Narrative Writing Ability Performed by Students of Islamic High School Al Ukhuwah Sukoharjo: A Second Language Acquisition Case

Lukluk Khuurun Ain[1]

[1]*Sebelas Maret University, Indonesia*

[1]Luklukkhuurunain02@student.uns.ac.id,

A R T I C L E   I N F O

A B S T R A C T

This research aims to study the second language acquisition of high school students at MA Al Ukhuwah Sukoharjo. The aim of the research is to identify the types of errors made by students and the factors that influence the errors made by the male and female students. This research is a descriptive qualitative research by applying four important stages of analysis starting from domain, taxonomic, componential, and cultural theme analysis combined with a Second Language Acquisition approach. The results of the study show that the total errors from each type of error are 286 errors or 34% errors of omission, 50 errors or 5.9% addition errors, 434 errors or 51.6% misformation errors, 13 errors or 1.5% misordering errors and 58 or 6.9% blend errors. Misformation errors were the most common errors, comprising 51.6% of the total errors. This study identifies 841 errors, 80.38% of which are caused by the female students, indicating a higher error rate compared to errors caused by the male students (19.62%). The analysis reveals four causes of error: overgeneralization, incomplete application of the rule, incorrect conception of the hypothesis, and ignorance of rule restriction. Among them, ignorance of rule restriction has a significant impact on students' language mastery. These findings have implications for the teaching and learning process, providing valuable insights for educators to assess students' understanding of tense, sentence structure, diction, and conjunctions in English language learning.

1. INTRODUCTION

This research explores the crucial role of language acquisition and writing skills in the lives of individuals, focusing on the distinction between the first language (L1) and the second language (L2). The acquisition of the second language typically occurs outside the home environment, such as in schools and social settings (Ahyar, 2019). Within the school environment, essential language skills encompass listening, speaking, reading, and writing (Cakrawati, 2012). Writing, as a complex process, involves thinking, information gathering, editing, and expressing ideas and emotions through language (Brown, 2001). Challenges arise for those learning English as a second language, particularly in the early proficiency stages, due to disparities with their native language, Indonesian, leading to errors that hinder language proficiency.

Prior studies on error analysis (Yusriati & Hasibuan, 2019; Andre & Jurianto, 2015; Sumarti & Widodo, 2020; Hadi, 2021; Hikmah, 2020; Bariroh et al., 2022; Royani & Sadiah, 2019; Fitria, 2018; Fasikh, 2019) indicate that students consistently make over 50% errors in their writing. However, these studies primarily focus on evaluating and describing errors, lacking an in-depth exploration of contributing factors. Earlier research by Hadi (2021), Hikmah (2020), Bariroh (2022), Royani and Sadiah (2019), Fitria (2018), Fasikh (2019), and Sari (2016) primarily investigate descriptive, test, recount, and exposition texts, with limited research employing narrative text as a primary data source. Psycholinguistics, Systemic Functional Linguistics, Phonology, and Second Language Acquisition approaches are commonly used to assess English text quality. Most research, conducted in schools and universities, focus on junior high school students and high school students in grade 12 or the third year, acknowledging the varying English proficiency levels among them. This current research adopts a second language acquisition approach.

With the identified research gap and objectives in mind, the study has two primary goals: first, to describe errors in narrative texts produced by male and female students at Islamic High School Al Ukhuwah Sukoharjo; and second, to identify the factors causing students to make errors in their narrative writing. This research holds significance for understanding the writing proficiency of high school students, offering insights into gender-specific writing errors and contributing to a broader understanding of language acquisition and proficiency.

1.1. First Language and Second Language Acquisition

First language acquisition is the process of learning a child's initial language, while second language acquisition (SLA) involves acquiring any language after the first language. Learning a new language, including second, third, or subsequent languages, often involves errors due to learners unconsciously relying on their first language (L1). This reliance leads to L1 interference, where grammatical patterns of the L1 influence the learning of the second language (L2) (Gass & Selinker, 2008; Ellis, 1997). In Indonesia, where English is taught as a foreign language in schools, students predominantly face L1 interference challenges, especially in written expression, as they often apply Indonesian sentence structures in English compositions (Richards et al., 2002; Yuniswati, 2017; Elkilic, 2012).

Second Language Acquisition (SLA) explores the processes of acquiring languages beyond one's native tongue, including the learning of additional languages. It investigates the development of linguistic competence in contexts beyond natural first language acquisition (Ellis, 1997). Language learning in the context of acquiring a second language involves both deliberate, conscious efforts and naturalistic learning, occurring informally in everyday environments, or formal learning in structured classroom settings (Chaer, 2007). The success of second language acquisition depends on key factors such as motivation and discipline (Chaer, 2007).

1.2. Language and gender

Language and gender significantly impact second language acquisition (SLA), shaping how individuals learn and use a new language (Sunderland, 2006). Variations in language characteristics between men and women, — observed in phonetic aspect, pragmatic aspect, discourse, and grammar — allow for the identification of learners' abilities based on their produced texts. Differences emerge in the style of written texts between male and female students, with stereotypes depicting men as knowledgeable leaders and women as passive followers (Sunderland, 2006). Women's language tends to be connected and intimate, while men's language leans towards prestige (Tannen, 1990). Men often discuss topics like economics, leadership, and sports, while women focus on everyday life problems and interpersonal relationships (Maltz & Borker, 2008). Recognizing these differences is crucial in language learning, fostering a culturally rich experience and eliminating stereotypes for an inclusive learning environment.

1.3. Narrative text

Writing, defined by Coulmas (2003), involves using a system to produce text in various styles, such as narrative, description, retelling, argumentation, and hortatory. This study focuses on narrative writing, which tells fictional or imaginative stories through a series of events (McCarthy, 1998). Narrative texts entertain by presenting characters, settings, and actions, typically introducing them at the beginning, reaching a climax in the middle, and resolving the problem at the end (Anderson & Anderson, 2003).

Linguistic features commonly found in narratives, identified by Derewianka (2004), include characters, action words, past tense, time words, dialogue, description, and narrator perspective. These features contribute to making stories engaging and enjoyable to read.

In terms of the generic structure of narrative text, Derewianka (2004) outlines three key elements: orientation, complication, and resolution. Orientation introduces characters, purpose, setting, and time. Complication presents the conflict or problem, with a series of events leading to the peak problem. Resolution addresses the character's response to the problem and often contains moral values (Derewianka, 2004).

1.4. Errors

Errors are characterized as noticeable deviations from the grammar of a mature native speaker, reflecting the learner's competence (Brown, 2000). Furthermore, errors as systematic deviations, emphasizing persistent mistakes resulting from a lack of learning (Norrish, 1983). Drawing from these definitions, the author aims to define errors as unacceptable performances in a student's work that occur consistently, with the student being unable to self-correct.

Dulay, Burt, and Krashen (1982) proposed a surface strategy taxonomy that highlights how surface structures are altered by learners, leading to four error categories: omission, addition, misformation, and misordering. James (1998) further extended this error classification system by retaining the original four categories and introducing the fifth one known as "blends." Therefore, the surface strategy taxonomy comprises the following categories: omission, addition, misformation, misordering, and blends. The errors are:

1.5.1.   Omission

Omission errors occur when an item that should appear in a well-formed utterance is missing (Dulay, Burt, and Krashen, 1982). The example is Omission of 'To' Infinitive:
- Incorrect: "She likes *eat meat."
- Correct: "She likes to eat meat."

1.5.2.   Addition

Addition errors involve the presence of an item that should not appear in a well-formed utterance (Dulay, Burt, and Krashen, 1982). The example is Addition of -s/es Verb Inflection:
- Incorrect: "The effect of the medicine was be* reactive."
- Correct: "The effect of the medicine was reactive."

1.5.3.   Misformation

Misformation errors occur when the wrong form of structure or morpheme is used (Dulay, Burt and Krashen, 1982). The example is Misformation of Tense:
- Incorrect: "They *like the cute rabbits."
- Correct: "They liked the cute rabbits."

1.5.4.   Misordering

Misordering errors involve the incorrect placement of morphemes or groups of morphemes in an utterance (Dulay, Burt, and Krashen, 1982). The example is Misordering of Noun Phrase:
- Incorrect: "Resky has eyes with *color red."
- Correct: "Resky has eyes with red color."

1.5.5.   Blend

Blend errors, also known as contamination or hybridization errors, occur when different elements of language are combined inappropriately (James, 1998). The example is Blend of 'Really' with 'Very':
- Incorrect: "I *very like you."
- Correct: "I really like you."

1.5. Factors of errors

In second language learning, intralingual mistakes occur when students struggle with the target language due to insufficient knowledge. Richard (1974) defines intralingual interference as learner-produced items reflecting generalizations from partial exposure to the target language rather than relying on the structure of their mother tongue. Richard categorizes intralingual errors into:

1.5.1.   Overgeneralization

Overgeneralization occurs when students create non-standard structures based on exposure to alternative language forms. The example is: "She eat an apple" it has to be "She eats an apple". because the verb form "eat" cannot be generalized to all subjects (pronoun).

1.5.2.   Ignorance of Rule Restrictions

Ignorance of Rule Restrictions, as noted by James (1998), arises when learners are unaware of the target language's structure, leading to mistakes like using the wrong tense texts. For example: Past tense has to be used in the narrative text "Yuan lives in New York City", while it should be "Yuan lived in New York City".

1.5.3.   Incomplete Application of the Rules

Incomplete Application of the Rules happens when learners use the stimulus language as an excuse, such as neglecting to include subjects or objects in sentences. For example: "He *back to home" which has to be changed to "He goes back to home".

1.5.4. False Concept Hypothesized

False Concept Hypothesized involves learners forming inaccurate concepts due to misunderstanding nuances in the target language, often leading to misspellings in writing. An example is Misordering of Noun Phrase, "Yuan's cat died behind garden Mr. James", which must be changed to "Yuan's cat died behind Mr. James's garden".

2. METHOD

This research focuses on identifying the types of errors made by students and the factors that influence the errors made by the male and female students. This research relies on a Second Language Acquisition Approach. The Second Language Acquisition approach which is often described by Ellis (1997) is related to research on the acquisition of languages other than the mother tongue. This approach includes learning additional languages and investigating the processes involved in the development of linguistic competence. In addition, this approach is generally used to evaluate students' ability to master a second language.

This research is included in qualitative descriptive research which describes the phenomenon of language acquisition in narrative texts written by grade 12 students. The research location is Al Ukhuwah Islamic High School in Sukoharjo. All data were taken directly from the 14 narrative texts produced by students in grade 12. This research uses a criterion-based sampling technique. The samples obtained in this research consist of errors and error factors made by students in the narrative texts they produced.

Furthermore, the triangulation used in this research is data source triangulation, namely combining several data sources that contain information related to the research object. The data sources used in this triangulation are 14 narrative texts written by 14 students of Islamic High School Al Ukhuwah Sukoharjo. In analyzing the data, the researcher used Spradely's analysis method in Santosa (2021) which consists of domain analysis, taxonomic analysis, componential analysis, and cultural themes.

3. RESULT AND DISCUSSION

In this section, the result of analysis and investigation of the data in domain analysis and taxonomic analysis are presented. In addition, all data are combined in a componential analysis table (Table 1). The function of componential analysis is to find error patterns and causal factors found in 14 narrative texts. In the final stage, the identified patterns are explained and interpreted in a cultural theme analysis that connects theory and previous research.

Table 1. Componetial analysis

Generic Structure	Factor	Gender	OAR	OAV	OCJ	ODT	OPC	OPLM	OPN	OPOM	OPP	OPSV	OSJ	OTB	OTI	OVB	AADJ	AADV	AAR	AAV	ACJ	ADT	AMD	APLM	APN	APP	ATB	ATI	AVB	MIADJ	MIADV	MIAR	MICJ	MIDT	MIGR	MINN	MIPN	MITB	MITS	MONC	MONP	MOTB	MOVB	BMS	BPC	BRV	Σ	%
			Omission														*Addition*													*Misformation*										*Misordering*				*Blend*				
Orientation	OVE	M																							2		1							1													4	0,5%
		L																									3							1										5	2		11	1,3%
	IAR	M	2		1	2	1	4				1		3																					1							1	1				17	2,0%
		L	4		2	11	14	4				1	8	9	3																									2		1	1				60	7,1%
	IRR	M																	1		1				1		1	1											24								29	3,4%
		L															1	1	2		1	2	1			4		1	5				2	4	3	7		104									138	16,4%
	FCH	M																																										1			1	0,1%
		L																	1								1										2								5		9	1,1%
Complication	OVE	M							1																	1								1										4			7	0,8%
		L							4																		6	1						14										14	1		40	4,8%
	IAR	M		1	3	9	10	1					3	4	1																																32	3,8%
		L	5	4	3	22	31	8	2	1	9		6	21	2	3																									1			4	1		123	14,6%
	IRR	M																	1		1													1	2				26								31	3,7%
		L																	3		1	1	3					1	1					11	1	2		117								141	16,8%
	FCH	M																								1																			5		6	0,7%
		L																																			3								10		13	1,5%
Complication	OVE	M																																										2			2	0,2%
		L				3																					1	2						6											2		14	1,7%
	IAR	M			2	2	3	1					1	1																					1						1						12	1,4%
		L	4		2	3	15	4	2				3	11	3	2																			1												50	5,9%
	IRR	M																																		1			19								20	2,4%
		L																			1					1									2		5	4	59								72	8,6%
	FCH	M																																										4			4	0,5%
		L																				0															2								3		5	0,6%
	Σ		15	5	13	49	74	22	4	3	10	8	20	48	10	5	1	1	4	2	4	2	1	4	2	9	9	6	5	7	1	3	2	23	22	4	16	7	349	3	5	1	4	28	27	3	841	
	%		1,8%	0,6%	1,5%	5,8%	8,8%	2,6%	0,5%	0,4%	1,2%	1,0%	2,4%	5,7%	1,2%	0,6%	0,1%	0,1%	0,5%	0,2%	0,5%	0,2%	0,1%	0,5%	0,2%	1,1%	1,1%	0,7%	0,6%	0,8%	0,1%	0,4%	0,2%	2,7%	2,6%	0,5%	1,9%	0,8%	41,5%	0,4%	0,6%	0,1%	0,5%	3,3%	3,2%	0,4%		100%

Notes: Orientation [OR], Complication [CO], Resolution [RE], Overgeneralization [OVE], Ignorance the rule restriction [IRR], Incomplete application of rules [IAR], False concept hypothesis [FCH], Male [M], Female [F], Omission of 3rd person singular verb [OPSV], Omission of article [OAR], Omission of auxiliary verb [OAV], Omission of conjunction [OCJ], Omission of determiner [ODT], Omission of plural marker [OPLM], Omission of possessive marker [OPOM], Omission of preposition [OPP], Omission of pronoun [OPN], Omission of punctuation [OPC], Omission of subject [OSJ], Omission of to be [OTB], Omission of to-infinitive [OTI], Omission of verb [OVB], Addition of adjective [AADJ], Addition of adverb [AADV], Addition of article [AAR], Addition of auxiliary verb [AAV], Addition of conjunction [ACJ], Addition of determiner [ADT], Addition of modal [AMD], Addition of plural marker [APLM], Addition of preposition [APP], Addition

of pronoun [APN], Addition of to be [ATB], Addition of to-infinitive [ATI], Addition of verb [AVB], Misformation of adjective [MIADJ], Misformation of adverb [MIADV], Misformation of article [MIAR], Misformation of conjunction [MICJ], Misformation of diction/translation [MIDT], Misformation of gerund [MIGR], Misformation of noun [MINN], Misformation of pronoun [MIPN], Misformation of tense [MITS], Misformation of to be [MITB], Misordering of noun clause [MONC], Misordering of noun phrase [MONP], Misordering of to be [MOTB], Misordering of verb [MOVB], Blend of 'really' with 'very' [BRV], Blend of misspelling [BMS], Blend of preposition choice [BPC].

Additionally, the behavioural patterns identified in the componential analysis are:
1) The complication stage produces more grammatical errors.
2) Based on the film structure which includes orientation, complication, evaluation, and resolution, the use of politeness strategies increases from orientation (269) to complication (393) and decreases at resolution (179).
3) Based on the number of errors that appear, misformation is the most common at 51.6% (434 errors) of the 841 total errors, and followed by four other errors.
4) Ignorance of Rule Restrictions dominates the factors causing errors.
5) The group of female students dominates the errors in comparison to the male student group

3.1. Result

3.1.1. Errors

This research utilizes Dulay's and James's surface strategy taxonomy to identify five types of errors, namely omission, addition, misformation, misordering, and blend. Focusing on grammatical errors at Islamic High School Al Ukhuwah, the analysis reveales a predominant error:

- Error of Misformation (51,6 %)

Misformation errors are characterized by the use of wrong forms of morpheme or structure. There were 434 errors found in the students' writing. Misformation of Tense is linked to the use the simple present tense in narrative writing. Normally, narratives should use simple past tense to tell fictional stories and captivate readers. Surprisingly, this error occurred 349 times, making up about 41.5% of all errors. When we look at this error in detail, 69 instances were found in the male student group, making up a high 8,2%, and 280 instances were in the female student group, making up 33,3%. This highlights a common problem in using the correct tense in narrative writing, particularly with the overuse of simple present tense.

Table 2. Example of Misformation of Tense

Student's Name	Error Sentence	Error Sentence Correction	Code
Zainal	Suddenly a big snake want to eat a baby.	Suddenly a big snake want(ed) to eat a baby.	M3ZA/CO/D7/MITS/IRR
Shofi	When Porcy back to home she tell her mom about her friend	When Porcy back to home she tell (told) her mom about her friend	F1SH/OR/D38/MITS/IRR

Table 2 shows that some students used present tense in their writing, even though they knew that narrative writing should be conveyed using past tense. This mistake occurred due to inaccuracies in their writing. For instance, in datum 7 from the group of male students (M3ZA/CO/D7/MITS/IRR). The word "want" should have been written in its past form "wanted". So, the correct sentence is, "Suddenly, a big snake wanted to eat a baby."

Furthermore, in datum 37 (F1SH/OR/D38/MITS/IRR), Shofi overlooked using the past form of the verb "tell"; which should be "told". Therefore, the correct sentence is "When Porcy back home, she told her mom about her friend." This adjustment ensures the proper use of past tense in narrative writing.

- Error of Omission (34 %)

This kind of error refers to any form of the absence of an item that must appear in a well-formed utterance, causing the sentence to be ungrammatical. Various omitted aspects of grammar were identified in students' writing, totaling 386 errors. Among these, 57 data points, equivalent to 6.8%, were from the male students, and 229 data points, accounting for 27.2% of the total errors, were from the female students. The analysis of grammatical aspects and examples is exemplified by Omission of Determiner

Determiners play a crucial role in language by clarifying and limiting the meaning of nouns. They aid in specifying which particular noun is being referred to. However, in the student texts, it is observed that a significant number of students neglect to include determiners before nouns, often influenced by their mother tongue. Based on the analysis, 49 instances of determiner omissions were identified, constituting 5.8% of the total errors. Among these, 13 instances, or 1.5%, were present in the works of the male students, while the majority, totaling 36 instances or 4.3%, were observed in the texts produced by the female students.

Table 3. Example of Omission of Determiner

Student's Name	Error Sentence	Error Sentence Correction	Code
Jundi	One day, one of villagers in a village talked to kimura about Excalibur sword.	One day, one of villagers in a village talked to kimura about (the) Excalibur sword.	M5JU/CO/D17/ODT/IAR
Rumaisha	Yeppo went out from house.	Yeppo went out from (the) house.	F5RU/CO/D31/ODT/IAR

In the provided examples displayed in Table 3, there are instances where determiners were omitted, affecting the clarity and precision of the sentences. In Jundi's sentence, Data 17 (M5JU/CO/D17/ODT/IAR), the absence of a determiner before the noun phrase "Excalibur sword" can be addressed for improved clarity. The revised sentence would read: "One day, one of the villagers in a village talked to Kimura about the Excalibur sword." The inclusion of the determiner helps specify the particular sword in question within the context of the story.

Similarly, in Rumaisha's sentence (Data 31 - F5RU/CO/D31/ODT/IAR), the inclusion of a determiner is necessary to enhance the precision of the word "house." The corrected sentence would be: "Yeppo went out of the house." This modification clarifies which house Yeppo exited, contributing to a more accurate and easily comprehensible sentence.

- Error of blend (6,9%)

Blend error is sometimes called the contamination or cross-association or hybridization error (James, 1998). There were 58 addition errors found in students' works. 16 data or 1,9% were found in the male student texts while 42 data or 5% were found in the female student texts. The grammatical aspects and the examples of blend errors found in the students' writing is Blend of Misspelling. Misspelling, defined as the act of incorrectly spelling a word, constitutes a notable aspect of errors in the students' writing. The research identified a total of 28 instances, accounting for 3.3% of the total errors. Specifically, 10 instances, equivalent to 1.2%, were detected in the texts of male students, while the remaining 18 instances, totaling 2.1%, were found in the texts produced by female students. Example of these misspelling errors are provided below:

Table 4. Example of Blend of Misspelling

Student's Name	Error Sentence	Error Sentence Correction	Code
Zainal	When the farmen came from his paddy field, he was surprised because he did not see his baby and saw that the tiger's mouth was full of blood.	When the farmen (farmer) came from his paddy field, he was surprised because he did not see his baby and saw that the tiger's mouth was full of blood.	M3ZA/CO/D15/BMS/FCH
Amelinda	One day, Mr. Waluyo was startleded by condition of being apprehensive about the buffalo.	One day, Mr. Waluyo was startleded(startled) by condition of being apprehensive about the buffalo.	F2AM/CO/D91/BMS/FCH

In the provided example, Zainal's data 15 (M3ZA/CO/D15/BMS/FCH) contains a misspelled word "farmen," which, in the context of the sentence, should be corrected to "farmer." The revised sentence is: "When the farmer came from his paddy field, he was surprised because he did not see his baby and saw that the tiger's mouth was full of blood."

Similarly, in Amelinda's data 91 (F2AM/CO/D91/BMS/FCH), there is a misspelling with the adjective "startleded." The correct form is the adjective "startled" without the "ed" as it is not a verb. The paraphrased sentence can be adjusted to: "One day, Mr. Waluyo was startled by the condition, feeling apprehensive about the buffalo."

- Errors of Addition (5,9%)

Any unnecessary morphemes which appear in an utterance were then classified into addition error. Students' writing had 46 addition mistakes. While 35 data, or 4,2%, were found in the works of female students, 11 data, or 1,3%, were found in the text written by male students. The following lists the elements of grammar and addition errors that were discovered in the students' work. The researcher discovered nine addition errors of prepositions, or 1.1% of the total data. The male student texts contain 2 data points, or 0.2%, whereas the female student text contains 7 data points, or 0.8%. The following illustrates the phenomenon:

Table 5. Example of Addition of Preposition

Student's Name	Error Sentence	Error Sentence Correction	Code
Abiyu	Once Upon a Time, there lived a little cat with her mother near of the Dark Forest.	Once Upon a Time, there lived a little cat with her mother near of(X) the Dark Forest.	M1AB/OR/D3/APP/IRR
Amelinda	In the village, a certain person, the honored of citizen lived in the village.	In the village, a certain person, the honored of(X) citizen lived in the village.	F2AM/OR/D2/APP/IRR

Table 5 illustrates the incorporation of prepositions in the text. Specifically, in Abiyu's data 3 (M1AB/OR/D3/APP/IRR), a prepositional phrase was identified containing two prepositions, namely "near" and "of." It is recommended to streamline the sentence by using only one preposition for conciseness. Therefore, the revised sentence would read: "Once Upon a Time, there lived a little cat with her mother near the Dark Forest," ensuring clarity and efficiency in the use of prepositions.

There are slight differences in the addition of prepositions in Amelinda's text. In data 2 (F2AM/OR/D2/APP/IRR), the preposition is in the middle of the noun phrase (the honorable of citizen). Adding "of" in the middle of a phrase creates an awkward and incorrect construction. The preposition "of" is generally used to indicate possession or association, but in this case, it does not match the intended meaning. By removing "of", it can restore the proper structure of the noun phrase, making it clearer and grammatically accurate. Therefore, this sentence should be changed to "In the village, a certain person, the honored citizen lived in the village."

- Error of Misordering (1,5 %)

Misordering referred to any incorrect placement of a morpheme or a group of morphemes in an utterance. This might happen in both sentence and phrase. There were 13 or 1,5% word order errors found in the students' writing. 3 data or 0,4% was found in the male student texts while 10 data or 1,2% was found in the text of female students. The Sample is Misordering of Noun phrase. A phrase with a noun as its head is called a noun phrase. Usually, there are pre-modifier and post-modifier. The noun appears after pre-modifier and before post-modifier. Five misordering errors, or 0.6%, were discovered in the student work. All of these mistakes were caused by the texts written by female students. Here's a sample:

Table 6. Example of Misordering of Noun Phrase

Student's Name	Error Sentence	Error Sentence Correction	Code
Amelinda	A few days later, the Albino Buffalo emerged in garden Mr. Waluyo.	A few days later, the Albino Buffalo emerged in garden Mr. Waluyo (Mr. Waluyo garden).	F2AM/CO/D27/MONP/IAR

There was a misordering mistake in the clause (garden Mr. Waluyo) of Amelinda's sentence in data 27 (F2AM/CO/D27/MONP/IAR). A noun phrase with the head noun "garden" and pre modifier "Mr. Waluyo" is present in this clause. The pre-modifier needs to be positioned in front of the head. Consequently, the correct sentence is "A few days later, the Albino Buffalo emerged in Mr. Waluyo's garden."

3.1.2. The Source of Errors
The researcher uncovered the various kinds errors and as the second objectives of the research. According to Richards (1974), the researcher arranged the error's origins into the following categories, going from the most to the least:

- Ignorance the Rule Restriction (51,3 %)

According to Richards, ignorance of rules restriction is the learners' failure to observe the restriction of existing structures. The researcher found 431 errors caused by ignorance the rule restriction. The examples of such kind of sources of error is Misformation of Tense.

Table 7. Example of Ignorance the Rule Restriction

Student's Name	Error Sentence	Error Sentence Correction	Types of Error	Factor or Error	Code
Jundi	So, people like him much.	So, people like(ed) him much.	Misformation of tense	Ignorance the rule restriction	M5JU/OR/D8/MITS/ IRR
Khonifah	They never give up to fight their life in the hard world.	They never give(gave) up to fight their life in the hard world.	Misformation of tense	Ignorance the rule restriction	F7KH/OR/D1/MITS/ IRR

The tense or verb form used in narrative text is past tense. The words "ate," "went," and "grew" are some verbs in the past tense. This happens because the story is usually something that happened in the past. Therefore, when talking about something that happened in the past, the verb used is in the past form. In the above example, the students tend to ignore the rules. The word before brackets is the identification of this factor. The words (like) and (give) prove that the students who have received lessons about narrative text, where the text should use the past tense, ignored the rule. Therefore, the correct sentences are:

For Jundi: So, people liked him much.
For Khonifah: They never gave up to fight their life in the hard world.

- Incomplete Application of Rules (35%)

According to Richards, incomplete application of rules is described as the occurrence of deviancy structure representing the degree of development of the rules required to produce acceptable utterances. There were 294 errors caused by incomplete application of rules. The following represents examples of error coming from Omission of Conjunction.

Table 8. Example of Incomplete Application of Rules

Student's Name	Error Sentence	Error Sentence Correction	Types of Error	Factor or Error	Code
Aiman	Then he saw a bear above a tree he said, " I have got a solution", then he took a knife from his pocket then he cut a branch then the branch was cut off.	Then he saw a bear above a tree (and) he said, " I have got a solution", then he took a knife from his pocket then he cut a branch then the branch was cut off.	Omission of conjunction	Incomplete application of rules	M6AI/R E/D23/O CJ/IAR
Qoni'ah	Not just the waiters, the residents were also having a same way of treatment.	Not just the waiters (but) the residents were also having a same way of treatment.	Omission of conjunction	Incomplete application of rules	F4QO/C O/D30/O CJ/IAR

The presence of conjunction is important. When there are two words or phrases within a sentence, the conjunction should be attached to connect them. Since the phrases are equivalent, the appropriate conjunction used in Aiman's sentence is "and" & "but" is the appropriate conjunction in Qoni'ah's. The correct sentences are:

For Aiman: Then he saw a bear above a tree and he said, " I have got a solution", then he took a knife from his pocket then he cut a branch then the branch was cut off.
For Qoni'ah: Not just the waiters, but the residents were also having a same way of treatment.

- Overgeneralization (9,3 %)

Overgeneralization deals with deviant structures produced by the learners by using their previously acquired rule when they construct a new form of sentences. There were 78 errors categorized in this source of error. The example is Addition of To Be.

Table 9. Example of Overgeneralization

Student's Name	Error Sentence	Error Sentence Correction	Types of Error	Factor or Error	Code
Abiyu	Once Upon a Time, there's lived a little cat with her mother near of the Dark Forest.	Once Upon a Time, there's(x) lived a little cat with her mother near of the Dark Forest.	Addition of to be	Overgeneralization	M1AB/OR/D1/ ATB/OVE
Sabila	One day I was sick, only Nony was here beside me, after 5 days my condition be deteriorated.	One day I was sick, only Nony was here beside me, after 5 days my condition be(x) deteriorated.	Addition of to be	Overgeneralization	F6SA/CO/D86/ ATB/OVE

The students tend to generalize the sentence form of simple present tense. The example sentences in Table 9 contain verbs (lived) & (deteriorated), indicating them as verbal sentences and "to be" (is) & (be) that usually indicates nominal sentence. The addition of "to be" (is) & (be) shows that over-generalization occurs in sentence pattern. The students producing the sentences do not notice that the sentence pattern of verbal sentence use verb other than "to be". Therefore, the correct sentence is:

For Abiyu: Once Upon a Time, there lived a little cat with her mother near of the Dark Forest.
For Sabila: One day I was sick, only Nony was here beside me, after 5 days my condition deteriorated.

- False concept hypothesis (4,5 %)

In this case, the students usually misinterpret the use of certain structures of the target language. There were 16 errors from this source. The example is Blend of Misspelling.

Table 10. Example of False concept hypothesis

Student's Name	Error Sentence	Error Sentence Correction	Types of Error	Factor or Error	Code
Jundi	The villians were afraid of he.	The villians (villains) were afraid of he.	Blend of misspelling	False concept hypothesis	M5JU/OR/D10/BMS/FCH
Qoni'ah	Beside, it meant rules they were also given a little wage, they couldn't grant their life with that wage.	Beside(s), it meant rules they were also given a little wage, they couldn't grant their life with that wage.	Blend of misspelling	False concept hypothesis	F4QO/CO/D22/BMS/FCH

A hypothesis states that a wrong understanding of spelling rules (false concept) can affect a person's ability to spell words correctly. This hypothesis creates the picture that spelling errors can occur as a result of inaccurate understanding or incorrect concepts regarding spelling rules in a particular language. The words (villians) & (beside) are identified as misspelled because they are reversed and lack letters which change the word class. Therefore, the reconstructed sentence is:

For Jundi: The villains were afraid of he.
For Qoni'ah: Besides, it meant rules they were also given a little wage, they couldn't grant their life with that wage.

3.2. Discussion

3.2.1. Common Types of Errors in Narrative Texts:

The study, based on the Surface Strategy Taxonomy by Dulay et al. (1982) and James (1998), reveals errors in narrative texts from 14 female students at Islamic High School Al Ukhuwah Sukoharjo. The predominant error type is misformation, particularly tense errors, constituting 51.6% of the 841 identified errors. This aligns with the phenomenon revealed by the prior research done by Prihandani (2023) and Fajarina and Bahtiar (2022), indicating a consistent pattern of misformation errors, emphasizing the need for targeted interventions in high school language learning.

An additional study by Anjarani and Indahwati (2019) supports the prevalence of misformation errors, particularly in the use of tenses, among seventh-semester female students at Madura University. The collective evidence underscores the importance of addressing tense-related challenges in language proficiency.

3.2.2. Factors Contributing to Errors:

The most frequent error factor is the "Ignorance of Rule Restriction," accounting for 51.3% of the errors. Female students often apply rules in contexts where they are not appropriate, leading to issues in tense usage. This finding is consistent with that of the previous research by Setiaji et al. (2023), highlighting the significance of Intralingual Transfer and emphasizing the need for comprehensive language learning strategies to address root causes of misformation errors.

Notably, the false concept hypothesis, a source of error resulting from insufficient knowledge in Standard English grammar, is identified as a minor contributor (4.5%) in this study. This contrasts with Mulyono's (2017) findings, where false concepts hypothesized were more prevalent, suggesting potential variations in teaching approaches.

3.2.3. Gender Differences in Errors:

Gender-based variations in errors are observed, with male students exhibiting fewer errors (27.55%) compared to female students (72.45%). Similar findings are reported by Sugianto et al. (2023). Tannen's (1990) and Maltz and Borker's (2008) insights into communication styles based on gender differences are considered.

Narrative writing tests revealed thematic differences, with female students focusing on close relationships and connections, while male students centering narratives around themes of prestige, competition, victory, and freedom. In summary, the study underscores the consistent prevalence of misformation errors, highlights factors contributing to errors, and observes gender-based variations, emphasizing the importance of tailored language learning interventions in high schools.

4. CONCLUSION AND RECOMMENDATION

In summary, students' errors encompass five main types with 44 subtypes, notably dominated by Misformation of Tense. Tense Usage Errors, particularly the negligence of past tense in Narrative Writing tests, underline the need for improved tense accuracy. Omission errors, including punctuation, determiner, and "to be" omissions, pose significant challenges, while the Addition category highlights frequent inclusion of prepositions and "to be." Misordering errors are relatively low, with Noun Phrase and Verb misplacement being the primary concerns. Blend errors, encompassing misspellings and preposition choices, suggest a need for attention to detail in vocabulary and syntax.

Ignorance of Rule Restrictions dominates error factors, driven by Overgeneralization, Ignorance of Rule Limitations, Incomplete Application of Rules, and Wrongly Hypothesized Concepts. A gender analysis reveals that the female students exhibit a higher error percentage, particularly in Misformation Errors than the percentage of male students' errors.

Islamic High School Al Ukhuwah students need improvement in English language skills, particularly past tense usage in narrative writing. To address this, students should diversify writing styles, focusing on different tenses and undergoing continuous testing. Teachers play a crucial role by providing clear explanations, assignments, and quizzes emphasizing on sentence structure and tenses. Future researchers can explore gaps in second language acquisition by examining students' proficiency in oral and written expressions, contributing to a better understanding of language learning.

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