AN ANALISIS OF STUDENTS' MISTAKE IN WRITING AT UNIVERSITAS MUHAMMADIYAH MAKASSAR

Anhar. A[1], Herlina Daddi[2]

[1,2]Universitas Muhammadiyah Makassar
andianhar0@gmail.com

ABSTRACT

*This research aimed in finding out the Students' Mistake in Writing. The research applied descriptive research design. The research subject is the second years' students of Muhammadiyah University of Makassar by using random sampling technique. The instrument of the research was writing text and interview. The result of the research was about Students' Mistake in Writing. The data analysis of the students from the test, showed 4 category of mistake in writing ability, those are; spelling mistake, grammar mistake, punctuation mistake, and usage mistake. Besides with the descriptive text result, it was showed that most of the student make mistake in gammar mistake with the percentage point was 38%, and its followed with usage mistake with the percentage point was 24%, next Punctuation mistake it has 20%, and the last was spelling mistake with the point of percentage was 18%. And from the interview section, the students did not focus in learning because they were lazy to learn, feeling sleepy in the classroom during the day, starving, talking with their friend and busy with their gadget. The problem in student's ability were some students did not have gadgets to use in learning and some students did not understand with the material being taught, some of student were lack of vocabulary, students had difficulty in understanding the gramma*r lesson by the lecturer and the way the lecturer taught the lesson to the students.

Keywords: *Writing, Students Mistake, and the causes of student mistake in writing.*

ABSTRACT

Penelitian ini bertujuan untuk mengetahui Kesalahan Siswa dalam Menulis. Penelitian ini menggunakan desain penelitian deskriptif. Subyek penelitian adalah mahasiswa tahun kedua Universitas Muhammadiyah Makassar dengan menggunakan teknik random sampling. Instrumen penelitian adalah teks tulis dan wawancara. Hasil dari penelitian ini adalah tentang Kesalahan Siswa dalam Menulis. Analisis data siswa dari tes, menunjukkan 4 kategori kesalahan dalam kemampuan menulis, yaitu; kesalahan ejaan, kesalahan tata bahasa, kesalahan tanda baca, dan kesalahan penggunaan. Selain itu dengan hasil teks deskriptif menunjukkan bahwa sebagian besar siswa melakukan kesalahan pada kesalahan gammar dengan persentase poin 38%, dan disusul dengan kesalahan penggunaan dengan poin persentase 24%, selanjutnya kesalahan tanda baca 20%, dan yang terakhir adalah kesalahan ejaan dengan poin persentase 18%. Dan dari wawancara, siswa tidak fokus dalam belajar karena malas belajar, merasa mengantuk di kelas pada siang hari, kelaparan, mengobrol dengan temannya dan sibuk dengan gadgetnya. Kendala pada kemampuan siswa adalah beberapa siswa tidak memiliki gadget untuk digunakan dalam pembelajaran dan beberapa siswa tidak mengerti dengan materi yang diajarkan, beberapa siswa kekurangan kosa

kata, siswa mengalami kesulitan dalam memahami pelajaran grammar oleh dosen dan caranya. dosen memberikan pelajaran kepada mahasiswa.

Kata Kunci: Menulis, Kesalahan Siswa, dan Penyebab Kesalahan Siswa Dalam Menulis.

INTRODUCTION

Accelerating globalization and digitalization, English has increasingly been used as the de facto lingua franca internationally, as is felt from economy to trade, from culture to sport, and from technology to science and education. English as one of the languages in the world is very important to learn because it can be used in giving or receiving information, to communicate with other people around the world, and for the development of education, technology, and arts. In this globalization era learning English is an obligation, because English language is one of the requirements and support for admission to enter in some university, and to find a suitable job. There are some reasons why people still difficulty to mastering English language. One of the problems is come from listening, reading, speaking and writing.

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Richards and Renandya (2002: 30) defined that "There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in t ranslating these ideas into readable tests." In line with these ideas. Brown (2004: 218) stated as follows "We also fully understand the difficulty of learning to write "well" in any language, even in our own native language. Every educated child in developed countries learns the rudimentts of Writing in his or her native language, but very few learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose." In addition, Taylor (2009:4) supported by saying that for most people Writing is an extremely difficult task if they are trying to grab in their language with new ideas and new ways of looking at them.

Writing was important part to produce language, which you do naturally when you speak to others. When you say something, has been better to think it first before we said, perhaps correct something you have said, and then move on to the

next statement. Writing was not much different, except that you take more time to think about your subject, the person or people you has been discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language (English), you also take more time to revise your work.

Writing was one of productive skills, which contains a symbol (orthographic) and involves a complex process, in making a good writing, we must used correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition.

In another side, the accurately give big effect in writing skill it is involves several sub-skills. Some of them are related to accuracy, example.

The used of the correct form of language, writing that accurately involves spelling with correct, form letters correctly, use punctuation correctly, use correct layout, choose the proper vocabulary, use grammar correctly, combine sentences correctly and arrange the correct paragraphs too. It means that writing ability involves several sub skills that must be considered in writing ability. Those are the factors that affect the mistake in student's ability to write accurately.

The researcher focuses on identification the students' mistake while writing accurately. Based on the explanation above, the researcher conducted research about "AN ANALYSIS OF STUDENTS' MISTAKE IN WRITING"

The Porpouse

Based on the identification of the problem that is the students' mistake in writing ability, the researcher limits the problem of the study for the purpose of identifying the students common mistakes in write accurately in term of spelling mistakes, Punctuation mistakes, Grammar Mistakes, and Usage Mistakes in fourth semester students in Muhammadiyah University of Makassar.

Theory

Generally, the word "error" and "mistake" are considered to be synonymous, but Penny Ur (2002) made a difference between these terms. Errors are consistent and based on "mis-learned" generalizations. On the other hand, mistakes are occasional, inconsistent slips. Language teachers perceive that both mistake and error done spontaneously by the student. Again, according to Brown (2000) a mistake refers to a performance error, which is made by language learners while

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producing a known structure incorrectly and comes out through a slip of tongue. He also referred to it as an "unsystematic guess". Mistakes can be self-corrected by native or non-native speakers but errors cannot be done so because the mistakes do not occur from insufficiency or incompetence, whereas, errors occur for incompetence in the language.

There has always been a generally accepted concept that if you break grammatical or structural rules you have made a mistake. Grammatical problems still remain, but today attention is moving more towards a broader concept, in the form of the vocalizing of ideas. In addition, there is more emphasis nowadays on discovering the real causes of the mistakes and errors and ways of correcting and avoiding them. A mistake is something natural, something that the teacher may identify, treat or ignore. It is their decision. Pit Corder (1991) stated
"A mistake is not an issue of knowledge, but it is an issue of its application".

Error analysts distinguish between errors, which are systematic, and mistakes, which are not. They often seek to develop a typology of errors. Error can be classified according to basic type: emissive, additive, substitutive or related to word order. They can be classified by how apparent they are. Overt errors such as «I angry» are obvious even out of contest- whereas covert errors are evident only in contest. Closely related to this is the classification according to domain, the breadth of contest which the analyst must examine, and extent the breadth of the utterance which must be changed in order to correct the error. Errors may also be classified according to the level of language: phonological errors, vocabulary or lexical errors, syntactic errors, and so on. They may be assessed according to the degree to which they interfere with communication. Global errors cause an utterance to be difficult to understand, while local errors do not. In the above example «I angry» would be a local error, since the meaning is apparent.

Bartram and Walton (1991) state that mistake is wrong language which a native speaker would not usually produce, that is, something that only learners of the language produce. This definition still raises a question from the teacher, "How does the teacher know that certain correctness is only produced by a learner and not a native speaker?" One basis to define a mistake may be based on our intuition of our mother tongue. In our mother tongue, it is unlikely that we misspell words; it is

therefore, a misspelled word is a mistake. But again, with reference to what Ellis has stated, in/ practice it is difficult to distinguish between an error and a mistake.

Yankson (1996) *Mistake'* is a type of linguistic deviance, but it is a slip, the result of tiredness, emotional stress, nervousness, memory lapse or preoccupation with the subject. Native speakers also make mistakes. Mistakes are haphazard and unsystematic. The learner can oftentimes correct his own mistakes. The error analyst ignores learners" mistakes sometimes referred to as "performance phenomenon" because they do not reflect the learner's competence.

b. Mistake in Writing Skill According to Yankson (1996)

1.) Why do students make mistakes and errors?

This concern still remains at the roots of developments in methodology. Mistakes and errors may be caused because of: a) Ignorance, of not knowing the rules, the structure of the language, and so on. b) The inability of students to apply what they have learned. The behaviorist approach treats the mistake and the error as a symptom of non-effective teaching, as proof of failure. The mentalist attitude considers mistakes and errors as proof that the student is learning. The student learns even more from mistakes and errors when they are carefully corrected.

2.) Should mistakes and errors concern us?

The simple answer to this is: Of course, they should, for two reasons: Firstly, they are direct proof of what students know and what they don't know. Secondly, mistakes and errors are symptomatic of any problems that students may have. From the beginning, error analysis was beset with methodological problems. In particular, the above typologies are problematic: from linguistic data alone, it is often impossible to reliably determine what kind of error a learner is making. Also, error analysis can deal effectively only with learner production (speaking and writing) and not with learner reception (listening and reading). Furthermore, it cannot control use of communicative strategies such as avoidance, in which learners simply do not use a form with which they are uncomfortable. For these reasons, although error analysis is still used to investigate specific questions in second language acquisition, the quest for an universal theory of learner errors has largely been abandoned. In the mid-1970s,

Corder and others moved on to a more wide-ranging approach to learner language, known as Interlingua.

3.) How should mistakes and errors be corrected?

While mistakes in spoken language may be allowed without being corrected since the message can normally be understood with the help of non-verbal cues and signals, errors must be corrected more carefully in written language because if they are left uncorrected, they become fossilized. Therefore, it is very important to find a suitable strategy for the correction of errors. Mistakes and errors must not be routinely left uncorrected. Students must be informed of their mistakes and errors, and they must constantly be updated on their learning development. Positive analysis of mistakes and errors encourages the student to progress and does not intimidate or worry them. We should pay great attention to teaching our students to recognize their mistakes and errors themselves- correct them, and analyze them, which leads naturally to a greater understanding and more profound self-evaluation of their work. This positive analysis cannot evolve if the teacher does not practice this procedure, and if students likewise do not become accustomed to the resulting self-evaluation. There will be times when the teachers want the students to correct their own work. It is better if students check their errors in pairs or in small groups and try to identify any error and then consult the teacher.

c. The 4 Main Types of Mistake in Written Language According to Fochtman P.M (2016) Frankfurt International School.

1.) Spelling mistakes.

English spelling is irregular and even many native-speaker adults have difficulties with it. Spelling mistakes do not usually prevent the reader from understanding what the writer is trying to say, but they can create a negative impression. For this reason it is advisable to try to remove them from important pieces of writing. Probably, the best way is to write on the computer and use a spellcheck. Diligent use of a dictionary is a good alternative. For *high stakes* writing, e.g. job applications, the piece should be given to a teacher to check over. Extensive reading in English is a very good way in the longer term to learn English spelling patterns, so that mistakes are less likely.

2). Punctuation mistakes.

English for Second Language (ESL) students need to learn certain aspects of the English punctuation system, such as the way to punctuate direct speech. In general, however, the most *serious* of punctuation mistakes are made not only by English for Second Language (ESL) students, but by native speakers too. These mistakes are due to the lack of a clear understanding of what a sentence is, and they result in fragments (incomplete sentences) or run-ons ('sentences' that do not end when they should). Punctuation mistakes can often be spotted if the student reads the writing aloud. If a natural pause in the reading does not correspond with, say, a comma or a full-stop in the written test, then it is likely that the punctuation is faulty. Important writing should be given to a competent native-speaker to check. Extensive reading, especially of non-fiction, both in English and the mother tongue, will help students understand the concept of the sentence as the basis of good writing.

3.) Grammar mistakes.

The next type of error commonly made by ESL students, for example, learners often do not choose the correct English verb tense for expressing an idea or do not use it in its correct form. They may fail to use the articles (a/the) correctly, or place words in the wrong order in a sentence. Some grammar mistakes are easy for learners to correct themselves, particularly if they read their writing aloud. Other grammar mistakes are not easy to find, however, because the learner simply does not yet know the correct way to express an idea in English. Looking in a grammar book will not often help in such circumstances - the best thing to do is to ask a native speaker to check the writing. In the long term most grammar mistakes will disappear by themselves, particularly if the learner does extensive reading in English.

4.) Usage mistakes.

The final type of error often seen in English Second Language (ESL) students' writing. A usage mistake does not break a grammar "rule", but is a word or string of words that a native speaker would never use to express the particular meaning that the ESL student is trying to convey. Usage mistakes can often be more of a problem to the reader than grammar mistakes. The ESL student who writes *My mother don't speak English* or *Then I putted beaker on tripod* will be understood. On the other hand, the student who writes in a

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journal *My mother has an arrangement with her operator today* will not be understood to mean that his mother has an appointment with her surgeon.

Rentauli Mariah Silalahi (2014) the researcher discovered 14 general reasons for the students to create errors and there were two very outstanding reasons among them. As it was an open ended question, the students could give more than one reason for their answer. The author made a tally counting for the students" errors and found out that 29.16% of the students mentioned "being careless" was the major reasons of their errors and 20.83% of the students mentioned "lack of understanding towards the lessons" as a major cause of their errors. Below are the complete 15 reasons the students mentioned as the causes of their errors:

1. was careless
2. lack of understanding towards the lessons
3. was rushing in doing the exer-cises
4. was impatient
5. very often forgot the lessons
6. lack of vocabulary
7. forgot to use articles
8. lack of understanding in trans-lation
9. forgot to use preposition
10. forgot to use auxiliary verbs
11. less practice
12. did not notice the instruction well
13. the questions were confusing
14. could not memorize formulas

From the research above we can conclude that the accuracy in writing is really important in learning language, its refers to how correct learners use of the language system including their use of grammar, pronunciation, and vocabulary even accuracy is often compare with fluency when we talk about Learners level of writing.

Methodology

Based on the research questions and objectives of the study, this research is design as a descriptive qualitative research. Descriptive research is a kind of research method using the techniques of searching, collecting, classifying and analyzing the data, and the objective is to describe phenomenon and a qualitative research is a type of research which does not include any calculation or enumeration. This research is design as a descriptive qualitative research and this study would like to prove the students' mistake in writing accurately. Hence, the purpose of this research design is to find out the students' mistake in writing skill.

Discussion

The research findings present the data from Writing Test and the data from Interview. In addition, in the discussion part, the researcher described the findings in detail about problem faced by English teachers in making lesson plan.

Result

The distribution of percentage score of the students' writing ability is

shown in the table below.

Table.1 of Mistake in writing

Category of Mistake	Number of Mistake	Percentage
Spelling Mistake	19	17%
Grammar Mistake	43	38%
Punctuation Mistake	24	21%
Usage Mistake	27	24%
TOTAL	**113**	**100%**

The result of data analysis of the students' from the test, showed 4 category of mistake in writing ability, those are; Spelling mistake, Grammar Mistake, Punctuation Mistake, and Usage Mistake.

Besides with the descriptive text result, it was showed that most of the student make mistake in Grammar Mistake with the percentage point was 38%, and its followed with Usage mistake with the percentage point was 24%, next Punctuation mistake it has 20%, and the last was Spelling mistake with the point of percentage was 18%. The specific distribution percentage score of the students' writing ability is shown in the table below..

Table.2 of Spelling Mistake

Spelling Mistake	Number of Mistake	Percentage
P = Number of Mistake X 100 Total of Mistake	19	17%

The first table shows the result of spelling mistake of the students, the table shows the students' overall score in spelling mistake which is 20 point of mistake and the percentage is 17% for 15 samples.

The researcher found the mistake of spelling during the test was;

Eg : *Masque* , *succes, region, tight, chose, lecture, enjoe.*

Correction: (mosque, success, religion, high, choose, lecturer, enjoy).

From the point of percentage shows that, the student still need assisted to spell the correct words.

Table.3 of Grammar Mistake

Grammar Mistake	Number of Mistake	Percentage
P = Number of Mistake X 100 Total of Mistake	43	38%

Second table shows the result of Grammar mistake of the students, the table shows the students' overall score in Grammar mistake which is 42 point of mistake and the percentage is 38% for 15 samples.

The researcher found mistake of grammar during the test is;

Eg. 1. The beautiful mosque and <u>have</u> beautiful view.

Correction: The beautiful mosque and <u>has </u>beautiful view.

1.   It was made me tired.

Correction: it made me tired.

3. I'm study at Muhammadiyah University of Makassar.

Correction: I'm studding at Muhammadiyah University of Makassar.

The students' mostly make mistake in grammar.

Table.4 Punctuation Mistake

Punctuation Mistake	Number of Mistake	Percentage
P = Number of Mistake X 100 Total of Mistake	24	21%

Third table shows the result of Punctuation mistake of the students, the table shows the students' overall score in Punctuation mistake which is 23 point of mistake and the percentage is 21% for 15 samples.

The researcher found mistake of punctuation during the test is;

Eg   : The mosque is beautiful my university muhammadiyah has

a *lot organization the* best one organization is IMM.

Correction: The mosque is beautiful, my university muhammadiyah has

a lot *organization,* the best one organization is IMM.

In this part, the student still low about put the right punctuation during the writing test, they mostly forget to put: (. , ? "and etc).

Table 5 .Usage Mistake

Usage Mistake	Number of Mistake	Percentage
P = Number of Mistake X 100 Total of Mistake	27	24%

Fourth table shows the result of usage mistake of the students, the table shows the students' overall score in Usage mistake which is 27 point of mistake and the percentage is 24% for 15 samples.

The researcher found mistake of Usage during the test is;

Eg   : 1. I *college* at University Muhammadyah

2. Get *a lot many success*

3. I *choosen* English department

Correction: 1. I study at university Muhammadiyah

2. Get a lot success

3. I choose English department

The usage mistake also being a top issues in student writing skill, most of them still lack of vocabulary so that makes their writing sometimes use Indonesian style.

Based on the explanation above from the 4 category of mistake in writing ability the researcher indicated that the most mistake that student facing is the grammar mistake, and it followed by the usage mistake, and also punctuation mistake, and the last is spelling mistake.

2. Interview Section

The results of students' interview section:
Shown in the explanation:

From the interview section, the Students did not focus in learning because they were lazy to learn, feeling sleepy in the classroom during the day, starving, talking with their friend and busy with their gadget. The problem in student's ability were some students did not have gadgets to use in learning and some students did not understand with the material being taught , some of student were lack of vocabulary, students had difficulty in understanding the grammar lesson by the lecturer and the way the lecturer taught the lesson to the students.

Other word, the student really need assisted and approach by the lecturer about how to learn English well especially in writing skill and the structure in writing. It will helpful for the students to enhance their ability in writing skill.

Conclusion

The result of the descriptive test was explained that the students' who made a big mistake in writing were grammar mistake which of the 15 sample made mistakes. According to the teachers, students did not knowing the use of the grammar correctly and that's affect the students' ability in writing as well.

By the result of the interview section, there are some factors that caused the Students did not focus in learning, that are lazy to learn, feeling sleepy in the classroom during the day, starving, talking with their friend and busy with their gadget. Another problems in student's ability were some students did not have gadgets to use in learning and some students did not understand with the material being taught , some of student were lack of vocabulary, students had difficulty in

understanding the grammar lesson by the lecturer and the way the lecturer taught

the lesson to the students.

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