THE ANALYSIS OF GRAMATICAL AND LEXICAL ERRORS ON THE STUDENTS' THESES OF IAIN TAKENGON

Shaumiwaty[1], Imam Munandar[2]

[1,2]English Department, Tarbiyah Faculty, State Institute of Islamic Studies Takengon, Aceh Tengah, Aceh, Indonesia

Email: shaumiwaty26@gmail.com[1,] imameducator@gmail.com[2]

Abstract: This research used the Error Analysis (EA) method to examine the grammatical mistakes made by English department students of the State Institute of Islamic Studies (IAIN) Takengon. The thesis works produced by those students were the focus of this study. Six students' theses were mined for information, specifically chapters four and five. The authors collected data from students, recognized grammatical faults, categorized errors in students' theses to estimate the frequency of errors, and then converted the data into percentages for analysis. Evidence suggests eleven distinct categories of writing mistakes made by students. There are 6% cases of improper subject-verb agreement, 3% cases of wrong word order, 10% cases of improper preposition, 17% cases of improper article use, 3% cases of improper pluralization, 16% cases of improper punctuation, 6% cases of improper auxiliary use, 24% cases of obscene, unnecessary words, 6% cases of wrong word choice, 6% cases of improper parallel structure, and 3% cases of redundant expression. In addition, the author counted 175 different typos. Punctuation, introductory phrase, and adverbial errors predominate. According to the findings, students' grammatical mistakes are fueled by their inability to master the rules of the target language and their limited familiarity with its vocabulary and structures.

Keywords: Error Analysis, Thesis Writing, EFL Students

Abstrak: Tujuan dari penelitian ini adalah untuk menganalisis kesalahan tata bahasa yang ditemukan didalam skripsi mahasiswa jurusan Bahasa Inggris Institut Agama Islam Negeri (IAIN) Takengon. Secara lebih khusus, analisis kesalahan diaplikasikan pada bab ketiga dan ke empat dari skripsi yang dihasilkan oleh para mahasiswa tersebut. Sejumlah enam skripsi yang berbeda diobservasis untuk mengidentifikasi kesalahan tata bahasanya. Pertama, penulis mengumpulkan data dari skripsi tersebut, mengidentifikasi kesalahan tata bahasa, selanjutnya mengkategorikan kesalahan tersebut dengan memberikan gambaran frekuensi kesalahan, dan pada akhirnya mengubah data menjadi persentase untuk analisis. Penemuan dari penelitian ini menunjukkan sebelas kategori berbeda dari kesalahan penulisan yang dibuat oleh para mahasiswa dalam menulis skripsi. Ada sebanyak 6% kesalahan dalam menggunakan subjek-kata kerja, 3% kesalahan penggunaan urutan kata yang tidak tepat, 10% kasus penggunaan preposisi yang tidak tepat, 17% kasus penggunaan artikel yang tidak tepat, 3% penggunaan kalimat jamak yang tidak tepat, 16% kesalahan penggunaan tanda baca, 6 % kesalahan penggunaan kata bantu, 24% penggunaan kata-kata tidak perlu dan tidak tepat, 6% penggunaan pilihan kata yang tidak tepat, 6% penggunaan struktur paralel yang tidak tepat, dan 3% penggunaan kata ekspresi yang berlebihan. Selanjutnya, penulis menemukan 175 kesalahan ketik yang berbeda, mulai dari tanda baca, frase pengantar, dan kesalahan adverbial. Penelitian ini juga menemukan kesalahan tata bahasa dikalangan mahasiswa disebabkan oleh ketidakmampuan mereka dalam menguasai aturan bahasa Inggris dan penguasaan mereka yang terbatas dengan kosa kata dan strukturnya.
Kata Kunci: Analisis kesalahan tata bahasa, Penulisan skripsi, Mahasiswa bahasa Inggris

INTRODUCTION

Today, English proficiency is required for academic purposes. It is noted that the number of English-speaking persons in the world continues to rise (Crystal, 2005). There are 430 million people who have studied English as a second language (L2). This information demonstrates that English is currently spoken worldwide. English language is introduced through economics, politics, science, technology, culture, mass media, and international enterprises (Jenkins, 2013). The success of English as a global language may be traced back to the country's long history of colonization. Because of this, English is now spoken as a first or second language in most parts of the world. The rising number of English-language educational institutions is responding to this trend (Lauder, 2008). Jenkins (Jenkins, 2013) also discovered that English is widely accepted as a language of instruction in the classroom. English is increasingly becoming the language of choice in European universities. Similarly, the rise of English as a global or second language has made it an obligatory course in Indonesian schools, from the secondary level to the university (Lauder, 2008).

Reading, writing, listening, and speaking are the four components of English proficiency. Compared to the rest of these abilities, writing is widely regarded as the most difficult, particularly for non-native speakers of the language (Ariyanti, 2016). Sattayatham and Ratanapinyowong (Sattayatham & Ratanapinyowong, 2008) in their research have shown that writing is more difficult than speaking. Liu & Braine found that compared to other subjects, students and educators put the least effort into writing (Liu & Braine, 2005). Several issues could be contributing to this pessimistic outlook.

Furthermore, good writing is not a talent that can be developed without practice (Andrian, 2015). Like reading, writing is not something you are born with but rather something you develop through practice and study. It is a complex socio-cognitive procedure requiring competence in vocabulary, grammar, syntax, style, and the knowledge writing system, among others, to produce comprehensible and logical documents (Liu & Braine, 2005). There is a correlation between the L1 and the educational setting in which EFL students learn to write. Writing knowledge (i.e., audience perspectives and writing aims) and textual and linguistic information gained from this culturally and socially marked setting affect how students generate and process writing (Li et al., 2009). Similar to how Ariyanti (Ariyanti, 2016) distinguished some structural and grammatical words and styles in English and Indonesian, she also found many variances between the two languages.

Punctuation, logical substance, and accurate language are vital in writing, as noted by Sattayatham and Ratanapinyowong (Sattayatham & Ratanapinyowong, 2008) . Consequently, it is not enough for students to write logically; they must also write correctly. More effort and time are needed for writing, especially when doing so in a foreign or second language (Liu & Braine, 2005).

Most of the time, students' writing mistakes stem from some different factors, including but not limited to: distraction, fatigue, carelessness, ideas, lack of reading and writing practice, interference from the learner's native language, overgeneralization, translation from the native language, incomplete application of rules (Sattayatham &

Ratanapinyowong, 2008). Inadequate command of the language also hinders writers' capacity to communicate clearly (Gunantar, 2016). This research aimed to characterize the core aspects of student mistakes, investigate the factors that contribute to those mistakes, and classify the mistakes made.

LITERATURE REVIEW

Error analysis, a subfield of applied linguistics that emerged in the 1960s, provided evidence that many learner errors can not attributed to learners' native languages but rather indicated a universal learning method (Li et al., 2009). According to Hofmann, Error Analysis (EA) entails several steps designed to help teachers locate, characterize, and clarify the causes of their students' mistakes (Hofmann, 2008). In contrast, according to James & Broussard, error analysis identifies the occurrences, causes, nature, and implications of nonfunctional language (Broussard & James, 1999). In other words, there are three important functions that errors serve: (1) pedagogical, by revealing to teachers what students know and do not know; (2) research, by revealing clues of how language is acquired; and (3) educational, by serving as a tool for students to discover the rules of the target language (Lo & Lin, 2015).

The primary benefit of Error Analysis is that it successfully transforms an error from a negative to a positive norm (Almusharraf & Alotaibi, 2021). Errors are now seen as students' constructive contributions to their second language learning rather than as "undesirable forms" (Kearney & Ellis, 1995). In addition, many academics believe that second language learners make two distinct kinds of mistakes: performance errors and competence mistakes (Jenkins, 2013). Negligence and exhaustion are two common causes of poor performance, whereas a lack of linguistic expertise is responsible for competence errors. Making mistakes is an integral part of the learning process for humans. Learners will inevitably make mistakes, as described by (Melchers et al., 2019).

Furthermore, making mistakes is a natural part of the learning process; becoming fluent in a language is impossible without first making many mistakes. Most grammatical mistakes that second-language learners make have nothing to do with the learner's native language (Broussard & James, 1999). Errors in performance have been referred to as "mistakes" in certain works in second languages. Since their understanding of the L2 rule system is still developing, the term "errors" is reserved for more systematic inconsistencies (Ishikawa, 2016). Andrian states that forgetfulness, unfamiliarity with the target language, misunderstanding, a slip of the tongue all contribute to translation errors (Andrian, 2015).

Those grammatical slips in the target language are the student's fault (Ferenz, 2005). Interlingua misunderstandings occur when one assumes that a second language's forms are equivalent to their first language. This also applies to the reverse transfer of items inside the target language (intralingua errors). Further, Scott revealed that native language learners make Interlingua errors due to interference (Scott et al., 1995). The interference of the first language with the second language under study thus leads to Interlingua mistakes. Until they have mastered the concept in the target language, students will rely heavily on their prior knowledge of the concept in their native language

(Nadya & Muthalib, 2021). The term "inter-language error" describes this particular kind of blunder. An interlanguage error is another type of mistake. The lesser students familiarize with the target language, the more they are compelled to rely on their past knowledge (Siegel, 2015). This occurs when learners enter a course with little background in the target language.

Four main categories of errors occur inside a language (Harmer, 1987). They are overgeneralization, Ignorance of rule restriction, incomplete application of rules, and false concept hypothesized.

Overgeneralization

Overgeneralization occurs when "one aberrant structure is created in place of two conventional structures (Munandar & Srimurni, 2021)." This is known as overgeneralization, when a learner draws an incorrect conclusion about one structure in the target language from his exposure to other structures in the target language. In the context of learning a second language, it will be deceptive and useless. The use of "he is" rather than "he" is common; "he walks rapidly" is another example.

Second language learners make overgeneralizations by extending their proper knowledge of grammatical rules and different forms in given contexts to other contexts where theses grammatical rules and forms do not apply (Batubara et al., 2021). For instance, a second language learner may make an Interlingua error by forming the past simple of 'eat' as 'eated' because he or she knows that the past simple form of 'play' is 'played'

Ignorance of rule restriction

Ignorance of rule restriction is an error caused by ignoring the rule restrictions of existing structures. Some rule-restriction errors may be accounted for in terms of analogy; other instances may result from the rote learning of rules (Kumala et al., 2018). This is the application of rule to contexts where they do not apply. For example 'This is the man who I saw him'. That example violates the limitation on subjects and structures with whom. For instance, 'I made him to do it'. It does ignore restrictions on the distribution of make. Some rule restriction errors may be accounted for in terms of analogy and other may result from the rote learning of rules (Özkayran & Yılmaz, 2020).

It is found that in the current research the student cannot determine where the framework ends and where it begins. So, for example, if you find yourself saying something like, "I enjoy learning about the English language," it is better to say "learning" instead of "to learn about."

Incomplete application of rules

In incomplete application of rules, the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances (Agustina, 2015). There are two possible causes, first is the use of questions in the classroom, where the learner is encouraged to repeat the question or the part of it in the answer. Second, is the fact that the learner may discover that he can communicate perfectly adequately using deviant forms. On the other hand, although young children learners appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, most of older learners experience considerable difficulty. The

sound system and the grammar of the first language impose themselves on the new language and this lead to a foreign pronunciation, faulty grammatical patterns, and occasionally, to the wrong choice of vocabulary (Ming, 2021).

It is feasible that the structures that emerge in this kind of intra-linguistic error can be used to infer the level of rule development required to produce correct utterances. For example, you may say, 'He opened the door.' However, verbs with the '-ing' ending never occur naturally. Therefore, the sentence needs to be revised so that it makes sense.

False concept hypothesized

Many learners' errors can be attributed to wrong hypotheses formed by these learners about the target language (Ramli, 2013). For example, some learners think that is the marker of the present tense. So, they produce; 'He is talk to the teacher'. Similarly, they think that was is the past tense marker. Hence they say: It was happened last night. Semantic error describes this type of mistake made within one's language. The contrasts between the source language and the target language are misunderstood. The majority of the times, these mistakes are the result of inadequate grading practices in the classroom.

There are three general terms identified in language acquisition processes, which are: Transfer, Interference, and Overgeneralization (Manh, 2012). A transfer is a wide phrase that illustrates the accumulation of previous knowledge and performance for ongoing learning. A transfer is the impact of the target language's similarities and differences with any other language learned (however imperfectly) in the past (Kearney & Ellis, 1995).

Splitting the transfer in half makes more sense. There are both good and bad exchanges (Karim et al., 2018). When the learner's past knowledge (L1) contributes to the task at hand, we say that the transfer was successful. When something from the past is related to what we are talking about right now, for instance (L2). Interference between the last performance (L1) and the subsequent performance (L2) is an example of negative transfer.

The researchers use an Error Analysis (EA) technique grounded in earlier research. For this purpose, it is necessary to gather data from many language students, analyze that data to determine the nature and causes of error, and assess the severity of those errors (Kearney & Ellis, 1995). Learning gaps and challenges are two of the main foci of EA. It is not just second language (L2) learners who make mistakes; L1 (native) speakers do, too.

The research mentioned above shows that writing issues can arise under certain conditions. In this light, it is worth checking the writing mistakes of students with a high level of English competence at a university. It is hoped that the findings of this research would serve as either theoretical or practical resources for students of English as a foreign language. The outcomes may serve as a basis for review and introspection to better one's command of the English language. Sentence-level grammatical complexity or insufficient lexical items are to blame for students' writing challenges. Learners also struggle with issues of cohesiveness and coherence in their written expressions (Scott et al., 1995).

RESEARCH METHODOLOGY

Research design

Using the Error Analysis (EA) method, this research focused on student writing mistakes. The author opted for a descriptive qualitative approach in his study. The author follows a four-part process in order to complete this work. First, he located the mistakes, categorized them, measured their severity, and last determined where they originated (Baker et al., 2007). Six theses written by Students from State Institute of Islamic Studies (IAIN) Takengon, Majoring English Language Education Department, were chosen as samples for this investigation. First, simple random sampling is employed, in which a sample is selected randomly from already-existing data. In this case, the sources of information are the thesis's final analysis and proposed changes. After then, descriptive methods were used to look into the data.

Research procedure

Multiple procedures were used to gather information for this investigation. First, the authors began their analysis of student writing by reading every single thesis. Next, writers noted grammatical flaws, most notably in the thesis's conclusion and suggested extension. Second, the authors created an error table to track down the specific mistakes the students committed. In the third place, the writers categorized the students' mistakes to find out what they made. In the end, the authors used the following formula to determine the mistake rate for each section (Arikunto, 2002).

Research participant and data collection

This study was carried in State Institute of Islamic Studies (IAIN) Takengon during the 2020/2021 academic year. This particular college was chosen as the research site due to some considerations. Firstly, due to the aspect of accessibility since I worked in the same institution which allowed me to conduct educational-related studies without involving too much administrative requirements to fulfill for research permission. Secondly, based on preliminary data collection, the English lecturers shared similar interest to gather information about the main grammatical problems that her students encounter in their writing production and use the information in deciding what to focus for future teaching. The population of this study is randomly chosen which included the six students' theses majoring English Language Education. Thus, the corpus of the study involved 6 theses, specifically chapter IV and V written by the students, each of which approximately consisted of 8000 to 12000 words.

Data Analysis

The data were analyzed adopting Corder''s (1967) approach of Error Analysis (EA), which involves four stages, namely: writing sample collection, error identification, error classification, and error quantification (Myles, 2002). To ensure the consistency of the findings, inter-rater reliability was employed in analyzing students' theses during the identifying and classifying stages. Two writing instructors at English department of IAIN Takengon were involved in identifying errors on students'' writing and furthermore classifying them into eleven categories namely subject-verb agreement, word order, preposition, pluralization, punctuation, auxiliary use, unnecessary words, word choice

parallel structure, redundant expression. To obtain the numerical data, the following percentage formula was used:

$$X = \frac{\sum Er}{\sum W}$$

Which: X = the errors percentage
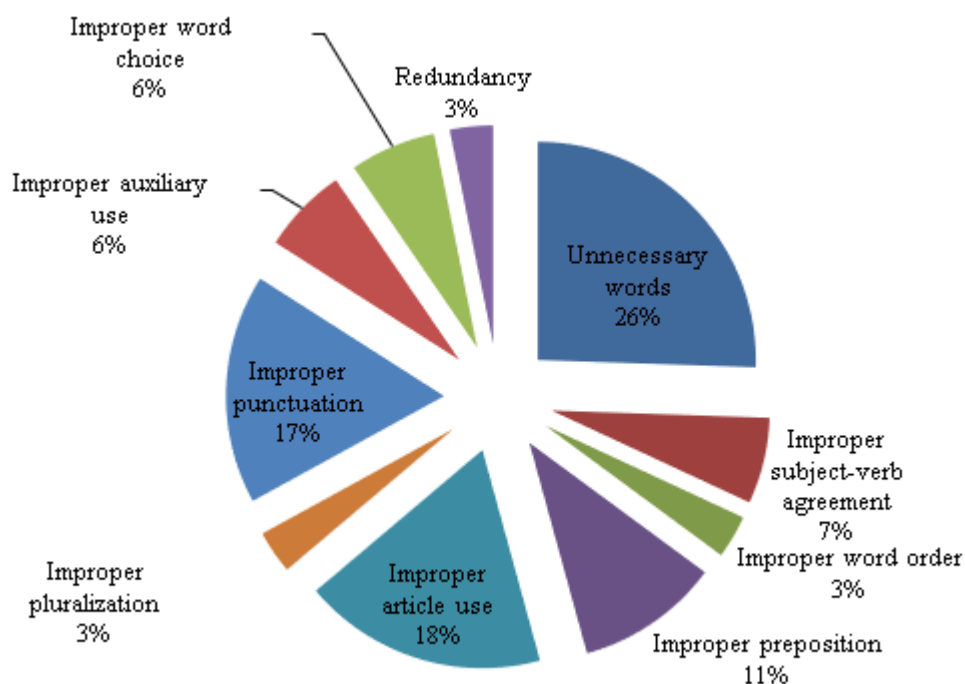
Er = various kinds of errors

W = words and

∑ = the total number

The author collected student responses, calculated the mean, and then calculated the error rate for each category.

FINDINGS AND DISCUSSION
Findings

The study revealed that there were a total of 175 instances of mistakes. Chart 1 below shows the distribution of grammatical errors.

The percentage of authors that made grammar mistakes in Chapters four and five of the Theses may be seen in Chart 1 above.

There were forty-two (24%) errors in using the unnecessary word, ten mistakes (6%) in subject-verb agreement, five mistakes (3%) in word order, eighteen mistakes (10%) in the use of a preposition, thirty mistakes (17%) in the use of an article, five (3%)

in the plural form, twenty-eight mistakes (16%) in punctuation, ten mistakes (6%) in the auxiliary, five mistakes (3%) in the use of redundant words, eleven mistakes (6%) improper use of parallel structure, ten (6%) in the use of word choice. These findings suggest that improper use of words, articles, punctuation, and prepositions pose the most difficulties for students for various reasons.

Using a morphological-syntactic framework (Li et al., 2009), linguistic faults are categorized, and then each subcategory can be characterized using descriptive grammar in the target language (English). We will see the error distributions in the following tables

Subject-verb and agreement

Ten (10%) had problems with subject-verb and agreement in all the theses. What follows are a few illustrations:

Table 1. Subject-verb and agreement errors.

No	Error	Correction
1.	*"Students are people who* **receives** *information from educators, so an educator must have a different way to provide direction so that students better understand the content of what is conveyed by the teacher."*	*"Students are people who* **receive** *information from educators, so an educator must have a different way to provide direction so that students better understand the content of what is conveyed by the teacher."*
2.	*"By using mind mapping, educators* **prepares** *lesson materials much faster than writing long sentences."*	*"By using mind mapping, educators* **prepare** *lesson materials much faster than writing long sentences."*

Word order

The study discovered five instances of incorrect word order, or 3%, across all theses. Here are a few illustrations to illustrate my point.

Table 2. Word order errors.

No	Error	Correction
1.	*"The subject matter by using* **mapping mind** *makes the structure of the material easy to repair."*	*"The subject matter by using* **mind mapping** *makes the structure of the material easy to repair."*
2.	*"Educators can quickly learn the subject from the material and develop it with the* **knowledge of educator."**	*"Educators can quickly learn the subject from the material and develop it with* **the educator's knowledge."**

Preposition

The investigation revealed that 18 (10%) had prepositional mistakes. Here are a few illustrations to illustrate the point.

Table 3. Preposition errors.

No	Error	Correction
1. *"The third facilitates the* **organization subject** *matter."*	*The third facilitates* **the organization of subject** *matter*
2. *"Fourth, it helps students understand* **the material of given** *more deeply."*	*"Fourth, it helps students understand the* **Material given** *more deeply".*

Article

Thirty mistakes were discovered in articles throughout all theses, representing 17%. Here are a few illustrations to illustrate the point.

Table 4. Article errors.

No	Error	Correction
1. *"From* **theory above***, it can be said that learning by using the mind mapping* *The method will be very helpful in learning English."*	*"From* **the theory above***, it can be said that learning by using the mind mapping method will be very helpful in learning English."*
2. *"This method can also motivate students in* **learning process***."*	*"This method can also motivate students in* **the learning process***."*

Punctuation

Misuse of punctuation marks constitutes the sixth category. Twenty-eight mistakes can be found (16%). Table 6 details the mistakes that were made.

No	Error	Correction
1. *"***In mind mapping** *information can be linked if there is a link between one information and another."*	*"***In mind mapping,** *information can be linked if there is a link between one information and another."*
2. *"In contrast to notes whose sentences are long and only describe in* **full writing** *students only memorize it without understanding it."*	*"In contrast to notes whose sentences are long and only describe in* **full writing,** *students only memorize it without understanding it."*

Unnecessary words

Redundant word use makes up the seventh category. A total of 42 mistakes (24%) may be discovered. Table 8 lists the mistakes that were made.

Table 8. Unnecessary words errors

No	Error	Correction
1. *First, time is wasted looking for reminder keywords* **which frequently emerge** *because reminder keywords are separated by distance*	*First, time is wasted looking for reminder keywords because* **frequent reminder keywords** *are separated by distance*
2. *Both times are* **wasted on** *writing words that are not related to memory.*	*Both times are* **wasted writing** *words that are not related to memory.*

Word choice

Wording mistakes make up the ninth category. A total of 10 mistakes (6%) might be unearthed. Table 9 details the mistakes made.

Table 9. Word choice errors.

No	Error	Correction
1. *"The use of mind mapping has now become one that is feasible to be applied in learning in schools to universities,* **including in learning** *activities in education and training."*	*"The use of mind mapping has now become one that is feasible to be applied in learning in schools to universities,* **including learning** *activities in education and training."*
2. *"Each learning method will certainly have* **obstruction** *in the process of the ongoing learning process but of course there will be efforts that will be made to overcome these obstacles, judging from the obstacles faced based on the results of* *interviews conducted with the English teacher class X at MAN 1 Aceh Tengah."*	*"Each learning method will certainly have* **obstacles** *in the process of the ongoing learning process but of course there will be efforts that will be made to overcome these obstacles, judging from the obstacles faced based on the results of interviews conducted with the English teacher class X at MAN 1 Aceh Tengah."*

Parallel structure

Errors in the parallel structure constitute the tenth category. It is possible to find seven mistakes (6%). The mistakes have been compiled in table 10.

Table 10. Parallel structure errors.

No Error	Correction
1. "*With this method students will be active and **it is** easier to understand the material.*"	"*With this method students will be active and **it will be** easier to understand the material*".
2. "*After conducting research at MAN 1 Aceh Tengah **there are several suggestions that the researcher conveys** as input regarding the application of the mind mapping method*".	"*After conducting research at MAN 1 Aceh Tengah, **the researcher conveys several suggestions** as input regarding the application of the mind mapping method*".

Redundancy

Redundant errors make up the eleventh category. five mistakes (3%) are of this kind. The mistakes have been compiled in table 11.

Table 11. Redundancy errors.

No Error	Correction
1. " *This method is very **important to apply to students in the classroom because** this method is very interesting and very easy to remind, vary, and convey a goal directly so that students can write by conveying many ideas.*"	"*This method is very **important to apply because** this method is very interesting and very easy to remind, vary, and convey a goal directly so that students can write by conveying many ideas.*"
2. "*After the researchers conducted **interviews related to the application of the mind mapping method in class X**, she tabulated the data.*"	"*After the researchers conducted interviews **in class X**, she tabulated the data.*"

Discussion

Along with the previous findings, it should be noted that errors involving punctuation, the introductory article, and superfluous words predominated among the errors. As a result, it could be difficult for the students to identify the right building blocks. This suggests that some students still have difficulty with article usage. The learners also did not see how preexisting norms hampered them. According to Suryanto (Suryanto, 2014), this occurs due to the pervasive usage of the Indonesian language among students in all spheres of life.

The preposition forms also account for another group of mistakes. Students may not comprehensively understand the rules, notably the preposition forms. This

demonstrates that, especially for non-native speakers, writing is regarded as the most difficult talent to master (Mandarani, 2020). Sattayatham and Ratanapinyowong said that writing is difficult in some sense. Compared to verbal communication, writing is more involved. For this reason, instructors need to realize that effective writing lessons incorporate exercises, directions, and instructor comments (Sattayatham & Ratanapinyowong, 2008).

Also, the auxiliary is a common source of mistakes. It could be difficult for the students to make the right choices while filling in the verb fields, especially regarding the auxiliary verb. Auxiliary verbs were often used incorrectly. It could be difficult for the students to select the appropriate auxiliary verb since they attempted to apply the grammar norms of their native language to English. This occurred because they lacked proficiency in the target language.

On the flip side, mistakes in subject-verb and agreement are uncovered. This suggests that the most noticeable distinction is that tenses determine verbs in English but not Indonesian. Writing is also the subject found to be the least valued by educators and students alike. Furthermore, the ability to write properly is not something that can be taught in a classroom (Arifin, 2019).

In another situation, there are found out improper forms of punctuation. Although this did not impact how the statement was understood as a whole, it could undermine the value of the thesis as a whole. Further, students were generally uninformed because punctuation has a little cognitive effect on the reader. This shows that writing is a socio-cognitive process that necessitates the knowledge of various abilities, including vocabulary, grammar, syntax, style, and the writing system knowledge, in order to produce texts that are comprehensible and logical (Deni & Kristanto, 2017). The students' L1 and the classroom environment can impact how and what EFL students write. Students' prior writing experience (in their L1) is crucial in EFL settings.

We also detected some poor word selection errors. Unrealized consequences stem from rules being applied incorrectly. This suggests that poor grammatical skills can make writers less successful (Subekti, 2018). Ariyanti revealed three key obstacles EFL students encounter in writing, exactly, linguistic, cognitive, and psychological issues (Ariyanti, 2016). She advocated for instructors to encourage students to write and provide writing resources like dictionaries and peer editing.

The parallel structure also has various flaws that were discovered. This implies that English parallel structure forms are highly hard because they must be parallel structures in a sentence, such as a verb, noun, phrase, or clause. Through the use of parallelism or parallel construction, it will be shown that the sentence's constituent parts are interchangeable. Parallel structures, like verb forms, account for most of their mistakes. In addition, Ariyanti observed various differences between English and Indonesian such as structural and grammatical words and styles (Ariyanti, 2016). Students also need to transfer meaning from the Indonesian context into English so that a text can be understood by many readers, not only native speakers.

Redundancy was also observed, which is a problem. The students may understand the importance of proper word order or be unaware that it is necessary. Sattayatham and

Ratanapinyowong argue that there is a connection between writing and thinking and that good writing requires thought-out ideas and proper grammar, punctuation, and vocabulary use (Sattayatham & Ratanapinyowong, 2008). So, a pupil needs to be able to write logically and correctly. This occurs when learners receive insufficient exposure to the language they are supposed to master.

Although the errors were widespread, the findings suggest that subject-verb agreement, word order, preposition, article, plural form, unnecessary words, punctuation, and parallel structure are learners' most pressing grammatical issues. Overgeneralization, translation from the learner's first language, incomplete application of rules, and other aspects of performance all contributed to students' writing errors. According to Li (Li et al., 2009), most high school students lack the most fundamental skills in using English in everyday situations. This is also evident in the university's theses, which fall far short of the national norm for English language competence. Several factors, including cultural norms and attitudes, classroom dynamics, individual student traits, and linguistic features of the English language, could be contributors (Mappiasse & Bin Sihes, 2014). English as a foreign language is rarely employed beyond of formal education settings. Students in Indonesia typically switch to speaking Indonesian or their native language outside the classroom. The state of it affects how well Indonesian students learn English (Suryanto, 2014). According to Suryanto (2015), Indonesian students are introverted, silent, and culturally passive. Despite the instructor's repeated requests, they did not participate in any classroom exercises (Suryanto, 2014).

Regarding learning a second language, the student's misunderstanding led to the student's mistakes. They made the common mistake of assuming that foreign-language forms are equivalent to their mother-language counterparts (interlingua errors). Further, the student's errors are exacerbated by the negative transfer of items within the target language (intralingual errors) (Sari, 2016). In addition, transfer was caused by the similarities and differences between the target language and other languages already acquired (Li et al., 2009). There were two separate transactions made. There are two types of transfer: negative and positive. When the learner's prior knowledge (L1) is helpful for the task, we say that a positive transfer has happened. In the case of negative transfer, also known as interference, the final performance (L1) impacted the second performance (L2). An article by Li (Li et al., 2009) confirms that natural speakers of a foreign language make mistakes when using Interlingua because of interference. Then, the learner's mother language interferes with the target language, leading to the development of interlingual mistakes. Until they had mastered the notion in the target language, students frequently resorted to using concepts from their first language. The term "inter-language error" describes this particular kind of blunder. An intra-linguistic mistake was also made. Then, it is broken down into four sections: First, only part of the rule is being applied; second, incorrect notions are being theorized; third, rule limitations are being ignored; and fourth, generalizations are being made that are too broad.

CONCLUSION

Most of the 175 total errors were punctuation, article, and filler word related. There are eleven distinct types of errors that students make: 6% subject-verb agreement mistakes, 3% word order mistakes, 10% preposition mistakes, 17% article mistakes, 3% plural form mistakes, 16% punctuation mistakes, 6% auxiliary errors, 24% superfluous words mistakes, 6% word choice mistakes, 6% parallel structure mistakes, and 3% redundancy mistakes. This pointed to the learner's incompetence in employing and comprehending a foreign language system as the root cause of the errors. Students' lapses in concentration, lack of care, low of energy, shortage of ideas, lacking of reading and writing practice. Other influencing factors include interference from the student's mother language, hasty generalization, translation from the mother language, rule incomplete application, and other aspects of performance all contributed to their flawed theses. On the other hand, error stems from students' inadequate command of a target language.

Consequently, this research might propose some relevant contributions. Writing is difficult and often more difficult than speaking. Here, the educator must realize that writing entails doing actual work and getting comments from their students. When compared to other subjects, writing is rarely emphasized in the classroom. Moreover, the capacity to write well is not something that can be acquired by natural means. It requires instruction. Two of a teacher's most important responsibilities are motivating pupils to write and providing them with constructive writing activities like peer editing.

Furthermore, the findings in this research implicate the relevant parties such as teachers and educators to put more emphasis on effectively teaching those grammatical items presented above. Teachers and educators should figure out what methodologies that effectively suit their students' needs. A further need of further research is also on demand in order to analyze the students' errors in writing theses in any other universities.

REFERENCES

Agustina, T. (2015). Error analysis in writing recount text. *Journal of Literature, Linguistics, and English Teaching*, *9*(18), 112-134. https://journals.ums.ac.id/index.php/JoLLIET/article/view/2122

Almusharraf, N., & Alotaibi, H. (2021). Gender-based EFL writing error analysis Using human and computer-aided approaches. *Educational Measurement: Issues and Practice*, *40*(2), 25-37. https://doi.org/10.1111/emip.12413

Andrian. (2015). An error analysis of EFL students' english writing. *English Education Journal*, *6*(4), 34-47. https://jurnal.unsyiah.ac.id/EEJ/article/view/2859

Arifin, A. (2019). How good indonesian EFL students realize subject-verb agreement in joint construction practice? *Asian EFL Journal*, *23*(3), 87-98. https://www.elejournals.com/asian-efl-journal/asian-efl-journal-volume-23-issue-3-4-may-2019/

Arikunto, S. (2002). *Metodologi Penelitian Suatu Pendekatan Proposal*. *Jakarta: UKI Press.*

Ariyanti, A. (2016). The teaching of EFL writing ini indonesia. *Dinamika Ilmu*, *16*(2), 23-36. https://doi.org/10.21093/di.v16i2.274

Baker, P., McEnery, T., & Gabrielatos, C. (2007). *Using collocation analysis to reveal the construction of minority groups: The case of refugees, asylum seekers and immigrants in the UK*. London: London press. https://eprints.lancs.ac.uk/id/eprint/602/1/CL2007-Collocations.pdf

Batubara, M. H., Rahila, C. D. I., & Rahmadani, P. (2021). An analysis on the students' errors in writing report text at eight grade students of SMPN timang gajah. *Jurnal As-Salam*, *5*(1), 102-119. https://doi.org/10.37249/assalam.v5i1.237

Broussard, K. M., & James, C. (1999). Errors in language learning and use: Exploring error analysis. *TESOL Quarterly*, *33*(1), 27-39. https://doi.org/10.2307/3588202

Crystal, D. (2005). David Crystal. English as a global language, 2nd ed. *Language Problems Language Planning*, 29(2), 23-46. http://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/English_As_A_Global_Language_-_David_Crystal.pdf

Deni, & Kristanto, T. (2017). An error analysis of narrative text written by students of english education department. *JELLT (Journal of English Language and Language Teaching)*, *1*(1), 206-225. https://jurnal.ustjogja.ac.id/index.php/JELLT/article/view/923

Ferenz, O. (2005). EFL writers' social networks: Impact on advanced academic literacy development. *Journal of English for Academic Purposes*, *4*(4), 32-46. https://doi.org/10.1016/j.jeap.2005.07.002

Gunantar, D. A. (2016). The impact of english as an international language on ELT in Indonesia. *Language Circle: Journal of Language and Literature*, *10*(2), 78-96. https://journal.unnes.ac.id/nju/index.php/LC/article/view/5621

Harmer, J. (1987). The practice of english language teaching. *Curriculum Inquiry*, *17*(3), 14-40. https://www.academia.edu/43684275/The_Practice_of_English_Language_Teaching_Jeremy_Harmer

Ishikawa, T. (2016). World englishes and english as a lingua franca: Conceptualising the legitimacy of asian people's english. *Asian Englishes*, *18*(2), 107-121. https://doi.org/10.1080/13488678.2016.1171672

Jenkins, J. (2013). English as a lingua franca in the international university: The politics of academic English language policy. *English as a Lingua Franca in the International University: The Politics of Academic English Language Policy*,4(2), 112-123. https://doi.org/10.4324/9780203798157

Karim, A., Mohamed, A. R., Ismail, S. A. M. M., Shahed, F. H., Rahman, M. M., & Haque, M. H. (2018). Error analysis in EFL writing classroom. *International Journal of English Linguistics*, *8*(4), 38-42. https://doi.org/10.5539/ijel.v8n4p122

Kearney, J., & Ellis, R. (1995). The study of second language acquisition. *TESOL Quarterly*, *29*(3), 231-247. https://doi.org/10.2307/3588082

Kumala, B. P., Aimah, S., & Ifadah, M. (2018). An analysis of gramatical error s on students in banjar. *Journal on English as a Foreign Language*, *2*(1), 38-51. https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3513

Lauder, A. (2008). The status and function of english in indonesia: A review of key

factors. *Makara Human Behavior Studies in Asia*, *12*(1), 23-45. https://doi.org/10.7454/mssh.v12i1.128

Liu, M., & Braine, G. (2005). Cohesive features in argumentative writing produced by Chinese undergraduates. *System*, *33*(4), 89-101. https://doi.org/10.1016/j.system.2005.02.002

Lo, Y. Y., & Lin, A. M. Y. (2015). Special issue: Designing multilingual and multimodal CLIL frameworks for EFL students. *International Journal of Bilingual Education and Bilingualism*, 18(3), 112-134. https://doi.org/10.1080/13670050.2014.988111

Mandarani, V. (2020). Grammatical error of EFLsenior high school learners in writing: A review of language interference studies. *Tell : Teaching of English Language and Literature Journal*, *8*(1),23-45. https://doi.org/10.30651/tell.v8i1.4158

Manh, L. D. (2012). English as a medium of instruction in asian universities: The case of vietnam. *Language Education in Asia*, *3*(2), 89-102. https://doi.org/10.5746/leia/12/v3/i2/a14/manh

Mappiasse, S. S., & Bin Sihes, A. J. (2014). Evaluation of english as a foreign language and its curriculum in indonesia: A review. *English Language Teaching*, *7*(10), 98-111. https://doi.org/10.5539/elt.v7n10p113

Melchers, G., Shaw, P., & Sundkvist, P. (2019). World englishes. *World Englishes*, 2(3), 29-35. https://doi.org/10.4324/9781351042581

Ming, N. (2021). Pedagogical implications of error analysis on english writing in the high school. *Region - Educational Research and Reviews*, *3*(2), 105-124. https://doi.org/10.32629/rerr.v3i2.311

Munandar, I., & Srimurni, S. (2021). Directed reading activity (DRA) application in teaching reading comprehension classroom. *Jurnal As-Salam*, *5*(1), 32-49. https://doi.org/10.37249/assalam.v5i1.243

Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *TESL-EJ*, *6*(2), 35-48. https://www.tesl-ej.org/ej22/a1.html

Nadya, M., & Muthalib, K. A. (2021). Error analysis of the students' english written descriptive text. *English Education Journal*, *12*(2), 45-59. https://doi.org/10.24815/eej.v12i2.19552

Özkayran, A., & Yılmaz, E. (2020). Analysis of higher education students' errors in english writing tasks. *Advances in Language and Literary Studies*, *11*(2), 101-128. https://doi.org/10.7575/aiac.alls.v.11n.2p.48

Ramli, D. (2013). An analysis on students' errors in writing recount text. *Journal of Education & Social Sciences*, *1*(2), 39-53. https://media.neliti.com/media/publications/214355-an-analysis-on-the-students-error-in-wri.pdf

Sari, E. M. P. (2016). Interlingual errors and intralingual errors in narrative text by EFL students in lampung. *Jurnal Penelitian Humaniora*, *17*(2), 18-35. https://doi.org/10.23917/humaniora.v17i2.2501

Sattayatham, A., & Ratanapinyowong, P. (2008). Analysis of errors in paragraph writing in english by first year medical students from the four medical schools at mahidol university. *Silpakorn University International Journal*, *8(8), 23-46.*

https://www.thaiscience.info/journals/Article/SUIJ/10499015.pdf

Scott, M. L., Brown, C., Harmer, J., Brown, H. D., Nunan, D., Richards, J. C., & Lockhart, C. (1995). Resources in language teacher education. *TESOL Quarterly*, *29*(2), 11-27. https://doi.org/10.2307/3587632

Siegel, A. (2015). Social epistemics for analyzing longitudinal language learner development. *International Journal of Applied Linguistics*, *25*(1), 108-137. https://doi.org/10.1111/ijal.12052

Subekti, A. S. (2018). Error analysis in complex sentences written by Indonesian students from the english education department. *Studies in English Language and Education*, *5*(2), 29-43. https://doi.org/10.24815/siele.v5i2.10686

Suryanto, S. (2014). Issues in teaching english in a cultural context: A case of indonesia. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, *1*(2), 38-54. https://ejournal.unsri.ac.id/index.php/jenglish/article/view/2075