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**A Descriptive Research: Errors in Writing by the Eleventh Grade Students of
SMAN 3 Boyolali in the Academic Year of 2022/2023**

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Abstract

This research examines errors in writing by eleventh grade students of SMAN 3 Boyolali in the academic year of 2022/2023. The aims of this research are: (1) to describe types of students' errors in their writing, (2) to determine the percentage of errors in each type of students' writing error, (3) to describe the most common type of students' errors in their writing, (4) to describe the least common type of errors made by students in their writing, and (5) to describe the causes that can influence some students' errors in their writing. This study used a qualitative descriptive method and the data were collected through writing test and questionnaire. The data were analyzed using an error analysis approach, which involves the following steps: collecting the sample, identifying errors, describing and classifying the errors based on the error types, explaining errors, and evaluating errors.

The result shows that there are four types of errors: omission, addition, misformation, and misordering. Thus, there are 310 errors in totals. The most common error is omission with the percentage of 53.22% (165 errors). The least common error is misordering with the percentage of 7.74% (24 errors). The causes of errors are: overgeneralization, ignorance of the rules of restriction, incomplete application of rules, and false concepts hypothesized. This study can be utilized by teachers to emphasize how to correct the most frequent errors that students made. Thus, the teacher should develop effective learning strategies in order to improve students' overall writing skills.

Keywords: Errors in Writing, Descriptive Analysis Research, Error Analysis, Foreign Language Learners.

INTRODUCTION

Writing is a productive skill that requires students to produce their own language. According to Harmer (2007), the phrase "productive skill" refers to the linguistic abilities of speaking and writing, wherein pupils are actively engaged in generating language themselves. Writing is the process of putting ideas into writing. Moore & Murray (2006) in Quvanch & Na (2022) stated that According to Quvanch and Na (2022), writing is an action that involves gathering and organizing thoughts, placing them on paper, and then reshaping and rewriting those ideas. However, the learning systems that often require students only sitting, listening, and receiving lessons makes students become passive learners. Thus, when students are required to express ideas, they are often overwhelmed. Consequently, a lot of pupils believe that writing is a challenging task.

Errors in writing English are unavoidable, especially for students. Error is a language deviation caused by lack of knowledge. According to Brown (2000), an error is an obvious deviation from the adult grammar of a native speaker, revealing the learner's proficiency. Due to a lack of competence in a language, an error cannot be self-corrected. James (1998) stated that, if the learner does not possess the ability or willingness to make the adjustment, it is presumed that the form employed by the learner was the intended one. So, the teacher must assist students when they find errors and help them correct their works. According to Dulay et al. (1982), there are four types of error. They are omission, addition, misinformation, and misordering.

In line with the education curriculum in Indonesia, students are required to learn several kinds of short functional text. Error in writing, especially in writing genre texts, is one of a challenges for EFL students. There are many students who often translate each word from the L1 into the target language which causes deviations. Writing a whole paragraph in a foreign language is challenging for students. It happens because writing requires critical thinking and not only pouring out ideas but also applying good and correct grammar so the writer can convey the writing and the information provided properly.

The teacher has the task of improving learning techniques and methods that are better adapted to the needs of students on the problem of errors in writing. One of them is through an error analysis approach, teachers can better understand the needs of students and focus on the difficulties experienced by students. Error analysis is an academic investigation that focuses on the examination and evaluation of errors committed by students. Error analysis is carried out to assist students in correcting errors and help EFL to better understand the rules of the target language.

Some previous studies have been done regarding the errors in writing. One of them comes from Amiri et al. (2017), entitled "Error Analysis in Academic Writing: A Case of International Postgraduate Students in Malaysia." In this study, the researcher used mix-method and error analysis. The result of the study found that there are four most common errors. They are sentence structure, articles, punctuation, and capitalization. Another study with error analysis approach comes from Ahmad Taufik Hidayah bin Abdullah (2013) entitled "Error

Analysis on the Use of the Simple Tense and the Simple Past Tense in Writing Essays Among TESL College Students”. The participants of the study were 53 students taking a diploma in TESL. The result of the study found that the most common error in writing simple tense and simple past tense was misinformation that belonged to regularization.

Many research studies investigated errors in writing among college students in Southeast Asia countries. For example, Abdullah (2013) examined errors in writing essays among TESL college students in Malaysia. Amiri & Puteh (2017) examined error in writing among international postgraduate students in Malaysia. However, there are only a few studies that examine writing errors with participants whose education level is at the high school level, especially in Indonesia.

Five research problems were established based on the phenomenon observed in SMA Negeri 3 Boyolali: (1) What are the types of students’ errors in their writing?, (2) How is the percentage of errors in each type of students’ error in their writing?, (3) What is the most common type of students’ errors in their writing?, (4) What is the least common type of students’ errors in their writing?, and (5) What are the causes of students’ errors in their writing?

The aims of this study are derived from the mentioned research problems, they are: (1) to describe types of students’ errors in their writing, (2) to determine the percentage of errors in each type of students’ writing error, (3) to describe the most common type of students’ errors in their writing, (4) to describe the least common type of errors made by students in their writing, and (5) to describe the causes that can influence some students’ errors in their writing.

LITERATURE REVIEW

The following theories were implemented in this investigation:

Error Analysis

Error is a part of learning. Unlike mistakes, errors cannot be personally corrected. As James (1998) in Brown (2000) noted, an error cannot be self-corrected. Hence, when learners make an error, they will not be aware of it and need the teacher's guide to fix it. Learners do commit errors, which can be scrutinized and categorized to unveil insights into the inner workings of the learner's system, sparking a wave of research in the field of learners' errors known as error analysis. Furthermore, as Khansir (2012) noted “Error Analysis is a type of linguistic analysis that focuses on the errors learners make” (p. 1029). Based on the definition, error analysis is a field of study that focuses on the errors that language learners make when learning their first or second language and how they attempt to correct them. (James, 1998; Brown, 2000; Keshavarz, 2012; and Khanzir, 2012).

The Difference between Error and Mistakes

In analyzing learners’ language in error analysis, we have to distinguish between mistakes and errors. When they occur, sometimes they look very similar and not easy to spot whether it is a mistake or an error. Mistakes might appear in both the oral production of those who speak their native language and those who speak a second language. Second language speech includes hesitations, slips of

the tongue, random ungrammaticalities, and other performance flaws that are similar to those noticed in native-speaker production. Mistakes are performance errors due to random slip-ups and are not related to any rules or systems that can occur both in the first language and second language speech which can be self-corrected (Corder, 1998; Brown, 2000; and Keshavarz, 2012). Errors are the deviation of adult language that occurs because of learners' lack of knowledge and cannot be self-corrected. (Keshavarz, 2012; James, 1998; Brown, 2000; Dulay, 1982; and Ellis, 1994).

Types of Errors

There are some types of errors proposed by some experts. However, in this study, the researcher used surface strategy taxonomy from Dulay et al. (1982) as indicator of error. According to Dulay et al. (1982), errors are categorized into four types: 1) Language Category Taxonomy, 2) Surface Strategy Taxonomy, 3) Comparative Taxonomy, and 4) Comparative Effect Taxonomy. Since this study used surface strategy taxonomy, the researcher categorized students' writing errors into four types, they are: omission, addition, misformation, and misordering.

Causes of Errors

According to Richards (1971: 6-21) there are some causes of errors, they are: 1) Overgeneralization, 2) Ignorance of Rules Restriction, 3) Incomplete Application of Rules, and 4) False Concept Hypothesized. Overgeneralization occurs when a learner constructs aberrant structures based on his previous experience with other structures in the target language. Ignorance of rules restriction closely related to the generalization of distorted structures is the failure to observe the restrictions of existing structures, that is, the application of rules to contexts in which they do not apply. Al-Kheshreh (2016) stated that, incomplete application of rules of intralingual interference arises when a non-native learner generates certain structures that deviate from the grammatical rules that can be taught to produce acceptable utterances. These deviations may indicate a certain level of growth in the acquisition of these rules. Thus, false concept hypothesized is a scenario where the errors result from faulty knowledge of target language distinction. This can happen as a result of improper gradation of educational materials.

Procedure of Error Analysis

According to Corder in Ellis (1994: 48), there are some steps or procedures in error analysis research, they are: 1) Collection of sample of learners' language (The first step in error analysis is deciding the sample of the learner's language used for the study and how to collect the samples.) 2) Identification of errors (identify the errors into some types of errors), 3) Description of errors (The description of learner errors entails comparing the learner's unique utterances with a reconstruction of the utterances in the target language.) 4) Explanation of errors (Explanation is focused with determining the cause of the error, such as why it occurs.), and 5) Evaluation of errors (Error evaluation entails considering the impact of errors on the individual being addressed.)

Writing Skill

Writing is one of four skills that have to be mastered in learning English. Writing is a productive skill. Writing is one of the productive skills in English where students have to produce their language themselves through an action by forming words into sentences (Harmer, 2007; Byrne, 1997; Moore & Murray, 2006; and Quvanch& Na 2022). According to Knapp (2005), there are five genres of text in English, they are: 1) Genre of describing, 2) Genre of explaining, 3) Genre of instructing, 4) Genre of arguing, and 5) Genre of narrating. Based on the genres of text above, the researcher limits the study in writing skills and focuses on analytical exposition text as the research material. The researcher chose analytical exposition because this genre of text is a writing material that eleventh-grade students learn at SMA N 3 Boyolali.

The purpose of writing can vary according to the writing to be produced. According to McMahan et al. (2016: 7-8), there are four purposes of writing, they are to entertain, to inform, to persuade, and to express. There are four stages in process of writing, according to Harmer (2004: 4), they are planning, drafting, editing, and final version/draft. As Brown (2003) stated that there are skills used as the criteria in assessing writing, they are microskills and microskills. The micro skills are more suitable for applying to intensive and imitative writing types, while the macro skills are very important for mastery of responsive and extensive writing.

There are some related studies regarding errors in writing that have been done by some researchers. Those studies have had different aims, methods, and results. The first study isentitled “Error Analysis on the Use of the Simple Tense and the Simple Past Tense in Writing Essays among TESL College Students”, Abdullah (2013) analyzed and identified the common errors students made in using simple present and simple past tense. The participants of this study were 53 students who took a diploma program at TESL. Among them were 20 second-semester students, 24 fourth-semester students, and nine sixth-semester students who were randomly selected. This study is descriptive analysis research with error analysis and using surface strategy taxonomy as the analysis technique. There are four types of errors: omission, addition, misinformation, and misordering. The data of the research is collected from students’ TESL written work. The instrument of the study was writing test. This study shows two conclusions: errors made in the simple present tense are69% omission from 37 students, addition consisting of double marking was 56% from 30 students, 0% regularization of 0 students, and simple addition was 3.7% from 2 students. The most common error was misinformation that belonged to regularization, with a total 96% of 51 students. Thus, misinformation due to archi-forms was 7.5% from four students, misinformation due to alternating forms was 47% from 25 students, and misordering with a total 5.6% from 3 students. Secondly, errors committed in past

tense sentences was 24% of omission from 13 students, addition consisting of double marking was 45% from 24 students, regularization was 0% from 0 students, and simple addition was 9.4% from 5 students. Misinformation due to regularization was 81% from 43 students, archi-forms was 1.8% from 1 student, alternating forms was 40% from 18 students, and misordering with a total of error 3.7% from 2 students. The researcher mentioned there are a number of things that are known as causes of students' errors, they are: the impact of one's native language, limited competency in English grammar, the incorporation of loan words, intrinsic challenges in acquiring English, overgeneralization, and little exposure to the language.

The following research comes from Amiri et al. (2017), entitled "Error Analysis in Academic Writing: A Case of International Postgraduate Students in Malaysia", aimed to examine the types of errors in writing by international postgraduate students. The participants of the study consisted of sixteen Iranian International postgraduate students who took IEC at a public university in Malaysia. Their study used mix-methodology and error analysis as technical analysis to analyze and identify errors in students' term papers. The research instrument required the students to write 3-5 pages in the form of a paper assignment on a topic related to each study field. The result of the study is the researcher found and divided types of error into 13 categories and 389 for the total of errors with the following percentage: sentence structure 32.90% (128), articles 13,11% (51) , punctuation 11.82% (46), capitalization 11.56% (45), word choice 6.68% (26), prepositions 5.91% (23), verb form 5.39% (21), singular/plural noun ending 3.59% (14), redundancy 2.31% (9), word form 2.05% (8), subject-verb agreement 1.79 (7), word order 1.54% (6), possessive 0.77% (3), and verb tense 0,51% (2). Based on the data of the research it can be concluded that there are four types of errors, they are sentence structure, articles, punctuation, and capitalization.

The existence of errors is something that cannot be separated in language learning, especially for EFL learners. It is the duty of an English teacher to guide their students in correcting existing errors. Error analysis is one of several analysis studies that has been used to measure and recognize errors, so it is very helpful for teachers in directing their students. This study used descriptive analysis to investigate errors in writing made by eleventh grade students of SMA N 3 Boyolali. Only a few studies have investigated errors in writing made by senior high school students using the previous error analysis approach. For this reason, the researcher is interested in exploring this topic further.

RESEARCH METHOD

This research was conducted in SMA N 3 Boyolali, which is located in Jl. PerintisKemerdekaan No.10, Madumulyo, Pulisen, Kec. Boyolali, Kabupaten Boyolali, Jawa Tengah 57316. This research was conducted in October. The subject of this study is the eleventh-grade students of SMA N 3 Boyolali in the academic year of 2022/2023. The students were asked to make a paragraph of writing analytical exposition text based on the topic they choose. In conducting this research, the researcher has determined the population, the sample, and the

sampling. Population of this study is eleventh-grade science students in SMA N 3 Boyolali in the academic year of 2022/2023. The sample of this study was eleventh-grade students in MIPA 2 consisting of 36 students. The researcher used cluster random sampling to obtain the sample. The researcher opted for a descriptive qualitative research design in order to provide a detailed, transparent, and comprehensive account of the observed situation in the field. This research is more concerned with what rather than how or why something has happened. There are various techniques to collect data in descriptive analysis research, such as interviews, surveys, observations, etc. The data collection was carried out using mix-method since there are two different data, namely quantitative data regarding the percentage of errors and qualitative data about causes of errors. The researcher collected the data from writing test by eleventh-grade of students of SMA N 3 Boyolali in the 2022/2023 academic year. The researcher collected the data by asking the students to do a writing test by writing analytical exposition text, which was carried out for 60 minutes with a theme determined by the researcher. In this study, the researcher applied inter-rater to find out the errors. Inter-rater triangulation is one of the triangulation methods used to test reliability by using more than one person in data collection or by checking with other researchers.

FINDINGS

Types of Errors

In this research, the researcher used the Surface Strategy Taxonomy by Dulay, et al. (1982: 150-162), to categorize the types of errors. The type of errors is divided into four: Omission, Addition, Misformation, and Misordering. The researcher found 310 errors in the analytical text made by the eleventh-grade students of SMA N 3 Boyolali. There were 165 errors in omission error, 26 errors in addition error, 95 errors in misformation error, and 24 errors in misordering error. The researcher analyzed the erroneous text made by the students and provided corrections and explanations as well. Here is the frequency of errors in each type of error presented in the following table:

Table 4.1 Surface Strategy Taxonomy Types of Errors

No.	Text	Types of Errors				Total Error
		Omission	Addition	Misformation	Misordering	
1.	S1	5	1	1	0	7
2.	S2	1	0	2	1	4
3.	S3	8	5	4	0	17
4.	S4	5	0	2	0	7
5.	S5	3	0	1	0	4
6.	S6	4	0	7	0	11

7.	S7	24	5	7	1	37
8.	S8	11	1	5	0	17
9.	S9	9	0	1	0	10
10.	S10	4	2	6	0	12
11.	S11	2	0	2	2	6
12.	S12	1	1	3	1	6
13.	S13	1	0	3	0	4
14.	S14	3	0	4	0	7
15.	S15	1	1	7	2	11
16.	S16	1	0	1	1	3
17.	S17	4	0	2	0	6
18.	S18	1	0	0	0	1
19.	S19	0	0	0	1	1
20.	S20	7	0	1	0	8
21.	S21	3	0	1	0	4
22.	S22	3	0	1	0	4
23.	S23	8	1	4	5	18
24.	S23	4	0	1	5	10
25.	S24	3	1	3	1	8
26.	S25	5	0	2	0	7
27.	S26	9	2	2	1	14
28.	S27	2	0	1	0	3
29.	S28	4	0	0	1	5
30.	S29	3	0	3	0	6
31.	S30	2	2	4	0	8
32.	S31	6	2	2	1	11
33.	S32	4	0	6	0	10
34.	S34	8	1	2	0	11

35.	S35	4	0	0	1	5
36.	S36	2	1	4	0	7
Total		165	26	95	24	310

Here are the results of each type of error the researcher has found in students' analytical exposition writing test:

a) Omission

The researcher found 165 errors in omission error. There are seven kinds of omission error that the researcher found. Each of the errors is presented in the section below:

1) Omission Error of Article

The researcher found thirty two (32) omission errors of article. The example of the data is presented in the table below:

No	Students' Errors	Correct Sentence	Explanation
1.	Some people can also forget their life due to frequent* use of social media.	Some people can also forget their life due <u>to the frequent</u> use of social media.	There are three articles in English, namely: a , an , and the . Articles in English are divided into two, they are: definite article and indefinite article. The word "frequent" in this sentence is categorizes as definite article.

2) Omission Error of To Be (Auxiliary)

The researcher found twenty five (25) omission errors of to be (auxiliary). The examples of the data are presented in the table below:

No.	Students' Errors	Correct Sentence	Explanation
1.	Therefore it obvious* that social media are dangerous for someone health both emotionally and mentally.	Therefore, <u>it is obvious</u> that social media are dangerous for someone health, both emotionally and mentally.	The student omitted the auxiliary in this sentence. The word "it" should be followed by auxiliary "is", before the word "obvious".

3) Omission Error of Plural

The researcher found thirty (30) omission errors of plural. The examples of the data are presented in the table below:

No.	Students' Errors	Correct Sentence	Explanation
1.	Exercise have many type* like jogging, gym, yoga, gymnastics, etc.	Exercise <u>has many types,</u> like jogging, gym, yoga, gymnastics, etc.	The student omitted the “-s” after writing plural noun, namely “many type”. The student also made other errors, such as misformation error and omission error of punctuation.

4) Omission Error of Punctuation

The researcher found sixty three (63) omission errors of punctuation. The examples of the data are presented in the table below:

No.	Students' Errors	Correct Sentence	Explanation
1.	Like i say you* can do the exercise everywhere but* sometimes the exercise like gym, yoga, gymnastics need some place to get started.	Like <u>I said, you</u> can do the exercise <u>everywhere, but</u> sometimes the exercise like gym, yoga, gymnastics need some place to get started.	The student ignored the grammar rule of punctuation. Before the word “you” and conjunction “but”, the student should put comma (.). The student also made other errors such as misformation error.

5) Omission Error of Preposition

The researcher found seven (7) omission errors of preposition. The example of the data is presented in the table below:

No.	Students' Errors	Correct Sentence	Explanation
1.	We must be smart and wise in using social	We must be smart and wise in using social media,	The student produces error due to omission of preposition since the

	media. Because if not, we will cause many problems around us and our* lives.	because if not, we will cause many problems around us and <u>in our</u> lives.	sentence is grammatically incorrect and incomplete. The student omitted the preposition “in” before the word “our lives”. There are several kinds of preposition. One of them is preposition of place, such as “in”, “on”, and “at”. “In” is used for an enclosed space, “on” is used for a surface, and “at” is used for a point.
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6) Omission Error of Sentence Subject

The researcher found six (6) omission errors of sentence subject. The example of the data is presented in the table below:

No.	Students' Errors	Correct Sentence	Explanation
1.	So many* benefit of doing routine exercise.	<u>There are so many</u> benefits of doing routine exercise.	The sentence is grammatically incomplete, since it has no subject. The student didn't pay attention to the structure of the sentence and translated word for word from English to Indonesian. Besides that, the student also made other errors, such as the omission of plural in the word "many benefits".

7) Omission Errors of Conjunction

The researcher found two (2) omission errors of conjunction. The example of the data is presented in the table below:

No.	Students' Errors	Correct Sentence	Explanation
1.	Like i say you can do the exercise everywhere but sometimes the	Like I said, you can do the exercise everywhere, but sometimes the exercise like gym,	The student didn't add the conjunction "and" in the sentence. In addition, the student also did not pay attention to the punctuation

	exercise like gym, yoga, gymnastics *need some place to get started.	yoga, <u>and</u> gymnastics need some place to get started.	comma (,) before the conjunction "but".
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b) Addition

The researcher found 26 errors in term of addition. There are three types of addition that the researcher found in students' writing, they are: 1) Double Marking, 2) Regularization, and 3) Simple Addition.

1) Double Marking

The researcher found four (4) errors in terms of double marking. The example of the data is presented in the table below:

No.	Students' Errors	Correct Phrase	Explanation
1.	You will get your body more better *.	You will get your body <u>better.</u> / <u>You will get a better body shape.</u>	The student is still confused in understanding the comparative degree, where the student adds the word "more" before "better". The word "better" itself when translated into Indonesian is "lebih baik", one level above the word "good".

2) Regularization

The researcher only found one (1) errors in regularization. The example of the data is presented in the table below:

No.	Students' Errors	Correct Sentence	Explanation
1.	So social media will continue to have a bad impact if it's use is not limited *.	<u>Unrestricted</u> use of social media can cause some negative impacts.	The student chose the word "not limited" in writing "tidak dibatasi". It was an error that the word "limited" for the negative form was "unlimited". The student translated his sentences word for word

			from English to Indonesian.
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3) Simple Addition

The researcher found twenty one (21) errors in simple addition. The examples of the data are presented in the table below:

No.	Students' Errors	Correct Sentence	Explanation
1.	If you do exercise like a swimming* or playing basket ball....	If you exercise like <u>swimming</u> or playing basket ball,....	The student does not pay attention to English grammar, where the word "swimming" does not need to be added with an article.

c) Misformation

The third type of error is misformation. The researcher found ninety five (95) errors in misformation in total. The researcher also found three types of misformation errors from students' writing. Each of the results is presented in the tables below:

1) Regularization

The researcher found twelve (12) errors in regularization of misformation. The example of the data is presented in the table below:

No.	Students' Errors	Correct Sentence	Explanation
1.	You will get your body more better.	You will get your body <u>better.</u> / <u>You will get a better body shape.</u>	The sentence is grammatically incorrect. The student still attached to the Indonesian language, so when he wants to say "better", the student adds the word "more", which means "lebih" in Indonesian. It happens when foreign learners translate sentences word for word.

2) Archi-forms

The researcher found forty (40) errors in archi-forms. The examples of the data are presented in the table below:

No.	Students' Errors	Correct Sentence	Explanation
1.	In conclusion, social media has many negative impacts to* children and teenagers.	In conclusion, social media has many negative impacts <u>on</u> children and teenagers.	The student chose the wrong preposition. It should be "social media has many negative impacts <u>on</u> children and teenagers".

3) Alternating Form

The researcher found forty-three (43) errors in alternating form, which is divided into two types, namely misformation of singular verb (26 errors) and misformation of plural verb (17 errors). The examples of the data are presented in the table below:

a) Misformation of Singular Verb

No.	Students' Errors	Correct Sentence	Explanation
1.	It showed that someone are* so addicted to social media.	It showed that <u>someone is</u> so addicted to social media.	The sentence is not well-formed since "someone" does not match the plural form. The student is still confused with the sentence usage and should pay more attention to grammar rules.

b) Misformation of Plural Verb

No.	Students' Errors	Correct Sentence	Explanation
1.	A lot of social media is* seen negatively right now.	Nowadays, a lot of social media are seen negatively.	The sentence is incorrect since the quantifier "a lot of" should be followed by a plural verb. The student didn't pay attention to the grammar form.

d) Misordering

The last type of error is misordering. The researcher found twenty four (24) errors in misordering. Each of the results is presented in the tables below:

No.	Students' Errors	Correct Sentence	Explanation
1.	Media social* have become one of the inescapable aspects of our modern.	<u>Social media</u> have become one of the inescapable aspects of our modern life.	The student used Indonesian word order and paid little attention to the English structure. The student wrote the sentence based on word by word translation. In addition, in this sentence the word "our" should be followed by a noun phrase.

Percentage of Errors

The researcher found 310 errors made by students in writing analytical exposition text. There were 165 errors (53.22%) in omission, 26 errors (8.38%) in addition, 95 errors (30.64%) in misinformation, and 24 errors (7.74%) in misordering.

Table 4.2 Percentage of Types of Error

Type of Error	Total Error	Percentage of Error
Omission	165	53.225%
Addition	26	8.38%
Misinformation	95	30.64%
Misordering	24	7.74%
Total	310	100%

Most Common and Least Common Error

The researcher found several sub-types of error from omission errors, including omission of article 32 errors (19.39%), omission of to be 25 errors (15.15%), omission of plural 30 errors (18.18 %), omission of punctuation 63 errors (38.18%), omission of preposition were seven errors (4.24%), omission of

sentence subject were six errors (3.65%), and two errors (1.25%) in omission of conjunction. The most common error in the sub-type of omission error is omission of punctuation, which is 63 errors (38.18%) out of 165 errors. Then for the least common error in the omission of error sub-type, namely the omission of conjunction, which totaled two errors (1.25%) of a total of 165 errors. Secondly, the researcher found three sub-types of addition of error in students' writing; double marking was four errors (15.38%), regularization was one error (3.84%), and simple addition was 21 errors (80.76%). Thirdly, the research found three sub-types of misformation errors in the students' writing. They are: regularization were 12 errors (12.63%), archi-forms were 40 errors (42.10%), and alternating form 43 errors (45.26%). Then, there were 24 errors in misordering out of a total of 360 errors.

Cause of Errors

The researcher used theory from Richards (1971: 6-21) as the indicator of causes of error, which categorizes error into overgeneralization, ignorance of rules restriction, incomplete application of rules, and false concept hypothesized.

a) Overgeneralization

The researcher has asked several questions through a questionnaire related to difficulties in writing. Then, the result was that the average student answered that they understood enough to distinguish countable and uncountable nouns as well as regular and irregular plural nouns. However, some students still did not understand the material. *"I am still confused about distinguishing regular and irregular plural nouns because it is difficult to understand."* Most students still made an error because they applied one particular formula to another sentence that should have used different rules/formulas.

b) Ignorance of Rules Restriction

Based on the data obtained from the answers to the students' questionnaires, most students still have difficulties in using punctuation. Besides that, of the many errors made by students, the most common error is omission error of punctuation, in which most students still have problems using punctuation marks such as periods, commas, colons, etc.

c) Incomplete Application of Rules

In this research, the researchers found students' difficulties in writing which included difficulties in writing compound or complex sentences, difficulty choosing suitable verbs when writing English sentences, difficulties in spelling English words, and difficulties in using the right prepositions in a sentence. Students do not apply complete rules in their writing, so they often ignore grammar rules. The researcher has collected some of the students' answers regarding the difficulties they experience in writing, as follows. When students were asked a question, "Do you experience difficulty choosing the correct verb in English?", students answered, *"Yes, I find it difficult to choose a suitable verb in writing because I am still confused whether this verb is suitable for this sentence or not, and confused about distinguishing verb 1, 2, 3"*. It is supported by the following example of error made by a student. *"People*

also go online because the social media offers freedom.” The word “go” is inappropriate because “go” is a verb to describe moving from one place to another, so if they compare it with the word online, it is incorrect. The correct one should be “People are also online because social media offers freedom.” Another answer from students who were asked the same question was *“I have difficulty in choosing verbs because in English every tense uses a different verb.”*

d) False Concept Hypothesized

The false concept hypothesized refers to a situation wherein learners possess an incomplete understanding of a particular distinction within the target language. Based on data obtained from students’ questionnaires regarding writing difficulties, most students answered that many often used their intuition without fully understanding grammar rules. *“Yes, I often make sentences according to what I think is correct rather than following grammatical rules. If it sounds good, that means it is true.”*

DISCUSSION

Based on the research findings, there are two points that are discussed in this section. The first point that is discussed in this section is the types of errors in students’ writings. The second point is the causes of students’ errors in writing.

According to the results of data that have been analyzed and calculated by the researcher, there are similarities with previous research, namely from Suhono entitled “Surface Strategy Taxonomy on the EFL Students Composition: A Study of Error Analysis” in 2016 that the most common error in students’ writings is omission with a percentage of 131 errors (48.9%). Based on the data above, it can be seen that students still often omit punctuation marks such as commas, omit definite or indefinite articles such as “a, an, the” in a sentence, omit auxiliary or to be, and omit prepositions in sentences.

The data above shows that students often omit punctuation in sentences. Most students still have difficulties in writing clauses and placing commas in them. They tend to ignore English rules, such as when writing clauses, if the main clause is in front, it doesn’t need a comma, while if the sub-clause is in front, it must be followed by a comma before the conjunction after the sub-clause. It is similar to the research from Fitria entitled “Error Analysis Found in Students’ Writing Composition of Simple Future Tense” in 2018, most students still make punctuation errors, especially when using commas. Using punctuation is very important in writing sentences because, apart from distinguishing phrases and clauses, the message the writer wants to convey can be conveyed to the reader. In addition, we can see from the data above that students still often make errors in auxiliary (is, am, are, will, etc.), suffixes in plural (the –s in benefits), article (a, an, the), prepositions (on, in, at, etc.). In line with the theory from Dulay et al. (1982), languages that are more inflected than English use a greater variety of grammatical morphemes. Furthermore, Dulay et al. revealed that language learners omit grammatical morphemes more frequently than content words.

In this study, alternating form is the most common error of all misformation subtypes. It could happen because senior high school students process more information or rules than lower-level students. In line with the opinion of the theory of Dulay et al. (1982: 162), older language learners draw a greater variety of forms than young learners since they probably process more information than younger learners. From the finding in the student's writing in Table 4.1 above, in the misformation error, many students still have difficulty in verb agreements and sentence usage.

The third most common type of error is addition error, which is divided into three sub-types: double marking, regularization, and simple addition. The highest number of errors was simple addition totalling 21 errors (80.76%), followed by double marking of four errors (15.38%), and finally, simple addition was only one error (3.84%). Most students often make mistakes using the article "the". The students often mistakenly add the article "the" to a noun phrase. Based on the results of the data above, the students were too fixated on the rule "the" for definite articles, so they tended to always add the article "the" when writing a noun phrase. In line with this result, Dulay et al. (1982: 155), "addition errors occur in the later stages of second language acquisition when the learner has already acquired some target language rules."

The researcher found that misordering is the least common error among types of errors, which totalled 24 errors (7.74%). According to Chele (2015) in Pandapatan (2022), it is possibly caused by carelessness and the lack of habitual proofreading, which can lead to errors. Furthermore, Dulay et al. (1982: 155) reveal that misordering is more likely to occur in intermediate stages when the learners have been exposed to more of the language. In addition, it can be caused by interlingual transfers. The students, whose native language is Indonesian, are often influenced by Indonesian when writing sentences in English. Based on the percentage of the number of errors that have the lowest percentage of errors among all types of errors, it can be said that students quite understand the placement of words. This finding is similar to previous research, for example, from Swandi entitled "An Analysis of Students' Error in Writing Report Text at SMK N 7 Pekanbaru" in 2019 which found that misordering is the least common error in students' writing.

According to Al-Khresheh (2013), Overgeneralization occurs when the learner wrongly extends the scope of the rules to situations where the linguistic rules cannot be applied. The students often apply specific rules to situations that don't fit. It could happen because the students simplify a rule to reduce their burden when dealing with the target language. Based on the questionnaire results, it is shown that students still need clarification in distinguishing countable and uncountable nouns and regular and irregular nouns. The second cause of students' errors in writing is ignorance of rule restrictions. Like overgeneralization, ignorance of rules occurs when the learner applies a particular formula to another sentence that should use a different rule/formula. As Richard (1971: 6-21) noted, "Failure to observe restrictions in article usage may also derive from analogy, the learner rationalizes a deviant usage from his previous experience of English".

Then the third cause of students' errors in writing is incomplete application of rules. According to Al-Khresheh (2016), "incomplete application of rules occurs when a language learner finds that he/she can communicate successfully by using simple grammatical rules rather than more difficult ones". Based on the questionnaire results, the students are still confused in writing complex/compound sentences. Instead of applying the correct grammar rules, students sometimes choose to use the easier way of writing a sentence. For example, when writing a question, they use a simple sentence structure of the statement in reverse. Thus, the students only apply half of the grammar rules and don't apply the rules entirely. The last cause is false concept hypothesized. Lim (1998) stated that errors resulting from false concepts hypothesized can be attributed to classroom presentation, especially when too much emphasis is placed on points of difference at the expense of realistic English. The examples of errors that might be caused by 'faulty comprehension of rule distinctions' are archi-forms and double marking.

The above four sources of intralingual errors are interrelated and similar. In simpler terms, the four sources of intralingual errors are all related to each other and can lead to similar mistakes. These four sources can only give us a general idea of how intralingual errors can occur. The specific reasons for intralingual errors can vary depending on the learner's individual background and experiences. Pedagogical and psychological factors also play a role in intralingual interference. For example, if a learner is taught a rule incorrectly, they may be more likely to make errors related to that rule. Similarly, if a learner is under stress, they may be more likely to make errors. It is important for the teachers to be aware of the different sources of intralingual errors so that the teachers can help learners to avoid them. Therefore, the teacher can provide learners with the support they need to improve students' writing skills by understanding the causes of error.

CONCLUSION

From the results of the study, it can be seen in the previous chapter that there are 310 errors out of 36 texts of analytical exposition text. There are 165 errors (53.22%) in omission, 26 errors (8.38%) in addition, 95 errors (30.64%) in misinformation, and 24 errors (7.74%) in misordering. The most common error among the four types is omission error with a total of 165 errors (53.22%), followed by misinformation errors with a total of 95 errors (30.64%). Furthermore, addition error is in third place, with a total of 26 errors (8.38%). The least common error is misordering, with a total of 24 errors (7.74%). The students quite understand word placement, but some students still make some errors in writing such as wrong spelling, reversed noun phrases, etc. The cause of errors in writing consists of intralingual transfer. This error occurs due to generalizing the rules of the target language because the students still need to gain sufficient mastery of the target language. The causes of errors that the researcher found were overgeneralization, ignorance of the rules of restriction, incomplete application of rules, and false concepts hypothesized.

The results of this analysis can be used as a teacher's reference in measuring students' English skills, especially in writing. For the students, this research can be a guidance to improve their writing skills. The teacher can identify common errors and provide insightful explanations to enhance students' understanding of grammar, punctuation, and syntax through

careful guidance and constructive feedback. The teacher should develop effective learning strategies or using alternative methodologies, for instance, focusing on rule comprehension and application to help prevent overgeneralization and incomplete rule use. From the results of this study, it can be concluded that many students still made errors in writing. Therefore, the researcher hopes other researchers can provide solutions to these problems.

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