sub-district level, city-level research by analyzing students' writing in every school located in that location. The other is, they are suggested to conduct research on students whose first language is not Indonesian. For example, doing research on Korean, Afghan, or Japanese students. Suppose the next researcher can do a higher level of research; In that case, it will be more beneficial for teachers, students, and the country or the world to develop the education system, especially in teaching English.

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