

Grammatical Errors of Omission in Narrative Paragraph Writing by Second-semester Students in the English Department in A State University in North Bali

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ABSTRACT

Narrative writing poses a tricky combination of writing skills and past tenses, both areas that have become a persistent source of errors for Indonesian EFL students. This study aimed to analyze the grammatical errors made by EFL students in writing narrative paragraphs with English Literature, focusing on the students' omission errors. Using the theory from Dulay et al. in the descriptive qualitative model from Miles et al., the data were collected from 23 narrative paragraphs written by second-semester students at the English Education Department in a state university in North Bali. The study revealed that the students' omission errors accounted for 65.79% of their total grammatical errors. These errors mainly occur when pronouns, articles, verb auxiliaries, prepositions, and inflections are omitted. The high predominance of omission errors indicates the need for more targeted grammar instruction in EFL programs. Therefore, it is recommended that EFL teachers in universities use effective teaching strategies by comparing their mother tongue and English so that students can understand, and the habit of translating their mother tongue to English directly will be reduced.

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1. Introduction

Language skills are important not only to gain knowledge but also to help students practice and improve their ability (Yulianeta & Amandangi, 2021). Writing skills are essential in students' academic life because they need to arrange their ideas and express meaning clearly in written form (Durga & Rao, 2018; Sari et al., 2021; Suwastini & Yukti, 2017). Writing is the most challenging skill to master in second and foreign language learning, despite its importance (Baharudin et al., 2023; Fahmi & Rachmijati, 2021). It is challenging because writing requires several language skills (Diaz-Larenas et al., 2017). To improve writing skills, students must focus on sentence structure, vocabulary choice, writing mechanics, language style, and proper grammar (Manik & Suwastini, 2020; San et al., 2017).

Still, many Indonesian EFL students struggle with grammar when they write (Prihandani, 2023; Syafryadin, 2022). These errors often happen because of structural differences and direct translation from Indonesian into English (Septiana, 2020). An error shows that learners do not yet know the grammar rule, while a mistake means they fail to use a rule they already know (Dash, 2020). Dulay et al. (1982) describe four types of errors, such as omission, addition, misformation,

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and misordering. When writing a sentence, the missing element that should be there is called omission, including the omission of free morphemes (missing nouns, pronouns, verbs, adjectives, adverbs) and grammatical morphemes (omission of nouns, verb inflections, articles, auxiliary verbs, prepositions). In contrast, addition errors occur when unnecessary elements are inserted into a sentence. It has three types: double-marking (overusing auxiliary and main verbs in sentences), regularization (do not apply to a particular class of words, such as "eat" to "eated"), simple addition (adding unnecessary words or sounds). Misformation refers to error morpheme form, covering regulatory (the use of regular marker, such as "runned" for "ran"), archi-forms (replaced form by in a word class, such as the use of "that" to replace "this, these, those"), and alternate forms (switching between different words in one case, for example saying "I seen her" instead of "I saw her"). The occurrence of errors in placing morphemes in a sentence is called misordering, for example, in the sentence "What Dita is doing?" the subject is incorrectly placed; the correct "To Be" should be placed before the subject, so the correct sentence is "What is Dita doing?" (Dulay et al., 1982).

Several studies have found that omissions are the most common errors committed by Indonesian EFL students (Alisa & Apsari, 2025; Dewi et al., 2025; Fujiyanti et al., 2022; Herandani et al., 2022; Nartiningrum et al., 2021; Wirentake, 2022), resulting from the interference of their first language. The error of omission seem to be dominating the grammatical errors committed by students in higher education, as found by Nuzula et al. (2025), Iswati (2025), Putri (2023) and Wirentake (2022). Such prevalence could raise concerns when it happens among students of English in universities, especially those preparing to be future English teachers. Adnyani et al. (2023), Aprianti et al. (2024), Iswati (2025), Karisma & Bulan (2022), Munandar (2023), Panjaitan et al. (2023), Poejilestari (2020), Ratminingsih et al. (2022), Sabrina et al. (2024), Sari et al. (2021), Shidiq et al. (2023), Yudhayana & Juniarta (2022), Yusuf et al. (2021). More specifically, Amir et al. (2023), Hapsari et al. (2022), Purinanda & Adisutrisni, Wulandari & Harida (2021), Yusnitasari & Suwartono (2020), and Yusuf & Lestari (2023) have focused their research on students' written assignments, revealing omission of errors as the dominant errors committed by English students in Indonesia. While these previous studies have pointed the prevalence of omission errors in the written assignments of Indonesian EFL students, none of them have focused their studies on omission errors.

Previous studies found four types of errors, but they did not focus deeply on omission errors. Many studies showed that omission is the most common error, but it was only reported as a general finding. This study is new because it focuses only on omission errors in students' narrative writing. It also explains how the difference between Indonesian and English grammar causes students to make omission errors, especially in the past tense. Thus, the present study was focused on the omission errors made by students of the English Language Education Department in a State University in North Bali. Focusing on the omission errors committed in the students' narrative texts, the present study dives into the heart of the grammatical distinction between Indonesian as the students' first language and English as the students' target language, where the past tenses do not occur in the students' first language. The need to change the noun forms both through the use of inflection -ed or their irregular forms does not happen in the Indonesian language, leading students to commit omission errors due to their first language interference. This study is expected to provide more detailed information how such omission errors occur in the context of Indonesian EFL students' narrative writing, urging more effective strategies to be implemented in building students' mastery of the past tenses and in their English competencies in general.

2. Methods

This research uses a qualitative descriptive method, which means studying people, conditions, and events in their natural setting to get clear, detailed, and organized information (Furidha, 2023). The subjects of this study were 23 second-semester students from Class A in the English Education Department, a State University in North Bali, during the 2024/2025 academic year, who took a Paragraph Writing with literature approach as an example of past tense through children's literature by an English native speaker. Pasaribu (2024) found that students are not able to understand the use of English tenses, such as recounting text so this causes students to often make mistakes in writing. This study focuses on students' narrative texts because students still struggle to change present verbs to past

verbs. Data was collected from students' narrative paragraph assignments in the Paragraph Writing course.

This research uses a qualitative descriptive method, which studies people, conditions, and events in their natural setting to obtain clear, detailed, and organized information (Furidha, 2023). The subjects of this study were 23 second-semester students from in the English Education Department at a state university in North Bali during the 2024/2025 academic year. They were taking a Paragraph Writing course with a literature approach as an example of past tense through children's literature by an English native speaker. The writing-control condition was that all students had to complete the task individually without external assistance, ensuring that the writing reflected their own competence. The task was given within one meeting session (90 minutes), in which the students had sufficient time to read, plan, and write. According to the course syllabus (RPS), after reading a novel, the students were asked to retell one event that happened in the story. The topic was chosen because narrative texts naturally require the use of past tense verbs, which Indonesian students often struggle with, making it suitable for identifying omission errors. The metadata of the respondents are: 23 students, all second-semester undergraduates in class A, enrolled in the English Language Education Department, and all with Indonesian as their first language.

The data analysis procedure used in this study is by Miles et al.'s (2014) interactive model, with the procedure below.

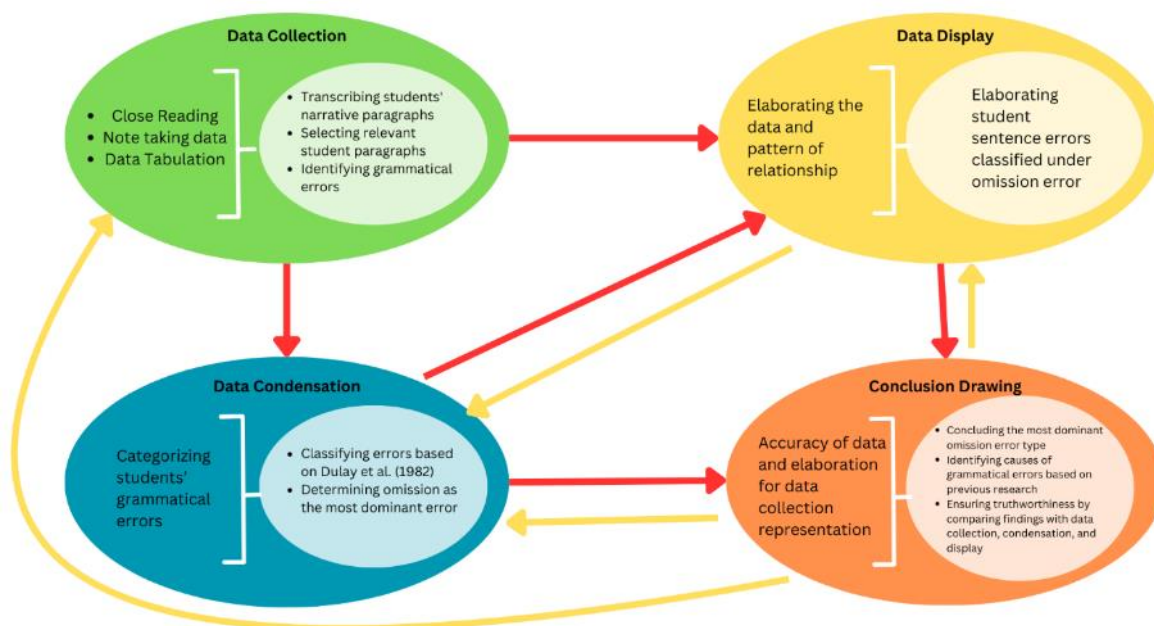


Fig. 1. Research design adapted from Miles, Huberman, and Saldana (2014) with grammatical error analysis based on Dulay, Burt, and Krashen (1982)

Figure 1 shows the progress in analysis of grammatical errors using Miles, Huberman, and Saldana's (2014) model. The students' narrative paragraphs were then carefully observed to record the grammatical errors they committed, especially omission errors. The data were analyzed using Miles, Huberman, and Saldana's (2014) interactive model. The first step was data collection, which involved gathering students' narrative paragraphs, transcribing them, and selecting relevant samples. Among the 23 students' works, 19 students committed omission errors. The next step was data condensation, where the errors were classified into omission errors and further categorized into their specific types following Dulay et al.'s (1982) taxonomy. At the same time, data display was carried out by presenting the omission errors in tables and descriptive explanations to make the findings clearer. Data condensation

and data display occurred simultaneously and interactively, supporting each other in identifying patterns and possible causes of the errors. The final stage was conclusion drawing, where the results were reviewed and compared again with the findings from data collection, data condensation, and data display in order to ensure accuracy and reliability.

3. Results and Discussion

This research analyses grammatical errors in EFL students' narrative writing using Dulay et al.'s (1982) error analysis theory, which categorizes errors into omission, addition, misformation, and misordering. The findings are based on these classifications, as illustrated in the following table.

Table 1. Recapitulation Students' Types of Grammatical Error

No	Types of Error	Frequency	Percentage
1	Omission	25	65,79%
2	Addition	3	7,90%
3	Misformation	9	23,68%
4	Misordering	1	2,63%
Total of Errors		38	100%

Table 1 shows the data description that researchers found 38 data of the total errors made by EFL students. For omission errors, the researcher found 25 data or 65,79% of errors, addition errors with 3 data or 7,90%, misformation errors with 9 data or 23,68%. Furthermore, there is 1 data or 2,63% of misordering errors. The data shows that omission errors are the most frequent errors made by students in writing narrative paragraphs, so researchers will focus on the discussion of omission errors as follows,

3.1. Errors of Omission by Second-semester English Department Students

Omission is the missing element that should be there in a sentence. There are two kinds of omission: omission of free morphemes and omission of grammatical morphemes (Dulay et al., 1982).

In this study, researchers found 25 errors involving the omission of morphemes, such as pronouns, articles, verb auxiliaries, prepositions, and inflections.

Table 2. The frequency and percentage of omission

No.	Parts of Omission	Types of Error	Frequency	Percentage
1	Free Morphemes	Pronoun	1	4%
2	Grammatical/Bound Morphemes	Articles	8	32%
		Verb Auxiliaries	7	28%
		Prepositions	2	8%
		Inflection	7	28%
Total of Errors			25	100%

Table 2 shows 25 data in the error analysis of omissions, and researchers found 1 or 4% of errors in Free Morphemes, namely omissions in pronouns. For omissions of articles researchers found 8 or 32% and verb auxiliaries in the Grammatical Morphemes section, researchers found 7 or 28%. There were 2 or 8% preposition omissions in students' paragraphs. Inflection omission errors were found as 7 or 28%. Description of the data from the students is the sentence with italics in the table is the corrected sentence from the student's sentence.

3.1.1. Omission of Free Morphemes

One category of omission errors is free morphemes, which involve missing nouns, pronouns, verbs, adjectives, or adverbs in a sentence (Dulay et al., 1982). This research found 1 or 4% pronoun omission in students' narrative paragraphs. According to Radford (2004) a pronoun is a word that takes the place of a noun or refers back to a noun. Pronouns have ten types in English: personal pronouns (refer to the person speaking), possessive pronouns (refer to ownership), relative pronouns (refer to the person speaking), possessive pronouns (refer to part of the antecedent), reflexive pronouns (refer to the same subject), demonstrative pronouns (designate persons or things), interrogative pronouns (used for questions), indefinite pronouns (refer to an unspecified referent), distributive pronouns (refer to person or thing separately), and reciprocal pronouns (indicate a reciprocal relationship) (Abdunazarovich, 2021). The researcher found one error of morpheme omission where Student 3 omits a personal pronoun in a sentence, making the sentence ineffective.

Table 3. Omission of Pronoun

Datum 1	As man who lived alone there were nothing that he can't done unless taking care of his flowers. (Student 3) (<i>As a man who lived alone, there was nothing that he couldn't do unless he took care of his flowers</i>).
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Table 3 shows that the student omits the pronoun "he." In English clauses, the subject must be clear to convey the sentence clearly and meaningfully. The pronoun "he" should be added in the sentence before "took care." Holandiyah et al. (2018) stated that students often omit pronouns in sentences due to intralingual transfer. It is carried out by Indonesian EFL students who only learn part of the target language so that they use the same structure for all forms and ignore the correct rules in forming English sentences (Handayani et al., 2019; Holandiyah et al., 2018). In the context of sentences by students, it needs a clear subject to refer to "a man." Murdliyana's (2019) concluded that students lack competence in making English sentences, so they only believe that students' speech is their intention, so students are unable to determine sentence construction properly. Previous studies found that the omission of pronouns occurred because students were confused and careless in connecting the pronoun with its referent (Fitrawati & Safitri, 2021). Another cause was the influence of the mother tongue and intralingual factors (Amir et al., 2023).

3.1.2. Omission of Grammatical Morphemes

The next category of omission errors is grammatical morphemes, which include the absence of noun and verb inflections, articles, auxiliary verbs, and prepositions in a sentence (Dulay et al., 1982). The present study found article omissions of 8 or 32%, verb auxiliaries of 7 or 28%, prepositions of 2 or 8%, and inflections of 7 or 28%.

3.1.2.1. Omission of Article

The author found eight omissions errors in grammatical morphemes where students omitted articles in the sentence. The author found six student data that omitted the article (a) and two that omitted the article (the). Leech and Startvik (1981) state that in English, there are two types of articles: definitive (such as, 'he') and indefinite (such as, 'a' or 'an').

Table 4. Omission of Articles

Datum 2	She did these activities regularly as single person. (Student 1) (<i>She did these activities regularly as a single person</i>).
Datum 3	Mr. Hoppy lived in small concern building. (Student 3) (<i>Mr. Hoppy lived in a small concern building</i>)
Datum 4	As man who lived alone there were nothing that he can't done unless taking care of his flowers. (Student 3) (<i>As a man who lived alone, there was nothing that he couldn't do unless he took care of his flowers</i>)
Datum 5	There was a girl who had magic finger. (Student 4) (<i>There was a girl who had a magic finger</i>)
Datum 6	Mr. Gregg is hunter. (Student 11) (<i>Mr. Gregg is a hunter</i>)
Datum 7	So Gregg decided make nest on the tree to save his life. (Student 11) (<i>So Gregg decided to make a nest on the tree to save his life</i>).
Datum 8	When it came to two loves of Mr. Hoppy's life on Esio Trot novel, (Student 3) (<i>When it came to the two loves of Mr. Hoppy's life on Esio Trot novel,</i>)

Datum 9	 on other hand because he small everything all of his house took by ducks. (Student 11)
	(..... <i>on the other hand, because he was small, everything, all of his house, was taken by ducks</i>).

This study found six data of article 'a' omission and two data of article 'the' omission. Three main articles in English serve to give clarity and specificity to the noun being modified (a, an, the). Kojima and Popiel (2023) stated that to refer to more specific nouns or pronouns that have been mentioned before, would use the article 'the', while to refer to unspecific nouns such as starting from a consonant, would use the article 'a' and starting from a vowel sound using the article 'an' but remember that this can be adjusted to the sound of the first letter in the noun. This study's most frequent omission of article error is the article 'a', namely, 6 data such as, Datum 2, Datum 3, Datum 4, Datum 5, Datum 6 and Datum 7. Datum 2, Datum 4, Datum 6 refer to the omission of articles of the number of persons and Datum 3, Datum 5, Datum 7 refer to the number of things, for example in Datum 2.

There is a grammatical error in Datum 2 of the table above, omitting the article 'a' before the noun phrase "single person" because countable nouns require the article 'a' to help explain that the subject does these activities as a single individual. The sentence should be written "She did these activities regularly as a single person." Besides referring to the number of people, articles also refer to the number of things, such as Datum 3, Datum 5, and Datum 7.

Based on the Datum 3, there is a grammatical error in omitting the article 'a' before the noun phrase "small concern building" because the phrase "small concern building" is a descriptive phrase. It should be "Mr. Hoppy lived in a small concern building." When using a descriptive phrase that describes a single noun, the article 'a' helps connect the description with the noun clearly.

According to Puspita (2021), there is a difference between English and Indonesian articles, which in English functions in determining nouns and in Indonesian is represented by article (*sang, si, para*), it means "the" in English. However, there are differences in the role of the use of articles in English and the article in Indonesian; for example, the article "a" in Indonesian means "*sebuah*", while the word "*sebuah*" does not include the article, which makes EFL learners in Indonesia make errors (Puspita, 2021). Non-native speaker often struggling with the proper use of articles and prepositions in writing an English sentence (Yakhontova, 2020). Moreover, Juliaty and Abetnego (2019) said that errors in using articles by EFL students in Indonesia were due to the use of articles not always regular and consistent in their first language so they were not used to using article patterns in English. It means that the mother language still affects their writing errors, which are caused by language transfer, such as interlingual transfer (Handayani et al., 2019; Holandayah et al., 2018). This finding in line with Manik and Suwastini (2020) research finding that EFL students removed the article 'a' in writing an English sentence.

In addition to omitting the article 'a' in writing, students also made errors by omitting the article 'the,' which is used to refer to specific nouns, for example, in the Datum 8, student 3 omit the article 'the' before the noun phrase "two loves," which makes the sentence wrong in grammar rules because "two loves" refers to two specific loves that Mr. Hoppy has, so it requires the article 'the' for specific nouns. It should be written "When it came to the two loves of Mr. Hoppy's life on Esio Trot novel,"

Atibrata (2012) examined Indonesian EFL students' errors in using determiners. Similarly, Yakhontova (2020) stated that non-native speaker often get struggle with the proper use of article "the" and prepositions in writing an English sentence. So, Atibrata (2012) assumed that EFL students still had difficulties using definitive articles. Basuki (2021) said that articles do not have as significant a role as in Indonesia and are not as strict as in English, so Indonesian EFL students often make grammatical errors. Previous studies also found that Indonesian students often made grammatical error in omitting articles in writing sentences (Amir et al., 2023; Fitrawati & Safitri, 2021; Fujiyanti et al., 2022). The previous statements indicated that the omission of articles caused by the lack of vocabularies and mother language that called language transfer, such as interlingual transfer that influences students ability in writing sentences with correct grammar because of the differences with their mother language grammar (Amir et al., 2023; Fitrawati & Safitri, 2021; Fujiyanti et al., 2022; Handayani et al., 2019; Holandayah et al., 2018).

3.1.2.2. Omission of Verb Auxiliaries

In addition, the researchers also found seven omissions errors in grammatical morphemes, namely, students omitting auxiliary verbs in writing sentences. One student omitted the auxiliary verb

'had' in writing the sentence and six students omitted the auxiliary verb 'was'. Auxiliary verbs will provide complete meaning in a sentence, so auxiliary verbs are needed in writing sentences.

Table 5. Omission of verb Auxiliaries

Datum 10	He adored her since the first time he saw her on the balcony and after a long wait, Mrs. Silver liked him too. (Student 2) (He had adored her since the first time he saw her on the balcony and after a long wait, Mrs. Silver liked him too).
Datum 11	She cursed her because she ad. (Student 4) (She cursed her because she was mad).
Datum 12	He was a man who always lonely. (Student 5) (He was a man who was always lonely).
Datum 13	Mrs. Silver very happy when she looks her tortoise in detail. (Student 6) (Mrs. Silver was very happy when she looked at her tortoise in detail).
Datum 14	Mrs. Silver too focused on carried her tortoise named Alfie. (Student 8) (Mrs. Silver was too focused on carried her tortoise named Alfie).
Datum 15	 on other hand because he small everything all of his house took by ducks. (Student 11) (.... on the other hand, because he was small, everything, all of his house was taken by ducks)
Datum 16	But one day Mrs. Silver sad because her turtle was very big. (Student 12) But one day, Mrs. Silver was sad because her turtle was very big)

Table 5 shows that students omitted the verb auxiliaries. Verbs that give a sentence semantic color and structural meaning are called auxiliary verbs that work like "complements" that assist the main verb (Sembiring et al., 2021). In English, there are two main types of auxiliary verbs: Main auxiliary verbs are "be" (am, is, are, was, were), "have" (has, had), and "do" (do, does, did), which help in the formation of time, aspect, or other verb forms and also modal auxiliary verbs help main verbs such as desire, possibility and obligation (Alagbe, 2009). The most common error in omitting auxiliary verb types in the data above is the omission of 'was,' which appeared in six data, and one student omitted the auxiliary 'had.' Both auxiliary verbs are used in the context of the past tense. The auxiliary 'was' is used for the subject (I, She, He, It), and 'had' is used for the past perfect sentence context.

In Datum 10, student 2 omitted the auxiliary verb "had" in writing the sentence, rendering the sentence ineffective. Student 2 made the error of omitting the auxiliary verb "had" in the sentence, "He adored her since the first time he saw her on balcony and after a long wait, Mrs. Silver liked him too," which is a past perfect tense sentence. It should be written "He had adored her since the first time he saw her on the balcony and after a long wait, Mrs. Silver liked him too." Past perfect tense is used to express events before other events occurred in the past, with the sentence formula being the subject followed by the auxiliary verb 'had' and followed by the past participle. The auxiliary verb 'had' is used with the past tense of the main verb "adored" to show that the event "adored" started and took place before the other events in the past occurred (i.e., Mrs. Silver also adored him after a long time).

Indonesian EFL students have been proven to repeatedly fail to implement the correct tenses in sentences, such as when to use the simple past tense, past continuous tense, past perfect tense, and others. Mufidah and Islam (2022) found that the omission of verbs and time markers became the highest error in writing because students translated sentences from their native language to English. Indonesian EFL students' grammar knowledge is still weak, so they often make errors when writing English sentences.

In the writing of the narrative paragraph in this research, students tend to frequently omit the main auxiliary verb, such as 'be' (was), as exemplified in Data 11, 12, 13, 14, 15, and 16. Table 5 shows that students often failed to include the auxiliary verb 'was' in writing to make the sentence ineffective. The use of 'was' is used in the context of events that happened in the past with the subject (I, She, He, It), followed by the auxiliary verb 'was' and the past participle. In writing narrative paragraphs, past tenses are used.

Student 6 omitted the auxiliary verb 'was' in their writing "Mrs. Silver very happy when she looks her tortoise in detail," where the auxiliary verb 'was' should be placed after the subject "Mrs. Silver" so that the sentence is grammatically correct in the past tense context where "Mrs. Silver" can be referred to as the subject of "It." It requires the auxiliary verb 'was.' So, the sentence should be "Mrs. Silver was very happy when she looked at her tortoise in detail." This case is similar to Data 14 and Datum 16.

The main auxiliary verb 'was' is related to students' knowledge of English grammar, mainly used in the simple past tense. In a study analyzing grammatical errors of high school students in Tangerang, Ikrima (2020) found that a factor that influences the errors made by Indonesian EFL students in writing English was the factor of ignoring the rules where students had difficulty understanding the different language rules and how to use them appropriately. For example, there was an error in the use of the auxiliary verb 'was' in the simple past tense pattern (Ikrima, 2020). In an error analysis study on the use of verbs and verb groups by high school students in Surabaya, Indonesia, Amanda (2013) found that there were still many errors in the grammatical aspects of the past tense made by Indonesian EFL students because they did not realize that narrative texts and retelling texts should use the past tense. Gulö and Rahmawelly (2018) argue that another reason of omission error of verbs is because in Indonesian, sentence structures can exist without verbs, while in English, verbs are always needed. Thus, the omission error of verbs caused by language transfer, such as interlingual transfer is the grammatical error caused by the mother language (Handayani et al., 2019; Holandiyah et al., 2018). In addition, the omission of verb auxiliaries was found to occur because of intralingual factors, which made students confused in applying the correct grammatical rules (Amir et al., 2023).

3.1.2.3. Omission of Prepositions

There are different types of prepositions, such as in, below, between, from, on, above, and more, which appear before a noun in a sentence (Kusumawardhani, 2017). Prepositions in a sentence function in providing appropriate information related to place, time, manner and other relationships so that the sentence can clearly show the relationship between words (Saravanan, 2015). Researchers found two students who made omissions errors in grammatical morphemes, namely students omitting prepositions in writing sentences. Students omit two types of prepositions: (at) and (to).

Table 6. Omission of Prepositions

Datum 17	Mrs. Silver very happy when she looks her tortoise in detail. (Student 6) (Mrs. Silver <i>was</i> very happy when she looked at her tortoise in detail).
Datum 18	So Gregg decided make nest on the tree to save his life. (Student 11) (So Gregg decided <i>to</i> make a nest on the tree to save his life).

It can be seen that students omitted prepositions when writing a sentence. Prepositions should be followed by objects to make the sentence clearer and improve the overall quality of writing, and also show direction, time, and location or introduce objects (Kojima & Popiel, 2023). Datum 17 above shows that student 6 omitted the article 'at' before the pronoun "her" in the sentence above, making it sound ineffective. It should be "Mrs. Silver was very happy when she looked at her tortoise." The preposition 'at' gives clues to a more specific location. In this sentence, the preposition 'at' indicates that the action "looked" is directed at "her tortoise."

Besides omitting the preposition 'at' in writing narrative paragraphs, student 11 omitted the preposition 'to' in writing narrative sentences. Datum 18 above shows that student 11 omitted the preposition 'to' in the sentence above. The sentence is incomplete because the preposition 'to' should be placed before the word 'make,' which connects the verb "decided" to the action's purpose, "to make a nest." The sentence should be, "So Gregg decided to make a nest on the tree to save his life."

Setyaningrum and Fatmawaty (2020) conducted a study on errors in the use of prepositions in writing said that the reason Indonesian EFL students made prepositional errors in writing was due to students' lack of understanding in the transformation of certain words and unfamiliarity with English structures. Fitria's (2021) research regarding grammatical errors in writing abstracts found that Indonesian EFL students often failed to include prepositions in writing English, causing misunderstanding and unclear sentence meaning. According to Fitria (2021), the use of preposition in Bahasa Indonesia does not very strictly affect the meaning of the sentence, leading to the students' neglect of prepositions in their English production. Thus, interlingual transfer among Indonesian EFL students negatively affect the students' mastery of prepositions in their acquisition of English as a foreign language (Handayani et al., 2019; Holandiyah et al., 2018; Monaikul & Di Eugenio, 2023), underscoring the need for Indonesian EFL students to learn use prepositions correctly for their academic writing in the future, such as thesis abstracts in English (Chen, 2021; Fitria, 2021; Kusumawardhani, 2017).

3.1.2.4. Omission of Inflections

Inflection in a sentence gives a clear meaning related to the time, possession and form of the noun. The author found seven student data who made omissions errors in grammatical morphemes, namely students omitting inflections in writing verbs and nouns (-ed, -ing, -s). The inflection (-ed) in verbs functions to show an action in the past. Inflection (-ing) in writing verbs shows an ongoing action. Inflection (-s) functions to show plural verbs and possessive nouns.

Table 7. Omission of Inflections

Datum 19	The bad things was happen to Gregg family. (Student 4) <i>The bad things was happened to Gregg's family).</i>
Datum 20	The bad things was happen to Gregg family. (Student 4) <i>(The bad things was happened to Gregg's family)</i>
Datum 21	His daily activities were wake up in the morning. (Student 5) <i>(His daily activity was waking up in the morning).</i>
Datum 22	Mrs. Silver very happy when she look her tortoise in detail. (Student 6) <i>(Mrs. Silver was very happy when she looked at her tortoise).</i>
Datum 23	She beg to Mr. Hoppy. (Student 8) <i>(She begged Mr. Hoppy).</i>
Datum 24	Mr. Hoppy love story. (Student 8) <i>(Mr. Hoppy's love story).</i>
Datum 25	Knowing this problem, Mrs. Hoppy immediately gave a fake spell to Mrs. Silver and convinced her that if the spell was whispered every three time a day to her turtle, the turtle would gain weight. (Student 10) <i>(Knowing this problem, Mrs. Hoppy immediately gave a fake spell to Mrs. Silver and convinced her that if the spell was whispered every three times a day to her turtle, the turtle would gain weight)</i>

From Table 8, it can be seen that student omit tedinflections when writing a sentence. Inflection is important in a sentence because it is a change in word form to indicate certain grammatical information that occurs through the addition of endings, forming words that indicate possession, changes in the word itself, repetition of parts of words, or the use of different word forms, such as differences in the number of nouns whether singular or plural, to distinguish people whether they are first, second, or third person and also to distinguish time whether past, present, or future (O'Grady, 1997). Inflection (-ed) is commonly used for past tense context, inflection (-ing) is commonly used for continuous tenses, and inflection (-s) is commonly used for plural verbs and possessive nouns.

The most common inflection omission error made by students is the omission of (-ed), as exemplified in Data 19, 22, and 23. Student 8 made a grammatical error in the sentence above. It should use "begged" because the sentence is simple past tense, and the verb "beg" needs inflection (-ed). So, the correct sentence is "She begged Mr. Hoppy." This case is similar to Data19 and 22, where the context of the sentence is a past event, so the verb used is a past participle.

Imam's (2015) research, regarding morphological errors in writing narratives, shows that verb morphology by omitting the suffix (-ed) was the most common error found because of the influence of sound interference from students' mother tongue so that they generalize morphological rules and confusion in choosing word types, which it called language transfer, such as interlingual transfer because of their mother language (Handayani et al., 2019; Holandiah et al., 2018). Mutmainah (2019) stated that students made more errors by omitting the suffix (-ed) in verbs because students were less familiar with how to use verbs in the context of past time.

In addition to the inflection (-ed) omitted by students, the inflection (-ing) was also omitted by student 5. Datum 21 omitted the inflection (-ing) in the verb, which should be in the context of past continuous tense. The sentence above is a past continuous tense sentence in a passive sentence structure that repeatedly describes activities that occurred in the past. So, the correct sentence is "His daily activity was waking up in the morning." According to Pamungkas et al. (2022), one of the common errors in Indonesian EFL students' writing is the omission of verb inflection, as they have a lack of understanding in constructing sentences correctly and a lack of attention to sentence structure when writing. Marwati (2019) examined the analysis of students' errors in using the past continuous tense and considered that the errors made by students were because students were less motivated due to the teacher's inappropriate or uninteresting teaching style, so they felt bored in learning English, and they often mistranslated English expressions due to the influence of their first language, which indicated as language transfer or interlingual transfer (Handayani et al., 2019; Holandiah et al., 2018).

Students also made errors by omitting the inflection (-s). The data shows two inflection (-s) types: a plural verb in Datum 25 and a possessive noun in Datum 20 and Datum 24. Student 10 omitted

the inflection (-s) in the word “time” so that the sentence above becomes ineffective. The sentence shows the number of times the spell was whispered three times a day, so the inflection (-s) is needed to express the plural form. Thus, the correct sentence is, “Knowing this problem, Mrs. Hoppy immediately gave a fake spell to Mrs. Silver and convinced her that if the spell was whispered every three times a day to her turtle, the turtle would gain weight.” The omission of inflection (-s) often occurs in Indonesian because there is no use of suffix (-s) to distinguish singular and plural nouns, as well as the use of suffix (-s) in the context of expressing ownership (Junaidi & Zaim, 2022). In addition, Aziz et al. (2023) stated that students did not fully understand the rules of grammar, which is called intralingual errors, so the sentences made are wrong.

Based on the above, the main factor that researchers also believe regarding grammatical errors by students is the language transfer from their mother language to the target language, and a lack of understanding of English grammar because of students’ lack of motivation to learn English, especially in writing. This study found that omissions were the most common errors made by EFL students in writing narrative paragraphs with English literature. The frequency of omission errors in this study was 25 or 65,79%. The omission errors found included the omission of pronouns, articles, verb auxiliaries, prepositions, and inflections. The findings of this study is consistent with other studies among EFL students in Indonesia. Sari et al. (2018) found the grammatical errors in writing compound sentences by fourth-semester English Department students, with omission errors being the most frequent (70.1%). Arifah and Subekti (2020) found omission as the most frequent error (31.82%) among first-grade students at SMK Negeri 4 Yogyakarta. In addition, Agustinasari et al. (2022) found that 200 Politeknik Negeri Sriwijaya students made omission errors most frequently (49%) in their writing. Furthermore, Rizqullah et al. (2023) found 174 errors in students’ descriptive texts, with omission as the most frequent (60 errors). And then, Shilvani et al. (2023) found 16 grammar errors in Tanjungpura University students’ abstracts, with omission as the most frequent (9 errors or 52.9%). Dhillona et al. (2023) also found 113 omission errors (55.3%) in article use by SMA Negeri 15 Medan students. In addition, Amir et al. (2023) found 387 omission errors (58.37%) in English texts by IAIN Palopo students. According to Wulandari and Harida (2021), there are three causes of grammatical errors by Indonesian students such as carelessness, including using comparatives, determiners, and subject-verb agreement. Another cause of translation from Indonesian, which led to wrong word order and conjunction use. The third was first language interference (Amir et al., 2023; Fitrawati & Safitri, 2021; Fujiyanti et al., 2022; Handayani et al., 2019; Holandayah et al., 2018), such as omission of be, misuse of prepositions, and errors in superlative. This happens because when children learn a second language, they often depend on limited rules of the new language itself, which leads to mistakes (Adnyani et al., 2021; Handayani et al., 2019; Suwastini et al., 2020; Suwastini & Yukti, 2017). Studies show that Indonesian EFL students often make omission errors in their English writing. They need to pay more attention to grammar rules and stop the habit of language transfer to improve their English skills.

4. Conclusion

This study analyzed grammatical errors, focusing on omission errors, in narrative paragraphs written by second-semester EFL students at one of the North Bali University. Omission errors, especially in article usage, were the most common. Other errors, like addition, misformation, and misordering, appeared less frequently. The main cause was language transfer from the students’ mother tongue. This happens because Indonesian and English have different structures. Low motivation and limited knowledge also affect grammar use in writing. Students often translate directly from Indonesian without considering proper English grammar. These results showed the need for EFL educators to emphasize the differences between Indonesian and English grammar. The purpose is to help students refuse the habit of directly translating from Indonesian to English. Recognizing and addressing these common errors to improve writing proficiency for EFL students is essential for stakeholders, including teachers, lecturers, and students. The researchers give an advice that for future research should explore some creative strategies that effectively reduce omission errors and enhance grammatical accuracy in EFL writing.

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