



THE EFL STUDENTS' ERRORS IN COMPOSING PARAGRAPH OF ENGLISH DEPARTMENT STUDENTS

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Abstract: Teaching writing in English Language Teaching (ELT) is enriched by various theories that support different approaches. Flower & Hayes developed the process theory of writing, emphasizing the reflective thinking stages from planning to editing texts. Error Analysis is the study and evaluation of uncertainty in measurement. Experience has shown that no measurement, however carefully made, can be completely free of uncertainties. Because the whole structure and application of science depends on measurements, the ability to evaluate these uncertainties and keep them to a minimum is crucially important. It is natural for anyone learning a foreign language to make mistakes and errors because it differs from his or her mother tongue. The researchers have calculated the students' paragraph by finding out the errors in composing writing text. However, the researchers found that the total errors made by the students are 77 by each type of errors. it shows that the occurrence of omission error was 16, the occurrences of addition error was 26, the occurrences of misformation error was 14 and the occurrences of misordering error was 21. In conclusion, the error committed in f omission error was 16 or 18,8%. The occurance of addition error was 26 or 30,5%. The occurance of misformation error was 14 or 16,5%. And the error of misordering error was 21 or 25%. The most dominant error made by students with good and poor ability in writing paragraph was in addition error for about 30.5%.

Keywords:

EFL, Errors, Paragraph

A. INTRODUCTION

The English language requires four skills to be mastered: listening, speaking, reading, and writing. Writing is ranked last among the four skills. The stage of the skill indicates that students must be familiar with the first three skills. Students should master four language skills, including writing.

Writing is often considered the most challenging skill for English as a Foreign Language (EFL) learners. This case involves individuals of all ages, not just schoolchildren. In making good writing, there are some aspects that need to be considered, those are content, organization, vocabulary, grammar, and mechanics. This is consistent with Brown's statement that few people learn to communicate themselves clearly with well-developed organization that achieves its intended purpose. Sharing an idea in writing requires a proper arrangement and clear language so that both the reader and the writer grasp the content. It is like writing a recount, a narrative, and a descriptive text.

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Teaching writing in English Language Teaching (ELT) is enriched by various theories that support different approaches. Flower & Hayes developed the process theory of writing, emphasizing the reflective thinking stages from planning to editing texts. Martin and Swales advocate for genre based teaching to help students master the structures and characteristics of various text types. Johnson & Johnson reinforce cooperative learning ideas in writing, while Kress and Jewitt highlight the importance of multimodality in teaching students to use various modes of representation, including text, images, and digital technology. Teaching writing in the context of English language education is a crucial aspect involving diverse approaches and theories to facilitate the development of students' writing skills.

Error Analysis is the study and evaluation of uncertainty in measurement. Experience has shown that no measurement, however carefully made, can be completely free of uncertainties. Because the whole structure and application of science depends on measurements, the ability to evaluate these uncertainties and keep them to a minimum is crucially important. It is natural for anyone learning a foreign language to make mistakes and errors because it differs from his or her mother tongue. Littlewood stated in Wardhana said that error may enrich learners

'knowledge of the language they are learning because they are learning something from them.

Meanwhile, the Longman dictionary defines a mistake as —something you do that is not sensible or has negative outcome. Furthermore, Corder claims that mistake has an unsystematic characteristic that indicates performance error in both second language learners and native speakers. In another similar definition, Brown said that term —mistake|| refers to the imperfection of a native speaker and a second language learner in producing speech as a result of a failure to correctly understand the system; it is related to the learners 'performance errors.

This research deals with the investigation of grammatical errors produced by EFL students of English and how students learn English Grammar. This research exposed the kinds of students' grammatical errors in their writing so that it can help learners overcome the problem and achieve the aims in learning English. Theoretically, the descriptions of student grammatical errors in writing skill provide valuable insight to prove the knowledge of grammar in writing. This research can reveal information on the quality of students' grammar on writing which is very important for the theory of writing, especially on how to develop writing skill as one of alternative to make students more active and creative.

According to Ma'mun (2016), most students of the intermediate level made grammatical Error in Omission and Misinformation of their paragraph writing. About writing skills, most of the errors that occur in EFL writing are relate to the transfer of grammatical structures. There was a similarity between Ma'mun's research and this research that both of researchers wanted to analyze students' grammatical errors in writing. The difference of their research and this research was the sample. Ma'mun's research took two classes from elementary school as their sample and this research only took one class from senior high school as the sample of research.

Sukasame et al (2013) found that past perfect tense was the most committed errors that occur in the work of the students. The second most error was past simple tense and the third was present perfect tense, while past continuous tense was the fourth position and the fifth error was present simple tense, and follow up future simple tense. The last one was presenting continuous. There was a similarity between Sukasame's research and this research that both of researchers wanted to analyze students' grammatical errors in writing. The difference of his research and this research was the scope of research. Sukasame's research focused on grammatical structure of tenses while this research focused on grammatical errors based on surface strategy taxonomy.

Otherwise, Oshima & Houge (1997:89), state that the types of writing consist of four, namely:

- a) Narration

Narration is the form of writing use to relate the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and the events are told in the same order. A narration tells a story series of conducted incidents or an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story, novels and news stories, as well as a large part of our everyday social interchange in the form of letter and conversation

b) Description

Description is a form writing that describe something. It is reproduce the way thing looks, smell, taste, feel or sound. It may also evoke mood such as happiness, loneliness or a fear. It may be used also to describe more that outward appearance of people. It may tell about their tries of character of personality.

c) Exposition

Exposition is the form of writing that explains something. It often answers to the question of what, how and why. It used in giving information, making explanation and meanings. Its purpose is to present ideas and to make the ideas clear as a possible.

d) Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount text are orientation, events and reorientation. Basically recount text is similarity to narrative. The differentiated are generally narrative found in tale, folktale, legend and fable whereas recount found in biography and autobiography. The narrative, there are conflicts among the store in the contrary we do not find conflict in the recount, just events of series as basic structures.

From the explanation above, the researcher can conclude that there are so many writing genres, namely: recount, description, narrative, anecdote, procedure, exposition, discussion, news item, and information report.

Theory of Error

Error and mistake are different things. According to Ellis (2004) in distinguishing between errors and mistakes says 'errors reflect gaps in learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance, they occur because unparticular instance, the student is unable to perform what he or she knows.

Ellis also suggested that there are two ways to distinguish between an error and mistake. The first way is to confirm the consistency of the students' performance. If the student sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if the student always uses it incorrectly, it is an

error. The second way is to ask, to try or to correct students own deviant utterance. Where the students' is unable to correct the deviations is error and where the student is successful to correct the deviations, it is a mistake.

1. Definition of Error

In learning English as a foreign language, students sometimes face many problems and often make an error. Indeed, error and mistakes is a natural step in development of language skills. Until late sixties, the prominent theory regarding the issue of second language learning was behavioristic, which suggested that the learning was largely a question of considered as being the result of the persistence of existing mother tongue habits in the new language.

Errors can happen in spoken and written language. Furthermore, it happens due to the second language learners' lack of English ability. So, learners are still involving the knowledge of the first language rule system. To analyze the learners' errors, we need to compare between two crucial terms that confuse the learners that are "error" and "mistake".

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Ellis (as quoted by Erdogun, 2005: 263) also suggest that there are two ways to distinguish between an error and mistake. The first way is to confirm the consistency of the students' performance. If the student sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if the student always uses it incorrectly, it is an error. The second way is to ask, to try or to correct students own deviant utterance. Where the students' is unable to correct the deviations is error and where the student is successful to correct the deviations, it is a mistake.

According to Brown (2007) states that errors is an obvious deviation by native speaker show the competence levels of the learners. Moreover, Brown (2007) states that mistake refers to imperfection of native speaker and second language learner in producing speech due to the failure of knowing the system correctly, it is related to the learners' performance errors.

From the above explanation, the writer can conclude that an error is 'lack of competence' and a mistake is 'performance phenomena'. It means that errors are something that we cannot fix; it is something that we should study further in order to get better understanding, while mistake can be fixed as the knowledge that is already learned especially for second language learners. Therefore, it can be a good part of learning process that is essential to improve the students' understanding in learning the second language.

2. Types of Error

James (1998), classifies errors into four types, they are:

a. Omission errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Omission error refers to the absence of necessary words or grammatical elements that are essential for a sentence to be grammatically correct and convey its intended meaning clearly.

b. Addition errors

Errors of addition are identified by looking at words or phrases that contained unnecessary addition such as plural-when noun should be singular.

c. Misformation errors

Erdogan (2005:264) state that misformation errors are characterized by the use of the wrong form of the morphemes or structure. In misformation errors the learner supplies something, although it is incorrect. The types of errors are :

1. Regulation errors: Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.
2. Archi-forms: The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example : *i see her yesterday* (*I saw her yesterday*). *her dance with my brother* (*she danced with my brother*).
3. Alternating forms: As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example: *i seen her yesterday* (*I saw her yesterday*).

d. Misordering errors

As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering errors occur when words, phrases, or clauses are placed in an incorrect order within a sentence or text.

From the explanation above, there are four types of errors, they are: omission errors, addition errors, misformation errors, and misordering errors.

B. RESEARCH METHOD

The research method of the research was Descriptive research. As stated by Arikunto (2019) research designed is used to find out the conditions or other circumstances mentioned, the results of which are presented in the form of a research report.

The population of the research was the students at first semester of Academic Year 2024/2025. The total were 15 students. This research used total sampling, so that the entire population was chosen as sample of the research.

C. FINDING AND DISCUSSION

Researchers have examined the sentence structures of students categorized as either achieving 'good' or 'poor' outcomes in writing recount text assignments, with a specific focus on identifying types of errors. The identified error categories include additions, omissions, misformations, and misordering. The result of the research was described as below.

Table.1 Types of errors in recount text by students with good and poor abilities

No	Name	Types of Error				Total error Made by students
		Omission	Addition	Misformation	Misordering	
1	S2	3	2	1	3	9
2	S4	0	1	2	1	4
3	S5	2	1	0	1	4
4	S6	0	2	1	2	5
5	S7	0	3	0	2	5
6	S9	0	3	1	1	5
7	S11	2	2	2	1	7
8	S18	2	3	1	2	8
9	S19	0	3	2	0	5
10	S10	2	2	0	2	6
11	S11	2	0	0	2	4
12	S12	1	2	2	1	6
13	S13	1	1	1	1	4
14	S14	0	1	1	1	3
15	S15	1	0	0	1	2
Total		16	26	14	21	85

From the table above, the researcher found that the total errors made by the students with good and poor abilities are 85 by each types of error as the following table. It shows that the occurrences of omission error was 16, the occurrences of addition error was 26, the occurrences of misformation error was 14 and the occurrences of misordering error was 21.

After determining the error that made by students, the next step was calculating the percentage of all types of error to figure out dominant type of error. There were 16 in omission, 26 in addition, 14 in misformation, 21 in misordering.

And the percentage of each types of error can be reported as shown in the following table.

Table 2 The percentage of errors that made by students with good and poor ability

No	Type of error	Total Error	The errors percentage
1	Omission	16	18.8%
2	Addition	26	30.5%
3	Misformation	14	16.5%
4	Misordering	21	25%
Total		77 (N)	100%

Based on the calculating of students' with good and poor quality errors in composing writing text, the researchers found that the total errors made by the students are 77 by each types of error as the following table, it shows that the occurrences of omission error was 16, the occurrences of addition error was 26, the occurrences of misformation error was 14 and the occurrences of misordering error was 21.

D. CONCLUSION

Based on the result of the students' error in composing paragraph was found that the four types of error found in this research, they were omission, addition, misformation, and misordering error. The occurrences of omission error was 16 or 18,8%. The occurrence of addition error was 26 or 30,5%. The occurrence of misformation error was 14 or 16,5%. And the occurrences of misordering error was 21 or 25%. The most dominant error made by students with good and poor ability in writing paragraph was in addition error occurrences for about 30.5%.

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