

ANALYSIS OF STUDENTS' ERRORS IN WRITING OF SIMPLE PAST TENSE IN RECOUNT TEXT AT GRADE X OF SMAN 1 MERANTI

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Abstract:

This study looks into common mistakes made by SMAN 1 Meranti tenth graders when using the simple past tense in recount texts. Through observation and documentation, the researchers gathered and examined student writings using a qualitative case study methodology. According to Stephen Ellis's hypothesis, the study classified errors into four categories: omission, addition, disinformation, and misordering. The findings showed that misinformation errors were most common (65.36%), followed by addition (2.79%), omission (22.90%), and misordering (8.93%). These results show that students have a lot of trouble with verb tenses, especially when it comes to irregular verb forms and sentence structure. The research highlights the need for more targeted grammar instruction and practice in applying the simple past tense within contextually appropriate recount texts. Teachers are advised to create learning interventions that are more successful.

Keyword : Error analysis, simple past tense, recount text, English education, qualitative research.

Abstrak:

Penelitian ini mengkaji kesalahan umum yang dilakukan oleh siswa kelas sepuluh di SMAN 1 Meranti dalam penggunaan simplepasttense pada teks recount. Melalui observasi dan dokumentasi, para peneliti mengumpulkan dan menganalisis tulisan siswa dengan menggunakan metode studi kasus kualitatif. Berdasarkan hipotesis Stephen Ellis, kesalahan diklasifikasikan ke dalam empat kategori: penghilangan (omission), penambahan (addition), informasi yang salah (misinformation), dan kesalahan susunan (misordering). Temuan menunjukkan bahwa kesalahan misinformation paling sering terjadi (65,36%), diikuti oleh addition (2,79%), omission (22,90%), dan misordering (8,93%). Hasil ini menunjukkan bahwa siswa mengalami banyak kesulitan dalam penggunaan bentuk kata kerja, terutama dalam bentuk kata kerja tak beraturan (irregularverbs) dan struktur kalimat. Penelitian ini menyoroti pentingnya pengajaran tata bahasa yang lebih terarah dan latihan dalam penerapan simplepasttense dalam teks recount yang sesuai dengan konteks. Guru disarankan untuk merancang intervensi pembelajaran yang lebih efektif.

Kata kunci: Analisis kesalahan, simplepasttense, teks recount, pendidikan Bahasa Inggris

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1. Introduction

Language is a crucial instrument for communication in the classroom, business, group, home, and other environments. The language of society reveals a lot about it. The link between language and society can be highlighted. Language has several roles in society, including politics, administration, education, social, religion, legislation, and more. One of the most spoken international languages in the world is English. Despite its origins in England, it is now used worldwide in domains including education, business, technology, and diplomacy. Language is the identity of a country as a means of communication. Everyone needs language when interacting, expressing ideas and opinions, and engaging in other social relationships. Language has an important function in social life, especially in interaction and communication. (Mailani et al., 2022).

Writing is widely recognized as one of the most difficult of these four abilities. A thorough knowledge of vocabulary, grammar, sentence structure, and logical idea arrangement is necessary. Additionally, writing is more difficult since it necessitates planning, drafting, and editing. As a result, students must practice their English writing abilities on a daily basis.

However, many high school students still face difficulties in writing recount texts, especially regarding grammar. Grammar issues, particularly in the use of the simple past tense, pose a significant barrier. Students often make mistakes in tense usage, such as writing the sentence "Yesterday I go to school" instead of "Yesterday I went to school." Other common errors include the incorrect use of verb forms, such as the past tense endings for irregular verbs. The gap between students' theoretical knowledge of grammar and their ability to apply it in writing activities is clearly evident in these mistakes.

Making mistakes is a natural part of the learning process, especially for foreign language learners. This concept is supported by Stephen Ellis (1997) in (Naserly, 2024), who emphasizes that error analysis provides a clear framework for identifying and understanding common errors made by language learners. According to Ellis, the four main categories of errors - omissions, additions, misinformation, and misordering - highlight the challenges students face with grammar rules, revealing difficulties in mastering verb tenses, sentence structure, and proper language usage, all of which are crucial to writing grammatically correct English. Recognizing and evaluating these errors is crucial to assessing students' level of language or interlanguage acquisition. With this understanding, teachers can develop more targeted learning strategies to address specific challenges. By focusing on the types of errors students frequently make, providing constructive feedback, and fostering a supportive learning environment, teachers can effectively help students improve their English writing and speaking skills, ultimately leading to greater confidence and accuracy in their language use.

The previous research conducted by Suri Handayani (2020) revealed that students struggle with using the simple past tense in writing recount texts, with misinformation being the most common error at 47.78%. This study involved 30 students from Grade X Accounting at SMK Tamansiswa Sukadama and utilized qualitative methods, including documentation and interviews. In contrast, (Retnani Novita, 2023) found that students made a total of 80 errors in using the simple past tense, with omission being the most dominant error type. This research, which focused on 30 students from class X.6 at SMA Negeri 1 Belik Pematang, highlighted that students frequently omitted necessary elements of the simple past tense structure. Similarly, (SIGMAWATI, 2023) identified 79 errors among 28 students at MTsN 2 Surakarta, with misinformation being the most prevalent error due to confusion between verb forms. These studies collectively indicate that a lack of understanding of verb forms and the differences between English and Indonesian grammar significantly contribute to students' difficulties in accurately using the simple past tense.

When creating recount texts, the straightforward past tense is an essential grammatical element. In addition to comprehending the various forms of regular and irregular verbs, students must also use them in the proper context. In an ideal world, students in Grade 10 should be able to create recount texts in the second semester by using the right format, utilizing vocabulary that is appropriate to the topic, and correctly using the simple past tense. In addition, they are required to describe events in a way that readers may picture and experience them.

The researchers selected a tenth-grade student from SMA NEGERI 1 Meranti on May 28, 2025, located in Perkebunan Sei Balai, Kec. Meranti, Kabupaten Asahan, Sumatera Utara, Indonesia, due to the school's reputation and the student's focus on recount text. This research is significant for enhancing students' ability to recognize and correct grammatical errors, which is essential for improving their overall writing skills. By identifying common mistakes, such as improper verb tenses and sentence structures, students can enhance their written communication. Additionally, the findings provide valuable insights for English teachers to create targeted lesson plans addressing specific challenges with the simple past tense, while also laying the groundwork for future researchers to explore effective teaching methods that can further improve students' writing and grammar skills. Under the statement above, the research questions are formulated as follows:

1. What are the common types of errors in the use of simple past tense that occur in recount text writing at X grade of SMAN 1 Meranti?
2. What difficulties do students face in using the simple past tense in recount texts at X grade of SMAN 1 Meranti?
3. How do students confuse regular and irregular verb forms in their writing at X grade of SMAN 1 Meranti?

2. Literature Review

A theoretical framework and several relevant concepts are included in this chapter, which reviews the literature on the subject of the current investigation.

2.1 Writing

Writing is a cognitive process, according to (Lindsay, 2020); authors produce written work based on their ideas after completing the process. Stated differently, writing can be defined as a communication technique that entails putting thoughts, observations, or ideas into writing for distribution.

As Tarigan (2008, p. 22) in (Marlina Takdir, Ramly, 2022) states, writing serves primarily as a means of communication. Writing serves primarily as a means of indirect communication. Therefore, writing's primary purpose is to facilitate human interaction, whether directly or through writing. Since we cannot write, there are so many losses; writing is essential to daily life. Here are some definitions of writing from various authors. According to Dietsch (2009) in (Abdel-Haq et al., 2020), the act of writing entails the following steps finding. You consistently find concept sand thoughts that are buried in your thoughts as you write. According to (Galko, 2002) (Elhafid Boussof University -Mila et al., 2020), writing is a life long skill that you will apply in your personal life, at work, and in the classroom life.

In the words of Penny Ur (1996:163) in (LESTARI, 2023), "The purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the more important aspect in the writing." Information, clarification, persuasion, and entertainment are the four primary goals of writing. As a basis for other writing objectives, informational writing seeks to give readers facts or accounts of events. Authors must choose appropriate content and organize it effectively. Writing to clarify involves explaining unclear concepts in a way that helps readers understand, similar to how we explain things in daily conversation.

The act of writing involves a number of processes after comprehension the subject them eaning of writing. Teachers should concent rate on teaching writing in order toassist pupils enhance their writing, particularly the process of writing improve writing abilities and lower mistakes. Changes may happen in one stage, or they may happen throughout the whole stage (Hyland, 2019) as cited in (Winarti & Cahyono, 2020). According to Seow (2002) in (Tustiawati & Marantika, 2023), there are four aspects of process writing namely planning, drafting, revising, and editing. Several studies also introduced five steps in process writing that are prewriting, drafting, revising, editing, and publishing (Hyland, 2003; Laksmi, 2006; Tangpermpoon, 2008; Faraj, 2015). The process has sixmajorphases. Thewritingprocessinvolvesprewriting, drafting, editing, and making changes, rewriting, andeditingthe final version as theresultofwritingassignments.

2.2 Errors

Harmer (2003) in (Pasaribu, 2021) stated that error analysis determines the occurrence, nature, causes, and sequences of failed language. He emphasized that error analysis is a description and systematic explanation of language use errors committed by learners or users in their oral or written production of the target language (L2), which is different from the norms or rules of the L2. Dulay et al. (1982) assert that errors are a natural aspect of what pupils say or write, differing from a particular standard of language performance. Brown (2000) states that mistakes are clear departures from the grammar used by native speakers, reflecting students' interlanguage competence. Error learning serves two primary goals: it provides insights into language learning and helps educators identify areas where students struggle.

The writer concludes that consistent errors indicate systemic issues in language learning, reflecting students' imperfect understanding of language rules. Researchers differentiate between mistakes and systematic errors, with the latter showing clear breaches of native grammar. Analyzing these errors helps teachers target instruction effectively. According to Julian Edge (1999), mistakes fall into two categories: 1. Slips, which students can self-correct, and 2. Attempts, where students struggle with pronunciation. Hubbard et al. (1983:133) in (Kurnianto, 2020) note that errors may arise from a lack of knowledge or temporary lapses in memory. Thus, errors are systematic and cannot be self-corrected, while mistakes can be remedied by students themselves.

This study addresses various forms of error based on Dulay, Burt, and Krashen (1982), as cited in Ellis (2008), which are classified into four major types. The first type is omission, where a morpheme or word is incorrectly left out of a sentence, leading to incomplete utterances. Omission errors can involve content morphemes, such as noun and verbs, or grammatical morphemes, which include inflections, articles, and prepositions. According to Dulay et al. (1982), the error often arises from learners' limitations in acquiring the rules of the target language. An example of omission is the sentence "She is sleeping," where an essential item is missing.

The second type is addition, which occurs when an unnecessary item is included in a well-formed sentence. Addition errors can be classified into categories such as irregular past, regular past, articles, and prepositions. For instance, in the sentence "We did not go there," the auxiliary "did not" should not be followed by a past verb. The third type is misinformation, where an incorrect morpheme or structure is used, such as in the sentence "The dog ate the chicken," where the verb "eat" should be in its past form "ate." Lastly, misordering errors involve the improper arrangement of morphemes within an utterance, as seen in the example "What is daddy doing?" which should be corrected to "What is Daddy doing?" by properly placing "is" between "what" and "daddy."

2.3 Recount Text

Descriptive, procedural, narrative, and report texts are among the many kinds of texts that senior high school students study (Mulyasa & Aksara, 2021). According to Anderson and Anderson (1997), recount text is a form of writing that aims to retell events or experiences that have occurred in the past. This text is generally organized by following the chronological order of events that occurred, so that readers can easily follow the storyline. In a recount text, the writer not only presents the facts that occurred, but also provides in-depth details and context, so that readers can feel the atmosphere and emotions that accompany the event. Thus, recount text not only functions as historical documentation, but also as a medium to share personal experiences that can inspire or educate readers. Recount texts aim to retell past events in chronological order to educate, entertain, or reflect. They focus on the time, place, and individuals involved, and are used for accident reports, biographies, and personal stories. For secondary students, writing recount texts helps develop story structure, verb tense usage, and effective communication skills. According to Derewianka (1990), these texts typically start with an orientation, followed by a chronological sequence of events, and often end with the author's reflections, encouraging deeper engagement and understanding of the experiences shared. According to Pardiyono (2007), recount text is a type of writing that aims to convey to readers about events or experiences that have occurred in the past. This text is organized chronologically, so that readers can follow the storyline clearly and easily. In a recount text, the writer not only conveys the facts, but also provides details and nuances that can help readers relive those moments.

According to Zaida (2014) in (Rosandra, 2022), recount text is a type of writing that describes a series of events that have occurred in a systematic order. This text seeks to answer key questions, such as what happened, when and where the event took place, why it happened, how it went, and who was involved. As such, recount texts function as narratives that not only rehash events, but also provide useful information and entertain the reader. The main focus of the text is on the characters and the events that took place, so that the reader can feel the depth of the story and understand the background context. From the explanation given by Anderson and Anderson (1997), Pardiyono (2007), and Zaida (2014), it can be concluded that recount text is a form of writing that aims to retell events or experiences that have occurred in the past in a clear and systematic order. This text not only presents facts, but also provides in-depth details and context, so that readers can feel the emotions and atmosphere of the events being told. With a focus on characters and events, recount texts serve as a means to share experiences that can inspire and educate, as well as create a stronger emotional connection between the writer and the reader. Through a structured and descriptive narrative, the text is able to relive memories and provide a more engaging experience for the reader.

According to Cliffwatt (1998:4-5) in (ISTIFADAH, 2020), recount texts focus on a sequence of events related to a particular activity and follow three steps. The first step is **Orientation**, which provides background information about the time setting, participants, and context of the event, including who was involved, when it occurred, and where it took place. The second step is the **Series of Events**, where students detail the specifics of the who, what, when, and where, typically organized in chronological order. The third step is **Reorientation** (evaluative or personal statement), which is optional and often serves to conclude the writing by summarizing the events and referring back to the orientation material.

Recount texts incorporate several key language features. They utilize **nouns and pronouns** to identify people, things, or places, and **adjectives** like attractive and interesting to provide context. The **simple past tense** is essential for describing past occurrences, while **action verbs** such as went, watched, and played are used in the simple past form.

Additionally, **conjunctions** (e.g., and, but) and **temporal connectives** (e.g., first, next, finally) help to join sentences and indicate the order of events.

2.4 Simple Past Tense

This research focuses on the simple past tense, which refers to past events that occurred at a specified time, expressed as a time phrase (e.g., yesterday, last year) or understood from context. Regular verbs form the simple past by adding -ed to the base form or -d if ending in -e, while irregular verbs can change in various ways. According to Uchiyama, "the simple past tense usually means that this action ended in the past." The simple past can describe previous behaviors that occurred swiftly, gradually, or as habits. According to Azar (2002) in (Ricky & Ambalegin, 2023), the simple past indicates that an activity or circumstance began and finished at a given time in the past. In simple past tense, sentences must include a subject (S), a verb in the past form (V2), and may include an object (O). For example, "We closed" (we = S, closed = V2) and "My cousin announced their engagement" (my cousin = S, announced = V2, an engagement = O). The simple past tense forms of the verb "be" are was and were, with specific patterns for usage. Regular verbs follow patterns for forming the simple past, while irregular verbs often change form, with common patterns including vowel changes (e.g., drive-drove) and consonant modifications (e.g., buy-bought). Some irregular verbs maintain the same form throughout, such as hit-hit-hit and cut-cut-cut.

3. Research Method

3.1 Research Design

A qualitative case study approach was employed in this investigation. In order to identify the most common types of errors that occurred, a case study was selected because this study sought to determine the students' errors in using the simple past tense to write recount text. As a result, the qualitative case study can be defined in terms of the process of conducting the study itself. The unit of analysis (the case, the bounded system), or the end result. Therefore, this study could attempt to address the issues statement mentioned earlier via case study.

Finding the data source, whether primary or secondary, is the initial step in every research project. According to Bogdan and Biklen, the primary focus of qualitative research employing descriptive analysis is meaning, hence the data required for the study is in the form of words or images rather than numbers (in Laela 2017:38). The data analyzed in this study originated from recount texts written by students at X SMA Negeri 1 Meranti in the 2024-2025 school year. The data for this study came from the flaws in the recount document published by the X SMA Negeri 1 Meranti 2024/2025 Academic Year.

3.2 Data and collection techniques

Arikunto (in Laela 2017: 38) argues that the method of this research involves various ways of collecting data, which will be gathered from three main sources: interview, observation, and documentation. In this research, two primary data collection methods are used: **Observation**, where direct observation was conducted at SMAN 1 Meranti to assess the school environment and students, particularly regarding the teaching of recount text, and **Documentation**, which involved using a test to identify errors in the simple past tense in students' recount text writing. Moleong (2007:39) states that written documents are a significant source in qualitative research due to their stability, richness, and natural characteristics, making them suitable for this study. The research followed several procedures: first, preparing the test instrument and administering it to class X APHPi using purposive cluster sampling; next, collecting and checking the students' writings by circling errors and analyzing them to identify simple past tense mistakes; then, explaining the

errors based on three morphological classifications; and finally, interpreting the data and concluding the research using surface strategy taxonomy, which includes Misinformation, Omission, and Addition.

3.3 Technique of Data Analysis

This research was about analysing of students' error in sentence writing. It was taken from the students' work and after that, it was analyzed through the following steps:

- Collecting the data based on the writing task result of the students works.
- Checking the students' work, this research will analyze what simple past tense errors made by the students.
- Identifying the students' works by classifying their errors.
- Counting the total number of errors made by the students.
- Counting the percentage of errors for each type, research uses this formula:

$$P = (F / N) \times 100\%$$

P : The percentage of errors

F : The total number of errors

N : The total number of the sentences.

4. Result and Discussion

This research was conducted at Grade X SMANEGERI 1 Meranti on Wednesday the 28th of may 2025 which is located on Perkebunan Sei Balai, Kec. Meranti, KabupatenAsahan, Sumatera Utara. The results of the study are listed in the table below:

Table 1. Students' Use of the Simple Past Tense in Grade X SMAN 1 Meranti

Total of Students	Total Simple Past Tense	The Correct Use of Simple Past Tense	Total Errors in Using Simple Past Tense
21	98	33	65
Percentage		33,67%	66,32%

The results are 33 out of 98, or 33.67%, correct usages, the findings demonstrate that students have started to grasp the usage of the simple past tense. "We arrived in Lake Toba" and "They watched a movie yesterday" are two examples of sentences that were correctly crafted with the appropriate verb forms and temporal expressions. These illustrations show that some students are able to use the tense correctly in their writing.

However, with 65 improper uses (66.32%), errors continued to dominate. Common errors included mixing did with past verbs (did went) and using base verbs rather than past versions (go- went). Additionally, some pupils employed present tense constructions or failed to notice time markers. This implies that the majority of pupils still require more focused effort and have not yet mastered the Simple Past Tense.

Table 2. Types and Percentages of Errors in the Use of the Simple Past Tense

No	Types of Errors	Total of Error	Percentage of Errors
1	Omission	41	22,90%
2	Addition	5	2,79%
3	Misinformation	117	65,36%
4	Misordering	16	8,93%
TOTAL		179	99,98

Based on these results it can be seen that the most errors were in misinformation of 117 errors (65,36%). A misinformation occurs when a morpheme or structure is used incorrectly. Students

most frequently make mistakes while utilizing the singular or plural forms of to be, how should be, and are. similar to when you explain something to a person's body. For example : On Sunday, I gowithmyfriend

Omission comes next. The second most common error, after misinformation, was omission (22.90%). Omission is an error that happens when anything that is truly necessary in a well-formed form gets lost. This mistake is particularly noticeable when pupils compose sentences without using articles like a/an and the. For example:Two yearago, myfriendand I wenttoswimmingpool.

Misordering ranks as the third most common mistake made by students, with a rate of 2.79% because students are still influenced by the Indonesian sentence structure, misordering is the erroneous placement of morphemes that results in confusion when constructing sentences. For example: Meandmyfriend were injured.

Lastly, adding is where student make the fewest mistakes. In well-formed literature, addition is the inclusion of anything that is not necessary. Only two distinct students completed this twice, getting a total percentage of 2.79 percent. For example: There were a lot of statues outside.

5. Conclusion

The conclusion of this study Analysis of students' errors in writing of simple past tense in Recount Text at grade X of SMAN 1 Meranti in 2025/2026 academic year . Researchers discovered student errors based on the findings of their analysis. Based on the surface taxonomy, the researcher examined the student's errors, including ommision, addition, misinformation, and misordering. In class X SMAN.1 Meranti Academic Year 2025/2026, the most frequent errors made when composing recount texts in the simple past tense were misinformation errors and the smallest addition errors, 21 students made 179 mistakes in total. Consists of 41 items ommision (22,90%), 5 items addition (2,79%), 117 items misinformation (65,36%), and 16 items misordering (8,93%).

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