

Error Analysis in Writing Narrative Text of Seventh Graders of Secondary School

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Abstract

This study aims to identify and examine errors commonly committed by seventh grade students. It was conducted to support teachers improve the students' writing proficiency in English by identifying students' weaknesses and mistakes in using the language in the written medium. A class of 30 students was selected to participate in this research which they were asked to write an essay about narrative text. The essays were subjected to error analysis by using a criterion for grade 7 English standards which was adapted from Chanquoy's error classification. The results were then analysed and validated. They significantly showed that students had weaknesses in the use of punctuation, grammar (specifically verb tenses), and capitalization. Other mistakes included spelling, subject-verb agreement, preposition, conjunction, and pronouns. The results are expected to help English teachers to develop their classroom strategies and emphasize more on the common mistakes made by the students. In this regard, students are expected to improve their writing skills, specifically in those topic areas.

Keywords: Error Analysis; Narrative Text; Writing Skill

INTRODUCTION

English is learned as a foreign language in Indonesia. Nufus (2018) explained that most of Indonesian citizen used Indonesian language as the Lingua Franca, and majority of the population categorized English as a foreign language. The teaching of English as foreign language is expected to meet the demand to master all the four language skills: listening, speaking, reading, and writing. Students, especially from local schools, do not have much access to learning the language, as well as opportunities or venues for practical application. Many students have poor backgrounds in English which becomes a challenge in learning the language. (Lengkanawati, 2004; Lie, 2007; Thalal, 2010; Mattarima et al., 2011; Rinantanti et al., 2019) mentioned that many Indonesian students have learned English; starting from 4th graders to college students, but they are still having difficulties to communicate in English sincerely. Additionally, Rinantanti, Bin-Tahir, and Suriaman (2019) elucidated that many reasons contribute to Indonesia's substandard performances in teaching and learning English, and the Indonesian government has launched multiple efforts in improving the quality of English language learning. One of them is to mark a watershed moment in Indonesian education reform with the authorization and implementation of the governmental changes on teachers and lecturers in 2005. To learn English, one must focus on the four macro skills which are reading, writing, listening, and speaking. Among these skills, writing is considered as one of the most difficult and boring skills to learn for most students. Ron, White and Ardnt (2011), as mentioned by Kusumawardhani and Nurhayati (2019) stated that writing is more than just a method of converting spoken language into written symbols; it is a cognitive process of itself. As a result, before establishing to compose an English composition, students must recognize the English pattern significantly. This means that this skill is vital in the learning of a language. However, teachers struggle in the classroom in order to motivate these students to learn the skill of writing.

One thing that might possibly address the issue is by collecting data of the students' difficulty in writing English texts. There are several English texts that should be learned by Indonesian students, one of them is narrative text. Narrative text is a type of text that is used to entertain reader or listener both orally and in written form. It has several types of tale such as fable, legend, myth, science fiction, folktale/folklore, romance, horror stories, history, slice of life, and personal experience. Endahati (2016) expounded on the three different types of stories, cited in the third edition of the Cambridge Advanced Learners Dictionary. These types of stories include the fable, the myth, and the legend. Besides, narrative text is usually consumed to develop children's vocabulary and improve their language structure, thus narrative text is expected could probably construct proper sentences when they speak. In addition, Fernanda (2019) in Nursyam (2021) pointed that narrative text is one of the English text types; the purpose of the narrative text is to entertain the reader or listener.

As stated by Yusuf et al. (2019) there were five writing components; they are vocabulary, organization, grammatical accuracy and mechanics. The effectiveness of the work itself will be affected by the composition. The five essential parts of writing are content (the concept being represented), form (how the content is organized), grammar (the use of grammatical forms and syntactic patterns), style (the use of lexical and structural elements to set a specific tone for the writing), and mechanics (the use of the graphic conventions of the language).

Additionally, writing skills are difficult and demand mastery of both intellectual and judgmental components in addition to grammatical and rhetorical techniques. There have been attempts to categorize the numerous and diverse skills required for writing effective composition into four main categories: grammatical skills (the capacity to write correct sentences), stylistic skills (the capacity to manipulate sentences and use the language effectively), mechanical skills (the capacity to use correctly those conventions peculiar to the written language, including punctuation and spelling), and judgment skill (the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information). Most Asian countries, including Indonesia, strive to become multilingual which includes learning the English language. When a country has officially acknowledged the usage of at least two languages, it is referred to as multilingual. Furthermore, a country's multilingualism is represented in the convention of bilingual speakers, even when the government only admits one official language in that country (Nursanti, Andriyanti, Kurnianta, and Sudartinah, 2020). Therefore, mastering this language has been part of the educational system. However in Indonesia, students are struggling to master the use of this language. Because their lack of opportunity to speak or use English language, as well as the scarcity of materials and resources in learning.

There have been at least eight curriculum reforms that have been introduced and been implemented in Indonesia secondary schools until nowadays. Suprpto, Prahani, and Cheng (2021) elaborated that throughout the absence of a comprehensive data analysis, the curriculum has changed in less than 10 years, creating the impression that reconstructing a curriculum that applies is customary. Additionally, (Ministry of Education and Culture, 2013; Suryadi et al., 2019) explained that during the past 15 years, Indonesian curriculum has been reformed. For teaching students a second or foreign language, English is a primary concern. As a result, students frequently evaluate their language academic achievement as well as the profitability of their English courses depending on how much they consider their spoken conversational fluency have improved (Abas and Zainurrahman, 2022). One of the most challenging tasks constantly faced by EFL teachers is how to empower or enable their students in studying English. Also, due to the limitation role of English, EFL students encounter significant developmental issues than students who use English as their primary language, such as ESL students. As a result, recognizing the difficulties in studying English in their native country, several of these students studied overseas as one of their learning techniques to deal with the

issues (Hibatullah, 2019). There are a lot of strategies that are currently used by English language teachers around the world and the same must be completed by language teachers in Indonesia. Writing is a way to express ideas into sentences in written form that is readable by the readers and it is important for students to learn and understand in learning language, especially in learning the English language (Putri, 2019). Writing is an important ability that will assist pupils for the rest of their life. Introducing and practicing writing in schools with engaging activities may improve students' confidence and encourage them to love writing in the long term (Moses & Mohamad, 2019). Writing is imperative in daily communications such as writing letters, sending messages, disseminating information, etc. Therefore we can consider this skill as one of the most important skills that one should master in order to have effective communication. Durga and Rao (2018) highlighted that writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements.

Many students still have difficulties in learning writing, especially for the beginner. The common difficulties, among others; the students find it difficult to find some ideas and source of inspiration. It is perhaps caused by their insufficient reading. Then, the students get difficulties to define the themes. Moreover, the students cannot begin to write or make headlines and they have difficulty to arrange an outline and how to develop this outline. The other problems, more practically, are the word choice or use of diction, using punctuation; the students are frightened to use the wrong grammar. English essay writing aims to train the students in expressing their creative ideas which cover the criteria of the essay writing including format, mechanics, content, organization, grammar and sentence structure.

Herman (2014) explained that the introduction of narrative serves to amuse or entertain with real or made-up experiences in various ways. Stories always deal with issues that build to a peak and then result in a resolution to the issue. Narrative text is able to be determined as the kind of text which is targeted to entertain readers and listeners through fanciful imagination. It usually begins with the introduction of figures, and then story goes into numerous problems, and as a final point it will find a solution to resolve the problems.

According to the Depdiknas (2006) as cited in Avionitha et al. (2021) the typical narrative text structure consists of an introduction, a problem, a solution, and a coda. This coda's manifestation is optional and so may or may not be integrated. 1) Orientation is the first type of structure. An orientation is a summary of the plot that includes the main character, the setting, and the circumstances under which the tale takes place. The first paragraph is always the orientation. 2) Next is complication. Complication comes in second place. It gives a chronology of the events leading up to the story's conflict. Complication performs in second paragraph. 3) The resolution follows. Whether a tale ends happily or painfully, resolution is the outcome of a solution that is usually presented at the conclusion of the tale. 4) The coda comes last. Usually, a coda follows the conclusion; this is more frequently referred to as the story's moral lesson. Corder (1967) and Brown (2000) cited in Hsiao-ping and Garza (2014) stated that language learners' mistakes are imperative to identify since they reveal the status of their knowledge. An error is a form in the learner language that is incorrect, that is, it differs from the forms employed by proficient speakers of the target language. One of the most common studies that linguists undertake is the analysis of errors committed by users. It has been a source of information among curriculum developers on which topic should be focused on when teaching the English language. Error analysis is a method used to document the errors that appear in learner language, determine whether those errors are systematic, and (if possible) explain what caused them. Error analysis is a method for analysing the speech or writing performance of second/foreign language learners. Error analysis was addressed from a variety of angles by the

researchers (Amiri & Puteh, 2017). Similarly, error analysis (EA) is a field of applied linguistics and second language acquisition (SLA) concerned with the systematic and methodical collection and processing of second language (L2) errors in features such as syntax highlighting by learners (Hinkel, 2018). Error Analysis not only deals with identifying and detecting errors but also explaining the reason for occurrence of errors. This study is expected can help teachers and English coaches in evaluating and improving students' writing skill in English by analysing errors and difficulties which is committed by students' in the written form. Additionally, this study is projected to examine the errors that were undertaken by seventh graders frequently in writing narratives. This study is also projected to discover students' responses toward writing narrative essay in English.

METHOD

This study was conducted to 30 students of seventh grade of secondary school in Rajamandala, Indonesia. The students were assigned to write a 200-word essay about the topic, 'Holiday Experience or Celebrating *Idul Fitri* Moment'. After that, the researcher gathered these essays and subjected them to error analysis based on the English standards for grade seven. The standard contains a list of topics that a grade seven student must have mastered in consideration of the students' level. These include the use of punctuations, capitalization, spelling, and grammar. According to Chanquoy (2001) as quoted in Khan et al., (2016) elaborated that there are three main arrangements in organizing inaccuracy, namely punctuation errors, spelling errors, and grammatical errors. This study implemented qualitative method; it means this research used descriptive technique in enlightenment. As stated by Polkinghorne (2005) cited in Kharmilah and Narius (2019) Qualitative research is an investigation targeted at explaining and clarifying human experience as it manifests in people's lives, and qualitative researchers collect data to support their simplified depiction. The method was envisioned to assist the issues that encountered by the researcher or reader to identify the error in essay writing task. This means, the study is expected to define the error in writing task by classify the mistake occurred by seventh graders of secondary school. In this study, the researcher developed open-ended question to figure out students' responses about learning English (especially in writing) and questionnaire to discover students' difficulties when writing their narratives. The researcher developed two open-ended questions which are adapted from Muhlisin (2018) to obtain the result. According to Gillham (2008) close questions are when the answers are programmed (the questions are arranged). Open questions are just used in questionnaires due to the difficulties in analysing the answers (more difficult to answer). The questionnaire aims to discover students' difficulties in writing their narratives and to seek the conceivable reasons toward students' errors when performing the task. The most likely form for establishing manifestation should be to deploy questionnaires (Hein et al., 2018; Grassini & Laumann, 2020). Moreover, in the research, the concept "questionnaire" refers to both personality questionnaires and survey instruments transmitted by an interviewer, either in person or online (Brace, 2018). To acquire the questionnaire results, the researcher adapted questionnaire in analysing the data. The data was analysed by utilizing Chanquoy's classification (2001) cited in Khan et al. (2016) in identifying errors. There are three main categories in classifying error, namely punctuation errors that relate to capitalization and punctuation; spelling errors which relate to orthography; and grammatical errors that relate to subject-verb agreement, verbs, adjectives, agreement of nouns, gender, and number. In this study, the researcher implemented all Chanquoy's error classification in analysing the data. The process of analysing errors was done by a panel of correctors whereas the results were tabulated and ranked to identify which error frequently appears in the students' essay. These were listed down and examined further by getting sample mistakes in sentences to identify the reason why the student committed the mistake.

Additionally, to discover the questionnaire data, the researcher established formula from Meianti (2018). The formula below is expected would observe the students' data:

$$\text{Percentage} = \frac{\text{Total } (\checkmark) \text{ of 'Yes' Answer}}{30} \times 100$$

Source: Adapted from Meianti (2018).

Whereas in accomplishing the results of open-ended questions, the researcher developed a formula that was adapted from Amin (2019). To analyse the open-ended questions, the researcher classified the answer into dominant answer and non-dominant answer. Besides, the answers will be analysed and then converted the data into total number of dominant answers. The following formula was applied to analyse the results:

$$\text{Percentage} = \frac{\text{Total Dominant Answers}}{\text{The Whole Participants}} \times 100$$

Source: Adapted from Amin (2019).

RESULTS AND DISCUSSION

Results

The result of the error analysis shows that the mistakes frequently committed by the students in the essay writing narrative task are punctuation, spelling, capitalization, and grammar: verb tenses, subject-verb agreement, prepositions, conjunctions, and pronouns. The following statements describe the findings are as follows:

A. Punctuation

In the analysis of the sample narrative text essays, all the students made mistakes in using punctuation. Most of them have difficulty in using period and comma. In most errors, students used comma to end the sentence. The results are able be perceived in the following table:

Table 1. The Results of Period Utilization

The Examples of Period Utilization		
No	Incorrect Form	Correct Form
1	"We went to the park, the park was big"	"We went to the park. The park was big."
2	"I visited my grandmother's house"	"I visited my grandmother's house."
3	"...which is my father's village, On another day..."	"...which is my father's village. On another day..."
4	"...to visit Cianjur, I went to Cianjur by ..."	"...to visit Cianjur. I went to Cianjur by..."
5	"...get along together then me and my family..."	"...get along together. Then, me and my family..."
6	"...my brother's house in Majalengka, there my family..."	"...my brother's house in Majalengka. In Majalengka my family..."

The students should have used a period instead of a comma in those sentences. This shows that students are not able to master the use of correct punctuations when used in the sentences. A different mistake committed by students was to contribute period mark in the end of sentences.

In this case, the students probably forgot to use period in the end of sentences. To describe the examples of comma utilization, it is able to be observed in the following table:

Table 2. The Results of Comma Utilization

The Examples of Comma Utilization		
No	Incorrect Form	Correct Form
1	“In the garden I played with my family.”	“In the garden, I played with my family.”
2	“...of Eid holiday I went to...”	“...of Eid holiday, I went to...”
3	“...about the language, also if I go to...”	“...about the language. Also, if I go to...”
4	“On the way we enjoyed...”	“On the way, we enjoyed...”
5	“...at my grandma’s house we immediately...”	“...at my grandma’s house, we immediately...”
6	“I like <i>Idul Fitri</i> food such as <i>opor ketupat</i> cookies and <i>ulen</i> .”	“I like <i>Idul Fitri</i> dish such as <i>opor, ketupat</i> cookies, and <i>ulen</i> .”
7	“...we buy candies t-shirt sandals souvenirs...”	“...we bought candies, t-shirt, sandals, and souvenirs...”

In those sentences, most students were not able to separate the prepositional phrase of using a comma from the main clause. This means that they are not aware of its usage. Other students failed in using comma to indicate various types of objects.

B. Spelling

Most students are prone to misspell words in English. However, based on the students’ essays, it appears that there are only a few spelling mistakes committed by the subjects. These spelling errors are as follows: *grad* for *grade*; *sattisfed* for *satisfied*; *bord* for *bored*; and *peels* for *feels*. This is mainly due to the fact that they are less exposed to written or printed text in English. Overall, though this aspect is as important as others, this is not a primary concern as of the moment.

C. Capitalization

Furthermore, students also have difficulty in using capitalization. The results show that they did not know how to write correct sentence structures in English. Most errors found in capitalization are within the construction of sentences and the use of proper nouns. In the papers, they did not capitalize the letter at the beginning of each sentence. They also did not observe it after the period. The results are able to be seen in the table below:

Table 3. The Results of Capitalization Error

The Examples of Capitalization Error		
No	Incorrect Form	Correct Form
1	“in the park there is plant...”	“In the park there was plant...”
2	“...in my house. there are lots of...”	“...in my house. There were lots of...”
3	“in eid al-fitr, I also visit...”	“In Eid Al-fitr, I also visited...”
4	“.then after returning my phone...”	“.Then after returning my phone...”
5	“i was very happy with...”	“I was very happy with...”
6	“we will visit white sand beach.”	“We will visit white sand beach.”
7	“we went by car...”	“We went by car...”
8	“...my Father and Brother will...”	“...my father and brother will...”
9	“...with sabrina and sabriya.”	“...with Sabrina and Sabriya.”

10 "...to bandung."

"...to Bandung."

Capitalization letter structure is used to start the essay. Clearly, most students did not have any idea how to construct or start the sentence. In those examples, the majorities did not capitalize the initial letter after the period. This same mistake was repeated all throughout the essay. The students seem to be unaware of the conventions on how to write a sentence.

The researcher also noticed some papers where the subjects capitalized the first letter of common nouns, as in "Father and Brother" while others missed to capitalize the first letters of proper nouns such as "sabrina and sabriya".

D. Grammar

Based on the data gathered, the utmost common mistakes in grammar committed by the students are related to verb tenses. Most students made mistake in using the correct verb tense. The essay that they wrote was about their holiday experience so they must be able to recall details/events and recite that in writing. They failed to use the past tense form of the verb to narrate their experiences. The following table clarifies the grammatical error results:

Table 4. The Results of Grammatical Error

The Examples of Grammatical Error		
No	Incorrect Form	Correct Form
1	"Yesterday, we go to the zoo".	"Yesterday, we went to the zoo".
2	"I open the bus window."	"I opened the bus window."
3	"in eid al-fitr, I also visit..."	"In Eid Al-Fitr, I also visited..."
4	"...we buy candies t-shirt sandals souvenirs..."	"...we bought candies, t-shirt, sandals, and souvenirs..."
5	"Then I pray..."	"Then I prayed..."
6	"It peels good that I eat <i>ketupat</i> and..."	"It felt good that I ate <i>ketupat</i> and..."
7	"we go with a train..."	"We took a train..."
8	"I am very impress with..."	"I was very impressed with..."

In these sentences, most students used the present tense of the verb. Thus, they might not be aware when to use the past tense to describe their narratives. For example, as in sentence "I open the bus window", this action happened in the past, as a result the writer should have used "opened" instead of "open".

In this study, the researcher also analysed several errors in grammar such as subject-verb agreement, use of pronouns, conjunctions, and prepositions. Some students have made mistakes on these topics but not very often. To sum up the results of the error analysis, most students have problems in using proper punctuations, followed by capitalization, and grammatical mistakes in the use of verb tenses. Other aspects show minimal errors like in spelling, subject-verb agreement, prepositions, conjunctions, and pronouns.

E. Students' Reasons in Undertaking the Mistakes

On the lookout for the possible reasons why the students committed the mistakes, the researcher provided questionnaire which composed of seven questions about writing English narrative and then distributed the questionnaire to thirty students of grade seven. The questionnaire was modified from Muslim et al. (2020) and it is expected could match the questions. The researcher presented seven indicators of difficulty which relates to punctuation, grammar, and spelling in learning to write. The following table describes why the students committed those mistakes:

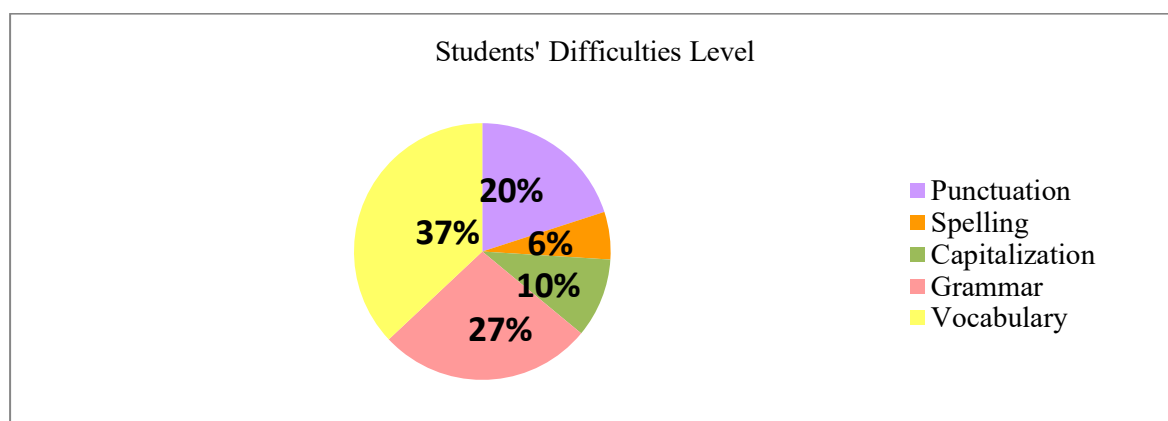
Table 5. Questionnaire Result

No	Statement	Result
1	Do you understand the use of period?	53.3%
2	Do you know that comma is to separate the prepositional phrase?	43.3%
3	Have you mastered in spelling English words?	37%
4	Do you know that to start writing you must capitalize initial letter?	73.3%
5	Do you know that after the period you must capitalize initial letter?	60%
6	Do you know how to use past tense?	30%
7	Do you know what are conjunctions, prepositions, and pronouns?	23.3%

Based on the data from the table above, it is able to be assumed that 53.3% of 30 students understand the use of period when writing their narratives. Besides, in the amount of 43.3%, students recognise that comma is used to separate the prepositional phrase from the main clause. The students thought that mastering English spelling is relatively difficult to perform. They contributed percentage score in the amount of 37% on mastery of English spelling. Majorities; in the amount of 73.3% of 30 students comprehend that they have to capitalize the initial letter when they start writing their stories. Likewise, 60% of 30 students identify that they need to capitalize the initial letter in the sentence after giving period mark. The grammar mastery is somewhat challenging to comprehend. The data shows that 30% of students understand how to use past tense when writing their narratives. As a final point, only 23.3% of 30 students know what are conjunctions, prepositions, and pronouns.

F. Students’ Responses about Writing in English

Finally, after having analysed the errors, the researcher disseminated open-ended questions to discover students’ difficulties and weaknesses throughout learning writing English narratives. The students have delivered numerous opinions toward the difficulties in learning English and rearranged the utmost difficulties in writing essay. The students were requested to rank the level of difficulty which encountered when narrating their holiday experiences in the papers. The assessment rubric of writing was adapted from Chanquoy’s error classification which has several essential aspects of writing. Moreover, the researcher developed the adapted formula in analysing the open-ended questions. The following chart describes the results of each feature:



Based on the chart data above, it is able to be concluded that the students encountered several difficulties which are in accordance with the predetermined aspects when writing their narratives. The results explain that the most difficult aspect encountered by the students when writing essay is vocabulary (vocabulary aspect received percentage score in the amount of

37%). It means vocabulary is the aspect that has not been mastered by the students. The students believed that grammatical aspect is as difficult as vocabulary aspect. The grammatical aspect obtained percentage score in the amount of 27% and it became the difficult one specifically. In the middle position, the students selected punctuation aspect and offered its percentage score in the amount of 20% as an impediment when writing the essay. The student mentioned that capitalization aspect was quite difficult to be recognised in writing initial letter in the sentence. Capitalization aspect gained 10%, and it is able to be placed in the fourth position of difficulties. The last position is spelling aspect, and it established percentage score in the amount of 6%. The students assumed that spelling aspect was the easiest characteristic due to the utilization of dictionary along the writing process.

Furthermore, other findings revealed that the students experienced difficulties when learning English in the comprehension of English literature. Most students struggle to understand English sentences and they are prone to fail in comprehending English structure. Another issue that the students encountered throughout learning English was pronunciation. The subjects argued that English words are difficult to pronounce as a foreign morphological. They also mentioned that they are not used to implement the English language in daily conversation and had difficulty in translating its words. On the other hand, the minority of students assumed that they are pleased to learn English; therefore they will be able to communicate with outsiders and they can prepare for the maintenance of further education program.

Discussion

The findings of this study indicate that students still experience major difficulties in writing English narrative texts, particularly in punctuation, capitalization, and grammar. Punctuation errors, especially the misuse of commas and periods, were found to be the most frequent. This result is consistent with recent studies by Al-Khasawneh (2021) and Rahmawati (2022), who reported that EFL learners commonly struggle with punctuation due to limited awareness of English writing conventions and insufficient explicit instruction. Capitalization errors were also frequently identified, especially the failure to capitalize initial letters at the beginning of sentences and proper nouns. Although most students claimed that they understood capitalization rules, their written texts showed inconsistent application. This finding supports the study conducted by Sari and Putra (2021), who found that EFL students often possess theoretical knowledge of writing mechanics but fail to apply it accurately during actual writing tasks. In terms of grammar, verb tense errors were the most dominant, particularly the incorrect use of present tense instead of past tense in narrative writing. Since narrative texts typically describe past events, these errors indicate that students have not fully mastered tense usage in context. This finding is in line with studies by Nurhayati et al. (2022) and Hidayati (2023), which highlight verb tense as one of the most problematic grammatical features in EFL students' narrative compositions. Other grammatical errors, such as subject-verb agreement, pronouns, conjunctions, and prepositions, appeared less frequently but still suggest incomplete grammatical competence. Similar results were reported by Yundayani (2020), who found that these grammatical aspects tend to occur as secondary errors but remain significant in indicating learners' overall grammatical weakness.

Spelling errors were relatively minimal compared to other aspects. This finding aligns with Pratiwi (2021), who found that spelling errors decrease when students are allowed to use dictionaries or other reference tools during the writing process. Furthermore, students' responses revealed that vocabulary and grammar were perceived as the most difficult aspects of writing English narratives. Limited vocabulary made it difficult for students to express ideas clearly, which may have contributed to grammatical inaccuracies. This result is consistent with

the findings of Sukandi (2022), who reported that vocabulary limitation significantly affects the quality of EFL learners' written texts. Overall, these findings suggest that students' difficulties in narrative writing are interconnected, particularly among grammar, vocabulary, and writing mechanics. Therefore, English writing instruction should emphasize integrated teaching strategies that combine grammar, vocabulary development, and writing mechanics through continuous practice and constructive feedback to improve students' writing performance.

CONCLUSION

In conclusion, the error analysis conducted on the narrative text essays written by grade 7 students of secondary school shows that the most error occurred when the students do not know how to capitalize the initial letter after giving period mark. They also were not being familiar with comma utilization when they wrote the task. These findings show that teachers must focus on improving the English language curriculum to address these problems encountered by students. In further, all students also have impediment in using verb tense and grammar. All the students must be given more attention on English vocabulary; several students are confused to construct good sentences, therefore they committed grammatical error when writing their narratives. Furthermore, most of students made mistakes in punctuations aspect such as confusion in giving period and comma. It seems all the students are prone to make error in this context. The topics mentioned earlier that teachers must provide more effort to address the students' essentials. Based on the data gathered, most students do not have sufficient information regarding conjunctions, preposition, and pronouns as important aspects to build decent sentences. Similarly, the majorities have misperception in using past tense when writing their story. All the students ponder that English is difficult to spell and pronounce; especially when it comes with the absorption of foreign language. In the amount of 43.3% of thirty students comprehend that comma is used to separate the prepositional phrase. 53.3% of 30 students understand that period mark is used to end the sentences. While almost all the students recognise how to use capital letter in learning to write narrative text. In this study, the English curriculum must emphasize sentence construction with emphasis on punctuation, spelling, and capitalization as important elements in composing correct and effective structures in the English language. They must also focus on basic grammar rules such as subject verb-agreement, pronouns, verb tense, and propositions. In this regard, students are expected to improve their writing skills, especially in those topic areas. Furthermore, all the students had difficulties throughout learning English. They conveyed their point of view and opinions towards the subject. The students' difficulties level chart shows that the students need to learn further about spelling, capitalization, punctuation marks, grammar, and exclusively vocabulary. The majority of students must be given the enrichment of English vocabulary. They had difficulty to compile precise sentences and lacked of English words. The students notice that English is difficult to learn; most students are prone to fail to understand English literature, especially pronunciation and its structure. Whereas, the rest believe that The findings of the error analysis can be positively implemented in the teaching and learning process, especially in writing context. Teachers should place more attention in the use of punctuations, spelling, and capitalization in teaching students to write sentence structures or when writing a composition. At the same time, teachers should concentrate on teaching basic grammar rules such as subject verb-agreement, pronouns, verb tenses, and prepositions. This study can hopefully address the current issues or difficulties encountered by students in learning English in an EFL set up. For future studies, researchers and English language teachers can explore other areas or considerations in writing, such as, students' reasons for writing their sentence structures or their perception of the structures that they are creating.

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