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Dengan ini menerangkan bahwa artikel dengan judul **"Students' Writing Viewed from Error Analysis Perspective"** yang ditulis oleh **Hasan Khalawi, M.Pd.** telah dipresentasikan pada the 2nd International Conference on Learning and Education (2nd ICLE) STKIP PGRI Pacitan tanggal 21 Juli 2023, dan saat ini sedang dalam proses penerbitan prosiding.

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

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Students' Writing Viewed from Error Analysis Perspective

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Abstract

Man is inseparable from language because he or she should study 'language' for the pursuit ok knowledge. In this matter, learners who learned English as a foreign language underwent inevitable errors during the process, especially in writing skills. Errors are not justified to be corrupted processes but are believed to be inevitable common processes of language learners. Therefore, Error Analysis (EA) was a must in the need. To explore the phenomenon, qualitative method type error analysis was used. Moreover, the subject of this study was students in journalism class. The primary source was students' writing documentation. The data was then analyzed using EA procedures. The research revealed that the emerging hindrance of writing was mostly in the form of omission category (52%) followed by misformation (30%), addition (11%), and misordering (7%). Solutions proposed by the researchers are the employment of Collaborative Learning Techniques (CoLTS) focused on writing.

Keywords: *English, Journalism, Error Analysis (EA), Collaborative Learning Techniques (CoLTS)*

INTRODUCTION

A human is a speaking being; a living being that speaks (al Attas, 2015). It means he or she is always articulating the known reality in life with reference to his or her ability to grasp and bind the meaning. From this truth and reality, man is inseparable from language need — exactly means — to learn the language along life in both natural and learning conditions. It means a man should study 'language' for the pursuit ok knowledge. The process of language study is commonly known as 'language learning'.

Learning language activity has different 'naming' concerned with some conditions: learner, teacher, source of material, environment, and opportunity to learn the language. One type is 'foreign language learning' and another one is 'second language learning'. Foreign language learning and teaching refer to the teaching or learning of a non-native language outside of the environment where it is commonly spoken. A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs (Moeller, 2015; Nation, 2020). It implies that in foreign language learning, enjoyment, supportive peers, challenging activities, as well as with FL positive teachers is the key to the success of the target language learning. Furthermore, students will be more successful and willing in foreign language lessons when they hear and understand it correctly and they can speak it correctly and effectively (Mierzwa, 2019; Klimova, 2021).

The counterpart of the foreign language learning is 'second language learning': the learner resides in an environment where the acquired language is spoken (Moeller, 2015). It implies that the 'second language learning' process provides more exposure for the learners because the learned language or the target language is spoken widely in the environment. The learners are immersed in the target language-speaking society. Moreover, the learners have a chance to have metacognitive skills: repetitive correction and evaluation of the learned target language while studying.

Then why should people or children need to learn a foreign language, even at an early age? The first reason is pragmatic demands. It is inevitable that at present the geographical

barrier between regions or even between countries has begun to collapse, falling one by one due to globalization. The development of communication and information technology seems to be one of the factors responsible for the increasingly open relations between people in this global era (Chanifa, 2020). The development may not be ignored as the consequence of modern civilization. However, learning a foreign language should not leave the 'local wisdom' of the learners: native language and culture as the important identity.

However, what is learned in this age is the so-called lingua franca which is beneficial in the pursuit of knowledge to overcome such barriers. The term 'lingua franca' emerge from the fact that the world needs to connect ideas using the same mediation via a language. From the facts, alternatively, people choose to save the native language and use the lingua franca as 'the communicative medium of choice'. In this age, English tends to be the attribute so-called 'linguafranca'. English as a lingua franca is prevalent in today's globalized world and affects large parts of society. A key point for English to become the world's lingua franca is that an enormous number of people around the world speak or understand English (Zikmundová, 2016; Chen, 2019). English has become the widely used language in activities around the world. As the emergent lingua franca of international publishing, it has mediated the vast majority of the world's scientific output through the early years of the millennium (O'Neil, 2018). The world activity amid fast science and technological development triggers people to access 'ideas' as a new primary need for modern existence using English. Even a decade ago, articles written in English accounted for 80–85% of publications in the social sciences, 90% in the natural sciences, and as high as 95% in specific fields such as physics and mathematics. English has also expanded into international domains such as business, entertainment, travel and tourism, and computer technology (O'Neil, D., 2018).

Furthermore, in today's world, the English language holds a unique and important position. It may not be the language with the highest number of native speakers but it is a language that holds a dominant position and has far-reaching influence around the globe mastered by more than 750 million nonnative speakers. No other existing language can boast of such a high volume of people learning it as a foreign language (Zikmundová, 2016; Chen, 2019). When looking at the global status of the English language, it is hard to deny that English has spread across the world as a lingua franca (ELF), especially during the 21st century (Fang, 2017). From the statements, factually speaking, English is beyond prestigious effort as before; on the other hand, it has been the 'human need' to learn to join today's civilization.

In such an effort of learning English, it is viewed from the setting and dimension the learner engages inside. First, the learners live where the target language (learned language) is spoken and used in daily activity (naturalistic exposures); the so-called second language learning. In second language learning, the students are able to immerse themselves in English speaking-environment in or out of class. Accordingly, the learners have enough exposure to the approximative system of the target language. Second, learners live where the target language (e.g. English) is spoken and used in a restricted setting and milieu (usually in the class). This process is called foreign language learning. In this case, foreign language learners lack exposure and opportunities to do self-repetitive corrections (Moeller, 2015; Mierzwa, 2019; Nation, 2020). Consequently, learners who learn English as a foreign language will be inevitably undergoing errors, especially in writing skills. Errors are not justified to be corrupted processes but are believed to be common processes of the language learners. Errors are unavoidable and a necessary part of the learning curve.

Those errors occur because of internal and external sources of the learner's mother tongue or the learners themselves. The source of error is termed as interlingual: an error that results from language transfer, that is, which is caused by the learner's native language error or intralingual error: much connected to the grammatical errors of the target language pattern (Richards and Schmidts, 2002). In reference with the researchers' observation in the teaching and learning process, the indication of such errors are found: e.g., the addition of 'be' in the

verbal sentence construction or vice versa. Moreover, students form the wrong verb from subject and verb agreement, etc. Therefore, Error Analysis (EA) is a must to employ.

Error Analysis (EA) is "a technique for identifying, classifying and systematically interpreting the unacceptable forms of a language in the production data of someone learning either a second or foreign language (Richards & Schmidt in Napitupulu)." Such systematic analysis of errors eventually provides useful insights about the system operating in the learners' minds and reveals the learners' knowledge about the grammatical systems of the target language. It is a kind of applied linguistic work — bridging between linguistic theories and practice in the class.

In the extent of the researchers' search, the error analysis issues in the same locus are minimally investigated or even have not been carried out. From this fact, the researcher believes that employing the error analysis in language teaching is a contextual need to find out a solution in the English learning process, especially at STKIP PGRI Pacitan. Therefore, this research was aimed at revealing the theory of writing; Error Analysis (EA); Errors with reference to surface strategy taxonomy found in the students' writing, and proposed solutions for the errors.

METHOD

The place of research

The place of research activity was at STKIP PGRI Pacitan located in Pacitan on Jln. Cut Nya' Dien No 4a Ploso, Pacitan 63515 east java.

The method of research

With reference to the need for non-numeric data exploration, the qualitative method type error analysis study was employed by the researcher. Qualitative research is concerned with qualitative phenomena i.e., phenomena relating to or involving quality or kind, exploring attitudes, behavior, and experiences through such methods as interviews or focus groups (Dawson, 2002; Khotary, 2004).

The subject of research

The subject of this research was class A fourth-semester student of STKIP PGRI Pacitan. It consisted of 20 Students.

Source of data

The primary data of this research is the students' writing documentation. Meanwhile, the secondary source is the relevant document and publication.

The technique of collecting data

The technique of collecting the data employed in this research is archival review or documentation which comes from students' writing test and also observation to strengthen the ideographic exploration in the field to determine a solution.

Credibility and dependability

The credibility of this research will be acquired through triangulation: the use of multiple methods, theories, peer debriefing, and member checking. Whereas, dependability will be acquired through an audit, and critique of the research process from other parties (Moon, 2016).

The technique of analyzing the data

The technique of data analysis is as the following procedures: 1) collecting the data; 2) analyzing the errors from the students' sheets; 3) classifying errors based on: types of used tenses and types of errors (addition, omission, misformation, misordering); 4) describing errors based on their types; 5) counting the frequency of errors in a diagram; 6) computing the results in the following diagram of errors:

Errors percentage = The number of errors of each category $\times$ 100%
                            The total number of error

RESULTS AND DISCUSSION
Writing

Writing is normally understood as people's 'activity' at moving invisible ideas into visible ones on paper. However, the dimension is deep and beyond what is seen. The writing had longly been attempted to define by some professional writers themselves. Writing is also complex, cognitive process (Zimerman, 1992). While according to Oshima and Hogue (1997: 2) writing is never a one-step action; it is a process that has several steps. In other words, writing is an invaluable process to accomplish the production from beginning to the last, there is a structuralized cycle done by the writer. The emphasis of writing is process rather than production. Raimes (1983: 3) indicates that writing is an integral part of communication when the other person is not right there in front of us, listening to our words and looking at our gestures and facial expressions. From these statements, writing is the writer's activity which needs enough knowledge before writing. Besides, they also have to be able to manage writing from its 'process' to production.

Furthermore, Byrne (1997: 1) states that writing is the use of graphic symbols which are arranged according to a certain convention to form words and sentences. Olshtain in Celce-Murcia (2001:207) defines writing as an act of communication that takes place between the writer and the reader via the text in an interactive process. Bell and Burnbay (in Nunan, 1998: 36) point out that writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level-include control of content, spelling, and letter formation and beyond the sentence structure and integrate information into cohesive and coherent paragraph and text. These three statements also emphasize that writing is sensitive activity considering essential aspects such as certain conventions, audience target, and also micro parts of writing such as grammar, cohesive device, etc.

Good Writing

Good writing means a good outcome of man's writing. Whereas, a good outcome is a result of a good process in writing. Therefore, we need to know both 'good outcome and good process of writing'. Good writing is writing that is appropriate to the specific writing situation for which it was produced. Good writing is writing that is appropriate for the audience and purpose of a specific writing situation. The content, organization, sentence structure, and word choice of an effective piece of writing should be appropriate for the writer's audience and purpose (Zimerman, 1992). In this position, writing is not about micro aspects (word choice, structure, etc) but also the macro one which considers target and context sensitivity. Moreover, those are in line with Zimerman (1992) that the characteristic of good writing: 1) general features of good writing: appropriate for the purpose, appropriate for the audience, appropriate for content, appropriate for style, appropriate for tone; 2) specific features of good writing: effective organization, effective sentence structure, effective word choice, effective visual display of information.

Furthemore, Bailey (2003: vi) splits up the accuracy in writing as follow: 1) abbreviations (abridgment or shortened phrase); 2) adverbs (a part of speech comprising a class of words that modify a   verb, an adjective, or another adverb); 3) articles (Any of a class of words used to signal nouns and to specify their application. In English, the indefinite articles are a and an and the definite article is the); 4) caution (e.g. Poor education tends to lead to crime); 5) conjunctions (A part of speech such as and, but, as, and because that serves to connect words, phrases, clauses, or sentences, Eg: furthermore/however); 6) formality in verbs (e.g speed up/accelerate); 7) modal verbs (may/could/should); 8) nationality language (e.g. Spain/Spanish); 9) nouns and adjectives (e.g. efficiency/efficient); 10) nouns: countable and uncountable (e.g. business/businesses); 11) passives (e.g. The gases were discovered); 12) prefixes and suffixes (Prefixes, an affix such as dis- in disbelieve, put before a word to produce a derivative word or an inflected form. Suffixes An affix added to the end of a word or stem,

serving to form a new word or functioning as an inflectional ending, such as -ness in gentleness, -ing in walking, or -s in sits); 13) prepositions (e.g. The purpose of this paper); 14) prepositions after verbs (concentrate on); 15) punctuation (The use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases in order to clarify meaning (e.g. ' ?); 16) referring verbs (e.g. Martins (1975) claimed that ...); 17) relative pronouns (e.g. that/which); 18) singular/ plural (e.g. the team is/are); 19) tenses (e.g. Few scientists dispute/have disputed); 20) time words and phrases (e.g. since the nineteenth century). These are important properties for good writing aspects.

Error Analysis

The sketch of Error Analysis

Error Analysis (EA) is "a technique for identifying, classifying and systematically interpreting the unacceptable forms of a language in the production data of someone learning either a second or foreign language in speech or written performance. The term error is distinguished from mistake. Errors are associated with failures in competence and mistakes with failures in performance (Richards & Schmidt, 2002; Amiri, 2017; Connolly, 2020).

Error analysis attempts to explain the errors within the language of the second language learners by comparing the language produced by the learners to the standard norms of the target language. Error analysis is important for teachers to discover and analyze language learners' mistakes, allowing for opportunities for growth and optimization of their language learning to work out a solution for teaching and learning (Salehi, 2018; Sarasua, 2021).

Error description taxonomies

The following discussion of error description taxonomies is based on the presentation given by Dulay, et. al., (in Napitupulu, 2017): a) addition errors: such errors refer to the presence of an element or a form which must not appear in a wellformed utterance. Addition errors are sub-categorized into: regularization i.e applying rules used to produce the regular ones to those exceptions to the rules; double marking, a kind of addition error in which one feature is marked at two levels; simple additions are those which are neither regularizations nor double-markings; b) omission errors: the absence of an item that must appear in a well-formedwell-formed utterance; c) misordering errors: caused by incorrect placement of a morpheme or group of morphemes in a given utterance; d) misformation errors: refer to the use of a wrong form of a morpheme or a structure in an utterance.

Process of error analysis

Ellis and Barkhuizen outlined the process of error analysis in four steps including: a) collection of a sample of learner language; b) identification of errors; c) description of errors; and d) explanation of errors (Amiri, 2017). From this model, the researcher follows the general steps for this research accomplishment.

Students' errors found in the journalism class

With reference to the students' writing documentation on journalism class followed by 20 students, the errors of the word, phrase, and sentence constructions were indicated in the following data: 1) Javanese is language **that used** by almost people who lives in Java island; 2) Surabaya java and Solo **java is contrast**; 3) the accent of **Surabaya also** unique; 4) **there are** many people **hard distinguish** the above case; 4) different spelling two word is same and right; 5) the registration can **be access** on instagram @ pbi STKIP Pacitan; 6) this **cultur a pear** in 2000; 7) one **of them in Indonesia**; 8) the crisis **situation caused** by Corona virus; 9) the virus **give** impact in education; 10) so **student learning** at home ; 11) it **is gather** any diversities in Indonesia; 12) the language **choosen** without any **reason**; 13) why **did youth** during *sumpah pemuda* at 1928; 14) bahasa Indonesia **also don't** have social strata; 15) why Bahasa Indonesia **choosen** as linguafranca; 16) learning process **have been turn**; 17) students **that life** in village **witout** internet connection cannot access the online learning; 18) it **have** many **problem** to practice; 19)English is the international language **that entering** various **field**;

20) in learning English, we **should mastering** four skills; 21) writing as practical skill **is required** the ability to construct ideas into text; 22) it **is become** main problem for majority of writer; 23) internet **have** important function on learning; 24) if teacher **not have** good technique, the purpose of learning **not be getted**; 25) Indonesia will **be have** best generation in new era; 26) Java is the **crowdest are**; 27) the Javanese **language from island** in Indonesia; 28) the **people Javanese** always have Javanese language in activity; 29) beautiful Javanese language **have a values** in Indonesia; 30) *Adkar* is organization **for learn** Arabic gravity; 40) **why in** *maulid nabi* era?; 41) usually, *Adkar* **give** some event to studies with benefit knowledge; 42) this ritual **can also tightly local** community relation; 43) we can **life** happily; 44) this learning **start** when virus Covid-19 **attack** at 2019.
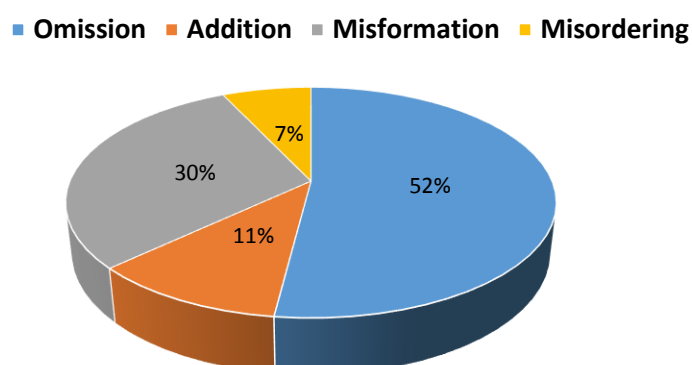

Figure 1. Percentages of the errors based on surface strategy taxonomy

Referring to the data analysis, the emerging hindrance of writing was mostly in the form of omission category (52%) followed by misformation (30%), addition (11%), and misordering (7%).

Percentages of errors

Omission errors, as the most frequent error, are caused by the innate capacity of the first language or mother tongue of the students. As we know that there are no tenses and the auxiliary verb "be" does not exist in the Indonesian language. It causes free construction of a sentence to a target language, here is English. The learners tend to use pre-capacity (Indonesian language) to produce the target language (English). E.g., the learners produce a sentence: Ani bahagia ─ without any auxiliary verbs "be" in non-verb construction (ie., subject followed by adjective phrase). The sentence is also not affected by tenses (transformation of a "be" because of a time effect). On the contrary, in the English sentence Ani is happy (Ani bahagia) is affected by tenses and the use of "be" to denotesa particular time and non-verbal construction. Therfore, Indonesian learners producing errors are inevitable. They were in a process or approximative system of the target language.

Misformation also indicates the second place of error of the learners. Misformation is characterized by the use of the wrong form of the morpheme or structure (Dulay, et.al., 1982). In the case of Indonesian learners, this category is a risky construction. For instance, the regular formation of English bound morpheme is added by the small marker like "ed" to show past tense verb or "es" to show a plurality of noun or singular present tense verb, etc. Whereas, there are also exceptions in English or irregular formation to denote past tense or plurality. For instance, in regular formation, "ed" (past simple) is added into morphemes like study-studied, and learn-learned but not in the case of irregular formation (past simple) like go-went or read-read. In the

matter of irregular plural formation is "teeth" (plural form of a tooth), "gees" (plural form of goose), etc. From these examples, the regularization source is also a source of learners' errors.

Even, the problems of forming verb from present to past simple also happens in the formation of past participle in English — the form of a verb, usually made by adding -ed, which is used in some grammatical structures such as the passive or perfect tenses (CALD, 2023). On the contrary, in the case of the Indonesian language, there will be a constant form of a verb used to denote diverse tenses or times. E.g., the verb "*makan*" will not become "*makaning*" or "*makaned*" to express present or past tense as well as perfect tense. It will always be "*makan*". *Saya "makan" untuk hidup* (present tense), *saya "makan" di rumah nenek kemarin* (past tense), *saya telah "makan" beberapa jam lalu* (perfect tense).

In the matter of omission and misformation, the errors are caused by some aspects. It is ignorance of small items or details in English morphemes. Moreover, the nature of language learning (usually based on the first language acquisition reference) is concerned with macro aspects instead of micro ones or shifting from motivation, care, and love of a target language to shifting of its details. It means, in these cases, the learners need hundred flight hours of learning and applying the target language to overcome the complexity.

Finally, addition and misordering errors are the third and fourth place of learners' errors. In this matter, the adult learners seem to have avoided addition and misordering. Their learning process had led them to be sensitive to the macro construction level of a language. Moreover, they had also been sensitive in some additional items to the unnecessary formation of morphemes, phrases, or sentences.

Examples of errors

From the documents of the students' writing, some errors were found which are categorized based on error surface strategy taxonomy. There were instances of those errors:

Javanese is language that used by almost people who lives in Java island

The sentence initially seems to be grammatical. However, in the writing case, the learner had omitted the auxiliary "is" to form a relative clause or adjective clause to modify the noun "language". Moreover, the writer also omitted the indefinite article "a" for a general statement. Additionally, redundancy also occurred. The sentence should be "Javanese is a language that is used by almost people living on Java" or "Javanese is a language used by almost people living on Java".

The accent of Surabaya also unique

In the second example, the learner had also ignored the use of the auxiliary verb "is" she or he treated the construction of language like his or her mother tongue which has no tenses or auxiliary properties. The sentence should be "The accent of Surabaya is also unique".

It is gather any diversities in Indonesia

In the third example, the learner assumed that to join subject and predicate always need auxiliary verbs "is, am, and are" in all cases of English sentence construction: verb or non-verb sentence constructions. Moreover, the learner was also distracted by the grammatical properties of the word "gather". In English, a word can have diverse grammatical properties; namely, the word "gather" can be a noun or verb with reference to the co-textual use. Therefore, in this case, the double marking — the use of "is" and "gather" i.e. two verbs— occurred. The sentence should be "It gathers any diversities in Indonesia".

There are many people hard distinguish the above case

In the fourth example, the learner underwent confusion of putting and making an order of some words into an appropriate sentence. The process of learning caused him or her to freely locate the words into sentences intuitively. In such case, the exceptional adverb "hard" (without suffix 'ly') is better placed after object position. Additionally, the writer should avoid using dummy subjects (i.e., generally occur in phrases like 'there is', 'there are', 'there was', 'there were', 'it is', and 'it was') whenever possible; especially, in academic writing. It should be written as "Many people distinguish the above case hard".

The people Javanese always have Javanese language in activity

In the fifth example, the learner also committed an error. He or she placed inappropriate and reversed phrasal construction. The researchers assumed that it was an interlingual error as a result of language transfer caused by learners' first language or mother tongue, that is, the Indonesian language. In the Indonesian language, the phrasal noun is H-T (Head-Tail) construction. E.g., orang Jawa (directly transferred into English as 'the people (*orang*) Javanese (Jawa)' or 'orang Indonesia' directly transferred into English as 'the people Indonesia'. In English, the phrasal noun should be in T-H (Tail-Head) construction to be 'Javanese people' or 'Indonesian people'.

Solutions

Solutions proposed by the researchers are the employment of Collaborative Learning Techniques (CoLTS) focused on writing. Since the CoLTS are appropriate to be applied for academic purposes or university students. The techniques focusing on writing such as a) dialogue journals; b) round table; c) dyadic essays; d) peer editing; e) collaborative writing; f) team anthologies; g) paper seminars (Barkley, et. al., 2005). Certainly, the treatment should also pay attention to the major errors committed by students. In this case, the researchers had employed the peer editing technique to teach journalism class. Based on the observation, the students engaged in contributing their critical findings on the errors made by their peers for revisions. Additionally, the criticized pairs will be responsible for the corrections before publishing the writing. In this class, the critical contributions (micro or macro aspects of writing) will be accounted as invaluable participation during the class for a judgment of class evaluation.

CONCLUSION

Referring to the data analysis, it could be concluded as follows: a) writing is sensitive activity considering essential aspects such as a certain convention, audience target, and also micro part of writing such as grammar, cohesive device, etc.; b) Error analysis, attempts to explain the errors within the language of the second language learners by comparing the language produced by the learners to the standard norms of the target language. The error analysis is important in this age for teachers to reveal language learners' problems, allowing for opportunities for growth and optimization of their language learning to work out a solution for the teaching and learning as well as to optimize the use of authentic human mind instead of totally depending on technology; c) the emerging errors of writing was mostly in the form of omission category (52%) followed by misformation (30%), addition (11%), and misordering (7%). In the matter of omission and misformation, the errors are caused by some aspects. It is ignorance of small items or details in English morphemes. Moreover, the nature of language learning (usually based on the first language acquisition reference) is concerned with macro aspects instead of micro ones or shifting from motivation, care, and love of a target language to shifting of its details. It means, in these cases, the learners need hundred flight hours of learning and applying the target language to overcome the complexity; d) solutions proposed by the researchers are the employment of Collaborative Learning Techniques (CoLTS) focused on

writing. Since the CoLTS are appropriate to be applied for academic purposes or university students. The techniques focusing on writing such as dialogue journals; round table; dyadic essays; peer editing; collaborative writing; team anthologies; paper seminar.

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CERTIFICATE

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in recognition and appreciation of your contribution as

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for the manuscript entitiled **"Students' Writing Viewed from Error Analysis Perspective"** which presented at the 2nd International Conference on Learning and Education (2nd ICLE) STKIP PGRI Pacitan in 2023 with the theme "Future Trends of Science and Education: The Use of Artificial Intelligence in the New World".

July 21st 2023, STKIP PGRI Pacitan

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