

The Teacher's Activities in Correcting Students' Error and Mistake in the Composition Class

Nurul Adibah

English Department, Languages and Arts Faculty, State University of Surabaya

nuruladibah@mhs.unesa.ac.id

Abstrak

Murid sering melakukan kesalahan berupa error dan mistake untuk memahami bahasa yang dipelajari. Sebagai reaksi terhadap error dan mistake yang ditemukan di tulisan siswa, guru harus mengetahui tentang itu dan melakukan tindakan. Maka dari itu, penelitian ini dilakukan untuk mendeskripsikan aktifitas guru dalam mengidentifikasi, mendiskusikan, dan memperbaiki kesalahan siswa yang berupa error dan mistake di kelas menulis. Penelitian ini merupakan penelitian kualitatif deskriptif. Subyek penelitian ini adalah seorang guru di sekolah menengah atas di sebuah kota. Peneliti mengumpulkan data dengan cara observasi dan wawancara. Data dari penelitian ini adalah tindakan guru baik verbal dan nonverbal pada proses belajar mengajar dan kata, frasa, dan kalimat yang diucapkan guru pada saat proses wawancara. Sumber data dalam penelitian ini adalah aktifitas-aktifitas guru mengajar di kelas dalam mengoreksi error dan mistake yang murid lakukan dan ucapan guru ketika wawancara. Berdasarkan hasil dari penelitian, terbukti bahwa guru melakukan beberapa aktifitas dalam mengidentifikasi kesalahan siswa dengan melakukan kegiatan seperti membaca tulisan siswa, memberikan catatan di error dan mistake yang ditemukan, dan mengelompokkan kesalahan umum yang ditemukan berdasarkan lima komponen writing. Selanjutnya, dalam mendiskusikan kesalahan siswa, guru melakukan aktifitas seperti membahas tentang error dan mistake, memberikan penjelasan, meminta murid untuk mengoreksi kesalahan mereka sendiri dan kesalahan temannya, mereformulasi beberapa kalimat siswa, menulis dipapan, memberikan petunjuk, dan membandingkan beberapa tulisan siswa. Terakhir, dalam memperbaiki kesalahan yang dilakukan siswa, aktifitas yang dilakukan guru adalah memberikan koreksi secara langsung dan metalinguistik, melakukan reformulasi, menjelaskan secara langsung jawaban yang benar dari kesalahan yang dibuat, dan meminta siswa untuk mengoreksi tulisan mereka sendiri. Dari hasil penelitian, terbukti bahwa guru mengambil tindakan dalam mengoreksi kesalahan yang berupa error dan mistake di tulisan siswa.

Keywords: Aktifitas guru, error, mistake, tulisan siswa.

Abstract

The students often make error or mistake in mastering the target language. In correcting error and mistake that are found on the students' composition, the teacher needs to know about it and take an action. Thus, this study was conducted to describe the teacher's activities in identifying, discussing, and revising the students' error and mistake in the composition class. This research was descriptive qualitative research. The subject of the study was a Senior High School English Teacher in a city. The researcher collected the data through observation and semi-structured interview. The data of the study are the teacher's verbal and nonverbal behavior in teaching learning activity and teacher's words, phrases, and sentences that she utter during the interview. The source of data of this study were the teacher's activities in the classroom and the teacher's oral statements during the interview. The result showed that the teacher's activities in identifying the students' error and mistake were reading the students' composition, marking and giving notes on the error and mistake, and classifying the common error and mistake based on five components of writing. Next, in discussing the error and mistake, the teacher's activities included talking about error and mistake, giving explanation, asking the students to do self-correction and peer correction, reformulating the students' sentences, writing on the white board, giving clues, and comparing the students' composition. The teacher also reviewed some material that they have discussed. The last, in revising the students' error and mistake, the activities done by the teacher were giving direct and metalinguistic feedback on the error and mistake, doing reformulation, explaining directly the correct form of the error and mistake, and asking the writer to correct their own fault. From the result of the study, it was proven that the teacher took some action in correcting error and mistake on the students' composition.

Key words: teacher's activities, error, mistake, composition

INTRODUCTION

In producing spoken or written language, the students often make error or mistake. Error and mistake are not the same but many people especially teachers often misunderstand about those two terms. They define the students' flaw as error rather than mistake. According to Ellis (1997:17) an error is a fault that the students' commit because they do not know the correct form, while a mistake occurs when the students cannot produce the correct form of the target language because of some factors such as the limitation of time, slip of the tongue, get stress, etc. Mistake are inconsistent deviation occurred to the students (Norish, 1983: Utami, 2016).

Error or mistake cannot be separated from the students because they are an evidence that the students are learning. They show the students' comprehension on something that will be useful for both the teacher and themselves. Error and mistake are not always something bad, rather they are crucial parts in the process of learning a language. It can be an important tool to improve a teaching learning process because they can express what the students know and what they do not know. So, the teacher as a facilitator can help them to build a better comprehension.

Through analyzing the students' deviations in their composition, it is expected that the teacher can know the students' difficulties and their needs. So, after getting those information, the teacher can take some actions as a solution for the teaching and learning process. The teacher can evaluate the way she teach and improve the strategies she use to teach. It is supported by McKeating (1981-13) cited in Utami (2016-13), error analysis is useful for teachers to help them finding out the students' problems in the learning process and ease them to arrange the remedial test. It was unpleasant to only notice the students' error without making some actions (Ferdus, 2009). Therefore, the teachers had to deal with some error that students produce.

Many studies have been conducted related to error and mistake analysis on the students' composition. First was the study of Anggraini (2014) entitled error of linguistics components found in the background of the study of the s1 students' thesis. The result showed that there were some error found in the background of the study made by the students. Those error were classified into morphological, lexical, syntactic, and mechanical error. She suggested that it is important for the lecturers to give more attention to the students' error and give feedback when the students make error in their composition.

The second study was conducted by Utami (2016) about error and mistake analysis of linguistic components on the writing composition. She found that the students' faults do not only belong to error but also mistake. All

subjects produced error in the three linguistic components; morphology, syntax, and lexical. They also contained mistake in syntax and some contain morphology or lexical. Based on the result of the study, the student's composition consisted of some error and mistake but there was no explanation about the teacher's role toward the error and mistake that the students produce. She suggested that it will be better if the teacher gives some notes in the students' writing like correcting the deviation or asks them to do peer correction, and other ways.

The results of the previous studies showed that there were many kinds of error and mistake found in the students' composition. In order to solve this problem, not only the students who have responsibility to their own error and mistake but also the teachers who take an important role. The teachers need to know their students' error and mistake and make some action toward them. From the huge benefit of error analysis in the teaching learning process especially for the teachers in improving their teaching learning activity, this present study is intended to investigate the following problem: What are the teacher's activities in correcting the students' error and mistake in composition class?

Based on the brief explanation above, the researcher formulates the research question as follow:

1. What are the teacher's activities in identifying the students' error and mistake in the composition class?
2. What are the teacher's activities in discussing the students' error and mistake in the composition class?
- 3 What are the teacher's activities in revising the students' error and mistake in the composition class?

METHOD

In conducting this study, descriptive qualitative was the most appropriate research design used to meet the research objectives that were to describe the teacher's activities in correcting students' error and mistake in the composition class. Descriptive qualitative is a study that focus on depth understanding of phenomenon (Ary et al., 2010). The researcher provided the description of the data in the form of words instead of number. According to Ary et al. (2010), the data which is taken in qualitative research deals with words and pictures rather than numbers and statistic.

The subject of this study was an English teacher of public senior high school in a city. The subject was chosen because she had been taught English for about eight years which was expected to be an experience teacher. The teacher taught tenth science 1. It was appropriate class because they were the beginner's level in high school. So, it would be better if the teacher made some actions earlier toward error and mistake that the

students committed. The setting of this research was the classroom where the teacher taught.

There were two data for this study. The first data was the teacher's verbal and nonverbal behavior in teaching learning activity. Teacher's verbal behavior was whatever the teacher said while non-verbal behavior comprised everything the teacher acted during the teaching and learning process. The second data was words, phrases, and sentences that the teacher utter during the interview about her actions toward the students' error and mistake in their composition. The source data of this study were the English teacher since all the data can be got from her.

In collecting the data, the researcher did observation and interview. This study used observation to obtain the main data about teacher's activities in the classroom in correcting students' error and mistake. The interview was used to get other data that could not be-obtained through/observation. When the researcher observed the classroom activities, all of the data were recorded in the form of field notes. Field notes is the most common technique that is used during observation as a record of the teaching learning process (Ary et al, 2010-526). Therefore, field notes is important because it recorded everything during observation. The data in researcher's field notes was used to be the basic of the next analysis.

There are two components of field notes, descriptive material and reflective material (Ary, et al., 2010-448). Descriptive material comprises the description of everything happens during observation while reflective material consist of what the researcher thinks or feels toward the data. Moreover, in order to clarify some activities that the teacher did toward the students' error and mistake on their composition, the researcher conducted semi-structured interview. The interview was used to get data that could not be obtained during observation and it was useful to get clarification from the subject. There were some questions that have been prepared by the researcher, but additional questions were asked spontaneously during the interview if it was needed. The teacher's answers during the interview were recorded and transcribed in order to be analyzed.

In analysing the data, the researcher used three stages of Ary et al (2010) namely organizing and familiarizing, coding and reducing, and interpreting and representing. First, the researcher repeatedly watched the video recording, read the field notes, and listened the interview recording in order to get familiar with the data. The researcher organized the data through transcribing all data such as field notes and interview result without changing the words.

In coding and reducing stages, the researcher read the field notes and wrote some notes on it. After that, the researcher made a table that consist of activities in

identifying error and mistake, and activities in discussing error and mistake. In making notes based on the observation field notes, the researcher reduced the data that were not related with the study. For the transcription of the interview, the researcher read and made some notes beside the transcription when finding teacher's activities that was related with the research questions.

Table 1.1 The Researcher's Notes in Field Note

Teacher's Activities	Identifying error and mistake	Discussing error and mistake
The teacher greeted the students by using English greeting expression. She asked the students whether they still remember about their narrative writing or not. Then, she said that she had read their composition and gave some feedback on it. On a paper, the teacher had wrote the common error and mistake found on five components of writing namely content, organization, grammar and sentence structure, vocabulary or	V 1) Reading the students' composition. 2) Marking and giving notes on the error and mistake. 3) Classifying the students' deviation based on five components of writing and writing them in a paper.	

Table 1.2 Notes in Interview Transcription.

Interviewer	E ya e As I know that you e correct the students error directly right? Why do you use that feedback? instead of maybe peer feedback among the students?	
Teacher	If I think if I don't do it directly we might forget that mistake.	+ Giving direct corrective feedback
Interviewer	And then you correct all of the error or you select it?	
Teacher	I read all the text and if I I correct all error that I find if I have time. Then from it I write the common error on a paper. On the next meeting I discuss it.	+ Correcting the common error and discussing them on the next meeting

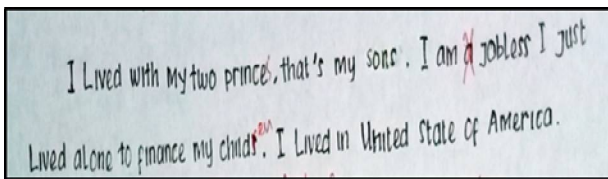
The last was interpreting and representing stage. The researcher made an understanding from the teacher's actions based on observation and the teacher's words from the interview. From the notes that have been made, the researcher described and explained in details the results in the form of words.

RESULT AND DISCUSSION

This part dealt with deeper analysis of the teacher's activities in correcting students' error and mistake. It comprised the specific teacher's activities in identifying, discussing, and revising the students' error and mistake. This analysis was described in the form of words and was supported by interview result from the teacher. It was also interpreted by the theory reviewed.

1.1. The Teacher's Activities in Identifying The Students' Error and Mistake in The Composition Class

The teacher began the class by greeting the students by using English greeting expression. She told them that she had read their composition and found some error and mistake. She said that she had marked and gave some notes on the error and mistake they committed. Based on the classroom observation, it was found that the teacher used two kinds of feedback in correcting the students' error and mistake. They were direct feedback and metalinguistic feedback. She gave direct feedback by providing directly the correct form of the error and mistake that the students produced.

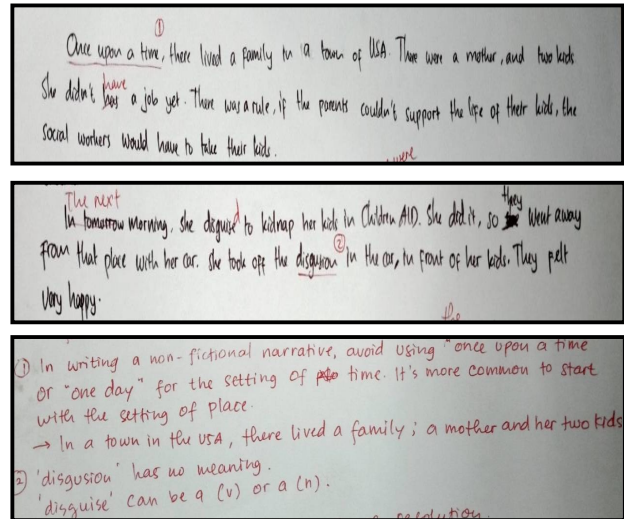


Picture 1.1 Teacher's Direct Corrective Feedback

Picture 1.1 showed that the teacher corrected error on the plural form of *prince* and *child* by writing the correct form of those words. The teacher applied direct corrective feedback by giving directly the correct form of the error on the students' composition. Direct corrective feedback was very helpful for students especially when a fault that they produce belongs to error because they do not know the correct form of it.

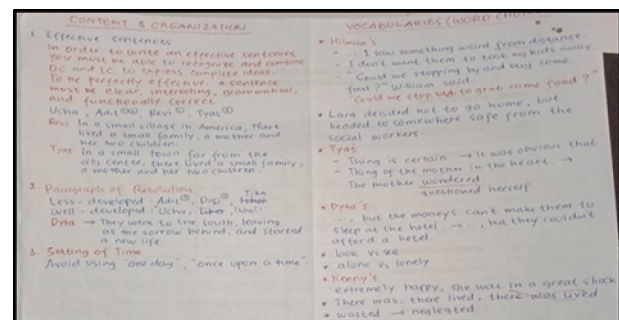
The teacher also applied metalinguistic feedback in correcting the students' error and mistake. Metalinguistic corrective feedback was in the form of clues that can be error codes and number codes (Ellis, 2009 cited in Wulandari, 2017). Based on the observation, the teacher numbered the error or mistake and explained the detail information under the text. Picture 4.2 was one of the example of the teacher's metalinguistic feedback.

The teacher's action in giving feedback which was in the form of direct and metalinguistic feedback was in line with Byrne which stated that what the teacher should do dealing with error was correcting the script (Byrne, 1980).



Picture 1.2 Teacher's Metalinguistic Feedback

After giving some notes on the students' composition, the teacher wrote on a paper the common error and mistake that the students produced based on five components of writing such as content, organization, grammar, vocabulary, and mechanic.



Picture 1.3 Teacher's Notes about The Common Error and Mistake

1.2 The Teacher's Activities in Discussing The Students' Error and Mistake in The Composition Class

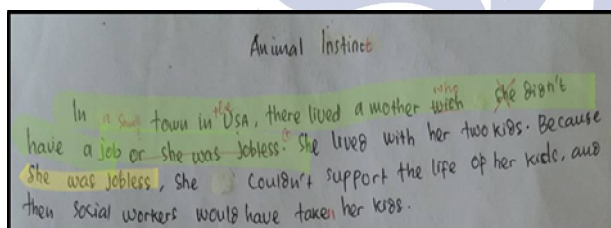
The teacher began the discussion by talking about error and mistake. She ensured whether the students know about error and mistake by asking them the definition of those terms. Some of the students said error and mistake were the same thing and others just kept silent. Since the teacher could not find the right answer, she asked the students to take notes and continued explaining the definition, characteristic and example of error and mistake. From this activity, the students got a new knowledge about error and mistake. It was expected that they could identify their own mistake and corrected it by themselves.

Next, the teacher discussed the error and mistake on content and organization. They were about effective sentence, paragraph of resolution, and setting of time.

She gave explanation about how to make an effective sentence. She showed the first student's composition and asked them to pay attention on it. She asked them to decide whether it was effective or not, but they could not answer it. After that, she told them that the sentence was not effective because there was overuse of subject I. The teacher previously let the students to simplify the sentences, but none of them did it. In responding to it, the activity that the teacher did was reformulation.

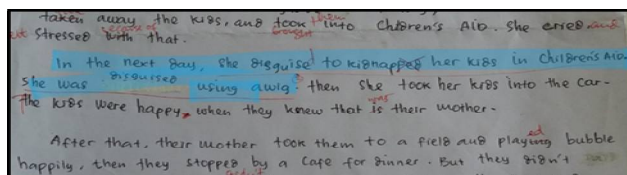
She did a reformulation by reducing the use of subject I and made the sentence different from the original one, but it has the same meaning. Reformulation made the students analyze their classmate's sentences and the teacher's sentences. This activity helped them learn how to make an effective sentence. This teacher activity was in line with the explanation from Harmer (2007) which stated that reformulation is valuable for students because by comparing the students' version and the teacher's version, they found a lot about language.

The teacher showed the second, third, and fourth composition. In the second composition, it was shown that the repetition occurred on sentences *she didn't have a job* and *she was jobless* which have the same meaning. The teacher crossed the second sentence because the first sentence have explained about the condition of the mother.

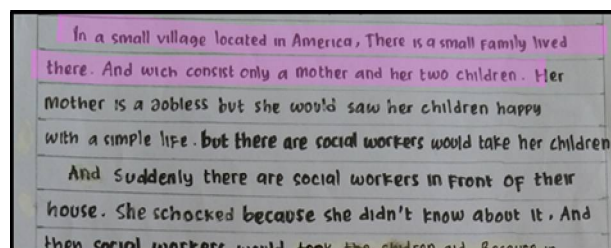


Picture 1.4 The Second Composition

Next, when discussing the third composition, the teacher said that she had told the students how to make sentence *menculik mengambil anaknya kembali dengan menyamar memakai wika* on the previous meeting, but there was still a flaw. She stated that it belonged to a mistake because he had known the correct thing but he did not apply it.



Picture 1.5 The Third Composition



Picture 1.6 The Fourth Composition

Based on the observation, the teacher let other students to correct their friend's error and mistake even though sometimes no one of them wanted to answer. This activity helped the students criticized their friend's work and gave a solution for it. It was great to train them to speak and gave their own answer rather than only depended on the teacher and listened to her explanation. It was supported by Iseni (2008) that the teacher need to give students an opportunity to correct each other's composition because it can help them become an independent analyzer and it will develop their writing ability. Although the teacher feedback was useful, the students need to develop their ability through analyzing their classmates' composition. (Harmer, 2004).

After discussing about effective sentence, the next was about paragraph of resolution. The first teacher activity in correcting error and mistake in paragraph of resolution was explaining about the importance of paragraph resolution in a narrative text. After that, she showed and compared three less develop and three well develop paragraph of resolution. She read the first well develop paragraph of resolution and explained that social worker and children aid related with conflict and climax of the story, so the paragraph of resolution should mention those terms. She continued to the second composition which was different from the others' composition because the writer used first person point of view in writing a narrative text. She said that the meaning of the sentence was good and asked all students to pay attention on it. The teacher moved to the next composition. Eventhough the teacher still did a correction on it, she said that the paragraph of resolution was great because it resolved the conflict of the story.

The teacher explained that three less develop paragraph of resolution occurred because the story was ended with only one sentence and there was no supporting sentences. Comparing less and well develop paragraph of resolution made the students easy to learn the materials because they knew directly well develop and less develop paragraph resolution. However, this comparison might gave a bad effect to the students who have less develop paragraph of resolution since the teacher mentioned the name of each writer. It could decrease their confidence in writing other compositions

for the next time because they experienced producing error and mistake and their classmates knew their fault.

The teacher continued the discussion to the setting of time. She wrote on the white board one day and once upon a time. She asked the students to avoid using those terms because the story in the music video could occur in the real life.

Dialogue 1) T: Jadi karena cerita ini itu cerita yang mungkin sekali terjadi di in a real life, avoid using one day and once upon a time as your setting of time. Bayangkan kalian memulai tulisan ini dengan memakai pada suatu waktu, hiduplah aneh gak? Aneh kalimatnya karena biasanya di non fictional narrative writing biasanya setting of time itu tidak dipakai diawal tapi biasanya diawali oleh setting of place. In a small town in America seperti tadi. Tidak dimulai dengan one day apalagi once upon a time. Once upon a time itu biasanya untuk dongeng, fictional narrative. Ya? Sudah. saya ke bagian selanjutnya.

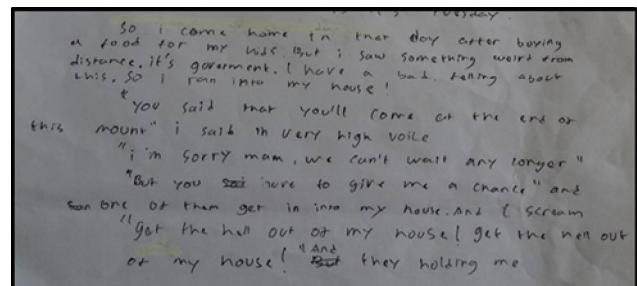
For grammar, the first activity that the teacher did in correcting error and mistake on it was writing on the white board the most frequently error and mistake that were found. The first fault was about modal past such as can took, will took, could made, and would had. She explained the rule of modal past and guided the students to change the deviation into the correct form of modal past. Furthermore, the teacher wrote the incorrect sentences that she found, those were *she was unemployed person* and *her mother was a jobless*. She asked the students to correct the first sentence, but they only kept silent. She gave a clue that there was a small thing missing from the sentence and finally one of the students answered correctly. Since the discussion was about the use of article in a sentence, the teacher gave additional information about article addition and omission. Giving a clue when the students were not able to found the wrong thing on the sentences encourage them to think hardly. This way made them solve the problem they face by themselves and did not always depend on their teacher.

The teacher also wrote a sentence *Sarah was very loved to her two kids*. She asked her students to find the error or mistake and correct it. A student answered orally, but his answer was incorrect. She asked another student to try but she still did not get the correct answer. Therefore, the teacher provided the answer and asked the second student to continue correcting the sentence. Finally, he could give a good answer and the teacher added some information like the need of replacing word

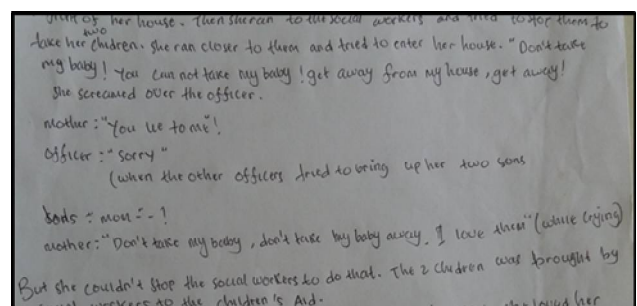
very with really. Error and mistake in using a verb is another deviation that was found. The teacher showed an example and explained that the verb should be in the past form. She also discussed about gerund and indirect verb because she found some of her students did not know the pattern of using gerund.

The next was error and mistake on vocabulary. The teacher mentioned two incomprehensible sentences because of unsuitable vocabulary use and asked the writers the meaning of their sentences in Indonesia. When the teacher knew what they want to say, she corrected the first students' sentences directly. She also offered other students to mention the appropriate vocabularies that they could use to make the second students' sentences understandable. The students do not only became the audience but also could be their classmates evaluators by checking others' composition and gave comment or suggestions to make it better (Harmer; 2004 – 109).

For the last component of writing which was mechanic, the teacher showed two students' composition. She asked all of the students to analyze the difference of those composition. The first composition consisted of reported speech that was in the form of a dialog while the second composition consisted of reported speech which was in the form of sentence and was written in different paragraph for different conversation.



Picture 1.7 The First Student's Composition



Picture 1.8 The Second Student's Composition

The teacher continued showing other student's compositions and asked the writer to correct their own fault. When the student found her own mistake, the teacher gave additional explanation based on the deviation that they committed.

The teacher unintentionally asked the students to do self-correction when she asked them to find their own fault. After they realize their own mistake, the teacher gave additional explanation based on each deviation that the students produced. The teacher applied self-correction for students, but it was different with Bryne (1980) which stated that in order to enable the students do self-correction, the teacher need to guide them by giving some clues. The teacher did not gave clues for the students but she gave explanation after the students corrected their mistake.

Next, the teacher showed an illustration about the importance of comma and a period in a sentence. The picture consisted of two cats and a sentence above each cat. The first sentence was "Let's eat Kitty." and the second was "Let's eat, Kitty." The teacher let her students analyze the illustration that she gave and made sure whether they understand about it by asking them the difference between two of them. The students answered that the difference between two of them was the use of comma. It was good to make the students understand about the importance of a comma and a period in a sentence through an interesting illustration rather than only through direct explanation from the teacher. The students tried to think what the illustration mean and it made them think critically.

The teacher also gave another example such as when greeting someone using Indonesian expression letter A in sentence *senang berjumpa dengan Anda* and letter B and I in sentence *Kepada Bapak dan Ibu sekalian* should be capital letter. She also reminded them that a period in reported speech always came before the second quotation. The teacher wrote the example of common mistake on the white board. She asked her students to do not write thanks with an apostrophe. She has told them many times, but they repeated that mistake. The teacher also prohibited them to say keep spirit because the correct form of it was keep your spirit up. Once again, she reminded them to be careful in using comma and a period. Based on the classroom observation, the teacher reviewed only error and mistake on the use of punctuation. She did not review other components of writing such as content, organization, grammar and vocabulary. It will be helpful for the students if the teacher add some information or make a review of five components of writing although in a short explanation.

Lastly, on the closing of the lesson, the teacher asked the students whether they had a question. Some students said no and the others just kept silent. It was important to make sure whether the students have something to be asked because the answer of them might check their understanding on the lesson that has been discussed. For students who keep silent, it meant two things, they

understood the material or just the opposite. In responding to that students, the teacher needed finding a solution which could know their thought. If the students could not tell their understanding orally, the teacher could get it through written way like writing a journal log. Finally, the teacher asked a student to return all the students' composition. Then, she closed the teaching learning process by greeting.

1.3 The Teacher's Activities in Revising The Students' Error and Mistake In The Composition Class.

Revising the students' error and mistake was done by the teacher while identifying and discussing the error and mistake. First, the teacher revised the students' deviation by giving direct and metalinguistic feedback on the error and mistake that they produced. She crossed the fault and provided the correct form of the error and mistake. She also numbered them and gave the explanation under the text that produced by the students. According to Ellis (2009), by giving direct feedback, it was expected that the students notice the error and would understand what the right form of it. This was because direct feedback provided the students with explicit guidance about how to correct the error and it was desirable if the students did not know the correct form was. Indeed, just giving this kind of feedback was less effective in improving the students' self-correcting abilities. It was in line with William (2003) who stated that students tended to copy the corrections from the teacher into their final composition and they did not study the error and mistake noted in the feedback.

Second, the teacher revised the students' sentences by doing reformulation. It was shown in dialogue (2).

Dialogue 2) T: "Cobak disini ada berapa e kali subjek I disebut hanya dalam dua kalimat. Ada berapa?"

S: "Empat."

T: "Empat, itu pemborosan. Saya bisa bikin kalimat ini saya kasih contoh yang pertama ya kedalam e satu kalimat dengan mengurangi subjek I untuk membuat kalimat ini menjadi jauh lebih efektif. Siapa yang mau nyobak? Saya kasih contoh dulu ya sebelum sebelum nanti membahas e kalimat efektif yang lain. Misalnya begini e One day when going from shopping atau after going home from shopping, masih belum ada subjek I ya, I was shocked when seeing some social workers in front of my house."

Reformulation means that the teachers give the students a native version on the students' text (Ellis, 2009, in Wulandari 2017). Although it provides native

version, it does not change the students' idea. According to Harmer (2007), reformulation is valuable for students because by comparing the students' version and the teacher's version, they found a lot about language.

Next, the teacher revised the error and mistake by explaining directly the correct form of them.

Dialogue (3) T: "America is a place, jadi tidak perlu lagi disebut located. We know that America is a place, area, a country. Jadi ini bisa langsung In a small village in America, ya kan? Sudah lebih efektif. Lanjut. There is a small family lived there. There there ya. Langsung saja dikoma. In a small village in America there lived a small family, a mother and her two children. There lived a small family atau there lived a small family consisting another and her two children. Gak usah kebanyakan there there there."

Furthermore, the teacher also revised the student's deviation by asking the writer to correct their own fault. When they found her own mistake, she gave additional explanation based on the deviation that they committed.

Dialogue 4) T: "Nah mekanik itu mengenai penulisannya.
(The teacher shows one of students' writing).
T: "Cobak apa yang salah? Matus, cobak cari kesalahan sendiri."
S: "Anu, of nya."
T: "Of nya ya. Kamu itu kalau mau nulis kapital di kapital semuanya. Jangan separu separuh begini ya. Of itu kalau dalam sentences itu ditulis kecil memang. Lanjut. Dita ni. Dit apa yang salah dit?"
S: "Titik."
T: "Yes. Never put a period in the title. Perhatikan sekarang. Ini Punyak siapa?"
S: "Uca."
T: "Ya, Uca. Ini kurang apanya?"
S: "Koma."
T: "Koma. (She points the error) Ini titiknya seharusnya before the second quotation. Ini, put a period. Ini jelas jelas mistake bukan error. Error itu masih mending ya karena you don't know the theory tapi kalau mistake parah. Bayangkan, saya sudah ngasih contoh berulang."

CONCLUSION AND SUGGESTIONS

Conclusion

First, based on the research finding, the activities that the teacher did in identifying the error and mistake were reading the students' composition, marking and giving some notes on the error and mistake, and classifying the common error and mistake that the students produced based on five components of writing such as content, organization, grammar, vocabulary, and mechanic.

Second, the teacher's activities in discussing the students' error was begun by talking about error and mistake. For content and organization, the activities that the teacher did were explaining about effective sentence and the importance of paragraph of resolution, asking the students to correct their own fault and their friends' error and mistake, and reformulating the students' sentences. For grammar part, the teacher's activities were writing on the white board the most frequently error and mistake that were found, explaining the material, and giving a clue to help the students correcting the error and mistake.

Third, the teacher's activities in correcting vocabularies error and mistake were doing a correction of grammatical error or mistake and giving explanation. The last, the teacher's activities in correcting error and mistake on mechanic were comparing the students' composition and training the students to do self-correction.

The last, the teacher revised the students' error and mistake when she identify and discussed the error and mistake. The activities were giving direct and metalinguistic feedback on the error and mistake, doing reformulation, explaining directly the correct form of the error and mistake, and asking the writer to correct their own fault.

Suggestion

In accordance with the conclusion above, there will be some suggestions to the teacher and future researcher who were involved and who will take this matter into account. They are as follow.

For the teacher, it is suggested that they must understand what action that they should take in correcting students' error and mistake and the impact of those action to herself and the students. The teacher does not only can give direct and metalinguistic feedback but also can apply peer correction or self-correction for them because it will let the students be independent learners by analysing their own composition or their classmates' work. In doing a discussion, the teacher does not need to mention the writer of each composition because it can affect the students' confidence. The teacher should also make sure whether she have to return the students' paper before the discussion was begun or at the end of the discussion. She needs to think about the strength and the

weakness of each action. Furthermore, it will be better if the teacher measures their understanding about the discussion through asking them to write a log.

For future researchers, it is suggested to read carefully the result and discussion of this study because it may be useful for them to reveal uncompleted thing. The future researchers may try to conduct the similar study with different research problem.

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