

Students' Errors in E-Learning Discussion in TEFL Course and Their Responses

Ni Made Ratminingsih^{1*}, Made Hery Santosa², I Ketut Trika Adi Ana³ 

^{1,2,3} English Language Education, Universitas Pendidikan Ganesha, Singaraja, Indonesia

*Corresponding author: made.ratminingsih@undiksha.ac.id

Abstrak

Kurangnya pengetahuan, latihan, dan kelupaan juga dapat mempengaruhi kesalahan penulisan. Kesalahan penulisan akan berdampak pada informasi yang disajikan tidak dapat tersalurkan dengan baik. Tujuan penelitian ini adalah menganalisis jenis-jenis kesalahan penggunaan Bahasa Inggris yang dilakukan oleh mahasiswa dan mengidentifikasi respon mereka terhadap kesalahan-kesalahan yang dibuat. Jenis penelitian ini yaitu kualitatif. Metode penelitian adalah metode deskriptif kualitatif. Sampel ditentukan secara purposif, yaitu mahasiswa kelas 3A yang terkategori memiliki kemampuan Bahasa Inggris unggul di antara kelas-kelas lainnya. Metode yang digunakan dalam mengumpulkan data yaitu observasi dan wawancara. Instrumen yang digunakan yaitu lembar kuesioner. Teknik analisis data yang digunakan yaitu analisis kualitatif dan kuantitatif. Hasil penelitian membuktikan bahwa terdapat 7554 kesalahan dari total 1875 percakapan. kesalahan leksikal dilakukan sebanyak 3332 (44,11%), kesalahan gramatika sebanyak 474 (6,27%), dan kesalahan ejaan sebanyak 419 (5,54%). Temuan tambahan adalah jenis kesalahan tata tulis atau mekanika sebanyak 3329. (44%). Respon mahasiswa bervariasi terhadap kesalahan yang dibuat, antara lain keterbatasan pengetahuan, melupakan konsep tata bahasa Inggris, terbiasa berpikir dalam bahasa asli (mother tongue) atau menerjemahkan, kurangnya menggunakan tenses dalam kehidupan sehari-hari, adanya anggapan tidak perlu menguasai gramatika, dan keterbatasan waktu dan terburu-buru dalam menuliskan jawaban, serta kekurangtelitian.

Kata kunci: Analisis Kesalahan, Asinkron, Daring, Diskusi, TEFL

Abstract

Lack of knowledge, practice, and forgetfulness can also contribute to typographical errors. Writing errors will impact the information presented and cannot be appropriately channeled. This research aims to analyze the types of mistakes made by students using English and identify their responses to the errors made. This type of research is qualitative. The research method is a qualitative descriptive method. The sample was determined purposively, namely students in class 3A who were categorized as having superior English skills among other classes. The methods used in collecting data are observation and interviews. The instrument used is a questionnaire sheet. The data analysis technique used is qualitative and quantitative analysis. The study's results proved that there were 7554 errors from 1875 conversations. 3332 (44.11%) lexical errors, 474 (6.27%) grammatical errors, and 419 (5.54%) spelling errors. Additional findings include grammar or mechanics errors, as much as 3329. (44%). Student responses varied towards the mistakes made, including limited knowledge, forgetting English grammar concepts, accustomed to thinking in the native language (mother tongue) or translating, lack of using tenses in everyday life, the assumption that one does not need to master grammar, and limited time and rush in writing answers, as well as lack of accuracy.

Keywords: Error Analysis, Asynchronous, Online, Discussion, TEFL

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1. INTRODUCTION

In learning the target language, henceforth English, learners often experience difficulties that cause them to make errors in using languages, such as in spelling, pronunciation, grammar, word order, and others. These errors need to be analyzed to find solutions so that language learners can improve their accuracy. Error analysis is a branch of applied linguistic theory (Atmowardoyo, 2018; James, 2013). It is the process of determining the occurrence, nature, causes and consequences of unsuccessful language. Previous study states that error analysis looks at only the first language and the target language studied and provides a methodology to investigate the language used by the learner (Ellis, 2008). Supported by other study that describes error analysis as an activity to analyze and classify

errors made by students in expressing something (Brown, 2007). Error analysis determines the occurrence, nature, causes, and consequences of unsuccessful language (Atmaca, 2016; Muhsin, 2016). Error analysis is the linguistic analysis of errors made by language learners. The language error is a mismatch of the language elements used to communicate (Gass & Selinker, 2008; Kharmilah & Narius, 2019). So, error analysis is the process of identifying and classifying errors made by learners caused by mismatching elements of the use of the target language.

In the conditions of the Covid-19 pandemic, the use of technology plays a central role. Without technology, education becomes stagnant. The rapid development of technology has helped various fields of human life, especially in education (Chitamba, 2014; Falloon, 2020). Online learning delivers teaching materials to students using the internet. It emphasizes the learning process using internet technology to deliver various things that can improve knowledge and skills (Elyas, 2018; Fuadi et al., 2020). Many universities have used online learning as a means of instruction so that the teaching and learning process can still be carried out without the necessity to conduct face to face to face learning. The English Education Study Program also participates in the online learning process during the prevention of the spread of the Coronavirus. In the e-learning, the lecturers are provided with an institutional LMS called E-learning Undiksha, which can be carried out synchronously or asynchronously. In the LMS, lecturers provide lecture material and e-learning discussions in predetermined slots. One of the courses carried out via e-learning was Teaching English as a Foreign Language (TEFL). In the e-learning discussion sessions, the students made a lot of errors in their questions and answers, which were written in the slots provided. This phenomenon inspired the researchers to carry out error analysis of the student's written language done through e-learning discussions during the academic semester.

The previous study held by previous study found various errors made by students of SMAN 1 Abiansemal in the form of titles, topic sentences, sentence development, coherence, diction, grammar, mechanics, addition, omission, substitution, and misordering (Saputra et al., 2014). This error is influenced by interlingual and intralingual transfers, which are the source of the error. Lack of knowledge, practice, and forgetfulness can also affect writing errors. Other study examined the analysis of errors in writing analytical exposition texts by students of SMA N 15 Semarang, proved that the errors made by students were divided into 3, namely errors due to the omission of language units, misinformation, and disordering (A. D. Permatasari et al., 2018). Students mostly experienced this error and was dominated by student negligence (40%). Meanwhile, at the tertiary level, other previous study examined error analysis in discussion texts written by Padang State University students who chose English majors (Kharmilah & Narius, 2019). The method applied was qualitative to identify grammatical errors.

In line with previous study also examined error analysis in writing essay texts by applying descriptive case studies (Setiyorini et al., 2020). The subjects of this study were 20 students in the 3rd semester of Muhammadiyah University of Purworejo, Indonesia. The data analyzed were sentences from the written work of the 20 students. The results of the study found that students' writing skills still experienced errors, mainly due to the omission of language units which were presented as much as 34.06% of the total errors. Similar with other research which involving 3rd-semester students of the English Department at a university in Medan (Pasaribu, 2021). The analyze errors in writing narrative texts showed that as many as 36.51% of errors were made due to the omission of language units. Then, the factors that influenced it were caused by the influence of the first language (mother tongue) in communicating using English, problems in translation, and the existence of sentence-forming language units that were omitted so that they were not following the grammar.

The previous studies above focused on written texts in the genres of report, narrative, and analytical exposition texts (Permatasari et al., 2018; Saputra et al., 2014), discussion texts (Kharmilah & Narius, 2019), and recount texts (Pasaribu, 2021). Similar to those studies, this research also focuses on written language. However, the written language under examination was not in the form of genre-text but transactional language conversation in the form of class discussions done among students through online questions and answers in the LMS, namely Undiksha e-learning, which does not yet exist in the previous studies. Based on the facts above and to fill the gap in previous research, this research was conducted to analyze the types of errors, namely lexical, grammatical, and spelling and to identify the students' responses to the errors they made.

As Huck previous study explains, there are two main errors. Those are local and global errors in language use (Mustadi & Amalia, 2020). Local errors include grammatical errors, such as morphological, syntactic, and lexical errors, while global errors tend to lead to errors in communication, such as misinterpreting messages and meanings. Previous study classify errors into three categories: lexical, grammatical, and spelling (Calderon & Plaza, 2021). Lexical errors include (a) omission of required elements, (b) addition of unnecessary or incorrect elements, (c) the selection of less precise elements (misselection), and (d) disordering. Grammatical errors are classified into five types of errors, namely (a) noun morphology, (b) verbal tenses, (c) verbal agreement, (d) verb morphology, and (e) constituent orders. Spelling errors are errors in the correct spelling rules in the target language.

Based on some of the concepts put forward by the expert above, the types of errors are global and local errors; global errors refer to errors in interpretation, while local errors are in certain parts. The types of errors can be divided into two main types, namely errors in spoken and written language, which are integrated into three main types of errors, substance, text and discourse (James, 2013; Mustadi & Amalia, 2020). Meanwhile, the proposed research focuses on the types of written errors, so the reference used is the types of errors based on Calderon and Plaza's research (Calderon & Plaza, 2021). Therefore this research aims to analyze the types of mistakes made by students using English and identify their responses to the errors made.

2. METHODS

This research employed a descriptive qualitative research design, especially error analysis, which was one of the branches of applied linguistics. Researchers naturally described all types of errors in the use of English made by students taking TEFL 2021/2022 courses. The number of research subjects was 28 students in the third semester, consisting of 7 men and 21 women. They were determined purposively, considering that this class was superior among the three classes taking the TEFL course. Meanwhile, the object of research was the errors in the use of written English that have been made by students during TEFL lectures in the academic year 2021/2022, especially in transactional language conversations when they had discussions (questions and answers) on asynchronous online at Undiksha e-learning. The errors analysis used the theory conceptualized (Mustadi & Amalia, 2020) and the classifications of 3 main types of errors (Calderon & Plaza, 2021). The main errors that became the focus of this research were local errors which consisted of 3 main errors, namely lexical, grammatical, and spelling errors.

In general, there were 2 data collection techniques in this study, namely (1) taking all the corpus of data in the form of transactional texts carried out by students in one semester at Undiksha e-learning to analyze types of errors and (2) conducting interviews with student representatives (30% of the total students) gather data on their responses to the errors they made. For the first data collection, journal notes were used to enter all transactional texts of corpus data that students had carried out. Meanwhile, for collecting data related to student

responses, the researchers made an interview guideline containing items that captured their responses in the form of their reasons related to the types of errors that have been made.

In analyzing the types of errors in students' English use, the researcher used five steps of error analysis namely (1) language sample data collection, (2) error identification, (3) error description, (4) error explanation, and (5) error evaluation (Ellis, 2008). Meanwhile, researchers held focus group discussions with student representatives in conducting interviews. The results of the interviews were recorded using zoom meeting recording and also researcher journal notes to obtain complete data so that no data was missing. From the nature of the type of research carried out, the data were analyzed descriptively by describing all findings in the form of types of errors based on their classification, and then looking for the percentage of errors in the local error categories, namely lexical, grammatical, and spelling errors. Furthermore, the data from the interviews were also described qualitatively through narration by taking excerpts from their interviews regarding their responses to the errors made.

3. RESULTS AND DISCUSSION

Results

Types of Errors

During one semester of 14 meetings in the TEFL course with four credits, there were 1875 conversations conducted by 28 students of class 3A at LMS (e-learning Undiksha). The conversations were in the form of written questions and answers. Below is described the research findings in terms of the types of errors made by students, especially local errors, which refer to 3 main types of errors, namely lexical errors, grammatical errors and spelling errors, as well as mechanical errors, which are additional findings. The result is show in Table 1.

Table 1. Types of Errors

No.	Types of Errors	Total of Errors
1	Lexical Errors	
	1) Omission	1331
	2) Addition	678
	3) Misselection	1194
	4) Misordering	80
	Total lexical errors	3283
2	Grammatical Errors	
	1) Noun morphology	91
	2) Verbal tenses	71
	3) Verbal agreement	196
	4) Verb morphology	92
	5) Constituent order	49
	Total grammatical errors	499
3	Spelling Errors	419
4	Mechanics Errors	3329
	Total Errors	7530
	Total Conversation	1875

Based on Table 1, it can be explained that the students made 7530 errors. Of the three main categories of errors that became the focus of the research, 3283 (43.59%) lexical were made, grammatical errors were 499 (6.63%), and spelling errors were 419 (5.64%). So it can

be concluded that the most frequent errors were lexical errors, followed by grammatical and spelling errors. There was also additional errors in the finding of this study. It was mechanics 3329 (44,21%). This means that quite a lot of mechanic errors were made by students. Then for samples of omission errors is show in [Table 2](#).

Table 2. Samples of Omission Errors

No.	Lexical Errors	Samples of Errors	Correct Forms
1	Omission		
	1) To be	1. Thank you for the opportunity, so my question is can you give me example when <u>people called</u> learn ESL and when people called learn EFL?	1. Thank you for the opportunity, so my question is can you give me example when people <u>are</u> called learn ESL and when people called learn EFL?
	2) Article	2. <u>When people called learn</u> EFL? 1. .when we <u>enter class</u> and are about... 2...because <u>teacher</u> can't see directly...	2. When <u>are</u> people called <u>they</u> learn EFL? 1.when we enter <u>a</u> class and are about... 2....because <u>the</u> teacher can't see directly...
	3) Pluralization	1. we have to make sure and do some <u>approach</u> to find the causes 2. <u>An</u> auditory <u>learner</u> , they learn by hearing and listening.	1. we <u>have</u> to make sure and do some <u>approaches</u> to find the causes. 2. auditory <u>learners</u> , they learn by hearing and listening.
	4) Verb	1... something to read that still <u>has</u> <u>the correlation</u> with the material being taught, ... 2. Could you please <u>how to</u> implement the lexical approach in the online learning era?	1. ... something to read that still <u>correlates</u> with the material being taught, ... 2. Could you please <u>explain how to</u> implement the lexical approach in the online learning era?
	5) Preposition	1. Classical music based on art turns out not only to have an <u>impact entertaining</u> . 2. Then the relation is, this method can support students' or learners' language skill that needed in real life <u>and field</u> of work.	1. Classical music based on art turns out not only to have an impact <u>of</u> entertaining. 2. Then the relation is, this method can support students' or learners' language skill that needed in real life and <u>in</u> field of work.
	6) Conjunction	1. ... the real example of concrete vocabulary is taught through demonstration is there <u>is one</u> student who can speak or saying vocabulary clearly. 2. I totally agree with Adi's <u>opinion, designing</u> a comfortable and conducive classroom is a challenge for a teacher.	1. ...the real example of concrete vocabulary is taught through demonstration is <u>when</u> there is one student who can speak or say vocabulary clearly. 3. I totally agree with Adi's opinion <u>that</u> designing a comfortable and conducive classroom is a challenge for a teacher.

No.	Lexical Errors	Samples of Errors	Correct Forms
7)	Auxiliary verb	<ol style="list-style-type: none"> The teacher not only teach... In your simulation I see a lot of repetition, so why <u>you choose</u> this technique for the beginning of the lesson? 	<ol style="list-style-type: none"> The teacher <i>does</i> not only teach.... In your simulation, I see a lot of repetition, so why <u>did</u> you choose this technique for the beginning of the lesson?
8)	Others (pronoun and degree of comparison adjective)	<ol style="list-style-type: none"> ... namely try to <u>combine with</u> other appropriate method... ..., but it will not be <u>funner</u> than offline learning... 	<ol style="list-style-type: none"> .. namely, try to combine <u>it</u> with other appropriate methods... ..., but it will not be <u>more</u> fun than offline learning...

Table 2 shows that students made various types of lexical omission errors. Among the examples described above, the omissions were in the form of to be (am, are), article (a, the), and pluralization (s/es). There were also omissions of verbs in sentences, prepositions, conjunctions, and auxiliary verbs. There were also lexical errors in the pronoun (it and degree of comparison adjective (it, more). Samples of addition errors is show in Table 3.

Table 3. Samples of Addition Errors

No.	Lexical Errors	Samples of Errors	Correct Forms
2	Addition		
1)	<i>To be</i>	<ol style="list-style-type: none"> ... Indonesian people <u>are lack</u> of reading skill ... How to <u>make students are confident</u> in this case? 	<ol style="list-style-type: none"> ... Indonesian people <u>lack</u> of reading skill ... How to <u>make students confident</u> in this case?
2)	<i>Article</i>	<ol style="list-style-type: none"> ...<u>a</u> several platforms to improve our ability,... more practicing than <u>the</u> theory. 	<ol style="list-style-type: none"> ...<u>several</u> platforms to improve our ability,... more practice <u>than theory</u>.
3)	<i>Pluralization</i>	<ol style="list-style-type: none"> there is one students who can speak or saying vocabulary clearly. We know GTM is a classical method, so if we as <u>a</u> prospective EFL teachers in this era. 	<ol style="list-style-type: none"> there is one student who can speak or say vocabulary clearly. We know GTM is a classical method, so if <u>we as prospective EFL teachers</u> in this era.
4)	<i>Verb</i>	<ol style="list-style-type: none"> Lack of vocabulary has caused the students to face challenges in acquiring writing skills <u>claimed</u>. .. the accuracy of <u>applying</u> teaching writing in this online learning is decreasing. 	<ol style="list-style-type: none"> Lack of vocabulary has caused the students to face challenges in acquiring <u>writing skills</u>. the <u>accuracy of teaching</u> writing in this online learning is decreasing.
5)	<i>Preposition</i>	<ol style="list-style-type: none"> <u>Some of teachers</u> want to apply if we see <u>in the advantages</u>... 	<ol style="list-style-type: none"> <u>Some teachers</u> want to apply if we see <u>the advantages</u>...

No.	Lexical Errors	Samples of Errors	Correct Forms
	6) <i>Conjunction</i>	1. I do agree with Desi's opinion, <i>that</i> when we face this kind of student, we need to control our emotion. 2. As we know, <i>where</i> today's technology is increasingly advanced...	1. I do agree with Desi's opinion, when we face this kind of student, we need to control our emotion..... 2. As we know, today's technology is increasingly advanced...
	7) <i>Auxiliary verb</i>	1. Such tasks <i>can</i> include visiting a doctor. 2. <i>Maybe that's</i> some tips of as a prospective teachers can do.	1. Such <i>tasks include</i> visiting a doctor 2. <i>Those are</i> some tips of as a prospective teachers can do.
	8) Others (adverb, phrase of repetition, sentence)	1. Students <i>almost</i> use spoken and written words every single day 2. <i>In fact</i> , I really agree with what my colleague Anggita... 3. ...improved memory <i>and memory</i> ,	1. Students use spoken and written words every single day 2. I really agree with what my colleague Anggita... 3.... improved memory,

Table 3 shows several samples of students' errors in the addition errors category. There were additions of to be and article (a/the). In pluralization, there were errors in plural markers (s/es). The addition of unimportant verbs, such as the words 'claimed, applying'. The addition of unnecessary prepositions, conjunctions, and auxiliary verbs was also indicated. Misselection errors found by researcher are presented in Table 4.

Table 4. Samples of misselection Errors

3	Misselection	Samples of Errors	Correct Forms
		1. They should start practice the language <i>since</i> the beginning of the lesson. 2. using the target language requires a <i>reasonable</i> knowledge of vocabulary and grammar. 3. <i>How</i> do you think of your group, can this NA method focus on only one material?	1. They should start practicing the language <i>from</i> the beginning of the lesson. 2. using the target language requires a <i>good</i> knowledge of vocabulary and grammar. 3. <i>What</i> do you think of your group, can this NA method focus on only one material?

Table 4 presents that there were several types of misselection errors made by students, such as choosing adverbs (since, with, for, about), adjectives (reasonable), and also question words (how). So it can be concluded that word choice (misselection) errors can occur in various types of words. The result of misordering errors is show in Table 5.

Table 5. Samples of Misordering Errors

4	Misordering	Samples of Errors	Correct Forms
		1. In this method, <i>teachers are</i> required to provide quality learning resources?	1. In this method, <i>are teachers</i> required to provide quality learning resources?

4	Misordering	Samples of Errors	Correct Forms
		2. <u>we as teachers</u> can handle that situation...	2. <u>as teachers, we</u> can handle that situation...
		3. ... in your opinion <u>why this method is</u> appropriate with adults language learners?	3. ... in your opinion, why <u>is this method</u> appropriate for adult language learners?

Table 5 shows some samples of misordering made by students, such as the placement of 'to be' in samples 1 and 3 and phrases in sample 2. The result of grammatical error are show in Table 6.

Table 6. Samples of Grammatical Errors

2	Grammatical Errors	Samples or Errors	Keterangan (Bentuk yang benar)
	1) Noun morphology	1. <u>join</u> teacher training can be a good choice...	1. <u>joining</u> teacher training can be a good choice
		2. ...,many students are looking for answers to each task given on the Internet/ do plagiarism without <u>paraphrase</u> .	2. ...,many students are looking for answers to each task given on the Internet/ do plagiarism without <u>paraphrasing</u>
	2) Verbal tenses	1. I <u>got</u> the point that you mean.	1. I <u>get</u> the point that you mean.
		2. Allow me to answer your question, how to maintain this method is <u>by do</u> some inovation...	2. Allow me to answer your question, how to maintain this method is by <u>doing</u> some innovation...
	3) Verbal agreement	1. For me, maybe <u>the children who is already learn</u> English language as their firts language since they <u>was born</u> , but	1. For me, maybe the children who <u>have already learned</u> English language as their first language since they <u>were</u> born, but
		2. because an English teacher must teach their students get used to learn the language that the English <u>teacher teach</u> them, so later on	2. because an English teacher must teach their students get used to learn the language that the English <u>teacher teaches</u> them, so later on
	4) Verb morphology	1...so the students feel more <u>interest</u> in learning	1.so the students feel more <u>interested</u> in learning.
		2. Grammar translation method can <u>proved</u> beneficial if adopted with more flexible and conductive methodology.	2. Grammar translation method can <u>prove</u> beneficial if adopted with more flexible and conductive methodology.
	5) Constituent order	1. Thank you so much <u>for the answer from Arina and Budi</u> .	1. Thank you so much <u>Arina and Budi for the answer</u> .
		2. Thank you for the question. <u>Let me add some answer also</u> .	2. Thank you for the question. <u>Also, let me add some answer</u>

Besides those lexical and grammatical errors, students also made spelling errors as shown in [Table 7](#).

Table 7. Spelling Errors

No	Samples of Errors	Coorect Forms
3	collabot <u>a</u> te <u>w</u> ich <u>p</u> rins <u>i</u> ples depart <u>e</u> ment stand <u>a</u> rs acr <u>r</u> os <u>y.o</u> ? <u>c</u> ambridge Thes <u>e</u> s	collaborate which principles department standard across years old? Cambridge These

Responses toward Errors They Made

The students reported several reasons why they conducted errors in the discussion, as indicated by the excerpt. A total of 6 respondents (67%) said that they made the omission due to feeling awkward in using the utterance in question. The other five respondents (56%) also stated that another contributing factor was the lack of accuracy and rush in the use of grammar in the utterance when writing in the discussion activities. On the other hand, they did addition for several other reasons, such as avoiding plagiarism and elaborating. Most students (55%) also said they added unnecessary words because of a lack of knowledge, carelessness and forgetfulness. In terms of the misselection of words, eight respondents (89%) stated that the error occurred due to a lack of knowledge in English vocabulary.

Concerning misordering of words, six respondents (67%) explained that the most dominant reason was because of their feelings about composing sentence structures. The other reason stated by respondents, which also affected misordering, was influenced by the mother tongue (first language). They were accustomed to using Indonesian and the structure of the language. Regarding grammatical errors, nine respondents (100%) stated that they often felt confused, did not understand, or even were not careful and forgot the use of the concept because the concept covered a broad context and many things needed to be learned. The respondents (100%) stated that errors in spelling and mechanics were caused by low understanding, lack of knowledge, and lack of accuracy.

Discussion

The findings have shown that the students have made several types of errors classified into lexical, grammatical, and spelling ([Calderon & Plaza, 2021](#); [Mustadi & Amalia, 2020](#)). The three major errors were then analyzed from their sub-categories under lexical errors, such as (a) omission, (b) addition, (c) (misselection), and (d) misordering, while grammatical errors were classified into five types of errors, namely (a) noun morphology, (b) verbal tenses, (c) verbal agreement, (d) verb morphology; and (e) constituent orders.

Based on data, a total of 3283 (43.59%) lexical errors were made, then grammatical errors were 499 (6.63%), and spelling errors were 419 (5.64%). The finding supports by previous study in terms of similar types of errors, such as addition, omission, and misordering ([Mashoor & Abdullah, 2020](#); [Nadya & Muthalib, 2021](#); [Saputra et al., 2014](#)). Additionally, the finding of this study is also congruent with others studies due to errors in the omission of the language unit ([Dewi & Huda, 2020](#); [Kharmilah & Narius, 2019](#); [Setiyorini et al., 2020](#)). It is also in line with previous study which dealing with lexical or diction errors and reinforces ([Aziz et al., 2022](#); [Yani, 2022](#)). It was found the students made errors in verb forms, noun

forms, prepositions, articles, and determiners which are included in both types of errors, lexical and grammatical errors in this study.

From the study results, we can understand that most students still made lexical errors. This type of error is crucial to be solved since lexical knowledge is considered a major thing in mastering a foreign language, especially in improving students' comprehension and proficiency (Castellano-Risco et al., 2020; Durbahn et al., 2020; Hsu, 2014). Besides, lexical knowledge deals with vocabulary and vocabulary mastery is the basis of language learning that influences the students' ability to communicate in the target language (Janebi Enayat & Derakhshan, 2021; Lin et al., 2022). In other words, lexical knowledge will help the students to master the target language. Thus, in learning English as a foreign language, if the students have problems with lexical knowledge, it will negatively impact their English proficiency.

Like lexical knowledge, grammatical knowledge is also significant in learning English as a foreign language. This knowledge will influence the student's target language comprehension (Alharbi, 2022; Hu et al., 2022). In addition, it also affects the students' target language performance. It means that the better the student's grammatical knowledge, the better their target language performance. By having good grammatical knowledge, students' mastery of the target language could develop significantly (Ha et al., 2021; Nazari et al., 2022). However, grammar knowledge should be supported by a sufficient vocabulary. It is because grammar knowledge will improve accuracy, and vocabulary knowledge will improve fluency. Since the students are expected to communicate fluently and accurately using the target language, lexical and grammatical errors become a serious issue.

Analyzing the students' responses to the errors they made, this study found out that students made lexical, grammatical, and spelling errors for several reasons, namely lack of knowledge and understanding of words and grammar and forgetfulness (Mashoor & Abdullah, 2020; Saputra et al., 2014). These findings regarding carelessness, the finding aligns with previous studies that proved that the students felt they conducted errors, especially in ordering their sentences, because of the transfer of their first language (A. Permatasari, 2020; Yani, 2022). This result is in agreement with other studies, that state the first language (mother tongue) used in communicating in English caused the students to translate their sentences literally and make the sentence construction like in their first language, known as interlingual transfer errors (Islamiyah & Fajri, 2019; Nadya & Muthalib, 2021). This study also strengthens the study that found the students made errors in spelling and mechanics (writing rules) errors (Fitriyani et al., 2020). The errors made were because they had low understanding, lack of knowledge, and lack of accuracy (Mashoor & Abdullah, 2020; A. D. Permatasari et al., 2018; Saputra et al., 2014).

Considering the students' errors and why they made them, it is implied that English teachers need to find a solution to help the students improve their lexical and grammatical knowledge. Since most of the students produced lexical errors, the teachers need to provide the students with learning materials that can improve their lexical and grammatical knowledge. Teachers may use this error analysis to design the instruction and develop the learning materials to ensure that the teaching and learning process effectively solves the students' errors. Based on these findings, the students are recommended to improve their vocabulary and grammatical knowledge. Besides, they should be more aware of the difference in sentence construction of English from Indonesian. Thus, they could avoid literal translation. They are also recommended to be more careful in forming sentences so that the use of spelling and mechanics could be improved.

4. CONCLUSION

There are two main things as the conclusion of this study. First, the students made three main types of errors, namely lexical, grammatical, and spelling errors. The most frequent errors were lexical errors. The second is grammatical, and the last is spelling. The interesting additional finding of this study is that students also made many mechanical errors. There were many reasons stated as the sources of their errors, namely lack of knowledge and understanding, forgetfulness, and first language transfer.

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