Error Analysis on the Use of Part of Speech in Students' Essay Writing at Secondary School EFL Classroom

Satria Mahardhika Rubiyanto Putra

Universitas Negeri Surabaya
Satriamahardhikar@gmail.com

Abstrak

Bahasa Inggris adalah bahasa asing yang ada di Indonesia, baik pembelajaran serta penguasaan Bahasa ini telah menjadi pembahasan yang dikenal banyak di dunia pendidikan. Penelitian ini berfokus pada penulisan esai, yang merupakan tugas kompleks dan mengharuskan siswa untuk menguraikan topik tertentu serta menggunakan pengetahuan yang diperoleh di kelas. *Part of speech* (pembagian kata) mengacu pada kategori tata bahasa dari kata-kata yang digunakan untuk membentuk kalimat, dan dengan memahami bagian-bagian ini dapat membantu penulis menyusun kalimat dengan jelas dan tepat. Penelitian ini bertujuan untuk (1) mengidentifikasi kesalahan yang terkait dengan penggunaan berbagai bagian dari kata yang paling umum dalam penulisan esai siswa di kelas EFL sekolah menengah tingkat atas; dan (2) memaparkan faktor-faktor yang mendasari kesalahan yang menjadi sebab terhadap kesalahan penggunaan *Part of Speech*. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif yang difokuskan untuk menganalisis kesalahan dalam penggunaan *Part of Speech* serta menyelidiki faktor-faktor yang berkontribusi terhadap kesalahan yang dilakukan oleh siswa dalam penulisan esai mereka. Enam siswa kelas 11 berpartisipasi dalam penelitian ini dengan menulis esai argumentatif. Dari hasil penemuan data menunjukkan bahwa sebagian besar siswa memiliki kemampuan yang cukup baik dalam penulisan mereka, namun masih didapati beberapa kesalahan yang masih ada dalam esai mereka. Salah satu siswa melakukan kesalahan tentang kesalahan yang terkait dengan kata-kata di mana frase "Ini adalah beberapa alasan" digunakan, dan kesalahan lain yang berkaitan dengan kata sandi yang ditunjukkan dengan "semua orang harus mematuhi aturan sekolah."
Para siswa menyatakan berbagai penyebab kesalahan mereka dari pengerjaan yang terburu-buru hingga ketidaksadaran akan kesalahan yang mereka lakukan dalam menulis esai.
Kata Kunci: Pembagian Kata, Penulisan Esai, Analisis Kesalahan.

Abstract

English is a crucial foreign language in Indonesia, and its learning and acquisition have become a popular topic in education. This study focuses on essay writing, which is a complex task that requires students to elaborate on specific topics and use their knowledge acquired in the classroom. Part of speech refers to the grammatical category of words used to form sentences, and understanding these parts helps writers construct sentences with clarity and precision. This study has objectives of (1) identifying the errors related to the use of different parts of speech that are most prevalent in students' essay writing in a secondary school EFL classroom; and (2) describing the underlying factors contributing to the errors the use of the parts of speech. This study is conducted using descriptive qualitative research focused on analyzing errors found within the utilization of part of speech and investigating factors that contribute to the errors committed by students in their essay writings. Six 11th-grade students participated in this research writing argumentative essays. The findings show that most of the students have reasonable proficiency in their writing, however, there are several errors still present in their essays. One student commits a mistake about noun-related errors where the phrase "This is the several reasons" is used, and another error a verb-related one shown with "everyone needs to obeying the school rules.". The students claim a range of causes of the errors from rushing their work up to unawareness of said errors they committed.
Keywords: Part of Speech, Essay Writing, Error Analysis.

INTRODUCTION

The process of how EFL learners' learning and acquiring English language has become the popular topic since English has considered as an international language in Indonesian schools (Patahuddin et al., 2017). There are numerous kinds of text writing learned by high school students, one of the text writings that the researcher intends to discuss in this study is Essay Writing. (Hounsell, 1984) stated that essay writing has two purposes in which both are advantageous, as an assessment tool for the

teacher and learning medium for the students. Essay writing may also display student writing capability. Writing skill is a less popular language skills and is known to be the hardest one to acquire in a foreign language. Additionally, (Wali & Madani, 2020) stated that writing and applying suitable word on a paper is an easy task, but writing a sentence on the other hand is a bit difficult.

Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences, this is supported by (Harmer, 2004) which mentions that writing is sort of mean to produce language and express ideas, feelings, and opinions. Those points are relevant to high school students in learning language, specifically most English subject utilize writing for school tasks and tests. Essay text writing has quite a number known to the public, but they are mainly categorized into four main types; which are: argumentative essay, descriptive essay, narrative essay, and expository essay. An argumentative essay is a model of the written text in which a writer presents their ideas to convince or persuade the readers. Furthermore, (Liunokas, 2020) adds that an argumentative essay requires investigating a topic, collecting, generating, evaluating evidence, and concisely establishing a position. This interprets that writer has a freedom to side a position in an argument while maintaining evidence and fact in mind.

During learning process especially in learning foreign language, the learners are prone from committing errors. This is most likely occurred because of difference in learners' native language and the target language. (Al-Khresheh, 2016) supporting Corder's statement that error is the evidence of the learner inherent syllabus and further demonstrated by how the first and second language are independent system of language. This research is focused to observe the errors found in linguistic aspect from the students' essay writings. According to (Sharma, 1980), "Error analysis can thus provide strong support for remedial teaching." He added that during the teaching program, it can reveal both the successes and failures of the program.

This study is conducted using descriptive qualitative that is focused in analyzing errors found within the utilization of part of speech as well as investigating factors that contributes the errors committed by students in their essay writings. In comparison with previous researches, the subject of the study or the students employed the assistance of a translation engine during an essay writing assignment, the researcher sought to identify if there were any possible errors committed by students.

METHOD

The study employs qualitative methods to identify part-of-speech errors made by EFL students in essay writing and investigates how the students commit the errors in using parts of speech. The qualitative component of the research involves the collection of written essays from EFL students, which is analyzed using content analysis. According to (Ary et al., 2010), content analysis focuses specifically on identifying specific characteristics found within visual or written materials. In connection with this research, the utilization of content analysis aligns with the theoretical framework of systematically identifying and categorizing part of speech errors in written materials, providing a robust foundation for understanding and improving students' essay writing skills.

The object of the study in this research is the errors found in the use of parts of speech within the essay writing of secondary school students in a state senior high school in Surabaya. The specific focus is on seven main parts of speech: Noun, Verb, Adjective, Adverb, Pronoun, Preposition, and Conjunction, which are included in the students' essay writing. The research involved sample of six secondary school students from the selected state senior high school in Surabaya. The researcher collected a total of six essay writings from each student for the research analysis.

To obtain valid data, the researcher used documentation of data collection. (Creswell, 2008) pointed out four data-collecting techniques: observation, interview, documentation, and audio-visual material. This research used descriptive qualitative data analysis from the student's argumentative essay documentation. The data collection is done through documentation; the researcher used several steps. First, the researcher collected the students' argumentative writings, which acquired from the students. Second, the researcher chose the subject of this research on purpose. The subject took the State Secondary School, which met the researcher's particular criteria. Then, the researcher identified each essay using the analysis table for argumentative essays. Lastly, the researcher interviewed to get the verbal data to describe the underlying factors contributing to the errors in the use of the parts of speech.

The researcher uses a research instrument to collect data to make the research process easy, systematic, and complete. In this research, the researcher is the main instrument. The researcher himself collected the data.

To answer the first research question about identifying the errors related to the use of different parts of speech which are most prevalent in students' essay writing in a secondary school EFL classroom. The researcher analyzed the data by utilizing assessment table by (James, 1998) and (Ho, 2005).

N o	Structure of Essay	Original Sentence.	Suggested Sentences	Type of errors
1.	Introductory paragraph	- I critic him - …..	I criticize him	Error in using verb (morphology error)
2.	Body Paragraph	- ……… ….. - ……… …		
3.	Concluding Paragraph			

To answer the second research about describe the underlying factors contributing to the errors the use of the parts of speech. Semi structured interview was used.

The questions in the research are as follows:

1. What is your gender?
2. What is your current grade level?
3. To what extent you know that your sentence is correct or not?
4. Do you know how can you correct the error?
5. Do you know the reasons why to correct the error?
6. Do you often struggle with pronoun usage in your essay writing? If yes, what are some common pronoun errors that you find yourself making?
7. What do you think contributes to your errors in using parts of speech in your essay?
8. How do you feel when you realize you have made a part of speech error in your essay?
9. What do you think are the main reasons behind the part of speech errors you make in your writing? Are there any specific challenges or difficulties you face?
10. Does your English teacher provide enough guidance and support to help you improve your use of parts of speech in essay writing? If not, what additional support would you like to receive?
11. Are there any specific resources, such as grammar books or online websites, that you find helpful in learning and practicing the correct usage of parts of speech?
12. Is there anything else you would like to share about your experience using parts of speech in your essay?

RESULT AND DISCUSSION

In this research, two specific aspects have been subjected to analysis. The initial focus is on evaluating the sentence structure used within the paragraph writing created by the students. The second aspect involves an examination of the content within the students' writing, encompassing the introductory paragraph, body paragraphs, and concluding paragraph. The researcher analyzed six-paragraph writings, classifying them into three skill levels: high, average, and low. The subsequent section provides a detailed explanation of the findings.

1. The Formation of sentence structure in paragraphs composed by students

This research uses qualitative research which the researcher gathered six essay writings. The sheets analyze the errors found in students' essay writing as well as tackling the reason of said errors occur in the writings.

1st student's essay writing analysis

Having Good Attitudes at School Is important
[1] Learning at School used to be enjoyable and peaceful. As a student we definitely study, socialize, and work together with other people at school. However, there are many things that students must pay attention to while at School, when we talk and socialize with other people, the first thing they see it's our attitudes. In this day, many students behave badly and can harm other people, So having good behavior is something we must be developed

[2] Having good attitudes will make us more trusted and respected by others, In the other side, when we behave unkindly, such as mocking or demeaning other people, they will think we have a bad personality. This has become the norm in everyday life including at school.

[3] Firstly, by having good attitudes, we will have more friends and relations at school. People feel more comfortable with people who are able to control their behavior. While having so many friends, we can ask them for help and we will gain more knowledge when we study together with them, eventually this social phenomenon can help us improve academics at school as well. Because of having good attitudes, we can get more relations and improve our grades at school.

[4] Secondly, school usually prioritize attitudes over a person's academics. This has been proven by so many students get drop out of school when they act badly at school. Teachers also likes student that more appreciate them and respect them rather than students who are smart but have bad attitudes.

[5] From the explanation above, we all now know that having good attitudes is one of important thing we must obey at school. The fact is having good attitudes is more respected than person who have bad attitudes and it can bring us many benefits as well.

The students' essay contains various errors that, when addressed, can significantly improve the clarity and coherence of their message. In the first body paragraph, there is a pronoun error in the phrase "the first thing they see it's our attitudes," which should be corrected to "the first thing they see is our attitudes." The second sentence in this paragraph contains a verb error, where "we must be developed" should be revised to "we must develop."

Moving to the second body paragraph, there is a verb error in the phrase "In the other side," which should be corrected to "On the other hand." Additionally, the phrase "every day life" contains an adverb error and should be revised to "everyday life."

In the fourth body paragraph, there is a verb error in the sentence "This has been proven by so many students get drop out of school," which should be revised to "This has been proven by many students dropping out of school." Additionally, a pronoun error is present in the sentence "Teachers also likes student," which should be revised to "Teachers also prefer students."

In the concluding paragraph, a noun error is present in the sentence "having good attitudes is one of the important thing," which should be revised to "having good attitudes is one of the important things." Furthermore, a verb error is present in the sentence "it's more respected than person," which should be revised to "it is more respected than a person."

2nd student's essay writing analysis

The essay's second body paragraph contains a noun error in the sentence, "One of the main reasons for cleanliness of school environment is the lack of awareness," which should be corrected to "One of the main reasons for the cleanliness of the school environment is the lack of awareness." This adjustment ensures proper subject-verb agreement.

In the fourth paragraph, there is a verb error in the sentence, "Then another causes, it can reduce students' learning motivation." This can be revised to "Another cause is that it can reduce students' learning motivation," ensuring a clear and grammatically correct statement.

Furthermore, there is a conjunction error in the sentence, "Then another causes, it can reduce students' learning motivation. A dirty classroom can create an atmosphere that is not conducive to learning," which can be improved to "Then, another cause is that it can reduce

students' learning motivation, and a dirty classroom can create an atmosphere that is not conducive to learning."

However, there are no errors found within the Introductory as well as Concluding paragraph. By addressing these language usage errors, the essay can achieve improved clarity and grammatical correctness in conveying its ideas.

3rd student's essay writing analysis

The Importance of having Good Attitudes at School
[1] At the school, Attitudes are something that should not be ignored. Attitudes both positive and negative, can greatly influence a student's academic journey and personal development. In this moment, we will explore the several reasons why having good attitudes at school is very important.
[2] Firstly, when you have a good attitude automatically you will create a positive learning environment. When students exhibit respect, empathy, and cooperation, the classroom becomes a place where everyone feels comfy and safe. This conducive atmosphere will give a positive vibe of learning.
[3] Secondly, good attitudes are closely linked to academic success. Student who approach their studies with a positive attitude are more likely to set ambitious goals, work diligently, and dare to overcome challenges. These things lead to improved academic performance, higher grades, and a deeper understanding of the subject matter.
[4] Thirdly, Good attitudes contribute to the development of essential life skills, problem solving, decision making, etc. They help students develop self confidence and a strong stance, which are invaluable qualities for a successful and fulfilling life
[5] From the reasons above, good attitudes are not just desirable but indispensable in the school environment. They create a positive atmosphere, increase academic environment, and contribute to personal development. Good attitudes are the foundation which built future success and buy happiness.

In the introductory paragraph, there is a noun error in the sentence, "At the school, Attitudes are something that should not be ignored," which should be revised to "Attitudes at school are something that should not be ignored." This correction ensures proper placement and conciseness.

In the same paragraph, there is a noun error in the sentence, "In this moment, we will explore the several reasons why having good attitudes at school is very important," which should be corrected to "In this discussion, we will explore several reasons why having good attitudes at school is very important." This

adjustment improves clarity and removes unnecessary words.

In the second body paragraph, there is an adverb error in the sentence, "When you have a good attitude automatically you will create a positive learning environment," which should be revised to "When you have a good attitude, you will certainly create a positive learning environment." This addresses the adverb placement and improves sentence structure.

In the same paragraph, there is an adjective error in the sentence, "When students exhibit respect, empathy, and cooperation, the classroom becomes a place where everyone feels comfy and safe," which should be corrected to "comfortable and safe." This ensures the use of the appropriate adjective form.

In the concluding paragraph, there is a preposition error in the sentence, "From the reasons above, good attitudes are not just desirable but indispensable in the school environment," which should be revised to "Based on the reasons above, good attitudes are not just desirable but indispensable in the school environment." This correction improves the structure and coherence of the sentence.

In the same paragraph, there is a conjunction error in the sentence, "Good attitudes are the foundation which built future success and buy happiness," which should be corrected to "Good attitudes are the foundation that builds future success and buys happiness." This adjustment ensures proper conjunction usage and enhances sentence structure.

4th student's essay writing analysis

Why is Joining the School's Extracurricular are Important?

[1] Extracurricular activities are additional activities carried out outside of class hours which are carried out both at school and outside school with the aim of gaining additional knowledge. Extracurricular is highly recommended for all students because it has a lot of benefits. Also, it would be a loss if we did not take advantage of the extracurricular of our well-supplied and highly profitable school.

[2] Firstly, participating in extracurricular activities provide a platform for student to engage in personal growth by developing life skills. Activities such as English club, student government, economy club, enable students to enhance their communication, problem solving, and critical thinking. These skills are very valuable for our future careers and personal lives, fostering a deeper understanding of the concepts learned in the classroom.

---

[3] Secondly, extracurricular activities offer students the opportunity to explore their passions and interests. Whether it be joining a music team, sport teams, a robotic club, or a dance team, students can broaden their horizons by exploring various fields. By participating in different activities, students gain exposure to diverse areas and have the chance to discover their true passions. Also allows them to develop a sense of identity, passion, and purpose, leading to greater self-fulfillment and overall happiness.

[4] Lastly, joining an extracurricular activity fosters social connections and a sense of belonging. Students can develop and create extensive relation, strong friendships, and sense of community. And also, it can relieve stress, boost self-esteem, and contribute to emotional well-being.

[5] Participating in extracurricular activities is great importance for students. Through these activities, students can enhance their life skills, explore their passions and interests, build social connection, and there are many other benefits.

In the introductory paragraph, there were corrections made to improve sentence structure. The original sentence "Extracurricular activities are additional activities carried out outside of class hours which are carried out both at school and outside school with the aim of gaining additional knowledge" was revised to "Extracurricular activities are additional activities conducted outside of class hours, both within and outside the school, aimed at gaining additional knowledge." The errors identified were related to the use of verbs with the phrase "carried out" used twice.

In the same paragraph, the sentence "Extracurricular is highly recommended for all students because it has a lot of benefits" was revised to "Participation in extracurricular activities is highly recommended for all students due to its numerous benefits." The correction involved changing the noun "Extracurricular" to the gerund form "Participation."

The subsequent sentence, "Also, it would be a loss if we did not take advantage of the extracurricular of our well-supplied and highly profitable school," was revised to "It would be a loss if we did not take advantage of the well-supplied and highly advantageous extracurricular opportunities in our school." Corrections included addressing preposition and adjective use.

Moving to Body Paragraph 2, the sentence "Firstly, participating in extracurricular activities provide a platform for student to engage in personal growth by developing life skills" was corrected to "Firstly, participating in extracurricular activities provides a platform for students to engage in personal growth by developing life skills." The error involved subject-verb agreement specifically in the place of verb and noun.

In the same paragraph, the sentence "Activities such as English club, student government, economy club, enable students to enhance their communication, problem solving, and critical thinking" was revised to "Activities such as the English club, student government, and the economy club enable students to enhance their communication, problem-solving, and critical thinking." The correction addressed adjective use.

Moving to Paragraph 4, the sentence "Students can develop and create extensive relation, strong friendships, and sense of community" was corrected to "Students can develop and create extensive relationships, strong friendships, and a sense of community." The error was related to the use of the noun "relation" instead of the correct term "relationships."

In the Concluding Paragraph, no specific errors were identified.

5th student's essay writing analysis

The Importance of Choosing the Hygienic Foods and Beverage at SMAN 15 Surabaya

[1] In recent years, concerns about food safety and hygiene have received attention throughout the world. This concern extends to school canteens, including the one at SMAN in Surabaya. It is important for students and staff to understand the importance of choosing hygienic food and drink in the school canteen to ensure their well-being and maintain a healthy learning environment.

[2] Firstly, health and wellbeing. One of the main reasons for choosing hygienic food and drinks in the school canteen is to maintain the health and stuff. Consuming contaminated or unhygienic food can cause foodborne illness, which can disrupt routine school activities and affect academic performance.

[3] Secondly, disease prevention, hygienic food practices in canteens play an important role in preventing the spread of disease. Foodborne illness, such as food poisoning and gastroenteritis, can quickly spread among student if proper hygiene measures are not followed. Choosing hygiene options reduce the risk of such outbreaks.

[4] Choosing hygienic food and drinks in SMAN in Surabaya canteen is not just a matter of preference, this is an important step to ensure the health and well-being of students and staff. By prioritizing cleaning and promoting responsible food choices. School can create a safe and conducive learning environment that benefits everyone. It is important for students and staff to make conscious decisions when choosing their food to uphold health and hygiene standards.

There are no significant errors found in the introductory paragraph. In the body paragraph, specifically in the second body paragraph, a noun-related error is found in the original sentence. The phrase "Firstly, health and wellbeing" has been corrected to "Firstly, health and well-being are paramount," addressing the noun error by ensuring subject-verb agreement.

Moving to the concluding paragraph, there is a noun-related error in the original sentence where "SMAN in Surabaya canteen" is used. The correction suggests using "SMAN in Surabaya's canteen," addressing the possessive form of the noun.

Additionally, a verb-related error is identified in the concluding paragraph's original sentence, where "choosing hygienic food and drinks" is used. The suggested correction is "By prioritizing cleanliness and promoting responsible food choices," adjusting the verb form and enhancing the sentence structure.

Furthermore, an adjective-related error is observed in the same paragraph's original sentence. The phrase "this is an important step" is corrected to "this is a crucial step," rectifying the adjective error and improving the sentence's emphasis.

6th student's essay writing analysis

The Importance of Obeying the School Rules

[1] A success man once said "obeying school rules is the first step towards mastering the art of self-discipline and achieving success in life." I agree with that opinion. This is the several reasons.

[2] School rules contribute to a positive learning environment by maintaining order and discipline. This enables student to focus on their studies without distraction.

[3] Adhering to rules teaches students important value like respect for authority and personal responsibility, these are essential life skills.

[4] Learning to follow rules prepares students for expectation they will encounter in the adult world, where adherence to laws and regulations is crucial. In a recent article, a high school implemented a new rule requiring students to adhere to a strict code conduct, including punctuality and adherence to deadlines. Student who followed this rule and developed time management skills found it easier to transition into the workforce after graduation. They were better prepared for the demands of their jobs, as they had already learned the importance of punctuality and responsibility in school.

[5] From the facts above, it is obvious that everyone needs to obeying the school rules for their future and become a successful person.

In the introductory paragraph, there is a noun-related error where the phrase "This is the several reasons" is used. The correct form should be "I agree with this opinion for several reasons," rectifying the noun error by adding the article "the" before "several reasons."

Moving on to the body paragraph, a pronoun error is identified in the original sentence. The phrase "This enables students to focus on their studies without distraction" has been corrected to "enabling students to focus on their studies without distraction," ensuring proper sentence usage.

In the concluding paragraph, a verb-related error is detected in the original sentence, where "obeying" is used instead of "obey" in the phrase "everyone needs to obeying the school rules." The suggested correction is "everyone needs to obey the school rules," addressing the verb error.

The analysis of multiple essays reveals a range of language-related errors related to the use of different parts of speech in students' essay writing in a secondary school EFL classroom.

In Essay 1, various errors, including pronoun, verb, adverb, preposition, and noun errors, are identified. Correcting these errors is crucial for improving clarity and coherence in conveying the significance of good attitudes at school.

Essay 2 focuses on language usage errors, particularly in the second body paragraph. Addressing a noun error related to subject-verb agreement and correcting verb and conjunction errors in subsequent paragraphs will contribute to improved clarity and grammatical correctness in presenting the essay's ideas.

Essay 3 exhibits language usage errors that, if rectified, can enhance clarity and precision. Noun, adverb, adjective, preposition, and conjunction errors are identified throughout the essay. Adjustments in these areas will lead to greater clarity and precision in conveying the essay's ideas.

Essay 4, discussing extracurricular activities, highlights language-related errors affecting coherence and writing quality. Errors in verbs, nouns, prepositions, adjectives, and subject-verb agreement are noted. Addressing these issues will contribute to the essay's overall coherence and linguistic accuracy.

In Essay 5, noun-related errors are prevalent in both the body and concluding paragraphs. Correcting these errors, along with adjustments to verb and adjective usage, will enhance clarity and correctness in delivering the essay's message.

Essay 6 presents errors in noun and verb usage in the introductory and concluding paragraphs. Addressing these errors will contribute to improved clarity and coherence in the essay's structure.

The analysis shown that students made errors with the area usage of noun, verb, adverb, adjective, preposition, pronoun, and conjunction which occurred in both morphological and syntactical level, these findings were also present in a study done by (Gayo & Widodo, 2018).

2. Interview Results

The outcomes of the interview with six students underscored a range of proficiency levels in crafting argumentative essays. Among the participants, three students exhibited a commendable understanding and mastery of the skills required for constructing persuasive and well-structured argumentative essays. Their responses demonstrated a high level of comprehension, showcasing an ability to articulate and support their ideas effectively. Additionally, two students demonstrated a satisfactory proficiency level, displaying a reasonable grasp of argumentative essay writing. While they navigated the task with competence, occasional linguistic challenges were observed. On the other end, one student struggled with the task, revealing a lower proficiency level. This particular participant needed help in expressing coherent arguments and faced challenges in certain aspects of essay construction.

Based on the interview, the students claimed to have various reasons that led them to commit errors, with most of them said they were in a rush while doing their assignment and left their essay submitted without being checked beforehand, they also admitted that they were in exhaustion by having the English course in the very last class schedule in the afternoon, few of them claimed that they did not notice the errors at all during the interview session with the researcher. The interview results highlight the varying degrees of proficiency within the group, providing valuable insights into both strengths and areas for improvement in argumentative essay writing skills.

These findings are in line with study conducted by (Setyowati & Sukmawan, 2016) in which the students still find themselves struggling with essay writing assignments, while also shows that the students have a reasonably positive attitude towards improvements. In her research one of the subjects with less positive attitude about writing task quoted "*I think writing is so difficult for me. There are many rules. We should have good grammar and have many vocabulary. While I am not good to choose the right word and I have a problem to choose the topic. My knowledge about grammar and vocabulary are not good.*" While in this research a student quoted "*Writing in English is my weakness, sometimes I forget the grammar rules and sometimes I don't know the word in English and I use the dictionary to help me write*"

In contrast, the student who had positive attitude to writing in English described "*Writing is interesting. Because of writing I can express all of my problems. I can add my new vocabulary. I can get new knowledge with writing*" in her research, a student in this research quoted "*I kind of like English writing because I can use some*

words that I learn from watching movies and learn other new vocabulary in class"

These results shown that students still commit errors relating to the use of part of speech albeit the assistance of translation engine present during the construction of the essay writings. Addressing the identified language-related errors in the essays, coupled with recognizing varying proficiency levels among students, will contribute to enhanced clarity, coherence, and overall writing quality.

CONCLUSION

In conclusion, the thorough analysis of multiple essays has uncovered a spectrum of language-related errors that, once rectified, have the potential to significantly elevate the overall quality of the compositions. Each essay, from Essay 1 to Essay 6, presents its unique set of challenges, ranging from pronoun and verb errors to issues with adverbs, prepositions, nouns, and conjunctions. The discussion of extracurricular activities in Essay 4, for instance, sheds light on errors impacting coherence and linguistic accuracy, particularly in verbs, nouns, prepositions, adjectives, and subject-verb agreement. Similarly, the prevalence of noun-related errors in both the body and concluding paragraphs of Essay 5 underscores the need for adjustments in verb and adjective usage to enhance clarity and correctness.

Furthermore, the interview results provide valuable insights into the varying proficiency levels among six students in crafting argumentative essays. While three students demonstrated commendable understanding and mastery, two exhibited satisfactory proficiency with occasional linguistic challenges, and one student struggled, emphasizing the diverse strengths and areas for improvement within the group.

Regarding the result of this study, the researcher needs to give some suggestions that can help students and teachers minimize difficulties in sentence structure, and the next researcher will conduct similar research. For teachers, a practical approach involves designing workshops that specifically target the identified language-related errors, providing students with focused interventions to enhance their writing skills. Personalized feedback based on individual writing errors is crucial, guiding students in understanding and correcting their mistakes. Integrating language proficiency enhancement activities into the curriculum ensures consistent exposure to language improvement strategies. Furthermore, implementing peer review sessions can create a collaborative environment where students learn from each other's strengths and weaknesses, contributing to a comprehensive understanding of writing skills.

REFERENCES

Al-Khresheh, M. H. (2016). A Review Study of Error Analysis Theory. *International Journal of Humanities and Social Science Research*, 2, 49–59. https://doi.org/10.6000/2371-1655.2016.02.05

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Introduction to research in education 8th edition. *Canada: Wadsworth Cengage Learning*.

Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed method approaches. Intercultural Education (3rd Editio). California: SAGE Publications Ltd. https://doi.org/10.1080/14675980902922143.

Gayo, H., & Widodo, P. (2018). An analysis of morphological and syntactical errors on the English writing of junior high school Indonesian students. *International Journal of Learning, Teaching and Educational Research*, *17*(4). https://doi.org/10.26803/ijlter.17.4.4

Harmer, Jeremy. 2004. How to Teach Writing. England : Pearson Education

Hounsell, D. (1984). Essay Planning and Essay Writing. *Higher Education Research & Development*, *3*(1), 13–31. https://doi.org/10.1080/0729436840030102

Liunokas, Y. (2020). Assessing Students' Ability in Writing Argumentative Essay at SMAN 1 Soe Kab. Timur Tengah Selatan NTT. IDEAS: Journal on Englis Language Teaching and Learning, Linguistics and Literature, 8(1), 184–196. https://doi.org/10.24256/ideas.v8i1.1344

Patahuddin, P., Syawal, S., & Bin-Tahir, S. Z. (2017). Investigating Indonesian EFL Learners' Learning and Acquiring English Vocabulary. *International Journal of English Linguistics*, *7*(4), 128. https://doi.org/10.5539/ijel.v7n4p128

Setyowati, L., & Sukmawan, S. (2016). EFL Indonesian students' attitude toward writing in English. *Arab World English Journal (AWEJ)*, *7*(4). http://dx.doi.org/10.2139/ssrn.2898636

Sharma, S. K. (1980). Practical and theoretical consideration involved in error analysis. *Indian Journal of Applied Linguistics New Delhi*, *6*(2), 74-83

Wali, O., & Madani, A. Q. (2020). The Importance of Paragraph Writing: An Introduction. International Journal of Latest Research in Humanities and Social Science (IJLRHSS), 3(6), 21-29.