

## Error Analysis of Ten Grader Students' Writing

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### Abstrak

Menulis adalah suatu cara yang dapat digunakan siswa untuk melatih kemampuan mereka dalam membuat kalimat berbahasa Inggris. Menulis juga dapat dijadikan aktivitas yang dapat dilakukan untuk menuangkan ide, opini dan perasaan siswa yang berbentuk tulisan. Maka dari itu, siswa perlu menguasai beberapa aspek dalam menulis, seperti: pemilihan kata, mekanisme tulisan dan penggunaan bahasa untuk membuat text yang bagus. Tetapi, masih banyak siswa yang membuat kesalahan dalam memilih kata dan menyusunnya dalam bentuk kalimat berbahasa inggris. Hal ini sangat penting untuk dipahami agar dapat mengetahui dan menghindari berbagai jenis kesalahan dalam tulisan. Penelitian ini dilakukan untuk membantu guru mengenal dan mengetahui jenis-jenis kesalahan yang paling banyak dilakukan siswa dalam tulisan mereka dan membantu siswa untuk mengurangi kesalahan penulisan dalam menuliskan ide atau kalimat berbahasa inggris. Dalam penelitian ini, peneliti menggunakan tulisan siswa sebagai objek penelitian. Data yang digunakan dalam penelitian ini diambil dari siswa kelas 10 yang berjumlah 36 siswa di SMA NEGERI 11, Manukan-Sidoarjo. Metode yang dipilih dalam penelitian ini adalah kualitatif yang di analisis dengan menggunakan tabel klasifikasi hasil dari identifikasi, deskripsi, penjelasan dan koreksi pada lembar tulisan siswa. Berdasarkan dari hasil penelitian ini, peneliti menemukan bahwa ada empat jenis kesalahan yang ada dalam tulisan siswa yaitu: kesalahan penambahan huruf/kata (*Addition*), penggunaan kata (*Misinformation*), pengurangan huruf/kata (*Omission*), kesalahan arti atau penempatan kata (*Ordering*) dan kesalahan yang paling banyak dilakukan siswa adalah kesalahan penambahan huruf/kata (*Addition*) dan penggunaan kata (*Misinformation*).

**Kata Kunci:** Menulis, Kesalahan, Analisis Kesalahan

### Abstract

Writing is a way to practice the students' ability to produce any sentence in a Foreign Language. It can be used as an activity to help the students express the ideas, opinions and feelings in a written form. Therefore, the students need to master several aspects of writing, like: grammar, mechanism and language use for writing a good text. Yet, there were some students who still made errors in choosing and composing the words into a sentence in English. It is very important to understand in order to know and avoid the errors in writing. This study purposed to help the teacher identify the types of error that the students made in their writing and assist the students to reduce the errors in writing any ideas or sentences in English. In this case, the researcher used students' writing task as the object of this study. The data of this study taken from ten grader which contains of 36 students in the Eleven Senior High School, Manukan-Sidoarjo. The method of this study used qualitative study which has been analyzed by using classification table of identification, description, expalnation and correction from the students' writing task. Based on the result of this study, the researcher found that there were four types of error which still found in students' writing, such as: addition, misinformation, omission, ordering and the most common errors which still exist in students' task were Addition and Misinformation.

**Keywords:** Writing, Error, Error Analysis.

### INTRODUCTION

Almost in every formal education level nowadays, used English as one of the important subjects that the students must to major in the way of delivering the opinions or ideas whether it is in oral or written communication form. Therefore, both of teacher and students have to use English during the teaching and learning process in the class. In learning English as Foreign Language in the class, the students need to master the fourth skill, such as: listening, speaking, reading and writing. In listening and speaking, students

usually practice their active skill in comprehending any words or sentences, which delivered directly from the speaker to the listener. While, most of the students commonly practice their passive skill in reading and writing by comprehending any interpretation, meaning or message, which written by the writer to the reader. Furthermore, the researcher decided that writing used as the focus of this study.

According Nunan (2003: 88) the way of expressing and arranging the ideas or sentences into a paragraph defined as writing. Moreover, it is very important for the

writer to combine all the ideas and sentences into well-structured form and stated clearly before its delivered to the readers. In order to make good sentence in writing, the writer need to master the rule and understand the point of the context that he or she is going to write. Besides, the writer should put the interests in order to make the readers easily to understand the message, which mentioned in the writing. Furthermore, Hengwichitkul (2009) said that the hardest skill of English is writing. It proved by some previous researchers who have the same opinion and mention in Al Fadda (2012), Al Murshidi (2014), and Dewanti (2014). They found that there were some different types of difficulty level in students' writing skill. The types of students' difficulty level in writing that the researcher found in the previous studies are grammar, punctuation, spelling, word order, etc. Those statements are related with Nunan (2005) which is mentioned that during the process of learning English as a Foreign Language in writing, most of the students were still confused by using the aspects of writing like: content, organization, vocabulary, grammar, mechanics, even constructing the right form or structure in making any statements or sentences. Thus, this factor not only led them to do some mistakes or errors but also carried them to have misunderstanding in delivering the meaning to the readers. Mistakes usually occurred when a person accidentally made incorrect or wrong structure, but they could correct it by themselves (Corder, 1974: 259). On the other hand, errors happened when the person has insufficiency of lore of writing any foreign language learning (Keshavarz, 2008, p.49). While, all the errors and mistakes could happen because of the recklessness, mother tongue influence students' skill, materials, perception, language usage or grammar, etc.

In addition, errors can generally categorize into types and level of learning any foreign language. There were some types of errors that can be found in the students' learning process when they were asked to produce the language in English, such as: vocabulary errors, syntactic errors, phonological errors, overgeneralizations errors, spelling, and grammar errors. Indeed, the global and local errors were still exist in the process of learning English as a foreign language in the class. Besides, it also characterized in the comprehension, pronunciation, style, structure, effect, and type of error. Moreover, Richard (2002) stated that this kind of errors occurred because the students have less of knowledge in using the words and verbs. It also caused by the large of using unnecessary circumstances or thing in language learning. Thus, both of errors usually committed by the behavior and environment of someone who was studied any foreign language in the class. Yet, they were still having the

errors by the knowledge and comprehension of language learning.

The students' comprehension and knowledge need to accomplish by the way of making a good sentence in English. The students must be arranged the ideas perfectly by following the rules in writing. There were five rules that the students have to do in making a good handwriting. First is the ideas should be delivered simply to the readers. Second is limited the topic or sentence that the writer wants to discuss. Third is the ideas should be written into a short paragraph. Fourth is all the ideas need to be composed with the right grammar or structure. Fifth is those ideas should be connected and related each other. In fact, most of the students, especially in senior high school level, could not predict the errors in the way of expressing their ideas into passive form. Therefore, writing became one of the most difficult and complex skill in English.

The types of error in language learning have named as Interlingua errors and intralingua errors. These kinds of error was announced by Richard et al (2002) who claimed that those errors were classified as the elements which is indicated to the mainly effect from both of the speakers and the foreign language itself. The Interlingua errors usually caused by the first language interference. The person who made this kind of errors mostly used their mother tongue during the process of learning their foreign language. Whereas, the intralingua errors happened where the person concern in their foreign language through of intralingua errors, like: overgeneralization, simplifications, developmental errors, induced errors, errors of avoidance, and errors of over production.

In the process of learning English as a foreign language, the speakers and the listeners should understand the right form and structure in producing the language. It is necessary for them to master the vocabularies and the common tenses in the target language learning. Yet, it is very difficult to master the grammatical or language structure in English. Therefore, most of the learners still produce the errors in their learning process. Not only the errors but also the sources of error that the learners need to avoid in English as Foreign language learning. While, most of the errors, and the sources of error is occurred by the native language who generally transfer the ideas not into the right way. This, can be affected the learners' skill in English.

As a review of the previous study, there were some researchers who was conducted a research in analyzing students' errors in writing. Kusumawardhani (2017), with a study of an Analysis Errors of Omission in English Native Composition Made by EFL Students in Yogyakarta. This study was applied a descriptive method.

The English Foreign Learners consists of 20 students within finding in five omission errors, three articles and errors of auxiliaries and two prepositions error. Moreover, Astuti (2013) who has been done a research in descriptive study of English Grammatical Errors Made by First Grade Students of SMP NEGERI 1 LASEM in 2012 to 2013 period. She used sentences and phrases to take the data and find that what kind of grammatical errors that might be found in the students' task. By this study, she found eleven data of omissions, six data of additions, twenty-four data of misinformation and nine data of ordering. Thus, the errors calculated from 23 data in students' writing.

While, Susanti (2017) in the study of error analysis on The Use of Past Tense in Narrative Text to the 8F Class of First State of Junior High School, Candi-Sidoarjo, which is done in qualitative research, found that there were four types of error such as omission, addition, misinformation and ordering. She found that there were 52% of misinformation, 22% of addition, 24% of omission, and 48% of ordering. This was shown that the students were still confused in choosing the right tense in writing narrative text to a paragraph. Another error analysis study, which has been conducted in descriptive qualitative, written by Millah (2016) within title An Error Analysis on The Use of Simple Past Tense in Students' Recount Text Writing. It has been dealt with 36 students of X Science U. She found that the students made 56 omissions, 9 additions, 79 misinformation and 3 ordering.

Those studies analyze types of error, in which it becomes the similarity with this current research. This current study has the same way of analyzing errors in writing, taken from the types of error in omission, addition, misinformation and ordering. Yet, the object of the study is different from all the previous study above. While other studies analyze students' writing in descriptive, recount and narrative. This study will analyze students' free writing, which is a piece of writing about their interpretation and ideas of song meaning.

According the problems, in this case, the researcher took the concern to analyze the students' errors in writing. The action to analyze the students' error in writing made the researcher of this study realized that there were lots of theory and method that unable to help the researcher found the errors. The first method is used to identify the types of error, which is made by the students in their writing. The second method is used to acquaint the causes of error, which is generally affected the students' skill in English, which is used as the foreign language learning. The last method is applied to gain the types of error that is still exist in the students' writing task. All the method in error analysis will be based on the focus or concern of a part in error classification, which is

alternate and connected with a structure or form of arranging the words to a sentence. Those kinds of method affected from their mother-tongue language, which is possibly produced in the way of learning English as Foreign and target language.

Whilst, Irwansyah (2017) said that studying error is very important in mastering English as the foreign or target language learning because some of the students still organized errors in their writing. However, in the previous study several researchers were very excited in conducting error analysis study about the Foreign Language Learning in the class, like: Jurianto (2015), Fenetta (2016), Subekti (2018), Mazni (2017) who were analyzed error in students' writing aside from the different types and focuses of their study. The way to find and prove the errors that are made by the students in writing can be called as Error Analysis. Corder also mentioned that the error analysis focus on the form and structure of prevalent errors through the process of learning any foreign language in the class (Deepa, 2018). Then, in conveying errors to the form and the rule which is made by the students in writing, Brown suggested by familiarizing, classifying and analyzing (Wulandari, 2015). One of the aims that the teacher used to study error is Error Analysis. It is also can be used to execute, gain and obtain the adversities during the process of learning English as Foreign Language in writing. Here, error analysis importantly used to find out the types of errors such in the use of grammar, arranging the statements or content, constructing coherence and unity, etc.

Coupled with the theories above, Adrian (2015) mentioned that those types of error can be classified and analyzed by ensuring the tough point, determining the assorted point and practicing the task a lot. Another way to conduct this kind of research is applying any taxonomy in writing which is consist of errors in missing words (omission), adding word/letter (addition), ordering word (ordering), and selecting word (misinformation). Those errors are combined in surface strategy taxonomy. Moreover, most of the previous researchers agreed with Dulay who is mentioned that surface strategy taxonomy is suitable used in analyzing the students' error, especially in writing. In addition, the researcher of this study was decided to analyze the students' error based on the surface strategy taxonomy in writing which is consist of four types of error, such as: omission, addition, misinformation and ordering.

During the process of analyzing the students' error by using surface strategy taxonomy in writing, the researcher needs to understand that kinds of error. Addition is a kind of error, which formed by adding unnecessary letter in a form of a word. Omission is an



error, which happened when the writer missed the necessary letter in a word. Misinformation is an incorrect form of selecting the appropriate word in composing a sentence. Ordering is a kind of error, which ordered with the incorrect word in their sentence and usually affected by the students' lore in structuring words into phrase or sentence.

The most frequently error found in students' writing in expressing ideas through the written form. Based on the prior research which is stated that students found any difficulties and errors in their writing, this study generally applied for identifying the errors in students' writing task by interpreting a song meaning entitled 'Seasons in the Sun' from Westlife. This research needs to be held by some researcher in order to assist the teacher and the students in knowing the types of error, distinguishing the trait or features from each types of error, and categorizing each types of error. As mentioned in Permendikbud (2014), 3.9 and 4.9 about mentioning and comprehending song meaning, in this case, the teacher used song as the various ways of teaching writing using English as the foreign language learning in the class.

In some cases, teaching poetry or song can be one of a way to ask the students to produce writing. They rarely used in teaching writing, but there were some teachers who use poetry and song to make the students write the opinion or interpretation of song meaning. Whilst, teaching writing using poetry and song can boost the students' skill in writing. Moreover, it is also used to make them enjoy and easy to write their foreign language as it is stated in Rogovka (2011) that songs are one of the most interesting material that the teacher can apply in the classroom language learning. In addition, Milington (2011) added that song is one of the important parts to make the students enjoy the process in teaching and learning foreign language in order to help the perfection of students' skill in English. Hence, the teacher may choose song as the instrument or tool to make students practice their writing; they can also express the idea to interpret the meaning of each words in a certain sentence, using their own sentence-word.

In brief, the teacher inquired the students to make any interpretation from the lyrics of the song by using their own words, which used as the various ways in teaching English as the Foreign Language and thriving their capability and thinking in writing. Related with the theories from the previous researchers and experts, also the phenomenon which still exists in the students' difficulties level in writing, this study concern in what types of errors that the students made in writing, purposed to find out the types of errors. Moreover, some researchers had been study about types and causes of errors. All of them stated that the students frequently

made errors because of less attention and lack of lore in writing any ideas in English. Hence, this topic is very important to explore and proper to be conducted as a case study in linguistic section. The researchers, who were excited with this topic, would gain their perception in conducting error analysis study.

While, the way to help the students reduce the errors, the researcher looked for the various ways of teaching writing. The various ways of teaching writing are mentioned by Brown (2000) about a personal writing which is applied as one of the way that a person can used to develop their writing skill in English as a Foreign and Second language learning in the class. It is very important when someone used their personal writing in terms of developing the written form, like writing post-cards, letters, diaries and another personal message including writing a poetry, fiction, drama as a creative writing context. Moreover, this used as a direction for the teacher to develop the technique to make the students aware of arranging their ideas or words into well-structured form.

Therefore, in structuring a good writing, students need to understand the components of writing, like grammar, usage and mechanism which can help students to compose a good text with correct grammar and structures. Moreover, cohesive and coherent are the important parts of processing and conveying the words, which need to combine into sentences and related to a statement or paragraph (Triwati, 2017). Not only about the components, but also about the content, topic or message that the writer wants to explain for the readers should simply and easy to understand; so that the readers and the writers would gained the meaning of the sentence without breaking the understanding. Hence, it will be helpful for the students to increase their writing comprehension inside of their own confidence in learning the language.

In line with the statement before, the researcher limited this research with the statements from the basic competence of teaching English in the ten grade students on 3.9 and 4.9 about mentioning the features of song and comprehending the song meaning (Permendikbud, 2014). Then, the researcher received the data by collecting the students' interpretation in writing song meaning and maintaining the data from thirty-six, students of the tenth-grade students in Eleven Senior High School, Manukan-Sidoarjo. The researcher of this study chosen this school because one of the English teachers of this school applied a variety of teaching writing, in order to make the students interested in learning English as a Foreign and the target language learning in the class.

## RESEARCH METHODOLOGY

The way of interpreting the meaning and analyzing the words without calculation or numbers in order to divide the manners and ability in terms of communication with others defined as qualitative research (Crossman, 2019). The researcher of this study fixed this research with the frequent situation of situation and problem during the teaching and learning process of ten grader in writing using English as their foreign and target language learning within proposed to discuss and characterize the students' difficulties and errors in writing. The researcher of this study used the interpretation of song meaning in their writing task, which taken from ten grader in Eleven Senior High School, Manukan – Sidoarjo. The school chosen because it is also applied K13 curriculum while the class was selected because most of them were still difficult to express the ideas and write any sentence in English.

The researcher of this study took the data when the teacher gave a various ways of writing activity in comprehending song meaning which based on the basic competence 3.9 and 4.9 about mentioning social function and language features in song lyrics and comprehending song meaning. As the activities to practice their English as a foreign language learning in the class, the teacher was asked the students to write their interpretation of the song, then collect them together for the students' final task which is given from the teacher at the end of the semester. In this case, the researcher was applied a theory which stated from Pharm (2015) about several ways of analyzing the data. He stated that both data can be analyzed using transcribing, coding and interpreting. These matters probably took some actions to relieve and modify the words from oral into a written form. The first action started when the researcher started to authorize the data form the students' writing by using the transcription. Then, describing a code which aimed to categorize and acquaint the errors in students' writing. Next, the researcher of this study covered all the process with analyzing the students' error into error classification table through identification, description, explanation and correction.

## RESULT AND DISCUSSION

As the result of this study, the researcher was analyzed all the data from the 36 students' writing and found that the students still produced errors in their writing task in case of interpreting song meaning from Westlife entitled "Seasons in the Sun". Moreover, the researcher was collected the errors into error classification table. Here is the description table of ten grader students' error, which formed by the researcher in order to explain the findings of this study.

*Table.1. Students' Error Classification*

NO	TYPES OF ERRORS	TOTAL ERRORS
1.	Addition	17
2.	Misinformation	17
3.	Omission	13
4.	Ordering	6

According to the Students Error Classification Table, the researcher found that the students made an error in the different types of error. Besides, the types of students' error in writing song meaning were categorized into four types, such as: addition, omission, misinformation and ordering which is taken from the error taxonomy in writing. Therefore, Dulay, Burt and Kharsen in Paramita (2017) mentioned that there were four types of error, which is mentioned in the taxonomy, like: Addition, Omission, Misinformation and ordering. The findings of this study were 17 additions, 17 misinformation, 13 omissions and 6 orderings. Whilst, in order to define each types of error, the researcher divided the types into four points, such as: Error of Addition, Error of Misinformation, Error of Omission and Error of Ordering. Thus, all the descriptions need to be arranged on the table. Moreover, those errors used as the examples of common errors in students' writing.

### 1. Error of Addition

Error in Addition usually happened when the writer provides non-essential letter in form of writing statements or sentences. This kind of errors might affect from the writers' attention. The person, who made an addition error, usually had less focus of attention and did not realize that there was unnecessary letter in their writing. Moreover, most of the writer probably forgot the form in writing the correct word using English as their foreign and target language in the class. The sentence in "My mother is the best singers in the town" included as addition, because the writer put the unnecessary letter in the form of a word. He or she made the error by writing unnecessary letter, which stated clearly as the one and only good singer in the town. Thus, the correct sentence should be "My mother is the best singer in the town". While, this matter is related with the students' situation during their learning process in writing their interpretation of meaning in a song into written form. Here is the table of students' addition:

*Table.2. Students' Error of Addition*

Identification	Description	Correction
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Addition	It <b>is</b> starts from his farewell with his best friend, that he is going to find love.( 3)	It starts from his farewell with his best friend that he is going to find love.(3)
	This song is telling us that dying <b>it</b> is not easy, it is hard. (28)	This song is telling us that dying is not easy it is hard. (28)

As is stated on the table 4.1 about students' error classification, there were 17 students who made error in addition. Whilst, in this study, students made errors in some parts of addition. Most of them made addition of verb, conjunction and addition in singular or plural form.

Yet, they made it in the different part of addition. There were two examples that the researcher mentioned in this study. The first example taken from the students' writing task number 3. While, the second example taken from students' writing number 28. Both did the same types of error, but it has collected into different parts of addition.

Students' number 3 made addition of verb. Where he or she add the word "is" in terms of "it starts". The words "is" there, called as the non-essential letter or word. Therefore, his or her sentence was incorrect because the correct terms has written as "it starts" not "it is starts". In students writing task number 28, he or she made addition of pronoun. Where these students put unnecessary pronoun in the words "...dying it is not easy" was incorrect because we do not need to put the pronoun after the noun. The correct one is "dying is not easy".

## 2. Error of Misinformation

Misinformation error usually occurred when the writer put the words not in correct form. This type of errors occurred in order to choose a word and caused in comprehending the meaning. This kind of errors mostly produced by the students because they were still confused in using the appropriate or the right structure in their sentences. This kind of error usually happened in the students' writing task. Furthermore, the students requested to realize the word and grammar during their writing

process. Besides, they were asked to make sure that they wrote the ideas in the right structure form.

The example of misinformation error in a sentence written in a form of words, like: I go to school by bus yesterday. That kind of sentence is not mentioned in the right structure because the writer missed a form of verb, which should be written with the irregular verb to explain the experience in the past. So, this should be replaced with a correct sentence of I went to school by bus yesterday.

In this study, the researcher still found that some of the students made the misinformation error in the task. Here are the examples of students' misinformation error in writing:

Table.3. Students' Error of Misinformation

Identification	Description	Correction
Misinformation	<b>His</b> starts from <b>is</b> farewell with his best friends, that he is going to find love. (28)	<b>He</b> starts <b>from the</b> farewell with his best friends that he is going to find love. (28)
	...and he is very <b>thaks</b> to her for being the light in his life. (22)	...and he is very <b>thankful</b> to her for being the light in his life. (22)

Based on the data in misinformation error, the researcher seen that there were 17 students produced misinformation error in the writing task. In this case, the researcher taken the examples from two students in number 22 and 28. In this study, the researcher found some types of misinformation error like in subject agreement, verb and conjunction. While in this occasion, the researcher only explained the two examples from the table.

According to the table, there were two students number 28 and 22, who entered the wrong subject as the prefix of the sentence and put the incorrect verb in the sentence. Students' number 28 made misinformation by using subject and put it not in the right place. This caused by the knowledge in structuring the words and preferring the suitable subject or form in their sentence. While, students' number 22 made misinformation in selecting the apt verb to the sentence.

## 3. Error of Omission

Omission error generally followed by writing incomplete form of a word. These kinds of error might be

happened when the students busted the elements in writing by using their own words. Most of the students not only made the addition but also omission because it usually found in their writing process. If there was unnecessary letter found in addition, the omission has the opposite meaning because the writer generally made this error when he or she wrote the incomplete letter or utterance of a word. Thus, the students' ability should be mastered which is proposed to gain the goal or objective of their study. This type of errors would possibly rise the effect of the students' comprehension in writing.

Here is the example for students' error in omission; my favorite actress Angelina Jolie. This sentence is incorrect because the writer forgot to put the necessary items or letters in the sentence. The correct sentence should replace with "My favorite actress is Angelina Jolie". The writer of that sentence made omission in omitting necessary items in a sentence. Moreover, the table below is the example of students' error of omission.

Table.4. Students' Error of Omission

Identification	Description	Correction
Omission	The story is telling about a man remember his <b>lif</b> when he is about going to die. (21)	The story is telling about a man remember his <b>life</b> when he is about going to die. (21)
	Which his papa has <b>taugh</b> many things about that life. (24)	Which his papa has taught many things about that life. (24)

The data, which formed inside the table, shown there were 13 students who made errors of omission. Students made errors by omitting letter in the statements that they were going to explain in the task. Some of the students who made an omission ordinarily forgot the form in composing the words into a sentence. After analyzed the students' task, the researcher found that students' number 21 put the incomplete words, such as: *lif*, which refers to life, and *taugh*, which should be replaced with, taught. This kind of problem would be affected because of the spelling or pronouncing the words; So that they just written the words imperfectly.

#### 4. Error of Ordering

Error of ordering mostly performed by ordering an incorrect part of a sentence and selecting a wrong

utterance in writing a statement or sentence. This matter caused by the students' knowledge in mentioning or writing a word that he / she wanted to use in the sentence. It is very important for the students to master the English vocabulary for writing.

Unfortunately, most of the students were still confused in choosing the right words and proper structure when they wrote the ideas into paragraph. Here, the students need to be aware in selecting the words and components that they want to write in their paper. Thus, the students need to practice and increase their knowledge in order to make a good sentence in writing.

The example of error of ordering shown as: Robert has a short hair black. This sentence has written not into the correct structure because the writer ordered a wrong item in the sentence. The correct sentence should written as: Robert has a short black hair. Well, in this case, only a few of the students in the class who made an error of ordering in their writing task. Here are the examples of the students' error of ordering:

Table.5. Students' Error of Ordering

Identification	Description	Correction
Ordering	After graduation he marry his female friend and leave her <b>because</b> his work. (31)	After graduation he marry his female friend and leave her <b>because of</b> his work. (31)
	He's said good bye to his <b>closest</b> friend remembering times they spent. (22)	He's said good bye to his <b>closest</b> friends remembering times they spent. (22)

In this study, there were 6 students who made error of ordering in the task. They made the error because those have been influenced by the lack of knowledge that they were understood in choosing the right utterance, which was proposed to make a good sentence in writing. In this case, students were rarely made the purposive error during the process of their handwriting. The researcher of this study used two students' writing task as the example to reveal the type of error of ordering.

The students' number 31 and 22 for example, who were wrote a word incorrectly. There were two examples that the students made in error of ordering. First is



students' number 31 who was selected a word incorrectly. He or she there put a word 'because' which have to be replaced with 'because of' in order to mention a reason of something that he or she could not realize. Yet, it was not 'because' which is explained a caused – effect reason. While, students' number 22 also did an ordering in his or her writing task. It was mentioned a word closest which is meant as the most or the best friend in the song. Unfortunately, the student was incorrectly writing the word. It should be written as closest to explain the most or the best friend that he or she has in his or her life.

## CONCLUSION AND SUGGESTION

Based on the result and discussion above, the researcher concluded that most of the students in the class still generate the errors in their writing task. In other words, most of the students still find any difficulties in writing using English as their foreign and target language, which taught by the teacher in the class. The students were still difficult in choosing the appropriate form or utterance in their sentence; they were also still confused in writing a word even composing the words into a paragraph. In the result of the study, the researcher found that the total errors, which made by the students, were 17 additions, 17 misinformation and 13 omissions. All of the errors, which mentioned before, were the most common errors that the teacher should know in students' writing of expressing their own ideas into sentences.

Therefore, it became the most crucial thing that all writers need to master before he or she began to write something using English as Foreign or target language; that is why some of the experts agreed that writing is the most difficult skill among the other skills in English. Although writing is included as the hardest skill in learning a foreign language, both teacher and students could avoid the problem by developing their knowledge and comprehension in making any idea or sentence in English.

While, in this case of the study, the researcher took an action in analyzing students' error in writing that purposed for informing the teacher that some of the students were still difficult and made the errors in their task. Moreover, this study used for a reference for the teacher in order to help the students avoid the errors and make the students familiar with the errors, so that they were not mentioned the errors in their writing.

This study can be used as an appointment for the teacher to know what types of error that the students made and what are the common errors which is still stand in their writing. Therefore, the teacher has to understand and know what types or error that the students still put in the task. So that the teacher can help the students to reduce the errors and avoid it during the learning process.

Moreover, it can be used as a direction for the next researcher who wants to conduct this kind of research in analyzing students' error using error taxonomy in writing. This study would be helpful to make them understand every types of errors in writing. Thus, it is very important for the researcher to analyze the students' error, which proposed to inform others about the types of error in learning English as a Foreign Language in the class.

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