Students' Paragraph Errors and Its Implication for Teaching Writing

Anselmus Sahan

English Study Program, Faculty of Educational Sciences, Timor University, Kefamenanu, Timor, East Nusa Tenggara

anselsahan@gmail.com

Students' Paragraph Errors and Its Implication for Teaching Writing

Anselmus Sahan

anselsahan@gmail.com

English Study Program, Faculty of Educational Sciences, Timor University, Kefamenanu, Timor, East Nusa Tenggara

Abstract: This paper aims to expose the students' ability to write a simple passage. To get the data needed, the writer asked them to write a simple paragraph of Indonesian consisting of five sentences and translate it into English. To analyze their writings, he gave three codes on their writings (italic, bold, and underline words). Their errors on writing were classified on the basis of Dulay, Burt & Krashen's (1982) four types of surface strategy taxonomy consisting of omission, addition, misformation and misordering. The results reveal that the students made 33 omission, 32 addition, 9 misformation, and 8 misordering errors. So, they still have difficulties to write a paragraph. Therefore, teaching and learning process of writing subject should teach students to be able to write acceptable, efficient and effective paragraphs.

Key words: surface strategy taxonomy, errors, students, paragraph writing

Abstrak: Penelitian ini bertujuan untuk mengungkap kemampuan siswa dalam menulis teks sederhana. Untuk memperoleh data yang dibutuhkan, penulis meminta mereka untuk menulis sebuah paragraf sederhana dalam bahasa Indonesia yang terdiri dari lima kalimat dan menerjemahkannya ke dalam bahasa Inggris. Untuk menganalisis tulisan mereka, penulis memberikan tiga kode pada tulisan mereka (kata-kata miring, tebal, dan garis bawah). Kesalahan mereka dalam penulisan diklasifikasikan berdasarkan empat jenis taksonomi strategi permukaan dari Dulay, Burt & Krashen (1982) yang terdiri dari penghilangan, penambahan, salah formasi dan salah susun. Hasil penelitian menunjukkan bahwa siswa membuat 33 penghilangan, 32

penambahan, 9 salah formasi, dan 8 kesalahan salah susun. Jadi, mereka masih mengalami kesulitan untuk menulis sebuah paragraf. Karena itu, pengajaran menulis bahasa Inggris hendaknya membelajarkan mereka cara menulis paragraf yang berterima, efisien dan efektif.

Kata kunci: *taksonomi strategi permukaan, kesalahan, siswa, penulisan paragraf*

INTRODUCTION

Learning English, as a new language, in a formal condition is not an easy task. It needs a special technique and skill to master it. Some best ways to master it are by doing exercises every time, memorizing the grammar patterns and using it in daily communication. To be able to master English, many students still find difficulties realize in the forms of errors.

There are many experts of foreign and second language learning who view that making errors is a sign of learning. It means that no learning is without any errors. It should be seen as a chance for students to learn. Hence, it should be done in order to remind them about their progress, and teachers about the best techniques to help their students learning English correctly.

To some experts, errors are not seen as something negative or patological anymore, but significant information that provides to the researcher evidence of how language is learned and what strategies or procedures are used (Brown, 1980). In the same vein, learners' errors are their views on the target language (TL) being learnt (James, 1998).

In joining Paragraph Writing Subject at University of Timor, students were often given a great chance to manage, arrange, and develop their ideas in writing a simple paragraph. A technique promoted to them is by asking them to write in Indonesian first and then translate it to English. In fact, they could not construct their ideas well in Indonesia. This might happen due to the lack of writing practices at senior high schools. The second technique is by asking them to write directly in English. But, they did not have enough knowledge on English.

LITERATURE REVIEW

Previous Studies about Errors

Some previous studies have tried to expose the types of errors in students' responses toward the tasks given. The first study reported that some students' sentences had grammatical errors closely related with omission, addition, misordering, and misformation (Widyasari, 2008). In addition, the students made errors on addition of an auxiliary, omission of a verb, misformation in word class and misordering of major constituents in utterances (Tizazu, 2014). Furthermore, misformation is found to be the most prevalent type committed by the learners because they made 62 (or 72.94%) errors of all, subsequently followed by 13 (15.29%) omission and 13 (15.29 %) and 10 (11.77 %) addition, but no misordering errors (Rusmiati, 2019). At last, addition dominated the errors (47.01%), followed by misinformation (28.21), omission (19.66%) and misordering (3.42%) (Antara, 2018).

Definitions of Paragraph Writing

A paragraph is a series of sentences that are organized and coherent and all are related to a single topic. It means that although it is a simple writing, it should be organized into paragraphs. Paragraphs elaborate the subdivisions of an essay and organize the points (wts.indiana.edu., n.d.).

Paragraph is also seen as a collection of sentences that combine a specific idea, main point, topic and so on. So, a paragraph aims to express one main point, idea or opinion. Although a writer may provide multiple examples to support her/his point, the main idea of the paragraph should be supported by some details. This main idea is expressed through three sections of a paragraph: beginning that introduces your idea with a topic sentence, middle explains your idea through supporting sentences, and end makes your point again with a concluding sentence, and, if necessary, transition to the next paragraph (Beare, 2018).

The above definitions entail three meanings. First, a paragraph contains a set of sentences. These sentences are closely related each other to build up content of the paragraph. Second, the sentences express a particular topic or theme. This topic or theme is the substance of the talk. The last, the sentences make a text.

Structure of Paragraph

Most paragraphs in an essay have a three-part structure—introduction, body, and conclusion. This structure can classify one paragraph as narration, description, comparison, contrast, or analysis. Introduction is the first section of a paragraph that contains the topic sentence. It functions to give background information or provide a transition. Body discusses the controlling idea by developing facts, arguments, analysis, examples, and other information. Conclusion as the final section sums up the contents of the body and the controlling idea (wts.indiana.edu., n.d.).

Taxonomy of Errors

Errors have been classified into four types of taxonomies, namely linguistic, surface strategy, comparative, and communicative effect (Dulay, Burt & Krashen, 1982). The linguistic category taxonomy classifies errors on the basis of language components using linguistic terms, for instance, morphological and syntactic (grammar), phonological (pronunciation), semantic and lexical errors (meaning and vocabulary) and discourse (style). The surface strategy taxonomy classifies errors into four categories, namely omission of some required elements, addition of some unnecessaries or incorrect elements, misformation of elements, and misordering of elements. The comparative taxonomy classifies errors into four, namely developmental or intralingual, interlingual, ambiguous and other errors. Finally, the communicative effect taxonomy classifies errors into global and local errors.

They then clarify that surface strategy taxonomy errors concentrate on the ways in which surface structures are altered. Firstly, omission means that an item which must be present in a well-formed utterance is absent as in *My father plumber* (*is* and *a* are omitted). Secondly, addition means that the presence of an extra item which mustn't be present in a well formed utterance dealing with double markings, as in *Did you went there?* and regularization, e.g. *sheeps*, *cutted*. Thirdly, misformation means using the wrong form of structure that creates regularizations and alternating forms. And finally, misordering is indicated by the use of wrong order of an utterance (Dulay, Burt & Krashen, 1982).

METHOD

Since this study aims at describing the students' inability in writing a simple paragraph, the descriptive qualitative method is appropriately used. One of the qualities of the qualitative research is that it describes the fact as it is. Descriptive research as a way of describing fact in qualitative research is nonexperimental (Best, 1981), for it deals with the relationship between nonmanipulated variables in a natural, rather than artificial, setting (Nunan, 1992).

To get the data needed, the writer asked his students to write a simple paragraph consisting of five sentences. They wrote in Indonesia and then translated it into English.

The students involving in this study were the second-semester students of English Study Program who have joined the Paragraph Writing Subject. They consist of 95 students. However, 26 of them were purposively taken as the subjects of this study.

There are two procedures applied to gather the data needed. In the beginning, the researcher read some relevance references and took notes. Finally, he met the students on May 13-17, 2021 and explained them about my special present.

In analyzing and describing the data, he used the following steps. Firstly, codification. In this part, he gave three types of codes to each student writing. They are italic, bold and underline words. Both italic and bold types of code are given to the whole sentences analyzed, while the underline is used to sign an error word. Secondly, he classified their errors on the basis of four types of surface strategy taxonomy suggested by (Dulay, Burt & Krashen, 1982) consisting of omission, addition, misformation and misordering. Then, he revised their errors and make the effective and meaningful sentence(s). Finally, he discussed the results in order to contrast with the previous studies.

FINDING

On basis of the data analysis, this part presents four types of errors in paragraph writing that portray the student inabilities to master the simple paragraph as seen in the following table.

Graph 1.
Types of students' errors on simple paragraph writing
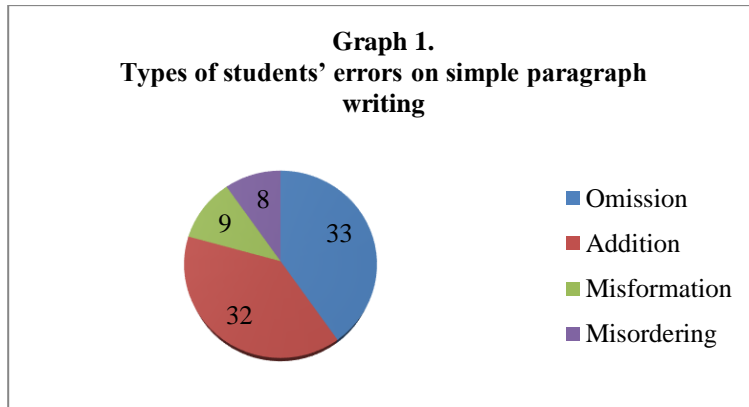
Figur 1:
Types of students' errors on simple paragraph writing

Graph 1 above informs that the students made 33 omission, 32 addition, 9 misformation, and 8 misordering errors. It means that omission and addition errors are the most difficult types of errors the students committed in writing a simple paragraph.

In the following part, the writer will present the findings of the surface strategy taxonomy of errors.

Omission

Omission is the absence of a well-formed utterance. It is indicated by the omission of the content grammatical morphemes (noun and verb inflections, articles, prepositions) that carry the meaning. The omission errors the students did are presented as follows:

1. Subject and predicate

Sentence and Text	Student answer	Revision
Sentence 3 in Text 4	Do not feel guilty nominally littering so that the environment.	Do not feel guilty if one day our environment damages.

The student's answer omits referent "**our**" and its verb "**damages**". So, it should be also noted down here that it contains error on its idea construction. Its writer does not have enough knowledge and experience

to make a meaningful sentence and tries to count the responsibility of loving environment in form of nominal (in this case: money). In fact, loving environment does not need much money. It just needs people who really understand the significance of environment.

2.   Tense

Sentence and Text	Student answer	Revision
Sentence 2 in Text 3	*Dadhelped make* our dreams come true.	*Hehelpsus to* make our dreams come true.

It omits referent of the talk "**us**", "**-ed**" past tense marker, not "**–s**" present tense marker and preposition "**to**" between "**helped**" and "**make**" as the consequence of verb coming after infinitive "**to help**".

Sentence and Text	Student answer	Revision
sentence 2 in Text 13	*This beach has* many *known* people because *of high rock surrounded by mountains.*	*In addition,* many people *haveknown* the beach because of *its high rocky mountains*. Or: This beachhas *been* known *by* many people because of *its high rocky mountains*.

It omits the marker of passive form "**been**".

3.   To Be

Sentence and Text	Student answer	Revision
Sentence 1 in Text 16	Feeling *a sense share possessed* all human.	Feeling *isa sense of sharingall people possess*.

It omits to be "**is**" that unites the subject "**Feeling**" and "**a sense**", a possessive marker "**of**", and "**-ing**" gerund form.

Sentence and Text	Student answer	Revision
sentence 2 in Text 25	We will feel comfortable, if our ***environment clean and healthy***.	We will feel comfortable, if our environment ***is***clean and healthy.

It omits to be "**is**" between the subject of conditional sentence "**our environment clean and healthy**" and its subjective part "**clean and healthy**".

4. <u>Conjunction</u>

Sentence and Text	Student answer	Revision
sentence 5 in Text 1	Let us brush our teeth and ***avoid sugary foods***.	***Therefore***, let us brush our teeth and avoid ***from*** sweet food.

It omits a conclusion marker (conjunction) "***Therefore***" used to end its idea and tell and/or show the reader that it contains a moral education not to do the same thing and pair preposition "**from**". So, it should be revised as "

Sentence and Text	Student answer	Revision
sentence 4 in Text 3	***Father*** is everything for us.	***So, he*** is everything for us.

It omits conclusive conjunction "**So**" at the beginning part of the sentence. Therefore, it should be revised.

Sentence and Text	Student answer	Revision
sentence 4 in Text 4	***They*** regarded it as a slogan that does not need to be noticed ***becomes*** dirty and unhealthy.	***We*** sometimes regard it as***a slogan***that does not need to be noticed***and***becomes***it*** dirty and unhealthy.

It omits conjunction "**and**" that separates the ideas of slogan "***that does not need to be noticed***" and "***becomes dirty and unhealthy***", and its referent "**it**". Both its speaker and writer avoid from responsible. It is actually our responsibility as seen the revision part, and therefore, it should be a reflective statement that always reminds us that the future environment depends much on our hands.

5. Article

Sentence and Text	Student answer	Revision
sentence 5 in Text 2	The day had passed *plesantly* and *eventfull*.	The day *passedpleasantly*and *eventfully*.

It omits letter "**a**" on "**pleasantly**" and letter "**y**" on "*eventfull*.

Sentence and Text	Student answer	Revision
sentence 1 in Text 9	Reading is *very important activities*.	Reading is *a very important activity for us*.

It omits article "**a**", adds plural marker "**-es**" in activities" as if reading is plural, and the referent "**us**" as the doer and the receiver of "reading" activity, and a preposition "**for**" before the referent "**us**".

Sentence and Text	Student answer	Revision
sentence 1 in Text 11	Education is *a* important *things* for us.	Education is *an* important *thing* for us.

It omits letter "**n**" of article **a** for word "important" which is both pronounced and written with vowel "**i**".

6. Capital letter

Sentence and Text	Student answer	Revision
sentence 3 in Text 3	*even* he can convince us to do things that are impossible, *as it* floats on the water after *his release*.	*Even,* he can convince us to do impossible thing asit floats on the water after he *releases* it.

It omits capital letter on "**even**" and comma ("**,**") after "**even**".

Sentence and Text	Student answer	Revision
sentence 5 in Text 3	*without our father* could not do anything and *service you will not be rewardedeverything except* by prayer.	*Without him*, we cannot do anything; therefore, *we will not give a reward to him for his service, except by prayer*.

It omits capital letter on "**without**" (indicating the beginning signal of the new sentence that functions to accentuate the role of their father)." In this sentence, its writer misuses the right context that they cannot pay their father's effort and, conversely, they should pray for him.

7. Clause

Sentence and Text	Student answer	Revision
Sentence 5 in Text 4	*When the rainy season comes will lead to flooding.*	*Remember that* when the rainy season comes, *it will bring us flood and mud.*

It omits a reminding marker "**Remember**" and introductory clause "**that**", comma (,) to separate the noun subclause "*Remember that when the rainy season comes*" and the main clause "(*it*) *will bring us flood and mud*." Using *it* after comma makes the ideas of sentence run smoothly.

8. <u>Complement</u>

Sentence and Text	Student answer	Revision
sentence 1 in Text 5	Education is a conscious and deliberate effort to create an atmosphere of learning, which includes *all the circles* of sciences.	Education is a conscious and deliberate effort to create an atmosphere of learning *for us* which includes *all branches* of sciences.

It omits the main referent of the context "**we, our**, or **us**". It indicates that the first part of the sentences defines the nature of "**education**" for us while the restprovides supporting ideas ""**the presence of all branches** of sciences." to make it touch the world.

Sentence and Text	Student answer	Revision
sentence 2 in Text 5	*Arranged* alphabetically or by category of brief and concise, in order to develop appropriate *religious spiritual potential, self-control, personality, intelligence, noble character* and skills.	*Those sciences* are arranged alphabetically or by category of brief and concise, in order to *develop our appropriate religious, spiritual, potential, self-control, personality, intelligence, noble characters and skills.*

It omits the main referent "**us**", comma ("**,**") between "**spiritual potential**", and –s noun plural marker on "**character**".

9. <u>Pronouns</u>

Sentence and Text	Student answer	Revision

Sentence 1 in Text 13	*Sebastian headland* was one of the attractions that are in the district Wini, TTU.	*Bastian Cape* is one of the *attractive tourism objects* located in Wini *District (Or: District of Wini), North Central Timor Regency (Indonesian: Timor Tengah Utara).*

It omits the original name of "**Bastian**" to "**Sebastian**".

Sentence and Text	Student answer	Revision
Sentence 4 in Text 19	*Thereare many astonished citizen* with *incident it.*	There *were* many astonished citizens with *it.* Or: *Many citizenswereastonished with it.* Or: *It made many citizens astonished.*

It omits "**-s**" noun marker.

10. <u>Singular and plural</u>

Sentence and Text	Student answer	Revision
Sentence 4 in Text 7	*The trader was having* trouble *finding quality goods.*	*The tradersalsohave* trouble to find the *qualified* goods.

It omits "**–s**" noun plural marker, a conclusive conjunction "**also**" and infinitive "**to**" before "**find**".

Sentence and Text	Student answer	Revision

sentence 5 in Text 12	**Needs** sleep varies greatly in each person because **of the need for sleep** is affected by the **level** of activity, age, physical **condition,** and **psychological.**	**The need to sleep** varies greatly in each person because **it** is affected by the **levels** of activity, age, physical, **and psychological conditions.**

It omits "**–s**" ending in "**level**" which consists of many parts and/or levels, "**-s**" ending on "**condition**".

11. <u>Adjective</u>

Sentence and Text	Student answer	Revision
Sentence 5 in Text 18	**It** is always **good** because **a true friend** does not come for a reason.	**So, it** is always a good thing because **its truth** does not come for a reason.

It omits a noun explained by an adjective "**good**".

Sentence and Text	Student answer	Revision
sentence 3 in Text 23	Healthy lifestyle should be socialized from small **so that the future of our body to** be healthy and **not easily** affected by the disease.	Healthy lifestyle should be socialized from small **ageso that our body will be** healthy and not **be** easily affected by disease.

It omits an important adjective "**small**" that should describe noun "**age**", the future condition as the result of exercise "**will**", and a "**be**" marker.

12. <u>Suffix</u>

Sentence and Text	Student answer	Revision
Sentence 4 in Text 7	*The trader was having* trouble *finding quality goods.*	*The traders also have* trouble to find the *qualified* goods.

It omits an adjective marker "**–fied**" adjective marker on "**quality**".

Sentence and Text	Student answer	Revision
sentence 4 in Text 25	*This conscious* will help *our environment be* free of dirty.	*Our consciousness* will help *it free* of dirty.

It omits the referent "**our**" and "**–ness**" noun marker on "**This conscious**", and modal "**will**" indicating a social obligation.

13. <u>Adverb</u>

Sentence and Text	Student answer	Revision
Sentence 1 in Text 8	Sport is an activity that can make us *physical* healthy.	Sport is an activity that can make us healthy *physically*.

It omits an adverb *–ly* to qualify the noun.

14. <u>Spelling</u>

Sentence and Text	Student answer	Revision
Sentence 3 in Text 8	*If* was able to *mantain* physical fitness.	*It is* able to *maintain* our physical fitness.

It omits a letter "**f**" on the spelling of "**If**" and "**i**" on the spelling of the verb "maintain".

Sentence and Text	Student answer	Revision
Sentence 3 in Text 26	Besides that, the *irigation* in the village is not smooth.	Besides that, the *irrigation* in the village is not smooth.

It omits a "**r**" on the word "**irigation**".

15. <u>Preposition</u>

Sentence and Text	Student answer	Revision
Sentence 4 in Text 8	*Also* can relieve boredom and stress.	*It can also* relieve *us from* boredom and stress.

It omits the preposition "**from**" as the minimal pairs of the verb "**relieve**".

Sentence and Text	Student answer	Revision
Sentence 2 in Text 17	It can be beneficial - our health.	It can be beneficial *to/for* our health.

It omits a preposition "**to/for**" referring to "**beneficial**" that functions to the address of the talk.

16. <u>Punctuation</u>

Sentence and Text	Student answer	Revision

Sentence and Text	Student answer	Revision
Sentence 5 in Text 3	*without our father* could not do anything and *service you will not be rewardedeverything except* by prayer.	*Without him*, we cannot do anything; therefore, *we will not give a reward to him for his service, except by prayer*.

It omits the comma (**","**) after "**without our father**" and a conclusive conjunction "Therefore". In this sentence, its writer misuses the right context that they cannot pay their father's effort and conversely, they should pray for him.

Sentence and Text	Student answer	Revision
Sentence 5 in Text 9	Therefore, *lets beginning to reading* from now.	Therefore, *let'sbegin to read*from now.

It omits a single apostrophe (**'**) on "**lets**".

17. <u>Comma</u>

Sentence and Text	Student answer	Revision
Sentence 5 in Text 16	*So* keep *the love that grows* in *your* heart with fidelity.	*So,* (*let's* and/or *let us*) *keepitgrowing* in *our* heart fidelitily.

It omits comma (**","**) separating the conclusive conjunction, a "**let's/let us**", adds the personal pronoun of an object "**the love**" and "**–ing**" marker in "**grows**".

Sentence and Text	Student answer	Revision
Sentence 3 in Text 22	*In many countries*a person who wishes to become a teacher must	In many countries,a person who wishes to become a teacher must first obtain

	first obtain specified professional qualification from a university.	specified professional qualification from a university.

It omits a comma (",") between "**countries**" and "**a person**".

Addition

It is the presence of an item that destroys a well formed utterance. It deals with double markings, regularization, and simple addition. The following are the students addition errors.

1. <u>Preposition</u>

Sentence and Text	Student answer	Revision
Sentence 1 in Text 14	Health is a very important *part ineveryday life*.	Health is a very important part *of our* everyday life.

It adds a wrong preposition "**in**" (which might be taught as its possessive marker), instead of "**of**." It does not state clearly who belongs to health and to whom it is important.

Sentence and Text	Student answer	Revision
Sentence 4 in Text 26	*Coupled with anincreasingly* expensive prices of and lack of knowledge of farmers in working *on* the farm.	*The problem increases with*an expensive price and lack of knowledge of farmers in working the farm.

It adds preposition "**on**".

2. <u>Tense</u>

Sentence and Text	Student answer	Revision
Sentence 3 in Text 2	I *wake* up early and I went to the bus station at 9:10 *but bus was late*.	I *woke* up early and I went to the bus station at 9:10 but *I* was late.

It adds a past tense form of verb "*wake*" and "**bus**" and omits subject of "**I**" between "**but was late**", not "**bus**".

Sentence and Text	Student answer	Revision
Sentence 5 in Text 2	The day had passed *plesantly* and *eventfull*.	The day *passedpleasantly* and *eventfully*.

It adds "**The day**" which has been exposed before, past perfect tense "**had passed**".

Sentence and Text	Student answer	Revision
Sentence 5 in Text 3	*Without our father* could not do anything and *service you will not be rewardedeverything except* by prayer.	*Without our father, we* could not do anything and we will not *service him and we will not be rewardedeverything except* by prayer.

It adds "**service you**" and omits the main "**we**" and supporting referents "**him**". In this sentence, its writer misuses the right context that they cannot pay their father's effort and conversely, they should pray for him.

3.   -Ing forms

Sentence and Text	Student answer	Revision
Sentence 4 in Text 7	**The trader was having** trouble *finding quality goods.*	**The tradersalsohave** trouble to find the *qualified* goods.

It adds "**–ing**" noun marker on "**finding**".

Sentence and Text	Student answer	Revision
Sentence 5 in Text 4	**When the rainy season comes will lead to flooding.**	**Remember that** when the rainy season comes, *it will bring us flood and mud.*

It adds "**–ing**" marker on "**flooding**". Using *it* after comma makes the ideas of sentence run smoothly.

Sentence and Text	Student answer	Revision
Sentence 5 in Text 8	Therefore **wore our**, *so that healthy living*.	Therefore, *we should take it to make our healthy lives*.

It adds "**–ing**" marker   on "**living**".

Sentence and Text	Student answer	Revision
Sentence 2 in Text 19	**Therains beginning** at *03.00 pm - 07.00 pm*.	*Itbegan*at *03.00-07.00 pm.*

It adds "**-ing**" present progressive marker on "**beginning**" and double time marker "**pm**".

4.   Noun and pronoun

Sentence and Text	Student answer	Revision
Sentence 4 in Text 3	*Father* is everything for us.	*So*, *he* is everything for us.

It adds personal pronoun "**father**" which has been mentioned before as if it cannot be changed.

Sentence and Text	Student answer	Revision
Sentence 2 in Text 8	*Sport needed* by every man.	*It is* needed by every man. Or: Every man *needsit*.

It adds the personal pronoun "**sport**" that has been mentioned before and the passive construction "**needed**" without To Be ""*is*" that in accordance with the whole context of the text.

Sentence and Text	Student answer	Revision
Sentence 4 in Text 20	*Therefore avoid drugs* from now.	Therefore,*let's* and/or *let us* avoid *it* from now.

It adds again a noun "drugs" which has been mentioned before.

5.   Singular and plural

Sentence and Text	Student answer	Revision
Sentence 3 in Text 3	*even* he can convince us to do things that are impossible, *as it* floats on the water after *his release*.	*Even,* he can convince us to do impossible thing asit floats on the water after he *releases* it.

It adds "**–s**" plural marker for "**things**".

Sentence and Text	Student answer	Revision
Sentence 3 in Text 6	The government also *kept* trying to improve the *education* system.	The government also *keep* trying to improve the *educational* system.

It adds plural meaning on the subject "**The government**".

Sentence and Text	Student answer	Revision
Sentence 3 in Text 9	*The times is needed* at least two hours a day.	*To read it, we need* at least two hours a day.

It adds plural marker **–s** at **times.** In fact,it just needs two hours a day for us to read.

6. Spelling

Sentence and Text	Student answer	Revision
Sentence 1 in Text 4	Habitual of *throuwing* garbage in the plant must be early in their daily lives.	*Bad habits, such as,throwing* garbage in the plant must be *avoided* early in *our* daily lives.

It adds letter "u" on "**throuwing**".

7. Punctuation

Sentence and Text	Student answer	Revision
Sentence 3 in Text 19	Vitha's house is located near the *river.slicked* by water as high as 2 meters.	Vitha's house is located near the *river,slicked* by water as high as 2 meters.

It adds a period between "**river**" and "**slicked**". It should use a comma (,).

8. <u>Complement</u>

Sentence and Text	Student answer	Revision
Sentence 3 in Text 4	Do *not feel guilty nominally littering so that the environment*.	Do *notfeel guilty if one day our environment damages.*

It adds strange elements of complement "**nominally littering**". It should be also noted down here that it contains error on its idea construction. Its writer does not have enough knowledge and experience to make a meaningful sentence and tries to count the responsibility of loving environment in form of nominal (in this case: money). In fact, loving environment does not need much money. It just needs people who really understand the significance of environment.

Sentence and Text	Student answer	Revision
Sentence 1 in Text 5	Education is a conscious and deliberate effort to create an atmosphere of learning, which includes *all the circles* of sciences.	Education is a conscious and deliberate effort to create an atmosphere of learning *for us* which includes *all branches* of sciences.

It adds "**circles**" to explain about "**branches**" of sciences. It indicates that the first part of the sentences defines the nature of "**education**" for us while the restprovides supporting ideas ""**the presence of all branches** of sciences." to make it touch the world.

9. <u>Subject and predicate</u>

Sentence and Text	Student answer	Revision

Sentence 1 in Text 13	*Sebastian headland was* one of the attractions that are in the district Wini, TTU.	*Bastian Cape* is one of the *attractive tourism objects* located in Wini *District* (Or: *District of Wini, North Central Timor Regency (Indonesian: Timor Tengah Utara)*.

It adds the Indonesian noun "tanjung" to English "headland".

Sentence and Text	Student answer	Revision
Sentence 3 in Text 14	*All the activities* we *would run* smoothly, *to successful and* achieve a goal when we are healthy.	*All of our activities will be* run smoothly and *our* goal will be achieved *successfully* when we are healthy.

It adds the subject **"we"** in the passive construction.

10. Comparison

Sentence and Text	Student answer	Revision
Sentence 2 in Text 24	*The volcano* as three lakes on its crates.	*It has* as three lakes on its crates.

It adds **"The volcano"** and a comparison marker **"as"**.

Sentence and Text	Student answer	Revision
Sentence 2 in Text 21	*Except for Chinese, more people* speak it than any other Language.	*More people speak it than any other languages such as Chinese and Spanish.*

It adds the comparative **"more"** used to compare the speaker and its language.

11. <u>Conjunction</u>

Sentence and Text	Student answer	Revision
Sentence 3 in Text 7	*So* too *large to transport, will definitely come ride.*	**It is also definitely related to the large area of**transportation.

It adds a conjunction "**So**", as to conclude the previous statements about the prices, "**the large to transport**" and "**will definitely come ride**".

Sentence and Text	Student answer	Revision
Sentence 5 in Text 10	**So the conclusion library rewarding place for us, especially for students.**	So*, it is important for us as students to go there.*

It adds double markings of conclusive conjunctions "**So**" and "**the conclusion**", the subject "**library**" which has been mentioned before and therefore.

Sentence and Text	Student answer	Revision
Sentence 4 in Text 11	*In addition* in our family *also learners* in the school environment.	***In addition,*** we are educated in ***not only*** our family ***butalso***the school environment.

It adds double conjunction which almost have the same meaning "**also**" and "**In addition**".

12. <u>To be</u>

Sentence and Text	Student answer	Revision
Sentence 3 in Text 8	*If* was able to *mantain* physical fitness.	*Itis* able to *maintain* our physical fitness.

It adds to be "**was**" past tense marker.

Sentence and Text	Student answer	Revision
Sentence 1 in Text 19	At night, Vitha's *house was flooded,*because the rain flushed her village.	At night, Vitha's house *flooded*because the rain flushed her village.

It adds a wrong to be "*was*" and a comma ("**,**").

13. <u>Question word</u>

Sentence and Text	Student answer	Revision
Sentence 5 in Text 14	Therefore, we must maintain our health so that *what* we *do* can be run properly.	Therefore, we must maintain our health so that we *can run our activities* properly.

It adds wrong marker of noun clause "**what**" and "**do**" as the predicate of subject "**we**".

Sentence and Text	Student answer	Revision
Sentence 5 in Text 18	*It*is always *good* because *a true friend* does not come for a reason.	*So,it*is always a good thing because *its truth* does not come for a reason.

It adds a wrong subject on its subclause "a true **friend**" has been mentioned before.

14. <u>Adjective</u>

Sentence and Text	Student answer	Revision
Sentence 2 in Text 20	*Drug* has different effects on our *ducing hearbeat, lebing* even faster than	*It* has different effects *to reduce* our heartbeat, *leaven* even faster than normal

	normal person in many *saces*.	person in many *cases*.

It adds a wrong adjective "**lebing**" which is not found in English, except "**leaven**".

15. Adverb

Sentence and Text	Student answer	Revision
Sentence 1 Text 21	English *has almost become* an *International Language*.	English *has become* an international language.

It adds an adverb "almost" to describe the internalization of English and adds capital letter on the first letter of "**International Language**".

Misformation

It deals with the wrong use of the morpheme or structure in an utterance. It covers regularizations (an irregular marker is replaced by a regular one), archi-forms (the use of one member of a class of forms instead of using all the members) and alternating forms represented by "free alternation of various members of a class with each other.

1. Pronoun

Sentence and Text	Student answer	Revision
Sentence 4 in Text 9	*With reading we can* find out new knowledge.	*It can help us* to find out new knowledge.

It misforms the subjective pronoun standing as the doer and receiver of "reading" activity by using "**With reading we**" while, in fact, the context is about the effect of reading for us.

Sentence and Text	Student answer	Revision
Sentence 4 in Text 23	Exercise is very beneficial *to* health.	*It* is a very beneficial exercise *for our* health.

It misforms the subjective pronoun "**Exercise**" which is also meant "**Sport**" itself.

Sentence and Text	Student answer	Revision
Sentence 1 in Text 25	Mount kelimutu is *a volcano*lacated in Flores Island, *Nusa Tenggara Timur,* Indonesia.	Mount Kelimutu is *one of the active volcanos,* located in *Ende*, Flores Island, *East* Nusa Tenggara *Province*, Indonesia.

It misforms the English noun (name) for "**province**".

2. <u>Tense and to be</u>

Sentence and Text	Student answer	Revision
Sentence 4 in Text 2	By the time *we* arrived at my out hometown, it *israining* heavily, *ihad gone* out without at the station.	By the time *I* arrived at my hometown, it *was* raining heavily, so I *stopped* at the station.

It misforms the tense "*had gone*". In fact,the writing tells about "I's" experience in the past, not "*we*" and therefore, it uses past tense using "*stopped*".

Sentence and Text	Student answer	Revision
Sentence 5 in Text 13	*Extensive sand and ferocious roar of the waves is very suitable to calm our hearts and minds.*	*Its long white sand beach and ferocious roar of the waves are very suitable to satisfy our heart and relax our mind.*

It misforms to be "**is**" for "**are**" that refers to plural subject "*Its long white sand beach and ferocious roar of the waves*".

3. <u>Subject and predicate</u>

Sentence and Text	Student answer	Revision

Sentence 1 in Text 15	*Success is highly desired by all us in this life.*	*We all highly desire success in our life.*

It misforms the idea "**Success**" standing as the subject in the sentence that contradicts with the rest ones. By using such a construction, the idea is clear that "**success**" belongs to "We" standing as the main referent and/or the doer of the sentence.

Sentence and Text	Student answer	Revision
Sentence 4 in Text 26	*Coupled with anincreasingly* expensive prices of and lack of knowledge of farmers in working *on* the farm.	*The problem increases with* an expensive price and lack of knowledge of farmers in working the farm.

It misforms predicate "**increasing**".

4.   Adverb

Sentence and Text	Student answer	Revision
Sentence 5 in Text 16	*So* keep *the love that grows* in *your* heart with *fidelity*.	*So,* (*let's* and/or *let us*) *keepitgrow* in *our* heart *fidelitily*.

It misforms the adverb "fidelity".

5.   Adjective

Sentence and Text	Student answer	Revision
Sentence 4 in Text 17	It can cure *variety of* diseases, such as heartburn, ulcers, and asthma.	It can cure *various* diseases, such as heartburn, ulcers, and asthma.

It misforms an adjective that describes "**various diseases**".

Misordering

It is related to the wrong position of a morpheme or a group of them in an utterance.

1. <u>Adverb</u>

Sentence and Text	Student answer	Revision
Sentence 1 in Text 8	Sport is an activity that can make us *physical* healthy.	Sport is an activity that can make us healthy *physically*.

It misorders position of adverb.

Sentence and Text	Student answer	Revision
Sentence 3 in Text 14	*All the activities* we *would run* smoothly, *to successful and* achieve a goal when we are healthy.	*All of our activities will be* run smoothly and *our* goal will be achieved *successfully* when we are healthy.

It misorders position of adverb "**successfully**" which functions to describe the quality of "**will be achieved**" in passive construction.

2. <u>Noun and pronoun</u>

Sentence and Text	Student answer	Revision
Sentence 2 in Text 6	*More than more parents sent* their children to school and increasing number of children to attend school government to build up new schools and *educated* more teachers.	*Many parents send* their children to schools and *this increase of* number of children to attend school *pushes* the government to build up new schools and *educate* more teachers."

It misorders noun "**government**" that modifies other noun "**school**".

Sentence and Text	Student answer	Revision
Sentence 1 in Text 12	Children *have needs* sleep more than *people adult.*	Children *need* to sleep more than *adult people*.

It misorders noun "**adult**" standing as the adjective that describe "**people**".

3. Adjective

Sentence and Text	Student answer	Revision
Sentence 3 in Text 11	*A person who is on learners in by* his parents well, for example, will *behave* in society.	*A person who is educated well* by his parents, for example, will *behave good* in society.

It misorders the position of adjective "**well**".

Sentence and Text	Student answer	Revision
Sentence 2 in Text 15	We will be successful *if prayer and hard work* (ora et labora).	We will be successful if *we pray and work hard* (ora et labora).

It misorders an important adjective "hard" which describe the nature of the main verb "**work**".

4. Conjunction

Sentence and Text	Student answer	Revision
Sentence 4 in Text 8	*Also* can relieve boredom and stress.	*It can also* relieve *us from* boredom and stress.

It misorders the position of **also**.

5. Spelling

Sentence and Text	Student answer	Revision
Sentence 2 in Text 20	*Drug* has different effects on our *ducing hearbeat, lebing* even faster than normal person in many *saces*.	*It* has different effects *to reduce* our heartbeat, *leaven* even faster than normal person in many *cases*.

It misorders the letters of "**cases**" in "**saces**".

The findings of this study are almost the same with eight previous studies done by (Brown, 1980), (James, 1998), (Dulay, Burt & Krashen, 1982), (Richards & Schmidt, 2002), (Widyasari, 2008), (Tizazu, 2014), (Antara, 2018), and (Rusmiati, 2019). But, there are actually two main reasons that make this study different from the previous ones. First, to get the data, the writer asked his students to write simple paragraphs consisting of five sentences. Each sentence carries different function. The first sentence is the general statement that entails the topic sentence. Sentences 2, 3 and 4 are the supporting ones meaning that they are the descriptors of the topic sentence. While, the last sentence is the concluding one which functions to summarize the whole description. He also asked them to write in Indonesian and then translate their writings into English. The data he got were their writings written in two languages: Indonesian and English.

Secondly, he found that their writings were very bad because they sometimes directly translated their Indonesian sentences into English. Even, some contexts were different from Indonesian sentences with English ones. They also did not have knowledge on writing style, such as diction, sentence construction, and cohesion and coherence. However, these data showed him that as the second-semester students, they had difficulties in mastering English, particularly writing skill and they were trying to develop their writing skill. Therefore, he should state that errors are indicators of their systematic and regular ways of learning the different aspects of the English language.

The results of this study will inform the teachers and/or lecturers who teach English, including writing subject at university level, to prepare an effective technique that can help their students to write in English. The technique should refer to translation from Indonesian into English.

The technique mentioned above is important in the sense that they will be asked to write in Indonesian. The teachers and/or lecturers of English should revise their writings in Indonesian. Then, they will be asked to translate their Indonesian writings into English. Their English writing texts should also be revised in order to reveal the differences and similarities of the structures and/or grammar of both languages. If there are some differences, the teachers and/or lecturer should explain the reason until the students understand them. This will be effective to lessen their difficulties in learning English as well as writing.

CONCLUSION

Researching errors the students has realized me as the researcher that errors are the realization of the students' inabilities to master the English system. Their inabilities are caused by two reasons. In the beginning, they found that there is a great different between the systems of Indonesian and English, such as the grammar construction, word order and word formation. They also did not have good practice of writing activities. Therefore, the writer suggests that a teacher and/or lecturer of English force the students to write in Indonesian first and then translate it into English.

REFERENCES

Agustina, T. (2016). Error analysis in writing recount text. *JoLLiET (Journal of Literature, Linguistics, and English Teaching), 3(1), 81-89.*

Antara, I. M. A. R. (2018). Error analysis dalam penulisan menu dintinjau dari surface strategy taxonomy pada mahasiswa STIPAR Triatma Jaya. *Jurnal Manajemen Pelayanan Hotel, 2(1),* 10-19. *https://doi.org/10.37484/manajemen_pelayanan_hotel.v2i1.2.*

Beare, K. (2018). Paragraph writing. *https://www.thoughtco.com/paragraph-writing-1212367.*

Best, J. W. (1981). Research in education, 4th ed. *New Jersey: Prentice-Hall, Inc.*

Brown, H. D. (1980). Principles of language learning and teaching. *New Jersey: Prentice Hall Inc.*

Corder, S. P. (1967). The significance of learners' errors. *International Review of Applied Linguistics 5,* 161-169.

Dulay, H., Burt, M. & Krashen, S. (1982). Language two. *Oxford: Oxford University Press .*

Handayani, R., Ihsan, D. & Mirizon, S. (2019). Interlanguage analysis of syntactic and diction errors found in thesis written by magister students. *International Journal of Indonesian Education and Teaching, 3(1),* 102-116.

James, C. (1998). Errors in language learning and use. *Addison Wesley Longman Limited.*

Kamlasi, I and Sahan, A. (2018). Descriptive analyses on English test items based on the application of revised Bloom's taxonomy. *Metathesis, 2(2), 203-210.*

Kamlasi, I and Sahan, A. (2019). Analyzing and describing the oral questionings used by the prospective English teacher in EFL classroom. *International Journal of Innovation, Creativity and Change, 5(3), 384-399.*

Kamlasi, I. and Sahan, A. (2019). Analyses of interval range, divergent and convergent of English test items for Senior High School. *International Journal of English Research, 5(2); March; 108-112.*

Nezami, A. and Najafi, M. S. (2012). Common error types of Iranian learners of English. *English Language Teaching, 5(3).* Doi:10.5539/elt.v5n3p160.

Nunan, D. (1992). Research methods in language learning. *Cambridge: Cambridge University Press.*

Richards, J. C. & Schmidt, R. (2002). Dictionary of language teaching and applied linguistics, 3rd ed. *London: Longman.*

Rusmiati. (2019). Surface strategy taxonomy on foregin language writing: A study on verb tense usage. *Jurnal Seramb iIlmu, Journal of Scientific Information and Educational Creativity, 20(2),* 189-201. DOI: https://doi.org/10.32672/si.v20i2.1453.

Sahan, A. (2020). Rhetorical structure of the news story and implication for language teaching. *International Journal of Language Education (IJoLE), 4(3), 442-458.*

Sahan, A. and Kamlasi, I. (2017). A Study on positions and functions of wh-question words in Amanatun dialect of Meto language. *ELT-Lectura: Jurnal Pendididikan, 4(2), 93-101.*

Sahan, A. and Nokas, D. N. (2017). The descriptive study on question words in Amanatun dialect of Meto language. *Metathesis, 1(2), 1-16.*

Tizazu, Y. (2014). A linguistic analysis of errors in learners' compositions: The case of Arba Minch University students. *International Journal of English Language and Linguistics Research, 2(2)*, 69-101.

Widyasari, F. E. (2008). A grammatical error analysis of the students' writing of rain of the twelfth year students of SMA Negeri I Gantiwarno (a report). *https://fibriani.blogspot.com/2009/11/paper-of-error-analysis.html.*

wts.indiana.edu. (n.d.). Paragraphs & topic sentences. *https://wts.indiana.edu/writing-guides/paragraphs-and-topic-sentences.html.*