Analyzing Errors in Students' Writing

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ARTICLE INFO	ABSTRACT
        	The purpose of this study was to examine the mistakes that eighth-grade Madrasah Tsanawiyah (MTS) students made when composing recount texts. There were 27 pupils enrolled. The research method used is qualitative design. Interviews, paperwork, and tests were used to gather data, which was then identified, categorized, and explained (calculated), and errors were assessed. The results demonstrate that pupils made mistakes in addition, subtraction, miss-formation, and ordering. There were 264 mistakes in total. There were 23% omission errors, 13% addition errors, 57% miss-formation errors, and 7% miss-ordering errors. There were 68 errors in omission, which may be divided into 8 prepositional, 10 article, 28 to be, 17 subject, and 5 noun omissions. When crafting a sentence, the students failed to include grammatical morphemes, certain necessary components of proper sentences, and the items that belong in the phrase. The 28 addition errors were divided into 3 noun addition errors, 2 preposition addition errors, 12 article addition errors, 1 conjunction addition error, 9 to be addition errors, and 1 auxiliary addition error. 140 miss-formation mistakes, divided into 14 categories. 20 misspelled words, 16 misspelled plural words, fifteen word choice/word form, eight possessive form, five auxiliary, twenty-three present verb for third-person singular, six subjects, nine, preposition, ten verbs, twenty pronouns, and thirty-two misspelled articles. Incorrect morpheme placement was frequently cited as the cause of the students' sentences' incorrect order. In this investigation, 23 miss-ordering problems were discovered.

I. Introduction

English is required to be studied in junior high school in Indonesia due to the ministry of education's recognition of the language's significance in oral and written international communication. Students must master the following skills when learning English: speaking, listening, reading, and writing. Receptive skills are those in reading that entail message reception. Writing is seen as a useful talent that requires students to come up with a concept and a massage [1] Studying English requires taking into account the significance of writing ability. [2] One of the abilities that students must acquire when studying English is writing [3].

students at secondary level, writing skill is used to improve their performance in academic, social and emotional needs. [4] In addition, writing is needed or excel and effect the students' future careers. asserts that through writing, students can develop their thinking skill and ability to master the language elements such as grammar and vocabulary [5].

Writing is a productive talent, unlike speaking or other receptive abilities. Writing is the hardest talent to master since, in addition to requiring a large vocabulary to construct a paragraph, it also requires proper grammar to be understood in addition to adhering to other writing conventions. Writing assignments are among the most challenging ones for academic students because they call for a good level of insight [6] As such, producing a paragraph requires a significant amount of time. Academic writing is thought to be a more challenging skill than other writing since it requires a higher level of focus, critical thinking, and time to learn. [7] discovered that pupils struggle with the composition of sentences, paragraphs, and texts in their writing. [8] In a similar , writing is a more complex productive skill than speaking. [9]

Writing skills are implemented at the junior high school level, with a focus on vocabulary, grammar, and writing stages, in accordance with the curriculum of KTSP 2006, a school-based curriculum. The goal is to enable students to communicate in written form at a functioning level. the curriculum's goal is achieved through the employment of a genre-based approach [8] Students must be proficient in writing in a variety of genres and possess the necessary knowledge in these areas [10]

A recount text is one that recounts anecdotes or stories from the past. Students frequently practice writing about their experiences through this kind of writing.junior high school kids should be taught how to read recount texts among other text kinds.[8] Still, a lot of students struggle with structuring their recall texts. [11] grammatical mistakes made by students when composing recall texts. [12] pupils' writing had grammatical issues with clauses, prepositions, articles, plural forms, and passive construction when creating texts. deficiencies in pupils' writing can be identified in their use of grammar, cohesiveness, coherence, spelling, and paragraph structure. [13]

The research was undertaken in MTSN 3 Sumbawa, where the identical case was discovered. According to the findings, it can be challenging for eighth grade student to write a paragraph that recounts an experience. Students occasionally translate directly from Indonesian to English, which resulted in this inaccuracy. Put differently, while the students were coming up with new words or sentences, they were impacted by Indonesian patterns. Every language, English included, has its own grammar, norms, and vocabulary. Grammar plays a significant part in how well someone learns English, which is different from how well someone learns Indonesian.

Due to the complex nature of the problem, this study aims to characterize the mistakes made by students when creating recount texts. It is anticipated that the findings will serve as a basis for further research in the future.

II. Method

Qualitative research is the approach used in this study. It emphasizes how people interpret and make sense of their experiences in order to understand the social reality of individuals. [14] The analysis method applied in this research is descriptive analysis functioning to know the type of error in recount text and in the process of collecting the data. The researcher used Dulay's Surface Strategy Taxonomy. The taxonomy talked about how many errors types that commonly found in second language learners' sentences. The researcher classified and identified the data based on the theory of the description o using recount text. And account the data to analyze how many percent of errors made by the students,

The proportion of error is calculated by the author as follows:

$$E = \frac{P}{L} \times 100\%$$

Note : E : Error Percentage
P : The number of error category
I : The total number of possible error

III.   Results and Discussion

It is obvious from the data analysis that eighth graders at MTS Negeri 3 Sumbawa made a variety of mistakes when producing recount texts in the academic year 2018–19. The texts submitted by the pupils had 264 mistakes. Thereafter, these mistakes were divided into four categories. The types of errors the students committed and those that were presented by such as mistakes in addition, subtraction, misinformation, and ordering. [15] [The study's finding mistakes are described below:

a. Errors of Omission

Five categories of errors were used to categorize the omission errors discovered in this investigation. Prepositional, be/auxiliary, subject, possessive, and article omissions are among many that fall under this category. The table below displays examples of mistake omissions.

Table 4.1: Error of Omission

No	Name	Error classification	Students' sentences	Correct sentences
1	DS	Omission on preposition	She was born in Boyolaly 12 Februari 2002	She was born in Boyolali On February 12 Th 2002
2	FA	Omission Of Be/Auxiliaries	Nur Ayuningsih Commonly Called Intan	Nur Ayuningsih is Commonly Called Intan

Prepositional errors were made by the pupils, as evidenced by the data in the preceding table. In a sentence, a preposition is used to explain the relationship between words. Prepositions of place (at, on, and in), preposition of time (at, on, in, for, and since), and preposition of movement to were among the several forms of prepositions. While the preposition on is used to indicate days or dates, the preposition at is used to indicate specific periods. It is employed at random periods inside (a day, a month, a season, or a year). When measuring time in seconds, minutes, hours, days, months, and years, the preposition for is used, and then the precise date or time is used with the preposition since. The preposition "place at" was employed for a particular address. The designation "on" is used for (streets, avenues, etc). To convey movement between locations, the last preposition of movement, to, is employed.

The information in the aforementioned table clarified why the student wrote, "She was born in Boyolali on February 12, 2002." The usage of the preposition "on," which describes a certain time as stated in the line the writer wrote regarding a certain time of someone's birthday, was overlooked by the students. A proper statement such as "She was born in Boyolali on February 12th, 2002" should be written by the learner. The preposition "on" was used before the birth month, day, and year, demonstrating the completion of this statement.

The student's second mistake in the aforementioned table was to leave out the words "be/auxiliaries." the absence of the word to be, which ought to be in the phrase (is/am/are). The learner made the mistake because they either did not understand English grammatical structure or attempted to apply English rules in the incorrect construction.

"NurAyuningsih commonly called Intan" was the student's original handwriting. The sentence was not finished. Before a past participle or verb III' termed "to signify the passive form of English grammar, the auxiliary be (is) must be employed. The student's sentence is incorrect. Nur Ayuningsihis, often known as Intan, is the proper sentence. Since the verb "is" is employed to refer to the sentence's subject (the third singular person), the bold kind of auxiliary be is the one that makes sense to utilize in this particular sentence.

This investigation discovered 68 instances of omission mistakes in total. They were separated into five categories of omission mistakes. These included eight prepositional omissions, ten article omissions, twenty-eight to-be omissions, seventeen subject omissions, and five noun omissions. In this instance, the learner produced a sentence without using all the necessary morphemes. Some necessary components of proper sentences were overlooked by the students. The things that belonged in the sentence were left out.At the same location, [11] The most frequent omissions in the students' recount text writing were the auxiliary verb, the main verb, and the verb markers. These omissions were identified as grammatical issues that the students had to deal with when writing the text.

b. Errors of Addition

Additive errors arise when students incorporate erroneous or superfluous material into their sentences. As stated by [15], An item that must not occur in a well-formed utterance is what distinguishes addition errors from other types of errors. The six categories of errors that these could be classified under are: addition of noun, addition of preposition, addition of article, addition of conjunction, addition of to be, and addition of verb/auxiliary. The students' error is presented below:

Table 4.2: Errors of addition

No	Name	Errors Classification	Students' Sentences	Correct Sentences
1	RA	Addition article "A"	Risky Amelia is a my friend	Risky Amelia is a my friend
2	GMA	Addition to be	Every day she is look very happy	Everyday she looks very happy
3	YW	Addition of noun	She looks homely and humble Gilr	She Looks homely and humble

The words in the above table that are bolded represent addition mistakes that students made as they were drafting the sentences for their recount texts. The first pupils added something incorrectly to the article. The definite article (the) and the indefinite articlee (a/an) were the two basic types of articles in English. The definite article designates a particular noun or set of related nouns. An idea, place, object, or noun could all be referred to with the indefinite article. It might be any noun from a collection of nouns, signifying that the noun that followed belonged to a class.

The pupil wrote, "My friend is Rocky Amelia," in the table above. The student's insertion of article "a" rendered the sentence invalid since it is improper to employ article "a" prior to a possessive adjective. The possessive adjective "my" was written after the article "a" in the student's phrase above. Grammar-wise, it is incorrect to use the article before a possessive adjective in English. "Risky Amelia is my friend" is the proper sentence in the student's sentence.

In the statement, the second student in the above table added an extra "is." The pupil said, "Every day, she looks really happy." According to the English sentence structure guideline, auxiliary verbs like "is" should never be used with fundamental verbs or verb one. The student's phrase demonstrates that the fundamental verb "look" has an auxiliary verb "is" before it. The English Grammar Rules indicate that this sentence construction is wrong. In English phrases, it is not appropriate to employ an auxiliary verb with the main verb since it might violate the sentence's meaning and convention. The student's sentence should be rewritten as, "Every day, she looks very happy."

The student's incorrect noun addition is displayed in the third sentence of the above table. The student said, "She looks like a homely, humble girl." The student's addition error was indicated by the bold type word in the phrase. In the statement, the word "girl" belonged to the noun class. The pronoun "she," which was identified as the sentence's subject, is referred to as "girl" in this

instance. Given that the word has already been mentioned or written in the preceding phrase using the pronoun "she," it is inappropriate to put the noun "girl" at the end of that sentence. "She looks homely and humble" or "She is a homely and humble" are the appropriate sentences to use girl".

The results of this investigation indicate that 28 addition errors were discovered in the writing produced by the students. Six different types of finding errors were identified. These were two prepositional additions, twelve article additions, one conjunction addition, nine to-be additions, three noun additions, and one auxiliary addition. Along the same vein, [16] discovered that the preposition, article, conjunction, verb, to be, and subclause marker all had addition problems.

c. Miss-Formation

the use of the incorrect morpheme or structure is a type of error known as a miss-formation error. [15] indicated that Many errors were detected in this study. These mistakes were broken down into 14 smaller categories, including misspellings, miss formed subjects, misspelled verbs, miss spelled possessives, miss-spelled plurals, miss-spelled tenses in the "present," miss spelled words, misspelled pronouns, miss spelled prepositions, misspelled verbs, misspelled punctuation, misspelled auxiliary, and misspelled articles. Several forms of miss-formation were discovered in this investigation, including the following:

Table 4.3:Example of Miss-formation Error

No	Name	Error Classification	Students' Sentences	Correct Sentences
1	TS	Miss-formationon of plurality	My class is one of **class** in MTSN 3 Sumbawa	My class is one of **classes** in MTSN 3 Sumbawa
2	GMA	Miss-formation of preposition	I have a lot of friends **is** my class.	I have a lot of friends **in** my class.
3	YS	Miss-formation of Article	He is **a**actor.	He is **an** actor.
4	NP	Miss-formation of Auxiliary verb	She **was** white skin and nice smile.	She **has** white skin and nice smile.
5	AHZ	Miss-formation of simple present tense verb for 3rd person singular.	She**live**in Sragen.	She **lives** in Sragen.

The plural form error in the first sentence can be seen in the above table. It demonstrates the incorrect construction of several nouns. The morphemes are, es, ies, and s in English denote plural nouns. The student's statement, "My class is one of the classes in MTSN 3 Sumbawa," should actually read, "My class is one of the classes in MTSN 3 Sumbawa." The countable word "class" was written in the student's phrase sans the morpheme "es" to suggest that the student meant to discuss or refer to more than one class. In the language of English, The morpheme "es" is used to indicate plural nouns that end in "ss," "es," "ch," etc. Since the word "class" in the student sentence ends with a double "s," the morpheme "es" must be added at the end to indicate the noun's plurality.

The miss-formed preposition was the subject of the second sentence in the table. "I have a lot of friends in my class," the student said. The sentence's usage of the auxiliary verb "is" was

incorrect. The preposition "in," which is used to describe the location "my class," must be used in place of the auxiliary "is" in this phrase.

The third incorrect statement in the table belonged to the category of article misspellings. In English, broad assertions are addressed with the definite article "a/an," whereas specific nouns that haven't been mentioned before are addressed with the definite article "the." Singular nouns that start with a consonant sound are referred to with the article "a". Where a singular noun has a vowel sound, the article "an" is used. The student's statement has to have the definite article "an" in place of the definite article "a," as in English, the definite article "an" is used to explain singular forms of nouns with vowel sounds. In the student's sentence, the word "actor" is clearly vowel.

The student made a mistake in the auxiliary, as evidenced by the misspelled auxiliary verb in the following sentence from the preceding table. "She had white skin and a lovely smile," the pupil said. The auxiliary "has" in the sentence must take the place of the auxiliary "was," as it serves as the primary verb in the explanation of the noun in the phrase.

The final sentence in the table was identified as a misspelling of the third person singular simple present tense. "She lives in Sragen," was the student's response. The present tense used in the statement is simple. The morphemes s, es, and ies indicate the simple present tense in English for the third person singular. The morpheme "s" at the end of the verb "live" in the student's statement completes the form of the simple present tense and explains the third singular person's activity as the sentence's subject.

This investigation discovered 140 miss-formations, which were divided into 14 categories. There are twenty spelling errors, sixteen plural errors, five auxiliary form errors, fifteen word choice/form errors, eight possessive form errors, five auxiliary form errors, and twenty-three present verb errors for the third person. singular, 6 misspellings of the subject, 9 mispronunciations of the preposition, 10 misspellings of the verb, 20 mispronouncing of the pronoun, and 320 misspellings of the article.

Miss-formation errors in students' writing also found by that displays thirty percent of all writing faults made by the students. This was discovered in terms of the creation of morphemes and grammar. [17]

d. Miss-ordering

Explains that the improper arrangement of a morpheme or cluster of morphemes within an utterance is a characteristic of miss-ordering errors. [15] This investigation discovered a variety of disordering mistakes, such as the following:

Table 4.4: Example of Miss-ordering Error

No	Name	Error Classification	Students' Sentences	Correct Sentences
1	YW	Mis-ordering	Nazila Kharismatu lAulia orstudent **is** in X MIPA 3.	Nazila Kharismatul Aulia**is** a student in XMIPA 3.
2	YS	Mis-ordering	Some movies on TV played were Aku Anak Indonesia, Anak Jalanan, and Anugrah Cinta.	Some movies playedon Tv were Aku Anak Indonesia, Aku Anak Jalanan,and Anugrah Cinta.
3	AHZ	Mis-ordering	She is kind a person.	She is a kind person.

Student's incorrect word arrangement was revealed by the disordering error table. The above table's disordering indicates that certain words or pieces were arranged incorrectly; the majority of students translated words from Indonesian to English word for word. Their native language had a far greater influence on the target language's structure. [15]

"A student named Nazila Kharismatul Aulia or is in X MIPA 3," read the first sentence in the table above. The auxiliary word "is" was placed in the incorrect location, and the conjunction "or" was not correctly used in the sentence, causing the sentence to be out of order. Morpheme "or" is frequently employed as a conjunction to show the optional nature of two or more items. Regarding the student's sentence, it did not present any options. The sentence's auxiliary "is," which serves as an auxiliary to explain the noun "student," must come after the sentence's subject. The indefinite article "a" ought to have been used by the student before the noun "student." The line "Nazila Kharismatul Aulia is a student in XMIPA 3" is correct.

The second sentence in the above table demonstrates how the past verb "played" was inserted incorrectly. The student said, "AkuAnakIndonesia, AnakJalanan, and AnugrahCinta were some movies on TV played." The word "played" in the sentence serves as either the predicate or the verb, and it needs to be written after the subject. But in the instance of the pupils, the verb "played" was positioned incorrectly. The student's sentence should read as follows: "Some movies that were played on TV were Aku Anak Indonesia, Aku Anak Jalanan, and Anugrah Cinta.".

The indefinite article "a" is described incorrectly in the table's final phrase. "She is a kind person," was the statement. The morpheme or article in bold type in the phrase is used to characterize an indefinite noun with an adjective-like quality. In English, an adjective must appear before a noun, then the article. The article was written after the adjective in the student's statement, though. It has to be changed to, "She is a kind person."

There were a total of 23 miss-ordering problems discovered during this investigation. Incorrect morpheme placement was frequently cited as the cause of the pupils' sentence miss-ordering. Similar to this, [18] discovered that there is miss-ordering in the student work. Take this line, for instance: "*Learners with higher achievement are [facilitating/facilitated] to [be] [bestow/bestowed] the education scholarship*.".

IV.   CONCLUSION

The results of this study demonstrate that when composing recount texts, eighth grade students at MTS Negeri 3 Sumbawa made numerous mistakes. The written material contained numerous sentences that contained errors. Error types were divided into four categories: addition, miss-formation, omission, and miss-ordering. There were 264 mistakes in total. There were 23% omission errors, 13% addition errors, 57% miss-formation errors, and 7% miss-ordering errors.

There were sixty-eight omission errors. It was divided into five categories. There are eight prepositional omissions, ten article omissions, twenty-eight to-be omissions, seventeen subject omissions, and five noun omissions. In the case of this error, the pupils failed to include the necessary components of correct sentences, grammatical morphemes, and items that should have been in the sentence. The kids' writing contained 28 addition mistakes. Three addition mistakes of noun, two additions of preposition, twelve additions of article, one addition of conjunction, nine additions of to be, and one addition of auxiliary were the categories into which those were divided.

140 errors of miss-formation which were found in this study are classified into fourteen types. 20 miss-formation of spelling, 16 miss-formation of plural, 5 miss-formation of auxiliary be, 15 miss-formation of word choice/word form, 8 miss-formation of possessive form, 5 miss-formation of auxiliary, 23 miss-formation of present verb for 3[rd]person singular, 6 mis-formation of subject, 9 miss-formation of preposition, 10 miss-formation of verb, 20 mis-formation of pronoun, and 3 20 miss-formation of article. is- ordering of the students' sentences commonly referred to wrong place of morpheme. The total number of mis-ordering errors found in this study was 23 errors.

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