Error analysis on students' essay writing: A case study

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ABSTRACT

The objective of this research is to determine the types of errors committed by the students of the English Department at the Faculty of Language and Science, Wijaya Kusuma Surabaya University (FBS UWKS), as well as to describe the origins of these errors. The research conducted was descriptive in nature, utilizing qualitative methods. The participants involved in the study were fourth semester students of the English Department at FBS UWKS. Out of the 20 participants, a total of 80 data sources were obtained during the learning process. The researchers collected the data through the use of interview sheets and essays. Once collected, the data underwent a process of reduction, classification, display, and analysis. The procedures for data analysis were outlined as follows: 1) the collection of essays, 2) the classification, counting, and analysis of errors based on the error types proposed by Brown (2007), and 3) the analysis of errors to identify their sources using the concepts of interlingual transfer and intralingual transfer as proposed by Brown (2007) and Touchie (1986). From the analysis, it was discovered that the errors could be categorized into two main groups, namely essay organization errors and grammatical errors. The essay organization errors consisted of seven classifications, including issues with the thesis statement, topic sentences, unity, coherence and cohesion, as well as supporting sentences. On the other hand, the grammatical errors encompassed omission, addition, and punctuation mistakes. The sources of these errors were found to be inadequate learning, false conceptualizations, overgeneralization, and ineffective teaching practices.

Keywords: *Error analysis; Essay writing; Higher education students*

1. Introduction

Writing Subject has become the compulsory subject for the students of the English Department at FBS UWKS). They introduced three modes of writing such as paragraph, essay, and critical writing in the different semester (English Department Curriculum). One of the modes of writing which becomes the writer's concern is essay writing since essay writing becomes the important start for critical writing and scientific writing. Writing is an important skill in language production especially the skill of writing in the English language as it is extensively used for the global mediation of knowledge (Mahboob, 2014; Mansoor, 2005; Marlina & Giri, 2014; Rahman, 2002). For some students in general, writing is a difficult skill as a good writer must produce an essay that is cohesive, logical, clearly structured, interesting and properly organized with a wide range of vocabulary and mastery of conventions in mechanics (Jacobs, 1981; Hall, 1988 cited in Fareed, Ashraf, & Bilal, 2016). As Richard (2002) says that writing is a complex process and difficult skill for EFL learners as they have to put together strings of grammatically correct sentences.

Some students face different problems while they are writing, and the third students of the English Department in UWKS are no exception. Their essay writing score is often not satisfying due to some errors that they make in their work. Generally, there are three problems that are classified into linguistic, psychological, cognitive, and pedagogical categories (Haider, 2012; Hyland, 2003). They struggle with the structural components and an inappropriate structure complicates the contents and comprehension of their writing (Quintero, 2008; Nik, Hamzah, & Rafidee, 2010 cited in Fareed, Ashraf, & Bilal, 2016). Incoherent writing of text fails to communicate ideas which cause a lack of confidence in learners even if they have mastered syntactic, lexical and grammatical command over text composition (Rico, 2014).

As a writing teacher, the writer is curious about students' problems in writing essays which lead to their low achievement. Some research focused on lexical and syntactical errors made by some students (Agustina; 2016, Safitri; 2019, Darus & Subramaniam; 2009, Sawalmeh; 2013). Agustina (2016) claims that 64% students made syntactical errors, 22,2% on lexical errors and 7,7% on discourse errors. Safitri (2019) examined the English Department students' grammatical errors in their narrative essay. And the result shows that 37% errors were made on verb tense while other errors were on punctuation and capitalization. Sawalmeh (2013) find out that the students made some errors on (1) verb tense, (2) word order, (3) singular/plural form, (4) subject-verb agreement, (5) double negatives, (6) spellings, (7) capitalization, (8) articles (9) sentence fragments and (10) prepositions. It means that the main concern of the previous studies were on the grammatical and lexical errors. The main focus of current research carried out is different since it is focusing not only on the grammatical error but also on the organization of the essay because she considers that the components which influence the quality of an essay is not only grammatical aspect but also organization of it, as it is considered as the most important one such as unity, coherence, and completeness.

Furthermore, to write a good essay, students have to fulfill the characteristics of a good essay. An essay is a group of paragraphs about one topic and also has three main parts: the introduction, the body, and the conclusion (Oshima, 2006). To create a good essay, a good writer needs to consider some characteristics of it, namely; interesting and thoughtful, focused, developed, organized, and clearly written (Rainey, 2003). Besides, an essay has three main paragraphs which support each other such as an introductory paragraph, a body paragraph(s), and a concluding paragraph. Those paragraphs must be in a good organization, they must have good coherence and cohesion, unity and completeness. Regarding those characteristics, it is described that the syntactic aspect is not the only aspect that influences the quality of an essay. An essay must be 1) thoughtful and interesting means that a writer does not have to express a new idea but his unique perspective, 2) focused means that it tells the main point in a thesis statement. A focused essay then sticks to the main point expressed in the thesis, 3) developed means that an effective essay is well developed. There must be a significant amount of support – quotations with analysis, explanations, specific examples, comparisons, and so on, 4) organized means it is organized in logical patterns, 5) clearly written means that a writer must look at sentence structure and vary the length and complexity of sentences, so that the writing does not become repetitive or boring.

The complicated characteristics above often cause the students to have difficulties in creating a good essay. Therefore, the writer is interested in conducting research about the students' errors in composing an essay. This current research is different from the previous ones as they only focused on grammatical errors while the current research focuses on all types of errors influencing the quality of the essay. The writer believes that the errors identified will be used by the lecturer to determine the learning process. Finally, the research is intended to find the types of errors made by the students in their essays and the possible sources of errors made by the students. As such, this study seeks to answer the following questions:

1. What types of errors are made by the fourth semester English Department Students of FBS UWKS in their essays?
2. What are the sources of errors made by the fourth semester English Department Students of FBS UWKS in their essays?

2. Literature review

This chapter is providing an overview of literature which supports the data analysis. It discusses the definition of error analysis, types of errors, essay writing, and the characteristics of a good essay writing.

2.1. Error analysis

Errors are part of the learning process as they reflect the learners' lack of understanding of the language they are studying and they are systematic and predictable (Ellis, 1997). Norris (1983) adds that for pedagogical reasons, the error itself may actually

be a necessary part of learning the language. As part of language learning, errors can be found either in the written product related to lexical or syntactical use because it is the result of interference in the learning of a target language from the habits of the first language (Corder, 1981).

The term error itself refers to systematic deviation from a selected norm or set of norms (Delay, et al, 1982 in Khansir, 2012). Error analysis is the study of the unacceptable forms produced by someone learning a language, especially a foreign language (Chrystal, 1999 in Sawalmeh (2013). In foreign language learning, error analysis gives contribution to the learning process as it gives information to the teachers, textbook writers and syllabus designers about the problem areas the students have. Therefore, error analysis can help teachers get information about the students' writing skills which lead the teachers to choose appropriate teaching instructions for the students (Erdogan, 2015 in Settanan, 2016). He further says that error analysis is carried out to give information about the possible factors causing the students' errors, common difficulties in their language learning and finally identify the learners' strategies used during the learning process.

2.2. Types of errors

Making Errors is one part of the learning process and it cannot be avoided. In the writing process, it is not possible for the students to make errors either grammatical errors or the ones related to text organization. In the evaluation process of writing performance, there are some aspects which become the lecturer's consideration, as the success of writing lies on the sentence's construction and the text organization. The types of grammatical errors as proposed by Dulay, et al (1982) are: 1) Omission; it is an error that is characterized by the absence of an item that must appear in a well-formed utterance. The possible errors of this type are in morphemes and words. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others, for example; how you meet him? Which should be how do you meet him? 2) Addition; this type of error is characterized by the presence of an item that must not appear in well-formed utterance. There are three types of errors made by EFL learners namely: double markings, regularizations, and simple additions. These errors are good indicators that some basic rules have been acquired, but that the refinements have not yet been made. For example; she doesn't writes letter, which should be She doesn't write a letter. 3) Misformation; these errors are characterized by the use of the wrong form of the morpheme form structure. While in omission errors the item is not supplied at all, in misformation errors, the learner supplies something incorrectly. There are three types of misformation that have been reported in the literature: regularizations, archi-forms, and alternating forms. 4) Misordering; misordering errors are characterized by the incorrect placement of morphemes in an utterance, for example; I eat usually three times a day, which should be I usually eat three times a day. 5) Other Errors; apart from the four error categories, spelling errors, incorrect capitalizations, wrong space, and incorrect

punctuation will be categorized into Other Errors. These errors are often neglected as they do not influence the sentence's meaning.

While Dulay (1983) focuses on grammar, vocabulary, and syntax that become the students' difficulties in constructing of an essay, Brown (2007) claims that there are seven types of errors concerning the student's skill in writing an essay namely title, topic sentences, developing sentences, coherences, diction, grammar, and mechanics. However, in this research, the writer only focuses on the errors in topic sentence/ Thesis statement (TS/Ths), cohesion and grammar.

Topic sentence/ Thesis statement is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea: the main idea, opinion, or feeling about that topic (Oshima, 2006). This error is found when the TS/Ths is constructed in the form of the fragment in which there is no verb and complement in the construction, for example; the difficult part of studying English. Some students sometimes neglect the correct construction of TS which consists of subject and verb.

Cohesion in writing means all the sentences must hold together; that is the movement from one sentence to the next must be logical and smooth (Oshima, 2006). The error in cohesion is characterized by the missing of transition devices and lack of sentence organization. Cohesion in writing means all the sentences must hold together; that is the movement from one sentence to the next must be logical and smooth. Thus, there must be no sudden jumps and each sentence should flow smoothly into the next one. The methods of connecting sentences to each other are called cohesive devices. Five important cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns and synonyms (Broadman & Jia, 2002).

Unity means that a paragraph discusses one and only one main idea from beginning to end (Oshima, 2006). The focused essay tells one main point in a thesis statement. A focused essay then sticks to the main point told in the thesis. When a paragraph has unity, all the supporting sentences relate to the topic sentence. For example, if a paragraph is about the advantage of owning a compact car, it must discuss only that.

2.3. Sources of errors

Brown (2007) mentions there are four categories of source of error in the students' writing. They are interlingual transfer, intralingual transfer, context of learning and communication strategy.

2.3.1. Interlingual transfer

An error refers generally to the learner's misuse or misunderstanding of the target language (Brown, 1987 cited in Rong, 2019). Interlanguage transfer is one source of error which refers to the second language learner's separateness system, which has a structurally intermediate status between the native and target languages. The errors are called interlingual errors which are in the form of interference, language transfer, and cross-linguistic interference. Meanwhile, interlanguage is the type of language produced

by second-language and foreign-language learners who are in the process of learning a language. Its concept of interlanguage assumes that the learner develops his own second language system on the basis of the first language.

According to Al- Khresheh (2010), there are three interlingual errors usually found in students' literal work: 1) transfer error which is an error caused by interference from mother tongue. This happens because students implement the rules of their native language to the target language, 2) mother tongue interference in which is errors are produced in the learners' attempt to find out the structure of the target language rather than transferring models of their first language, 3) literal translation in which errors happens because a student translates his first language sentence or idiomatic expression in to the target language word by word.

2.3.2. Intralingual transfer

The students' lack of competence about target language may become the source of their errors. This is called intralingual errors which refer to the results from faulty or partial learning of the target language rather than from language transfer. In this case, the intralingual error is the language errors, which occur when students have limited knowledge of the target language (Richard, 2015). These errors may be found in the students' writing, for example; she go to the market every day. This sentence is grammatically wrong; however, the students often do not realize it because it is the result of blending structures learned early in the learning process. In the early stages of language learning, the errors made are characterized mostly by interlingual transfer, however, when the language learners began to learn a new system, more and more transfer generalization within the target language is found (Brown, 2000).

According to Touchie (1986) there are eight factors that become the factors of intralingual errors. Four factors among these eight factors that become the focus in this study are simplification, overgeneralization, avoidance, and false concept hypothesized. The explanations of these eight factors are given below: a) Simplification: at this problem, learners often choose simple sentences instead of more complex ones, for example they might prefer using simple present instead of the present perfect continuous. b) Overgeneralization: this is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of corned and goed as the past tense forms of corne and go. c) Hypercorrection: this happens when teachers are too enthusiastic in correcting their students' errors and induce the students to make errors in otherwise correct forms. d) Faulty teaching: it happens that learners' errors are teacher-induced ones, for example: caused by the teacher, teaching materials, or the order of presentation. e) Fossilization: this error happens because of the L1 influence, this can be found in speakers' pronunciation which persists for long periods and become quite difficult to get rid of, for example; fossilized errors in Indonesia students often make errors on word orders. f) Avoidance: some syntactic structures are difficult to produce by some learners, hence the

learners hardly use a certain form of sentence pattern. g) Inadequate learning: it is mainly caused by ignorance of rule restrictions or under differentiation and incomplete learning. An example is the omission of the third person singular s as in: she cook. h) False concepts hypothesized: Many learners' errors can be caused by wrong hypotheses formed about the target language. For example, some learners think that are, was the marker of the past tense. So, they produce: He was talk to the teacher. Similarly, they think that was is the indication of past tense. Hence, they say: the story was copy last night.

3. Method

This research is about error analysis and designed as descriptive qualitative research. This qualitative research observes some errors in the students' essay writing; hence the data is non-numerical in nature. The participants of the research were fourth semester students of the English Department of FBS UWKS. There were 20 students in the researcher's writing class and all of them were in the process of learning how to write an essay.   Each of the students was assigned to write four essays each. Therefore, there were 80 students' essays as a data source. Essays were collected, analyzed and they were checked. The various errors and numbers and ratios were then counted. The procedures of data analysis were elaborated as follows: 1) the essays were collected, 2) the errors were classified, counted and analyzed based on the types of errors proposed by Brown (2007), 3) To find the source of errors made by the students, the errors were analyzed based on interlingual transfer and intralingual transfer proposed by Brown, (2007), and Touchie (1986).

4. Findings and discussion

This section provides the answer of the research questions about the errors in the students' essay writings. The findings are divided into three namely the types of errors found, the most frequent errors made and the possible causes of the errors.

4.1. Essay organization errors
4.1.1. Omission of topic sentence

Omission of topic sentences is the second highest frequency the students made (65%) from all the errors found. Some students lack some knowledge about components of a good paragraph which consists of topic sentences. As Oshima (2006) said that a good essay must express a clear main point in a thesis statement and each body paragraph addresses one part of the main point (topic sentence). This topic sentence is an important tool that helps the reader not only to stay focused on the main point but also to see connections between paragraphs, for example:

> (a)………even though there are some similarities between Gojek and Grab, both use the application and rely on drivers to fulfil customers' order.

(b) When we want to order the shuttle, service provided by Gojek or Grab, we can…...application.

The two sentences were the first sentence found in body paragraph that it should be a topic sentence, unfortunately, it is not a TS. The correct TS should be about the name of application used by Gojek and Grab.

(c)……..The youngest woman in my family has height about 168 cm, that make her the second shortest in the family.

An example (c) is the example of the absence of TS as the students should put the above sentence as the supporting details. The TS should be physically, my little sister is quite attractive. She is tall and slim…….

There are two possible causes why there are no Topic Sentences in the paragraphs, firstly, some students seemed to ignore the importance of TS in their paragraphs as they did not understand the function of TS in a paragraph and they thought that they had written TS in the first paragraph but in fact what they have written in the paragraph was not TS.

4.1.2. Lack of supporting sentences

Supporting sentences explain or prove an idea in the topic sentence. They also answer the questions who, what, where, when, why, and how in order to develop the main idea. Therefore they play important roles in a paragraph. The students of FBS UWKS did not have a good sense of explaining TS in their paragraphs, they could not develop the main idea completely so that the paragraph lacked details which made it difficult to understand. For example:

(d)The impact of landslide is fatalities. Many people lost their lives because of this landslide. It can happen to anyone who is around of incident area. This is very fatal caused of landslide.

The above paragraph is an example of a bad paragraph due to its lack of details, as Rainey (2003) says that a good paragraph is well developed which means that there must be a significant amount of support in the paragraph such as quotations with analysis, explanations, specific examples, comparisons, and so on. Student did not explain in detail the fatalities caused by the landslide. That is why the readers cannot get the point of what is meant by the fatalities, how it can happen, when and where it happened. These similar errors were about 55% of the total errors the students made. This means that most of the students had no idea how to explain TS.

4.1.3. Lack of unity

When the student writer cannot give significant support to TS, another finding in the research is the lack of unity. Brown (2014) states that a written product is often the

result of thinking, drafting, and revising procedures that need specialized skills, a skill that not every speaker develops naturally. The students have to focus on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate, and how to produce a final product.

Unity means that a paragraph discusses one and only one main idea from beginning to end (Oshima, 2006). When a paragraph has unity, all the supporting sentences relate to the topic sentence. The finding shows that 65% of errors are on unity. The students did elaborate on the TS however they discussed several different topics which were beyond the TS. For example; the TS says about the effect of global warming, however, the supporting sentences were about deforestation and pollution. It does not focus on discussing how global warming causes wildfires.

> (e) The second thing that be the effect of global warming is wildfires. It happened because the temperature increases higher. If this thing ignored by human, it will be the deforestation, more over the fog that produced by wildfires will cause pollution. It will be more danger if human ignored it. The human should find the way to handle this situation…..

4.1.4. Lack of coherence

A coherence paragraph consists of sentences that are ordered according to a principle. The principal changes depending on the type of paragraph that you are writing. For example, in a narrative paragraph, there should be chronological ordering. In a descriptive paragraph, there should be spatial ordering, etc (Oshima, 2006). Meanwhile, cohesion is related to how all the sentences hold together; that is the movement from one sentence to the next must be logical and smooth, do the students use cohesive devices such as linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms? (Broadman & Jia, 2002).

The findings in the students' essays show that only 15% of errors were made because of no coherence and cohesion in their essays. They were not aware of the correct development of the TS so they did not develop the TS correctly and the movement from one sentence to another is not smooth. For example, my grandfather had skin color. During his life, he was always kind to everyone and he was also a strict person. This example shows that firstly, the writer described her grandfather's skin or complexion, however, she stopped suddenly and moved to another topic that was not uncorrelated. Moreover, the above sentences do not show coherency as they are not the representation of TS the writer has made. As Brown (2004) says that coherence is a part of the logical Development of Ideas, therefore, the student writers have to pay attention that the essay they made, had to talk about the issue without missing some points related to it. Fortunately, English Department students in FBS – UWKS just made 15% of errors from the total ones they made.

4.1.5. Omission of thesis statement

A thesis statement is one of the important components of an essay. It is a sentence that expresses the main idea of an essay (Broadman & Jia, 2002). A thesis statement is the main idea of the whole essay, and it frequently shows (directly or indirectly) the number and the content of the body paragraphs of the essay. Therefore, the existence of Ths is crucial as it tells the reader what the essay will be about, and what point you will be making. However, the student's understanding of the importance of a Ths is not bad because only 30% of all the total errors were made because of the omission of a Ths. It means that from 67 errors, 7 of them are about Ths, for example:

> (f)…….Many people do not know how to survive when earthquake comes. People must be aware about this: like what people have to do, and forbid to do when earthquake comes.

The last sentences cannot be categorized as a Ths because it does not have controlling idea which must be elaborated in body paragraphs. This last sentence seems to be the conclusion of introductory paragraph.

4.1.6. Wrong concept of thesis statement

Thirty five percent (35%) of errors were found about the wrong concept of thesis statement. It is found that some students did not understand how to make a good thesis statement. It is neither too general nor too specific. For example:

> (g)……Jakarta and Manila have different ways of organizing the city but both of them are the same as being capital cities, have densely population, and have colonial building.

The predictors are too specific because they just can elaborate one detail. A good Ths is general enough to show the essay's main idea (Oshima, 2006). (h)….to you, she just ordinary girl but for me as a family know what she was.

The above thesis statement is not a good example of a Ths because it does not have controlling ideas which are used to indicate the pattern of organization of the essay either it indicates chronological order or comparison and contrast (Oshima, 2006).

4.1.7. Wrong concept of topic sentence

In an essay, a TS can be found in its body paragraphs. These topic sentences are composed based on the predictors in a Ths. Therefore, when there are three predictors, there will be three body paragraphs in which each of them has a topic sentence in its beginning part. From the research findings, the students often made errors in composing TS. There are 70% of errors made about the wrong concept of TS. For example;

(i) Second, Jakarta and Manila have a densely population. Both of them have more than 10 million people……….the over populated case that happened in Jakarta and Manila caused…….

(j) The first is his personality. My grandfather was a loving, kind, and understanding man. Like in the photo above,………

The example (h) the TS is too specific. It cannot be elaborated on in detail but only one detail because the idea is too specific so that the readers do not need to find more details about the population density instead of being informed that the population was 10 million. No more details are needed. Furthermore, in the second example, the students neglect the rule that TS must be in the form of a complete sentence (Oshima, 2006). He furthermore said that TS has a controlling idea which is the main point, opinion, or feeling that the writer has about the subject, and it controls or limits what he will write about it in his paragraph. In example (i), the TS does not have a controlling

4.2. Grammatical error
4.2.1. Omission

This type of error was found in the students' essays as the students neglected some components in a sentence such as function words and content words. There 27% of errors of omission made by the students and it is the second highest errors made after regularization. For example:

(a) Both also have same similarities, like they have a good leadership and ever doubted because of physical.

(b) The reason smartphone and laptop being the valuable tools are…..
(c) Both places are also good spots for taking pictures and have been visited by million people.

As Sompong (2014) says that learners in the early stages tend to omit function words rather than content words and more advanced learners tend to make errors on content words. However, in this class, the students make more errors on function words or grammatical morphemes such as in example (b) in which the writer omitted the proposition of after million and (b) in which the writer must put subordinate conjunction why after the reason. Meanwhile examples (a) and (b) show the error in the omission of content words; noun after the word physical.

The finding shows that 17% of errors were made in the omission of function words, and 10,7% were made on content words, therefore these findings break the theory that function words are mostly found in the beginners. The essay is given to the fourth-semester students as they are categorized as more advanced learners of English.

4.2.2. Addition

4.2.2.1. Double marking

This error is the lowest frequency that can be found in the students' essay since it is only 5,6% of all errors the students' made. Double marking in students' essay is the use of an article a when the noun is plural, for example:

(d) The second equation is the same as being a tourist's places
(e) …..car, and bus had a pretty differences on term of body and the destination.

In the example (d) and (e), the article must be omitted as the noun being described is plural. In this case there is double marking a and plural which the students did not realize.

4.2.2.2. Regularization

Regularization is the type of error that is in the highest rank of errors made by the students. It is 41% of all errors made in the essays which means that almost half of the total errors found in the students' essay are about regularization. This type of error was made when the students did not obey the rules in the English Language such as the use of correct verbs in certain tenses (Dulay, 1982). For example;

(f) In our century, we need something to makes our life easily.
(g) In general, the abrasion process can be caused by two factors that are natural and human factor.

In example (f), the verb must be without s addition because of preposition to, while in the second example, it must not that is but those are since the nouns referred to are plural. The research finding in this type seems to be the highest frequency, as well, in most similar research as it was found in Safitri, 2019; Ping Wu and Garza, 2014; Ridha, 2012. The categories of this error are also various such as errors in verb tense, the use of prepositions, singular, and plural.

4.2.2.3. Simple addition

The type of simple addition found in this research is not as high as in the error in regularization. Simple addition is the use of an item which should not appear in a well-formed utterance. For example;

(h) In a water pollution, industrial waste is dumped into the fresh water system nearest to the industrial location.

(i) We should to start avoiding the causes of global warming.

In example (h) the use of article a is not necessary because of the uncountable noun, water and the example (i) t must not be included after the modal auxiliary, should. There

are 14,3% of errors made by the students and most of the errors made are the addition of indefinite articles and prepositions in their sentences. Dulay (1982) says that this type of error is a good indicator that some basic rules have been acquired by the students, however, the refinements have not been made yet. Therefore, some students are identified as failing to comprehend the rules quite well.

4.2.2.4. Other errors

The errors of these types are full stop/period, comma, semicolon, question mark, and capitalization, however, what is being focused on this research is the misallocation of periods as it influences the meaning of the sentences. The finding shows that there are only 7,17% of errors in this type, however, the errors are mostly on the wrong use of punctuation

> (j) Different from a private car. We can drive anytime.
> (k) Two important causes of this problem are controlled by people. And landslides are often unpredictable.
>
> (l) Therefore the laptop plays an important role for the students.

The examples (j) and (i) indicate the students' errors in locating a period. As they are wrong in locating the period, what they wrote are not sentences but a fragment which finally makes the meanings invisible (Folse, et al, 2010). A fragment is not a complete sentence and has no complete meaning. It is usually missing either a subject or a verb. Moreover, a sentence fragment does not make sense by itself. It is just a piece of the whole idea. The correct construction must be Different from a private car, we can drive anytime. Two important causes of this problem are controlled by people. Landslides are often unpredictable. Meanwhile, in the last example, the students must locate a comma after, therefore, so that the sentence becomes therefore, the laptop plays an important role for the students.

Some students of the English Department of UWKS seemed to neglect the run-on sentences and fragments. They did not pay attention to when and where to stop the sentence. As Oshima (2006) says that run-on sentences and comma splices are common grammatical errors in sentences that are often found in English writing.

4.3. Source of errors

The data revealed that some factors influence the students' essay quality. For the students of FBS UWKS, writing especially essays is considered as not an easy task as the students have to understand some components in the essay such as thesis statement, topic sentence, unity, coherence. Furthermore, they also have to think deeply about how to construct good sentences. Based on the observation during the learning process and of the students' essays, it is found that some sources of the grammatical errors are the factors of

inadequate learning, false concepts of hypothesized, and over generalization. Meanwhile, the source of essay organization errors is faulty teaching.

4.3.1. Essay organization errors

There are seven types of errors that are categorized as essay organization namely how to make Ths and TS correctly, and the coherence of the essays. Based on the observation and interviews carried out, the source of these errors is faulty teaching which gives an impact on the students' lack of understanding about how to construct a good essay. It is teacher-induced errors, for example: caused by the teacher and teaching materials (Touchie, 1986).

Based on the interview done, it is identified that the students' cause for lack of understanding about essay organization is the teacher's way of delivering the materials. The highest problems identified are the problems of unity and topic sentences. After the teacher explained the introductory paragraph and its component, the explanation moved to body paragraphs. However, the important component of body paragraphs which is the topic sentence was not informed to the students quite well as the teacher thought that the correct form of TS has been learned in the previous semester. As Oshima (2006) says that a topic sentence consists of a topic and controlling ideas. This will determine what we are going to tell in a paragraph. While the supporting detail does not tell as it is told in the controlling idea, it means that the paragraph does not have unity. Most of TS, furthermore, was constructed in phrases, not in a sentence, it is too specific, and too general such as Futsal and football have different numbers of players. This example shows that this TS has too specific a controlling idea because it could be predicted that the paragraph told only the number of players.

The finding also shows that the students did not construct TS correctly so the controlling ideas could not be identified. They did not follow the rules of TS well. As a consequence the students could not construct a good story in their body paragraphs, there were many ideas told in the paragraphs despite focusing on one idea. The teacher neglected the important roles of transitional devices which can make the paragraphs run smoothly. Writing is difficult and more complex than other language skills, therefore, the teacher must understand that writing includes practical activities and provides teacher feedback (Mubarok & Budiono, 2022).

4.3.2. Grammatical errors

It is identified that the highest frequency of errors was made as the result of the students' inadequate learning. They applied rules to contexts where they are not applicable. 75% of sources were from the students' ignorance of rule restrictions. The errors were made as firstly, they were false in determining the use of the third person singular such as it turn out that……, which is the correct sentence it turns out that…., secondly they did not understand that after preposition the verb should be verb ing such as …..to look for works instead of go to college, which must be ….to look for work

instead of going to college. Thirdly, there are some incorrect uses of verbs after to such as …..to makes…..which must be to make. The student could not apply the rule in English correctly because of their lack of competence in English rules. Fourthly, the incorrect use of Tense is also identified. They were supposed to use past tense instead of present tense when they described past activities.

The second type of error source is the students' false concept of hypotheses. This source of error is the lowest one compared to the two other sources (10%). This happens because they do not fully understand a distinction in the target language, for example; firstly, the use of "is" as a marker of present continuous tense in "she is read", or the use of "was "as a marker of past tense such as in not everyone was replace some rice a to potato, secondly, the incorrect concept of the verb in passive voice such as in water must be keep clean and free from pollution, the correct verb must be kept instead of keep, thirdly, another error found is the students' false concept that there always followed by is such as in there is factors that cause Instagram…..

The last type of error source is overgeneralization (14,5%). Overgeneralization generally involves the creation of one deviant structure in place of two regular structures (Richard, 2015), for example, the use of to after will, as they think that in the English language that to describe an activity, the verb must be followed by to such as not all people have money and will to go to college. The students also overgeneralized the use of indefinite article a, they did not consider whether the noun modified is countable of uncountable, all the nouns were modified by the article a, for example, they inform about knowledge, social cases, a news of natural disaster and political news, in a water pollution, industrial waste is…..from those two examples the use of article a is inappropriate as the noun modified is an uncountable noun.

The above source of errors is the result of intralingual transfer in which the errors made refer to the results of faulty or partial learning of the target language rather than from language transfer. Therefore, in this case, the students of the English Department of FBS UWKS were identified as having limited knowledge of English (Richard, 2015). There are several factors that become the main cause for failing to implement the correct rules in the English language namely; English is a foreign language in Indonesia, the students just learn and use it when they are in class and even during the learning process the teacher mostly used Bahasa as the instructional language, in other words, they never use it in their daily life. As English has complex rules that are different from that in Bahasa, most students feel that English is difficult so they are reluctant to learn it well, and the curriculum does not give sufficient time for English to be learned. In Elementary, English is not part of the main curriculum but it is only part of the local curriculum, and in Yunior High, English is given twice a week and the worst, and in Senior High, English is given once a week (Curriculum, 2013). That is a very short and limited time for students to practice well.

5. Conclusion

This research confirms that the type of errors produced by the fourth-semester students of English Department FBS UWKS is quite varied. From the essays, they produced the errors identified are divided into two big parts namely essay organization and grammatical errors. The essay organization errors are the omission of TS, lack of supporting sentences, lack of unity, lack of coherence and cohesion, lack of Ths, wrong concept of Ths, and wrong concept of TS. Among those errors, the highest frequency of errors made is the wrong concept of TS (70%) followed by the omission of TS (65%), and lack of unity (65%). Other kinds of errors are grammatical errors which consist of omission, addition, and punctuation. The highest frequency of this type of error is regularization (41%) because the students neglected the rules of the English Language, such as the use of correct verbs.

The possible sources of errors identified are the factor of intralingual transfer. The main sources found are the students' inadequate learning in which they tend to ignore the rule restriction in English, overgeneralization, and false concepts of hypothesized. However, the source of essay organization errors is faulty teaching. The teacher is responsible for these problems as they did not inform some important components in the essay quite clearly as she generalized that the students had learned those components such as TS and the factor of unity in the previous semester. Furthermore, the example given was very limited so without those examples, the students did not understand quite well.

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