



**An Error Analysis on EFL Student's Reflective Journal Writing on Online
Blogging at Tarbiya and Teachers Training Faculty State Islamic University
of North Sumatera**

A SKRIPSI

*Submitted to the Faculty of Tarbiya and Teachers Training State Islamic
University of North Sumatera Medan as Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan*

By:

EKA YUNI KURNIATI

REG. NUMBER: 34.16.2.102

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

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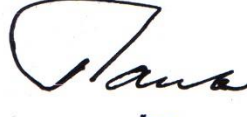
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Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila di kemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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ABSTRACT

An Error Analysis on EFL Student's Reflective Journal Writing on Online Blogging at Tarbiya and Teachers Training Faculty State Islamic University of North Sumatera

Eka Yuni Kurniati

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The aim of this study was to find out: 1) the kinds of error made by EFL student's reflective journal writing on online blogging, 2) the process that the EFL student did in producing errors, 3) the causes of error happened on EFL student's reflective journal writing. This study was categorized into a qualitative content analysis. The data of this study were 10 reflective journal writings of EFL student on her blogging account and the data source was one of the EFL students of State Islamic University of North Sumatera. The data were observed by purposive sampling. Thus for the results of this study, the researcher found five kinds of errors that appeared on EFL student's reflective journal writing on her online blogging. They were; error in time, omission error, insertion error, part of speech error and other errors. The errors happened unconsciously, the EFL student made errors by eliminating, adding some unnecessary word and disordering some words in arranging sentence. There were several factors behind the occurrence of errors, namely Interlingua transfer, intralingua transfer, lack of vocabulary, and the use of inappropriate translate techniques.

Key words: *Error Analysis, Reflective journal and Writing.*

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This thesis which entitled "**An Error Analysis on EFL Student's Reflective Journal Writing on Online Blogging at Tarbiya and Teachers Training Faculty State Islamic University of North Sumatera**" was compiled by the author as a requirement to get S1 Degree program at English education Department in Tarbiya and Teachers Training Faculty, State Islamic University of North Sumatera.

Even though the process to complete this thesis was not easy and the author found many obstacles in completing the thesis in which the writer made did not adjust the targets the writer had set. Moreover, the author has realized and felt grateful that Allah the Almighty's time was the best. This thesis could not have existed and was completed without the help and encouragement of many people. Therefore, on this occasion, the author would like to express the gratitude to people who are sincere in giving their time, advice, energy, love, and finance to help me complete this thesis because without them this thesis might not be in existence.

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CHAPTER I

INTRODUCTION

This chapter presents background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research objectives, and the significances of the study.

A. The Background of the Problem

The objective of writing a reflective journal is to get the English as a Foreign Language (EFL) students used to writing without worrying too much about the grammar structure. So that when the EFL students get used to writing, EFL students are expected to produce good writing. However, writing is an activity that takes a long time to practice to produce good result. As explained by Oshima and Hogue that good writing takes many processes because it cannot be generated instantly. One of the processes that have to be experienced by the students is to produce writing both systematically and grammatically.¹

That is why students can use reflective journal on online blogging as platform where the student can express ideas, feelings, opinions, advice and even experiences during the learning process by summarizing them into written form. It also builds students' critical thinking because they will explore their explanation and incorporate all the ideas that are on their mind into writing with their own words as the process of writing. As believed by Dymont and O'connel in Sani et al., who said that writing reflective journals was one of the strategies that could be

¹ Alice Oshima & Ann Hogue, (2007), *Introduction to Academic Writing*, New York: Pearson Longman, p.15.

used by the students to improve their writing ability as well as journals could stimulate the students to get used to write regularly and hone students' critical thinking skills in composing the text.² As a result, the quality of their writing can develop better and the more students are getting used to writing, the more they are getting into grammar.³ On the other hand, there are some components to produce good writing such as grammar and vocabulary. It means that the correct grammar defines how the students more aware of their writing, how long students focus and take time to produce it, and how much effort they give to it.

However, in reality the objective written above has not been achieved yet, this can be proven from the fact that the EFL student's reflective journal writing is still low. Even though the teacher asked the students to write their reflective journal based on their own words regularly after each English writing class meeting, but students still did not seem to be accustomed to produce a good English writing. The EFL students still made errors on their writing, in spite of the fact that they have shared their writing on online blogging. It can be seen from following data which researcher quoted from one of the student's reflective journal writing:

“Last week **mam rahma** gave us the assignment to bring progress in writing biography book because **mam rahma wants** to know how far the process we did.”

Based on the data above, the researcher found the errors in using spelling and tenses in the sentence. The word “mam” should be capitalized “Ma'am” since

² Siti Mutiara Sani, Nia Kurniawati, & Dahlya Indra Nurwanti, (2018), The Use of Reflective Writing to Improve Students' Writing and Critical Thinking Skills, *Journal of Education and Practice*, 6(13), p.331

³ P. Davies & E. Pearse, (2000), *Success in English Teaching*, Oxford: Oxford University Press, p.121.

it stands as an honorific before a name. In addition, the name of a person “rahma” should be capitalized too. On the other hand, the verb “wants” should be change into “wanted” because the verb should be in a past tense form since the event happened last week.

“Last week **Ma’am Rahma** gave us the assignment to bring progress in writing biography book because **Ma’am Rahma wanted** to know how far the process we did.”

The data above supports that writing was still a problem for students in expressing their ideas into patterns, which are different from their native language. Thus, writing errors that have made by students is not a new problem in Indonesia.⁴ Therefore, the researcher had intention to gain deeper research about errors that occurred in student’s reflective journal writing, namely “**An Error Analysis on EFL Student’s Reflective Journal Writing on Online Blogging at Tarbiya and Teachers Training Faculty State Islamic University of North Sumatera**”.

B. The Identification of the Problem

Based on the background of the problems that are stated above, there were many problems that can be identified related to errors in writing, which as the followings:

1. The students still applied an inaccurate strategy in writing reflective journal.

⁴ Rahmah Fithriani, Tien Rafida, & Amiruddin Siahaan, (2019), Integrating Online Blogging into EFL Writing Instruction: Exploring Students’ Perceptions, *Advances in Social Science, Education and Humanities Research*, p.87.

2. The students still found difficulty in selecting the material in writing reflective journal.
3. The teacher still used inappropriate media in teaching writing.
4. The students still made errors in organizing ideas that will be written down in reflective journal writing, etc.

C. The Limitation of the Problem

In line with the identification stated above, there were several problems that can be studied; strategy in writing, the material selection, the use of media, including errors in writing reflective journal. This researcher focused only in aspects on the errors made by EFL student on their reflective journal writing. Error in writing is important to be researched, because when students recognized the errors, students could revise the errors that they have made in their writing by themselves, so that they will produce a good writing.

D. The Formulation of the Problem

Based on the limitation of the problem stated above, the researcher states the formulation of the problem as follow:

1. What errors were made by EFL students in writing a reflective journal on online blogging?
2. How did the errors occur in writing Reflective journal?
3. Why did the errors occur in the way EFL Students do?

E. The Research Objectives

Based on the formulation of the problem stated above, the objectives of the study are as the following:

1. To find out what errors that EFL Students made in their reflective journal writing on their Online Blogging account.
2. To find out how the errors occurred in writing reflective journal on Online Blogging by EFL Students.
3. To find out the reasons why the errors occurred on EFL students' reflective journal on their Online Blogging.

F. The Significances of the Study

The significances of this study are divided into two categories:

1. Theoretically

The result of this study is expected to be useful to enrich the theory of error analysis.

2. Practically

The result of this research is expected to be useful for the essential of the school in order to present better facilities to make policy concept especially in English subject that can be used by the teacher or lecturer in teaching learning process. For the teacher or lecturer, the result of research findings are expected to provide information to English teachers that can be used as reference to increase teacher's quality in teaching writing. For the students, the result of the research finding can be used as reference when they are writing English text, so they do not make the same mistake repeatedly. Then, for researcher, the result of this study can be used as a

reference for further researchers who are interested in conducting similar study about error analysis.

CHAPTER II

LITERATURE REVIEW

This chapter presents theoretical orientation, which discusses about; error analysis and reflective journal writing. Further, related study will be discussed in this chapter as well.

A. Theoretical Orientation

This chapter focuses on discussion of some theories, which was related to the problem of the research in the first chapter. This chapter consists of error analysis, the general concept of writing, online blogging and related study.

1. Error Analysis

a. Definition of Error Analysis

Errors cannot be separated from EFL students who are learning writing skills. Errors are systematic that cannot recognized by learners because they have not learnt the correct form or do not know what is correct. As Dulay hints that, “Making error is an inevitable part of learning, people cannot learn language without first systematically committing errors”.⁵ It means that errors are part of the learning process, which is very normal for all students and they do not realize it, therefore the teacher can analyze the errors that students made, so the students do not make the same error repeatedly.

According to Khan and Khan cited in Salehi and Bahrami, Error Analysis is a kind of linguistic analysis that used a qualitative approach because of its focus on analysis of the errors occurred in learner’s language usage while learning a

⁵ Heidi Dulay *et al.*, (1982), *Language Two*, New York: Oxford University Press, p. 138.

foreign language.⁶ Analysis can be done by some steps, Ellis and Barkhuizen further explain that Error Analysis (EA) compose of a set of cycles start from identifying, describing, and explaining errors that was made by learner.⁷

Similar with Brown cited in Salehi and Bahrami, who recognized error analysis as the several processes such as observing, analyzing, and classifying the distinctions between the learners' language use and the standard of target language. Additionally, Brown also said that error analysis is a useful source of the information to teacher, because it contains information about error, which was made by learners and it helps teachers to correct it and increase the effectiveness of teacher teaching learning. In consequence, errors give a signal to the teacher whether the learning process they are using in teaching has been successful or not.⁸ This statement is supported by Erdogan that the learner errors were not only due to the learner's native language but also because of a review of the learning strategies used by the teacher.

Based on the definitions of error analysis from the experts mentioned above, it can be sum up that Error Analysis (EA) is an activity, which was done by teacher or researcher to analyze error in students' writing because of lack of grammar, lack of practice, the different pattern between source language and target language. Hence, by analyzing errors in students' writing, teacher can find out the weaknesses of students in writing through the level of errors that are most commonly found and predict what EFL students' error would like to make in their

⁶ M. Salehi & A. Bahrami, (2018), An Error Analysis of Journal Papers Written by Persian Authors, *Cogent ARTS & Humanities*, 5(15), p.2.

⁷ Rod Ellis & Gary Barkhuizen, (2008), *Analysing Learner Language*, Oxford: Oxford University Press, p.51.

⁸ H. D. Brown, (2000), *Principle of Language Learning and Teaching*, New York: Longman, p.218.

writing , so that teacher can provide solution to problem that occur in their learning process. Thus, error analyses give a reflection whether the learning strategies used by teacher so far have been successful or not.

b. Types of Error

Speaking of types of error, different experts also have different perspectives about it. First, Dulay gave his point of views about the types of error, which are; error based on linguistics category taxonomy, error based on surface strategy taxonomy, error based on comparative taxonomy, and error based on communicative effect taxonomy. Second, it goes the different way with Tandikombong who includes types of error in grammatical and ungrammatical context. Last, there will be types of error in mechanical writing.

1) HeidyDulay

Dulay gave his point of views about the types of error. He categorized error into four classification of error, which as the followings:

a) Error Based on Linguistic Category Taxonomy

In this category, error is classified based on either or both the language component or the particular linguistics constituent the error effects. Language components contain the phonology which learn about pronunciation, syntax which learn about noun phrase, verb phrase, verb, verb construction, word order, and some transformation and morphology which learn about indefinite article incorrect, possessive case incorrect, third person/singular verb incorrect, etc. The last is Semantic that learn about meaning, lexicon about vocabulary, and discourse that learn about style.⁹

⁹ Heidy Dulay, (1981), *Language Two*, New York: Oxford University Press, p. 146.

b) Error Based on Surface Strategy Taxonomy

Surface strategy taxonomy highlight the ways surface a structure is altered: students may omit necessary items (omission) or add unnecessary ones (addition) they may missinformation items (selection) or miss order them (miss ordering).¹⁰

I. Omission

In this type of error section, the students eliminate a word or grammatical morpheme in making a sentence, so the structure in the sentence is not being well formed. According to Dulay et al “Omission is one of the categories of error which was indicated by the deficiency of an aspect that must exist in a well-formed utterance”. Omission can be categorized into some aspects, they are omission on preposition, omission of be/helping verb, omission of possessive form, omission of article, omission of subject, and etc.¹¹The example can be seen as following:

“Still could not find it until the meeting ended”

The analysis:

The sentence above was indicated as omission error. Specifically, it included the omission error of the subject. A sentence must have a subject and verb. In this case, there was no subject in the sentence above; the writer eliminated the subject “I” which should exist in the sentence. It could make the reader confused. The writer who did not realize that the subject is one of the important items that should exist in the sentence can influence this omission error. So, the sentence should be added to a subject. The correct one was “I still could not find it until the meeting ended”. “I” here was the pronoun of the writer.

¹⁰ Heidy Dulay, Ibid., p.150.

¹¹ Heidy Dulay, Ibid.,p.155.

II. Addition

This kind of error is the opposite of omission error type where the students put in the unneeded item in the producing a sentence and the sentence will be messed up. Dulay et al. stated: “Addition is a type of error where the learner interpolate unnecessary item in composing a sentence and it makes the reader confuse about the meaning”.¹² The example can be seen as following:

“I hope someday I do can get scholarship”

The analysis:

The sentence above was indicated as an addition error. In specifically, it included the addition error of “to be” because there were double verb in the sentence, namely “do” and “can”. In this case, the writer should be deleted verb “do” in the sentence above, because after modal there was a verb “get” and it was possible to delete “Auxiliaries “can”. The correct sentence was “I hope someday I can get a scholarship”.

III. Miss Formation

In this section, the error can be caused by the students who do not master grammatical rules such as the function of a noun, determiner, verb/auxiliary, the use of preposition, the use of tenses, etc. Therefore, the students often make error in ordering the sentences. Dulayet al.said, “miss-formation appears when student deletes some items needed and add some items unneeded”.¹³The example can be seen as following:

“She also told me about his friend”

The analysis:

¹² Heidy Dulay, Ibid.,p.156.

¹³ Heidy Dulay, Ibid., p.158.

The sentence above was categorized as a miss-formation error. This error occurred because the writer (student 5) was lack of comprehending the pattern of possessive adjectives. Possessive adjective for the subject pronoun “she” was “her” not “his”. The possessive adjective “his” in the sentence should be replaced by “her”. The correct sentence should be “*she also told me about her friend*”

IV. Miss Ordering

Miss ordering error can be existed in producing a sentence because of the lack of grammar, so the student cannot arrange the structure of the sentence well. It can be influenced by mother tongue or native language of students, which both of these languages have different patterns or structures in arranging the word to be a sentence. Dulay et al., argued, “Missordering can be appeared since the student put some words in a wrong place in making a sentence”.¹⁴ In summary, miss ordering is a wrong placement of morpheme or a group of morphemes in an utterance. The example can be seen as following:

“In my opinion, she was person independent”

The analysis:

The sentence above was categorized as miss ordering errors, one of the factors that caused miss-ordering error often occurred was the student did not arrange the structures of the sentence well, the student established some item in the place where it should not be. Besides that, most of the students translate the Indonesian language to English by literal where they translated word by word. The phrase “Person Independent” should be replaced by “Independent Person” because “Person” as a noun and “Independent” as an adjective. In the sentence, adjectives

¹⁴ Heidy Dulay, Ibid.,p.159.

must be placed before the noun. Therefore, the sentence should be “*In my opinion, she was Independent person*”

c) Error Based on Comparative Taxonomy

Error based on comparative taxonomy is an error that is made by people when they equate the target language (TL) as their source language (SL) language, especially in composing a sentence to the target language people use the structure of source language in arranging the target language sentence. Sometimes, it can cause sentences to be ambiguous because they translate it literally. For instance “Eka go to book store”, “She has a book red”, “Eka no go to book store”, etc.

d) Error Based on Communicative Effect Taxonomy

In communicative effect taxonomy, the errors is made by people when they do a communication and it can hamper the communication process because the message delivered by speaker cannot be received by listener properly due to the violation in a part of the sentence and it depends on listener’s perspective.¹⁵ For instance, “I scared the horror movie very much”, “how you old?”

2) Tandikombong

Tandikombong et al. differentiated types of error related with grammatical and ungrammatical context, which will be explained in the following description:

a) Grammatical Errors

Nelson in Tandikombong et al. stated that grammatical can be interpreted as a combination of the parts of language from the smaller unit to the wider unit in accordance with the regulation of the target language.¹⁶ For instance, the relation

¹⁵ Heidy Dulay, *Ibid.*, p. 189.

¹⁶ Matius Tandikombong et al., (2015), Grammatical Errors in the English Translation Made by the Students of English Study Program UKI Toraja, *ELT Worldwide*, 3(1), p. 5.

which is between words such as noun, verb, and adjective in composing the sentence. Grammatical error can be divided into some categories, namely: There are some parts of grammatical errors. The following is an explanation of the grammatical error section:

b) Verbs Errors

Verb generally shows the action of the sentence. Verb has a significant role in language because every sentence must have a verb. The verb may be a single word. However, the verb may be a verb phrase, which contains of one or more auxiliaries and one main verb. Moreover, Jeffries proposed that verb is classified into four major forms such as base, simple past, past participle and present participle.¹⁷

First, the base form is a verb that the form may be single word or will be followed by auxiliaries. Second, the verb in the simple past form can be distinguished into two aspects, namely regular verb and irregular verb, regular verb is a verb which frequently added “-ed” in the end of the word and irregular verb is a verb that has a different form from the infinitive verb. Third, the present participle is a verb that will be added “-ing” in the end of the word. Fourth, the past participle is a verb that has the same characters as the simple past forms. Most of the students generally produce errors in forming a regular or irregular verb when in their writing, for instance:

Error	: Ask	Askeed	Askeed
Correction	: Ask	Asked	Asked

¹⁷ Jeffries, (2006), *Discovering Language the Structure of Modern English*, England: Macmillan Distribution, p.92.

Some irregular verbs may have error form, for instance:

Error	:Breaeked	Breaeked	Breaeked
Correction	: Break	Broke	Broken

c) Pronouns error

According to Jeffries, there are five forms of pronouns in English: subject pronouns, complement pronouns, possessive pronouns, possessive adjective, and reflexive pronouns. Subject pronouns (occur in the subject position of a sentence or after the verb *be*, complement pronouns (object Pronouns) is a word which occur in complement position whether they complement a verb or a preposition, possessive pronouns is a pronoun which cannot precede a noun because, possessive adjectives is a possessive forms indicate ownership, and reflexive pronouns is a pronoun usually follow the verb and indicate that the subject is both giving and receiving the action.¹⁸

From the explanation stated above, it can be concluded that pronouns is a word that takes the place of noun. Pronoun errors is one of the errors that frequently created by students in learning English both in writing and speaking. Here is the example: “Ekais going to the cinema with “I” this sentence is wrong; the pronoun “I” should be changed to “Me”, so the right one is “Eka is going to the cinema with me”

d) Prepositions Error

According to Suzanne, prepositions are one of the most complicated particles of English grammar because each preposition has a different function to use and cannot be displayed.¹⁹ Preposition divided into 2 kinds, namely: preposition of time and preposition of place. There are multiple instances of prepositions, such as “at, in, on, for, since, by, between, and some others. The following is a representation of an error that the EFL students frequently made in using

¹⁸ Jeffries, *Ibid.*, p.93

¹⁹ Nina Suzanne, (2017), An Analysis Preposition Errors: The Case of in, on, and at, *Lingua Didaktika Journal*, 11(1), p. 14.

prepositions “I will go to my hometown in Saturday morning” as we can see that the sentence is wrong, because day should be followed by preposition “on”, so the correct one is “ I will go to my hometown on Saturday morning”.

e) Conjunctions Error

According to Pangaribuan, Haddina, & Manik, conjunctions are one component of grammar that consist of one or more words, conjunctions are used to combine two sentences into one, alternatively conjunctions can be expanded as a tool to blend every component in sentences, so that they can be easily understood by the reader.²⁰ Students still have difficulty applying conjunctions in their writing, because each conjunction has different principles.

It can be seen from the following example: “Fadhila is Javanese and she can’t speak Javanese language” this sentence is wrong because the two sentences contain opposite meanings, so in joining two sentences which have opposite meanings we must use “but”. The sentence should be changed into “Fadhila is Javanese *but* she can’t speak Javanese language”.

f) Determiner

According to Master, determiner is a word that follows noun to clarify their presence. Determiner is allocated into five elements, namely; articles, demonstrative adjectives, adjectives of quantity, adjectives of number, and possessive pronouns.²¹

Leacock claimed that the most common error found in analyzing the error determiner was in the use of articles. He assumed that student still have difficulty

²⁰ T. Pangaribuan, E. Haddina, & Sondang Manik., (2018), The Students Error in Using Conjunction in the Sentences, *English Language Teaching*, 11(4), p. 91.

²¹ Peter Master, (2013), A Constructive Study of Determiner Usage in EST Research Articles, *International Journal of Language Studies*, 1(1), p.34.

applying the use of a, an, and the properly.²²As proof: “ I have been standing for a hour” should be changed into “I have been standing for an hour” because when we pronounce “hour” it sound like a vowel and every word that starts with the vocal letter should be followed by article “an”.

g) Lexical Errors

Amin claimed that in generating a good sentence there are several aspects that must be noticed by the writer, one of them is lexical aspect. Lexis is one of the significant things that must be mastered by author because the lexical aspect has a big influence on the sentence that will be produced, if the author uses good lexical, it will make the reader easier to comprehend the written text and avert miss interpretation.²³

3) Mechanics in Writing

When we speak, we can find out the meaning of the utterance through expressions. Besides, both of two speakers are tolerated to create a process of negotiations meanings, but this is impossible to do in written communication.²⁴For this reason, the writer should pay attention for several aspects in writing; so that readers can interpret, the contents of the writing properly and there will be no misunderstanding between the readers and the writer. Farbman said thatwritersmustuse capital letters and punctuation marks properly to make the reader easier to see the structure of a sentence. If the marks are not suitable with the

²² C. Leacock, (2010), *Automated Grammatical Error Detection for Language Learners*, Toronto: Morgan & Claypool Publishers, p.67.

²³ Bahrun Amin., (2014), Lexical error in Writing English Words Made by Students of the Junior High School, *Exposure Journal*, 3(1), p.108.

²⁴ Bahrun Amin., *Ibid.*, p.106.

sentence structure, it will make misinterpretation and confuse.²⁵To show you what I mean, I will provide an instance: “ekafanirupi and sinta will go to the jakarta, on Saturday” it should be changed into “Eka, Fani, Rupi, and Sinta will go to the Jakarta on Saturday”

Different with types of error that was explained above;Corder in Ellis proposed the types of errors according to their systematic:

a) Pre-systematic errors

Pre- systematic errors occur when the students ignore the essential rules of target language structure, so they translate SL (Source language) to the TL (Target Language) randomly.It means they do not translate the target language (TL) according to the rules that apply because of their lack of understanding in the target language.

b) Systematic errors

Systematic errors occur when students have known about the principle of the TL (Target Language) but they still have difficulty/still wrong applying it in making target language (TL) sentences. It means the students know the rules that apply in the target language (TL) in general, but they are still confused about applying the rules of the target language (TL) when they are composing sentences of the target language (TL), so they still make errors.

c) Post-systematic error

²⁵ E. Farbman, (1985), *Signals a Grammar and Guide for Writers*, Boston: Houghton Mifflin Company, p.102.

Post-systematic error occur when the people especially student familiar with target language principle/rule, but still make any mistakes that they don't realize in composing sentences. In this case, the students already know about the rules of the target language (TL) well. When the students make errors in their writing, it is certain that they are not aware of it; errors that occur can be caused accidentally.²⁶

Based on the detail explanation about types of errors by some experts' perception as elaborated above, it can be summed up that errors can be classified into some types starting from the general into the specific one.

c. Process of Error

The process of the error occurrence is one of the significant parts to know so that researchers can find out what factors influence the process of an error occurring in the writing learning process. The following is the origin of the error from a psychological perspective based on a psychological viewpoint. The purpose of behavior carried out by humans can only be fully understood from a subjective point of view. It is because basically, only himself who understands what he wants to do so that other people can judge from various points of view.

Errors made by humans are closely related to cognitive processes because the brain or mind affects how we think and can lead us to make mistakes.²⁷ There are several definitions of cognitive error, namely; first, error is an activity that involves a cognitive process, and this is the same as the term in general about the

²⁶ Rod Ellis & Gary Barkhuizen, (2008), *Analysing Learner Language*, Oxford: Oxford University Press, p.53.

²⁷ Erick Hollnagel, (1998), *Cognitive Reliability and Error Analysis Method*, Norway: Elsevier Science Ltd, p.23

wrong action, for example, such as negligence where we can observe or see someone committing wrong actions. The improper action referred to in this case shows itself as an act of failure to carry out activities following the norms. Second, the occurrence action of error that is committed, it cannot be seen by others because they are related to mental conditions. Therefore, this one cannot be observed by other people except themselves.²⁸

d. Reason of Making Error

According to Norrish, there are some factors that can be influenced by student producing errors in writing foreign language; those factors will be explained in the following:

1) Carelessness

This is closely related to the lack of motivation where the students are less interested in learning. This can be caused by various circumstances, such as the application of the wrong learning style, the presentation of the material given still monotonous and the choice of strategies used by the teacher in the learning process was not suitable. Consequently, students cannot comprehend the material given properly and are even confused.

2) First Language Interference

In studying foreign languages students are still influenced by their native language, so they often apply their native language rules to the language they are learning which the two languages have different grammar rules.

3) Translation

²⁸ Erick Hollnagel, Ibid., p.24

Most of the errors that the students made were due to the translation, because in general, students translate the source language into the target language in a literal way or word by word. Consequently, the sentences generated in the target language will have different meanings because they do not comply with the grammar rules of the target language.²⁹

Different from John, Brown states the reason of making error can be influenced by these following factors: *Interlingua transfer*, *Intralingua transfer*, *Communication strategy*, and *Context of learning*.

1) Interlingua transfer

It is a process where students do not know well about the system or rules contained in the second language, when the students learn the second language they will be influenced by their first language system/rules used as references. This is negative influence of their first language, because the rules of the two languages are usually different, that is why the errors that have been made by EFL students are caused by learner's mother tongue.

2) Intralingua transfer

It is the negative transfer within the target language itself. In other words, it is incorrect generalization of rules within the target language. It means that the error can be caused by learners when the learner does not fully comprehend a distinction in the target language.

²⁹ John Norrish, (1983), *Language Learners and Their Errors*, London: Macmillan Press, p.21-26.

3) Communication strategy

This process related to the learning style. Learner obviously employs several styles in order to improve delivering their message across in communicating each other. However, sometimes this technique can itself be source of error.

4) Context of learning

It is context refers, where in a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners cannot understand/grasp the explanation from the teacher or textbook well and this causes misunderstanding.³⁰

Based on the explanation above, we can know that there are three factors, which influence learners in making errors. According to John, they are: Carelessness, First Language Interference, and Translation. While, Brown stated that the causes of making error could be influenced by *Interlingua transfer*, *Intralingua transfer*, *Communication strategy* and *Context of learning*. Although there are several differences from those theories which discussed about the reason of making error, but the experts agree that making error can be influenced by ourselves, learning method, teacher, and etc.

2. Reflective Journal Writing

a. Writing

Writing is a form of communication tool that is carried out by humans, which consists of graphic symbols, letters, etc., which will produce a word or

³⁰ H. Douglas Brown, (2007), *Principle of Language Learning and Teaching 5th Edition*, New York: Pearson Education, p.263-266.

sentence that possesses meaning to be conveyed to the reader.³¹ Similar to what Dewi stated that writing is a language consisting/composed of the smallest to the largest collection of units, like letters, symbols, and words.³² Besides, writing is a way to express everything that is in the writer's mind, either feelings, emotions, or ideas through a complex process and it is all arranged or made based on the rules that apply in writing rules so that it can be understood by readers. As Mayers said, good writing must involve several series of processes starting from prewriting, drafting, revising, editing, and publishing.³³ It follows that writers must also pay attention to several things in their writing like the application of good grammar rules, choosing the right words or diction in writing (word choice) as well as cohesion and coherence in every sentence and paragraph.³⁴

From the views of some of the experts above regarding writing, it can be concluded that writing is a very significant skill to learn because, in addition to speaking, writing is one of the effective tools of communication used in communicating with others and ourselves. By writing, we can pour what is in our minds into the form of writing so that people may recognize what we are thinking. However, to produce good writing, writers must follow every predetermined writing process because predominantly writing is a complicated thing that is not an easy activity to do. Students must take time to be good at writing because they should master some aspects, such as vocabulary, structure, spelling, punctuation,

³¹ Hartman R K. & Stork F.C., (1972), *Dictionary of Language and Linguistics*, London: Applied Science Publisher, p. 258.

³² Utami Dewi, (2013), *How to Write*, Medan: La-tansa Press, p.2-3.

³³ Alan Mayers, (2005), *Getways to Academic Writing: Effective Sentences, Paragraphs, and Essay*, New York: Longman, p. 1.

³⁴ Trudy Wallace et al., (2004), *Teaching Speaking, Listening, and Writing. International Academy of Education*, p.15.

and organizing text to be cohesive and coherent in writing. These aspects are crucial to comprehend to be able to produce good writing.

In the Qur'an, Allah the Almighty has written several verses related to writing, such as those found in Surah Al-Qalam verse 1 that reads:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

Meaning: “*Noon. By the pen, and by what they inscribe.*” (Q.S. Al-Qalam: 1).³⁵

Besides that, Allah the Almighty also mentions in Surah Al-Alaq verse 4-5 which reads:

الَّذِي عَلَّمَ بِالْقَلَمِ { ٤ } عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ { ٥ }

Meaning: “*He who taught by the pen. Taught man what he never knew.*” (Q.S. Al-‘Alaq: 4-5).³⁶

From the two verses that have been mentioned above, we can conclude that Allah the Almighty taught His servants through the pen (Al-Qalam) in which there is various information about various things that we do not know or understand. We can see this in the Qur’an that consists of Hijaiyah letters, which form a verse in which the verse possesses meaning/information in it regarding all the rules that He has made as a guide for His servants. In essence, by writing there are many benefits that we can get, one of which is that we can provide or transfer knowledge from one generation to another because we can save it for a long time.

³⁵ Talal Itani, (2012), *The Quran*, Dallas: Clear Quran, p. 300.

³⁶ Talal Itani, *Ibid.*, p. 325.

b. Reflective Journal

Thorpe in Cheng stated that “A reflective journal is written document consisting of student’s critical thinking about the various concept of the learning process during the period time, this is aim to measure the extent to which student’s comprehension.³⁷ Similar to Farah, who stated that students can use a reflective journal for writing everything in their minds like fascinating stories, their daily life stories, and the reflection of their learning process.³⁸ That is why a reflective journal was believed as an effective strategy to enhance students' writing skills because the teacher will allow the student to produce their reflective journal based on their own words regularly, so the students can be accustomed to writing.

Besides, there are some advantages of reflective journal writing for the students in the learning process. The advantages are increasing students' critical thinking through the writing process, boosting students' self-sufficient, and encouraging students' self-confidence, etc.³⁹ As believed by Graham, reflective journal writing helps learners to establish the level of confidence in their writing, to promote their critical thinking, and make students more motivated in writing. In addition, the teacher has a chance to give freedom to the students to think creatively and stress-free writers.⁴⁰

Based on the explanation provided formerly, the researcher concludes that reflective journal writing is a place for writing that has several values where learners

³⁷ Gary Cheng, (2017), The Impact of Online Automated Feedback on Students' Reflective Journal Writing in an EFL Course, *The Internet and Higher Education*, 34, p.22.

³⁸ Mohammed Farah, (2012), Reflective Journal Writing as an Effective Technique in the Writing Process, *An-Najah Univ, J, Res (Humanities)*, 26 (4), p.998.

³⁹ Priest & Sturgess, (2005), But, is it Scholarship? Group Reflection as Scholarly Activity, *Studies in Learning, Evaluation, Innovation and Development*, 2(1), p.5.

⁴⁰ L, Graham, (2003), Writing Journal: An Investigation, *Journal Writing Outcomes*, 37(1), p. 39.

can write their reactions based on their experiences. In addition, it can be a tool that helps the learners to make better sense of their experience by summarizing them and actively trying to understand where their weakness and strength.

c. Online Blogging

According to Wang cited in Rahmah et al, Blogs is a combination of two term ‘web’ and ‘blog’. Blogs is a social networking that can be defined as a platform for student to improve their English writing skills because blog are easy to used, the students can improve their writing skills through collaborative writing activities in blogging such as commenting, editing, revising BlogSpot. Besides that students can organize information, share and post their written in which a user can save and share their ideas, thoughts, opinions, and experiences through various media such as texts, photographs, and videos.⁴¹Then, Lamonica explained that Blogging is an excellent way to communicate with one another in socially based context through technology.⁴²

From the definitions that are explained above, the researcher concludes that online blogging which most popular called “BlogSpot” is a place the students can write everything on Online Blogging is one of the social media that can be used as a place to share their ideas in written form. Besides that online blogging presents many features to hone students’ writing skills, besides posting their writing, students also share their photos on their account and students can communicate with

⁴¹ R. Fithriani, T. Rafida, & A. Siahaan, (2019), Integrating Online Blogging into EFL Writing Instruction: Exploring Students’ Perceptions, *Advances in Social Science, Education and Humanities Research*, p. 87.

⁴² Chelsea Lamonica, (2010), *What are the Benefits of Blogging in the Elementary Classroom?* St. John Fisher College, p.5.

their friend to increase their writing skill by giving comment of their friend story on their account blogging.

To sum up, Online Blogging has many benefits in improving students' writing skills and its belief that online blogging is one of the effective ways that can be used by teacher in teaching writing and learner in learning writing.

B. Related Study

There are several studies related to error analysis, Bustomi has done the first research⁴³, on his observation entitled "An Error Analysis on Students' Descriptive Writing". The aim of the study is to identify the common errors that were made by student in writing English. The researcher used quantitative method. In this case, Bustomi found that the highest percentage of errors is 15.47% for article. An example of the cases in error writing is the composer should use 'a' instead of 'one' for the specified noun. There were some errors occurred in this research, namely: article, add word, word choice, capitalization, omit word, spelling, singular plural, punctuation, verb tense, word order, and word from. Bustomi assumed mother tongue interference was a commonly caused of students produced error.

Another previous study has done by Wahyuni⁴⁴, she discussed about Error Analysis of Student's Free Writing, and the objective of this research is to analyze the types of errors that occurred in Students' writing. The researcher used

⁴³ A, Bustomi, (2009), *An Error Analysis on Students Descriptive Writing (A Case Study on Student of Harapan Jaya Senior High School on Cipondoh, Tangerang)*, Jakarta: State Islamic University.

⁴⁴ Sri Wahyuni, (2016), *Error Analysis of Students' Free Writing (A Descriptive Study at the English Department of STKIP Bina Bangsa)*, Aceh: STKIP Bina Bangsa, 1(2), 24-35.

qualitative method, and the result found that the type of error that the students often made many errors in tenses which the result of calculation showed there were 89 errors in form tenses. According to her, these errors occurred due to their lack of understanding of the use of tenses. In addition, the students still have difficulties in organizing their ideas into written.

The previous study related to error analysis of students' writing also done by Kristanto⁴⁵ who conduct a research about Error Analysis of Narrative Text written by Students of English Education Department. The aim of this study is to classify the grammatical errors occurred in students' writing. This research was categorized into descriptive study. The researcher found that four categories of errors were found in the students' writing are omission (152 errors), misinformation (432 errors), addition (98 errors) and miss ordering (17 errors), in summary, the most dominant errors made by students are misinformation.

⁴⁵ Deni Kristanto, (2017), An Error Analysis of Narrative Text written by Students of English Education Department, *Journal of English Language and Language Teaching (JEELT)*, 1(1), 1-6.

CHAPTER III

RESEARCH METHOD

This chapter presents research setting, data and data source, research method, technique of collecting data, the technique of data analysis, and trustworthiness of the study.

A. Research Setting

The research was conducted at State Islamic University of North Sumatera, which is located on Williem Iskandar Pasar V St., North Sumatera. The research chose State Islamic University of North Sumatera because the researcher found the problem here. Besides that, the researcher was one of the university students of the university, so it made the researcher easier to get the data. Then, the same problem of the research has never been conducted here.

B. Data and Data Source

The data of this research were 10 reflective journal writings of EFL student on her online blogging account. Meanwhile, the data source of this research was one of EFL students of State Islamic University of North Sumatera. In this research, the data were observed by using Purposive sampling because the researcher chose the University students in the sixth semester who have applied reflective journal. According to Oppong, purposive sampling was a sample that was chosen based on the researcher's desire with the things that have been considered to resolve the problem of this research.⁴⁶

⁴⁶ Steward Oppong, (2013), The Problem of Sampling in Qualitative Research, *Asian Journal of Management Sciences and Education*, 2(2), p. 203.

Therefore, the researcher only focused on analyzing the errors occurred from one of EFL Students from One of the PBI-1's student on the sixth semester in State Islamic University of North Sumatera that consisted of 10 reflective journals writing. The data were taken by screen shoot. The researcher chose the subject based on the result of the mini observation that has already held before researching. In this case, the researcher asked some students' reflective journal writing to gain preview data about the problem. Based on the result of the observation, the researcher chose this subject since the researcher found many errors in her reflective journal writing.

C. Research Method

This research was categorized into a qualitative content analysis. Qualitative content analysis was one kind of qualitative research method used in the study that focused on text data analysis.⁴⁷In this study, this qualitative analyzed and explored what kind of errors occurred in EFL student's reflective journals writing in their online blogging account.

D. Technique of Collecting Data

The technique of collecting data was the strategic step in research because the primary purpose of the research was to get data. Data Collection technique was how the way the researcher could get the data to be processed in the research so that the researcher could conclude. In this research, documentation was chosen by the

⁴⁷ Hsieh Fang and Sarah E. Shanmon, (2005), Three Approaches to Qualitative Content Analysis, *Qualitative Health Research Article*, 15(9), p. 1277.

researcher as a technique of collecting data. The researcher took a screenshot of the student's reflective essay writing as evidence of the data to be valid.

E. The Technique of Data Analysis

The process of data analysis started when the researcher collected the data. The researcher collected the data systematically. The process of data analysis was elaborated based on Corder cited in Mangungu⁴⁸, states that there was the four-stages process of Error Analysis which consisted of the collection of errors, the identification of errors, the explanation of errors, and the evaluation of errors. It showed as follow:

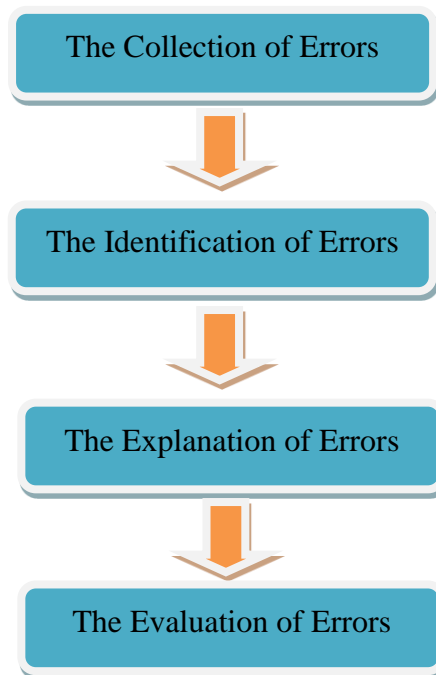


Figure 3.1 The Technique of Data Analysis

In this research, the researcher did some processes. There were four steps which as the followings:

⁴⁸ Mangungu S., (2010), *Error Analysis Investigating the Writing of ESL Namibian Learners*, University of South Africa: Pretoria, p. 78

1. The researcher collected some errors that occurred on the EFL student's reflective journal.
2. The researcher identified the errors by collecting them into the same types.
3. The researcher provided an explanation of the errors made by the EFL student by gave the correct sentence in the end of the process.
4. The researcher gave an evaluation by determining the names of errors that occur based on their similarities and deviding them into several categories.

After all the processes were done, the researcher took some samples of the errors found to be written in research finding and discussion.

F. Trustworthiness of the Study

A common technique was usually used to increase the research data validity of qualitative research method was called Triangulation. According to Santoso, Triangulation was explained as a technique of collecting data by combination some different approaches.⁴⁹In this case, the researcher used data triangulation. The researcher compared the result of multiple students' reflective journals writing at different times each other. Besides that, to achieve the validity contents of the data, the researcher consulted or evaluated to researcher's advisor that has the same field of study, his name was Prof. Dr. DidikSantoso, M.Pd. This was done to check the truth of interpretations that have been made.

⁴⁹ Didik S. & Pirman G., (2015), *Bilingual Education Programs at Junior High Schools*, Jakarta: KencanaPrenadamedia Group, p.56.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter distributes into two components of the presentation. They are research finding and discussion. Research finding consists of some errors in EFL students' reflective journal writing, how students made the errors, and the reason for creating the errors. In the discussion section, the researcher will compare the researcher's results with the experts' views.

A. Research Finding

After analyzing the data, the researcher found five various errors that happened on student's reflective journal writing, namely: error in time, omission error, insertion error, part of speech error and other error. The result of the findings can be seen in this following:

1. Error in Time

Error in time is a deviating phenomenon in which it is not suitable with the context. This means that words, sentences, discourses do not fit with the situation occurs in the written text. Error in time has three types based on the data. They are; adverbial of time, tenses error, and miss formation.

a. Adverbial of Time

Adverbial of time is a word or phrase defined as a clue to describe when a particular situation occurs. Adverbial of time occurs when the author is unable to adjust the adverb of time suitably with the context, so the writing will automatically be incompatible with grammatical rules and it leads to miss interpretation.

In this research, there were some errors found concerning with the adverbial of time. The first error can be seen from the following data: “**This day**, there are two courses namely creative writing and semantic”.....(*Rjw-1*). The phrase “This day” is called an error because “This day” is showing a present time while this writing is written after this time. Besides that, the function of reflective journal was to give reflection of their learning process, which meant the reflective journal should have been written after the learning process ended. So, it is not appropriate to use “this day” as adverb of time to this context, the student could use adverb of time which indicated that the event was done, such as: yesterday or three days ago.

That error happened when the student interpreted the context was in present time while the context should be in the past time. The error could occur because it possibly the student was unconscious of what she wrote. When she wrote, she felt that she was in the moment. In consequence, she used all the components related with the present time to describe the activity that she wrote in her reflective journal.

The next error in adverbial of time also found on another student’s reflective journal writing. The data can be shown in the following: “**Today**, I don't know why I feel so happy and I go to the campus with enthusiasm”..... (*Rjw-3*). The phrase “today” was indicating present time while this event happened in the past time. This data can be proven from her blogger account, this writing was written on March 22, 2019 but the writing told about the events on March 20, 2019. It means that she told the event of two days ago. The phrase “today” should be changed with “two days ago” to avoid the ambiguity.

The error occurred when the student thought that the text was in present time while the text must be in the past time because the EFL student told the past

event. The possibility of this error occurring can be influenced by an EFL student who allowed her to be overwhelmed by her feelings when writing her reflective journal. Consequently, she carried away and felt that she was experiencing the event she wrote. That is why she should have used present time in writing the text.

b. Tenses Error

Tenses error is a fallacy understanding of applying tenses in arranging a sentence in which the tenses used not playing with the rules and the context of the writing. The researcher found the first error which as the following, “Today, I **don't** know why I **feel** so happy”.....(Rjw-3). The use of the tenses of this text was wrong because this text told the event that already happened in the past, so the sentence should be written in the past form, but the student made the sentence into the present form. The auxiliary “do not” should be replaced with “did not” and the verb “feel” should be changed with “felt” as a past form of it. The correct sentence is “Today, I **did not** know why I **felt** so happy”.

The next error in the using of the verb also occurred in another student's reflective journal writing. This can be shown in the following data “*last wednesday, I **am** not as enthusiastic as usual, because I **am** not feeling well*”.....(Rjw-4). The EFL student made a sentence in the present form whereas the phrase “Last Wednesday” as an adverb of time marked that the sentence should be in the past tense form, so the auxiliary “am” should be changed with “was”. The correct sentence is “*Last Wednesday, I **was** not as enthusiastic as usual, because I **was** not feeling well.*”

Moreover, the EFL student made a verb error in the negative form of the simple past tense, the data can be shown in the following, “*Mam*

rahmahdidnotcame in the class”....(Rjw-6). In this case, the error happened unconsciously, the EFL student still thought that the past form of the verb is always used in every type of sentence in the past tense form (positive, negative, or interrogative); there is no exception. Therefore, the EFL student used V2 “came” after auxiliary “did not”. The verb “came” is incorrectly used with the helping verb “did”. In the negative form of the simple past tense, we should use the base verb form after auxiliary “did not”. The base form of “came” was “come”. It means that the EFL student did not seem to understand the rules of using the simple past. The correct sentence is “*mam rahmahdidnotcome to the class.*”

Furthermore, the verb error can occur if the verb is not in accordance with the subject. On the other words, the sentence does not play the rules. The data can be proven in the following “*Everyone have a different test of life from God*” (RJ2). In this case, The EFL student wrote down the verb “have” for the subject “everyone” where “everyone” which means singular, so the auxiliary should be changed to be “has”. This is a rule of the target language where “has” is generally used for the pronouns “he”, “she” and “it” and “have” is used for the pronouns “I, they, we, you and plural nouns. The correct sentence is “*Everyone has a different test of life from God.*”

Besides, this kind of error was found repeatedly on student’s reflective journal writing where the EFL student wrote: “*More assignments was given in this semester than the semester before*”. The student made an error in using auxiliary in producing a sentence. As we could see that, the subject is plural “more assignments” but the student used “was” as an auxiliary in the verb. Therefore, the use of the verb in the sentence is incorrect. The auxiliary “was” should be replaced by “were”. The

correct sentence is “*More assignments were given in this semester than the semester before.*”

Based on the analysis above, the researcher found several errors in the use of verbs in the student’s reflective journal writing. It means the error happened many times. It could have happened because the EFL student did not give more attention for the grammatical rules in her writing. Since the creative writing lecturer explained that the purpose of writing reflective journal was to make the students to get used to writing and the EFL student would have responsible to write in about 150 to 200 words/entry after each class meeting with the total of 10 entries/semester in their blogger account. Due to this statement, the student only wrote the reflective journals as a requirement of their obligation to fulfill their writing assignment.

Moreover, those errors occurred because of intralingua transfer. The result of the sentence will be conforming to the writing convention in the target language because the EFL student did not comprehend the rules of the tenses in the target language well. It can be proven from the data above if there were still many errors occur in EFL student’s reflective journal writing. Most of her writings used the simple present tense where it should be written in past tense since the reflective journal writing was used as student’s reflection of her learning process and how she felt when she was studying in the class.

Besides, the first language could affect the errors made by the EFL student. It can be shown of how student made affirmative and negative sentence in English with the same structure. In English, the verb in the negative past tense form should be added “did not” and the verb should be followed by base form verb. This is the structural rules of the English language that must be followed in arranging a

negative form of simple past sentence. Meanwhile, in *Bahasa*, they do not have to change the verb in arranging a simple past sentence in every type of sentence (affirmative, negative, and interrogative). This should be confusing the student; consequently, she made errors in writing her reflective journals.

c. Miss Formation Error

Miss formation error is a deviating phenomenon where some items are not placed correctly, such as adjectives, adverb, verb, or other elements are put in inappropriate places so that the context becomes messy and difficult to understand. This can be shown from the following data “We couldnot **plagiarism** when doing **task**”....(*Rjw-1*). The word “Plagiarism” is showing a noun while after modal must be followed by verb, not a noun. The correct one is “**plagiarize**”.

This error occurred when the EFL student did not has sufficient abilities to understand the function of some elements in English, such as adjectives, verbs and nouns in English so that the EFL student interpreted that every word in English which has the same meaning will have the same function. Consequently, the student chose the words in arranging a sentence based on the meaning without considering the type of word whether it was included a noun, an adjective or a verb.

Another miss formation error that appeared in the EFL student’s reflective journal writing can be seen from the following data: “I had written two chapters but it was incomplete because I didn’t have idea to **continued** it.” (*Rjw-9*). The student made an error in placing the verb after “to”. In this case, the student used the V2 after the word “to” while the word “to” must be followed by an infinitive verb or base verb.

This error existed unconsciously, because the student defined that each verb must use their past form to tell about event in the past. That was why the student used “continued” as a past form of “continue” on this occasion. It is true that we use the past tense to describe event in the past, but this does not apply to verb that come after “to” in any case.

In this case, the difference in principle between the student’s mother tongue and foreign language affected the student’s understanding. The student was still influenced by the rules of her native language when she was learning a new language, and it confused her. For example; In *Bahasa*, the student do not need to pay attention to verb, adjective or adverb in composing a sentences because most of them have similar writing, while in English we must pay attention to every word that is included in an adjective, a verb, or an adverb in order to produce a good writing. If the author cannot put the adjective, adverb, verb etc. properly, it will have an impact on the quality of the writing. The quality of the writing will be bad because the reader cannot understand and the meaning of the writing cannot be conveyed properly.

In conclusion, the proposition in this finding shows that the student’s error in writing reflective journal is called error in time.

2. Omission Error

Omission error is a digression phenomenon in organizing the word in the sentence. This type of digression is indicated by a shortcoming of an aspect that must exist in a sentence. The digression phenomenon occurs when the student eliminates a word or grammatical morpheme in making a sentence, so the structure in the sentence is not well formed. Based on the data, omission error consists of four

categories, they are omission of determiner, omission of auxiliary verb, omission of subject and and omission of complement.

a. Omission of Determiner

Omission of determiner is a digression concerning with deletion of determiner items in a context. Determiner has six types; they are articles, possessives, demonstratives, ordinals, numerals, and quantifiers. If the author cannot apply the items mentioned above properly it can be called as determiner error. The determiner error can occur if a word is not followed by an article. This can be shown from the following data in the first error “We could not plagiarism when doing **task**”....(Rjw-1). In this case, a noun “task” should be followed by specific determiner (article -a) to specify the noun, but the student eliminated an article “a”.

The first error happened when the student assumed that the word was clear and did not need to be followed by the article. The error occurred because it possibly that the student did not realize of her writing. She assumed that the article was not an essential component because determiners especially articles were not always used in a sentence. In fact, the use of determiners is necessary in English because if the author does not use determiner in her writing, the writing will be unpleasant to read.

Therefore, another omission of determiner could happen when the student breaks the set of quantifier regulations. This can be proven from the following data; it is written, “One of **my friend** realized that next week was a red day”....(Rjw-6). The quantifier error was found in the sentence since the student did not apply the quantifier principles correctly. The quantifier “one of” should be pursued by a plural

noun, but the student wrote it into the singular noun. The correct one is “one of **my friends** realized that next week was a red day.”

The next explanation of quantifier error occurred in the next EFL student’s reflective journal writing. The data can be shown in the following “A few **week** ago, we send a task through an email.” This sentence is wrong because the student wrote “week” in English into a singular noun; meanwhile a quantifier “a few” must be followed by a plural noun. Thus, the correct sentence is “A few **weeks** ago, we send a task through an email.”

Based on the data found above, it can be known that intralingua transfer and first language interference affected the existence of the errors since the student made quantifier errors systematically. It means that the student did not fully understand the principles of the target language about the quantifier well. That is why she made the wrong interpretation of applying the quantifier rules in constructing the sentence.

The difference in principle between the student’s mother tongue and foreign language affected the student’s understanding. She still influenced by the rules of their native language when she was learning a new language, and it confused her. For example, In *Bahasa*, a quantifier does not need to be followed by a singular or plural noun because the writing of singular or plural nouns does not change as in English. This is same as the example of the data obtained above, which all quantifier that student wrote always be followed by a singular noun.

b. Omission of Auxiliary verb

Omission of auxiliary verb is the subtraction action of an auxiliary verb that causes the sentence to be false because it does not conform to the rules. It means

that when the author does not use the auxiliary verb before the adjective and assist the main verb in composing a sentence. The sentence will be incorrect because it violates a rule in English. The data can be seen from the following data: “she also good at giving the material”....(Rjw-5). This sentence is incomplete because the student eliminated the auxiliary verb before the adjective. This sentence requires an auxiliary verb because there is an adjective “good”, so the adjective should be preceded by auxiliary verb to make the sentence becomes an effective sentence. Therefore, the accurate auxiliary verb to complete the sentence is “was” since the sentence should be in the past form and the subject is singular.

This error happened when the student thought that “good” as a verb in this sentence, so she did not need to put a verb anymore whereas this sentence did not has a verb because “good” is an adjective. The error could occur because the student unconsciously carried out her native language principle (*Bahasa*) to the English principles. As we know that, we do not need an auxiliary verb to precede the adjective in *Bahasaway* and the sentence immediately becomes effective. However, it cannot be applied in English because these two languages have significant controversy. After all the explanation, we can state that the interference of their mother tongue influence the reason student made omission of auxiliary verb. In order to avoid this error occurs repeatedly, the student must get used to writing regularly by applying the rules of the target language.

In line with the data above, the researcher, also found the next error correlated with the absence of a verb, and the data could be shown in following, “I was afraid if she **will angry** with me because my chapter one was not complete”...(Rjw-9).The student made an omission error by eliminating the verb

“be” after modal “will”. As a result, the sentence is incomplete. The correct sentence is, “I was afraid if she **will be angry** with me because my chapter one was not complete.”

Besides the student’s lack of awareness, the rules in the native language also have a significant influence on writing English. This error happened because the student used her native language rules. Therefore, she brought her native language rules into the new language she learned. Each language has its own rules and cannot be applied to other languages. This can be seen from the student’s reflective journal writing, who still applied the rules of *Bahasa* to English.

In *Bahasa*, adjective does not need to be followed by auxiliary verbs when making sentences. The student could immediately write down “Diacantik”. However, this was contrary to the grammar rules in English where an auxiliary verb must follow the adjective in a sentence like “she is beautiful”.

c. Omission of Subject

Omission of subject is the act of removing some elements in a word that acts as a subject so that it makes the subject incompatible with the context. This can be seen from the following data: “**Mam** began the lesson, she explained what is the definition of biography and the figures that we should write”.....(*Rjw-1*). In this sentence, the word “Mam” which acts as a subject has a deficiency letter. Grammatically, the writing of “Mam” as a subject is incorrect because the student omits “a” and apostrophe (’). The correct writing is “Ma’am”. The student did not write grammatically correct because she only wrote based on the way we pronounced the word. This was not justified in written communication, as spelling

reduction could cause the writing to be wrong. As a result, the writing could create ambiguity and misunderstanding.

The first error existed when the student might not be aware of her writing. She assumed that there was no difference between pronunciation and writing, so she wrote the word according to what she said without considering the truth. Then, the error occurred because it possibly the student did not realize that her writing was incorrect due to her habit which always wrote “Ma’am” in a wrong way. Besides that, she never tried to look for the correct spelling. Consequently, she accustomed to use incorrect spelling. Reducing the letter written in the word “Mam” which acts as a subject can be called as omission error of subject.

d. Omission of Complement

Omission of complement is the act of removing some elements in a word that acts as a complement so that it makes the subject incompatible with the context. The researcher found the first omission error of complement on EFL student’s reflective journal writing. This can be proven from the following data: “The creative writing lecturer is **Mam**rahmah and the semantics lecturer is **Mam**emeliya”.....(*Rjw-1*). In this context, the word “Mam” as a complement addressed to a respected woman. The writing is incorrect because the student omits “a” and apostrophe (’). The correct writing is “Ma’am”.

The first error happened when the student thought that there was nothing wrong with spelling “Mam”. This was done unconsciously because the student thought that the reader could understand if “Mam” referred to a lecturer who taught creative writing and semantics. As explained in the omission of subject section, lack of awareness is one of the factors that influence this error exists. She did not realize

what she was doing because she did not recheck her writing before publishing it on his blog. This means that student had not implemented the writing steps properly, which consist of pre-writing, drafting, revising, editing and publishing. Therefore, the student needed to do feedback with her friend to avoid the omission errors occurred repeatedly.

In conclusion, the proposition in this finding shows that the student's error in writing reflective journal is named omission error.

3. Insertion Error

Insertion error is the act of negligence where the author interpolates things that are not necessary in a sentence so that the word in the sentence becomes erroneous. It means that the error can occur when the author puts an unneeded item in the producing a sentence and the sentence will be messed up and it makes the reader confused about the meaning. Based on the data, insertion error has three types; they are insertion of auxiliary verb, insertion of spelling and insertion of subject pronoun.

a. Insertion of Auxiliary Verb

Insertion of auxiliary verb is a deviating action when the author put several auxiliary verbs together in one sentence. This can be seen from the first error which will be explained in this following: "I guessed it was caused by the coffee that I **was drunk**" (*Rjw-4*). This sentence is wrong since the student made an insertion error by putting double after relative pronoun "that" in the sentence, namely auxiliary verb "was" and main verb "drunk". So, one of the verbs should be removed to make

the sentence correct. The correct one is “*I guessed it was caused by the coffee that I drunk.*”

The first error occurred when the student cannot apply the use of the main verb and auxiliary verb properly in composing sentence due to her lack of knowledge. This error was done unconsciously when the student interpreted that in past tense form the main verb should be preceded by auxiliary verb, even though that only applied to active sentence. From the explanation given, we know that the student was still difficult to distinguish the active sentence and the passive sentence. That is why the student needed to learn more about the rules in English and tried to practice more so that the student accustomed to write based on English principles.

b. Insertion of Spelling

Insertion of spelling is an deviating phenomenon when the author adds some unnecessary things in a word so that the word has no meaning or the meaning of the word changes and does not suit the context. The data can be shown in the following: “stay **healthyy!**”..... (Rjw-4). The spelling of “healthy” is incorrect since the student put double “y” in the word “healthy”. As a result, there is no meaning of the word “healthyy” in the English dictionary, so the right word is “healthy” which means a good physical condition.

Another spelling error is found on student’s reflective journal writing, this can be proven from the following data, “all of my friends gave **feedback** to each other”.....(Rjw-6). The EFL student made spelling error by writing “Feedback” into “Feeedback” with extra letters. The word “Feeedback” consist of double “e” after the letter “f”, not triple “e”. The spelling of “feedback” is incorrect. The correct one is “**feedback**” which meansgiving a review to our works.

The first error happened because of the limitation of vocabulary in English that EFL student had, so the EFL student was not able to correct the error that has been made by herself in her writing. Consequently, the student will produce some errors in her writing and it made the reader confused to interpret the meaning of the sentence since the wrong spelling will not have meaning at all.

Lack of vocabulary can be caused by the student's motivation in learning English, which was still low. When students' motivation in learning English was still low, the student was less interested in learning. Student's comprehension is very closely related to their learning motivation. The higher motivation students have, the more comfortable students comprehend the lesson.

c. Insertion of Subject Pronoun

Insertion of subject pronoun is a deviating phenomenon when the author inserts multiple subject pronouns in composing a sentence so that the context becomes obscurity. The data can be proven in the following: "In the classroom, we made a group discussion to make a brief conclusion about our biography book progress".....(*Rjw-7*). In this case, the student put double subject, which made the reader confused. Besides, the sentence does not play the principles in English because the sentence must consist of one subject and one verb. The student had to omit one of the subjects to make the sentence clear. The correct one is, "In the classroom, we made a group discussion to make a brief conclusion about our biography book progress."

This error happened because intralingua transfer when the student had insufficient knowledge of the rules in English. It is possibly the student was not conscious when doing error because she did not know if the sentence in English

must consist of one subject and one verb, it can be seen from the errors that occur systematically. Lack of knowledge that student had, can be influenced by some factors such as student did not have motivation in learning English, the presentation of the material given still monotonous and not interesting or student did not know the learning style that was suitable for her. Consequently, the student had difficulty in learning English.

In conclusion, the proposition in this finding shows that the student's error in writing reflective journal is called as insertion error.

4. Part of Speech Error

Part of speech error is a fault in adapting some elements in the part of speech when organizing the sentence. It means the conjunctions, pronouns, adverbs, nouns, prepositions, articles, verbs, adjectives, interjection that the writer chooses in arranging the sentence do not match with the context. Based on the data, part of speech error has three species; they are conjunction error, pronoun error and preposition error.

a. Conjunction Error

Conjunction error is a fault related to the use of inappropriate conjunction in a sentence or text. This can be shown in the following data, "Mam said that if you must write the closest person for your biography book to make you easier like your parents, your aunty, uncle, **also** someone who you know good" (*Rjw-2*). In this case, the EFL student made an error in using conjunction by using "also" to connect the words. The conjunction "or" is suitable used in this context as the last option to emphasize that there are several options that student can choose in writing

a biography book. The correct sentence is “Mam said that if you must write the closest person for your biography book to make you easierlike your parents, your aunty, uncle, **or** someone who you know well.”

This error occurredunconsciously because the student assumed that “also” has the same meaning with “or”. The way student thought significantly affected the result of student’s writing, if the student was not able to choose the suitable word in translating into the target language, this can be a source of error. Based on the data showed above, we canknow that the student determined the conjunction “also” which means “*juga*” in *Bahasa* to connect one word to another word in a sentence, but it is not related with the context. The suitable conjunction that related to the context is “or” which means “*atau*” in *Bahasabecause* the student wanted to choose people who can be the subject of the biography book that she would have made. The student could select one of the several decisions provided by Ma’am Rahmah.

Error in using conjunction could occur when the student does not follow the rules of the target language in organizing the sentence. The data can be proven in the following, “Everyone was given a different test **from** god”.....(*Rjw-2*). In this case, the EFL student translated the word in a literal way. Consequently, the EFL student made an error in using the conjunction because the student must use the conjunction “by” in introducing the passive object. The correct sentence is “Everyone was given a different test **by** God.”

Furthermore, the punctuation error was alsofound on the next student’s reflective journal. This can be shown in the following data,” I got a fever **next** headache”....(*Rjw-4*). The conjunction “next” is not appropriate in this context. The student could use the connector “and” to connect one word with

another word to avoid the ambiguity. The correct sentence is “I got a fever **and** headache.”

In line with the data mentioned above, it can be seen that first language interference or interlingua transfer were the factors of a student producing error in writing reflective journal writing. She still applied her native language rules to the language she was learning. Consequently, it caused the EFL student to make an error in learning the target language since there are different rules between the source language and the target language. To avoid the error happen repeatedly, the EFL student should translate the target language according to the rules of target language instead of the source language.

b. Pronoun Error

In English, pronouns are used instead of nouns (thing or person), so your writing does not appear wordy or repetitive. The pronoun must agree to the noun being replaced whether it is a subject, object or possessive. Besides, pronouns must correspond to the singular or plural forms and the masculine or feminine gender. If they do not adjust, it will be a source of error. Pronoun error is a deviating of using a wrong pronoun to replace a noun in a sentence.

This data can be proven in the following, “I want to write how **hers** life journey and how she looked for her childs until now”.....(*Rjw-2*). In this case, the student made an error in using the possessive adjective. The sentence needs a possessive adjective to put before the noun, not a possessive pronoun. “Hers” is a possessive pronoun and it is used to substitute the possession of the noun, so “hers” should be replaced with “her”. The correct sentence is “I wanted to write how **her** life journey and how she looked for her children until now.”

This error occurred because of the intralingua transfer. It means the EFL student did not comprehend the component of pronoun properly. As a result, she applied inappropriate pronoun in the sentence. The EFL student did not know when she should have used a possessive adjective and possessive pronoun in producing a sentence due to the similarities between possessive pronoun and possessive adjective. It can be noticed that the possessive adjective of “she” is “her” and the possessive pronoun of “she” is “hers” (added suffix “s” at the end of the word).

Thus, another error of pronoun was found on the EFL student’s reflective journal writing which was the improper use of object pronouns. This data will be described in the following, “My friend and I just told about her husband this morning and Allah called **her** tonight”(*Rjw-5*). The EFL student made an error in using object pronoun “her” in this sentence, as we can see that the object pronoun of “her husband” is “him” because her husband is male, not female, so “her” must be replaced by “him” in this context. The correct sentence is “My friend and I just told about her husband this morning and Allah called **him** tonight”

The intralingua transfer can affect this error, where the EFL student did not know the rules contained in the target language well. As we can see that, the student cannot adjust the pronoun correctly according to their gender either feminine or masculine. Based on the data above, the student wrote the object pronoun “her” to replace “her husband” and “it” to replace a person. In other words, the student still had difficulty using the pronoun in English correctly due to lack of understanding.

c. Preposition Error

Preposition error is a fault of writing concerning with accuracy in selecting prepositions in the sentence. The data can be seen as follows, “I was still listening **for** Ma’am, she told us about her husband’s condition”.... (Rjw-4). The preposition “for” is not appropriate in this context. The word “listening” here must be followed by the preposition “to” to make the sentence clear. Even though “to” and “for” have the same meaning in *Bahasa*, but they both have different usage rules in English. “Listen to” is used to pay attention what someone is saying, but “listening for” is used to notice a particular sound. Therefore, the right sentence is “*I was still listening to Ma’am, she told us about her husband’s condition.*”

Other prepositional errors on student’s reflective journal writing can be noticed in the following data, “this day I and some of my friends came to takjiah **in** Ma’am Rahma’s house”.... (Rjw-5). The student made an error in choosing a preposition “in” in the sentence, “in” is not suitably used in this case since the specific place must be followed by the preposition “at”. Therefore, the correct sentence is “*This day some of my friends and I came to takjiah at Ma’am Rahma’s house.*”

In addition, the researcher also obtained the same error in the use of preposition on other student’s reflective journal writing. The data could be seen in the following, “mam rahmah did not came **in** the class”....(Rjw-6). The EFL student made an error in using the preposition “in”. In this context, the EFL student wanted to tell the reader if the lecturer did not come to the class, instead of explaining the situation of a place. Thus, the suitable preposition is “to”. The correct sentence is “*Ma’am Rahmah did not come to the class.*”

Preposition error occurred many times by the student. It means that the EFL student still had a wrong understanding of the proper use of prepositions. Based on the data represented above, the student chose preposition based on her perception without considering its accuracy. This error happened due to intralingua transfer when the student did not understand the rules of target language correctly, and she tried to formulate hypotheses about preposition based on existing perception.

From the data existed, it can be shown that student perceives “in” as a preposition that is always used to indicate a place. However, in fact, it does not apply to all occasions. In English, every preposition has a different function to indicate an object’s specificity. This will make student confused and difficult to choose the right preposition in writing sentences in the target language if she did not understand the theory of preposition well. As a result, she often used preposition that she was familiar with without thinking about the correctness of the rules.

In conclusion, the proposition in this finding shows that the student’s error in writing reflective journal was called part of speech error.

5. Other Errors

Other errors are the phenomena of deviation related with writing mechanism that does not suitable with the context. It means that the use of some aspects in writing such as diction, capitalization, word organization, and punctuation are not implemented properly, so that the writing result will be messy and unpleasant to read. Based on the data, others errors have four classifications, they are: noun phrase error, capitalization error, punctuation error and diction error.

a. Noun Phrase Error

Noun phrase error is the digressing phenomenon of placing word structures in constructing noun phrase so that the structure of noun phrase does not play the rules. The data can be seen in the following, “Ma’am Rahmah asked us to read a **book biography** until the end of the book and made a resume from the book”.....(*Rjw-2*). This sentence is categorized as noun phrase errors since the structure of the noun phrase is incorrect. The student arranged the noun phrase “Book biography” by putting the noun before the adjective. This does not play the rules; the adjective should be placed before a noun. The correct one is “*Biography book*”.

Then, the same error found on the student’s reflective journal writing. The data can be seen in the following, “Sometimes my friends and I said that we studied at **campus Islamic**, but it felt like learning at Nomensen because our campus didn’t provide holiday in welcoming Ramadhan’s month”.....(*Rjw-6*). The student compiled the phrase “campus Islamic” in a wrong way because the adjective should appear before the noun to describe the object. The right one is “*Islamic campus*”.

The error happened unconsciously when the student thought that the structure rules of arranging the word in English are same with her native language rules. Besides that, student’s lack of grammar could influence this error occurred because the student could not arrange the sentence related to the rules. She only translated the sentence by literal technique (word by word) without paying attention to the rules. As a result, the writing will cause ambiguity because the structure is not well-formed and the meaning cannot transmit well since the structure of the sentence had a significant impact on deciding the meaning of the sentence.

b. Capitalization Error

Capitalization error is a fault related to the use of a capital letter in the text. This error occurred when the EFL student did not capitalize the words that had been determined in the writing rules. This can be proven in the following data: “After that, we tell about our biographical figure and I took the character of **muhammad hatta**”(Rjw-3). The writing of the name “muhammad hatta” here is wrong because the EFL student uses lowercase in writing it. The name of a person “muhammadhatta” should be capitalized at the beginning of each word. The correct sentence is “After that, we tell about our biographical figure and I took the character of **Muhammad Hatta**.”

Not only in the name of a person, but the EFL student also made an error in writing in the name of God. In this case, the EFL student wrote “**allah** called her tonight”(Rjw-5). The writing of “allah” is incorrect since the word “Allah” is a proper noun (Allah was the name of God), so it had to be capitalized. Therefore, it will be better if every time we write to Allah, it should be followed by The Almighty (SWT). The right one was “**Allah the Almighty** called her tonight”.

This was done unconsciously when the student was not aware of what she is writing. She just focused on producing a sentence and she did not concern on the mechanism in writing. In addition, this can also be influenced by the habit of the EFL student who never applied the capital letters to predetermined words such as proper name (specific person, days of the week, and months of the year, historical events, geographical locations, countries, languages, nationalities, planets, and trademarks) on her writing. The student still assumed that error in using capital letter would have not impacted a significant effect on her writing, so she took it easy and

she did not apply the writing mechanism properly in her writing. Consequently, she cannot produce good writing since the quality of her writing was terrible.

c. Punctuation Error

Punctuation error is an erroneous related to misplaced punctuation in writing. Misplacing can lead to ambiguity and misunderstanding between the writer and the reader because the meaning conveyed by the writer will be significantly different from the reader's understanding. On the other hand, the purpose of the writing is not transmitted well to the reader. This can be seen from the following data: "last wednesday, I am not as enthusiastic as usual, because I am not feeling well"(Rjw-4). In this case, the EFL student put a comma before conjunction "because". The student should not need to put a comma before conjunction "because" when it connects two clauses in a sentence. "Because" is subordinating conjunction, which means that it connects a subordinate clause to an independent clause. Therefore, the student should have eliminated a comma. The correct sentence is "Last Wednesday, I am not as enthusiastic as usual because I am not feeling well."

In addition, the improper placement of punctuation also powerfully affects the quality of the writing that was made. One of the effects is the writing becomes wordy. This can be shown from the following data, "Mam rahma was a good lecturer.Strong. And Smart"(Rjw-5). This sentence became too wordy due to misplaced punctuation. The sentence should be modified; it would be better if those words (good lecturer, strong, smart) were combined into a complete sentence by changing the "period" by "comma". As a result, the sentence became an effective. The correct sentence was "*Ma'am Rahmah was a good lecturer, strong, and smart.*"

This error existed unconsciously when the student was engrossed in writing, she forgot to pay attention to the punctuation, the student did not realized the importance of using punctuation in writing, so she did not apply punctuation according to their function properly; this factor could be the source of error. Aside from factor carelessness, error on punctuation can also be caused by student's lack of knowledge of the punctuation rules. This is evidenced by some of the punctuation errors found above where the student made errors in using period and comma, which ultimately affected the quality of her writing.

Punctuation has a vital role in writing. If the students are not able to use punctuation correctly, the results of the writing will be messed up and it makes the reader confuses when they read it. Consequently, the meaning of the writing is not adequately transmitted. That is why the student must pay attention to punctuation in her writing.

d. Diction Error

Diction error is improper act of inappropriate word selection in writing a target language sentence. It means that the diction error can occur when the student chooses the wrong word in composing a sentence. Consequently, the word does not seem to be connected with the sentence. Finally, the readers cannot catch the meaning well because the word used is not suitable with the context. This can be seen from the following data: "Most of **PBI's children** came to *takjiah*".....(Rjw-5). In this case, the word "children" here had not corresponded with the context. "Children" refers to a son or daughter of PBI where PBI is an acronym of English Education in *Bahasa*. Therefore, it is better to replace "children" with "students".

This error happened when the student was still lack of vocabulary since she transferred the source language into the target language by a literal translation. The limitation of vocabulary happened because the student did not have motivation and interest in learning English. In this case, the lecturer has a significant role in providing motivation and interest in learning English. The lecturer must have several variations of fun learning methods so that the student does not feel bored in learning English because when student is happy in learning English, it will be easier for other to understand it.

Another example of a diction error that researcher found on the student's reflective journal writing is, "Mam want to see how the **development** of our biography book".....(Rjw-7). In this case, the EFL student used the word "development" to describe how far the students have done their assignment in making a biography book, but it is not suitable for the context. It is better to replace the word "development" with "progress" to make the sentence more understandable since the word "development" refers to the growth of economic, social, or demographic components.

This error happened because the student translated the word by literal way or word by word. Consequently, the sentence did not fit the context and caused the ambiguity. Then, the EFL student had difficulty expressing her ideas and feelings in written form effectively due to a lack of vocabulary. That is why the student had to know many vocabularies because the vocabulary is one of the essential components that have to be mastered in order to produce a good writing.

B. Discussion

Based on the data, the researcher found five findings in this study; they are error in time, omission error, insertion error, part of speech error, and other errors. In addition, the researcher made the result based on the classification of the error. This following discussion will explain about the difference and the similarities between the researcher findings and the expert findings.

In the theory of error that stated by Dulay (1981) said that there are four kinds errors, namely: error based on linguistic category, error based on surface strategy, error based comparative, and error based on communicative taxonomy. While these research findings, have five errors. In this case, Dulayclassified errors in general while the author classified errors specifically. In Dulay's theory, omission, addition, miss formation and miss ordering are included in error based on surface strategy while in my finding omission error has several categories, they are omission of determiner, omission of auxiliary verb, omission of subject and omission of complement. The explanation can be seen in the following:

Omission error is a digression phenomenon in organizing the word in the sentence. This type of digression is indicated by a shortcoming of an aspect that must exist in a sentence. The digression phenomenon occurs when the student eliminates a word or grammatical morpheme in making a sentence, so the structure in the sentence is not well formed. Based on the data, the researcher divides omission error into some categories; they are omission of determiner, omission of auxiliary verb, omission of subject and omission of complement. Omission of determiner is a digression concerning with deletion of determiner items in a context. Omission of auxiliary verb is the subtraction action of an auxiliary verb that causes the sentence to be false because it does not conform to the rules. Omission of subject

is the act of removing some elements in a word that acts as a subject so that it makes the subject incompatible with the context. Omission of complement is the act of removing some elements in a word that acts as a complement so that it makes the subject incompatible with the context.

In line with omission error, insertion error also has several varieties based on the data, they are insertion of auxiliary verb, insertion of spelling and insertion of subject pronoun. The description of insertion error can be seen in the following:

Insertion error is the act of negligence where the author interpolates things that are not necessary in a sentence so that the word in the sentence becomes erroneous. Based on the data, the insertion error has three types. They are insertion of auxiliary verb, insertion of spelling and insertion of subject pronoun. Insertion of auxiliary verb is a deviating action when the author put several auxiliary verbs together in one sentence. Insertion of spelling is a deviating phenomenon when the author adds some unnecessary things in a word so that the word has no meaning or the meaning of the word changes and does not suit the context. Insertion of subject pronoun is a deviating phenomenon when the author inserts multiple subject pronouns in composing a sentence so that the context becomes obscurity

Besides having the same findings as Dulay, my findings also have similarities with the finding of previous research conducted by Kristanto (2017) where Kristanto findings are the same as Dulay's theory, which categorizes the errors in general while in my findings, the miss formation error is one of the errors categorized into error in time.

On the contrary, my findings are very different from the Corder's view in Ellis, which divides the errors based on their systematic. They are pre-systematic

error, systematic error and post-systematic error. These kinds of errors refer to the way student makes error, so the errors mentioned above do not exist in my findings because I classify the errors based on the equation of the errors.

In this research, the researcher also found error in time, part of speech error and other errors. Error in time is a deviating phenomenon in which it is not suitable with the context. This means that words, sentences, discourses do not fit with the situation occurs in the written text. Based on the data, the researcher found some errors that are categorized as error in time. They are adverbial of time, tenses error and missformation error. Adverbial of time is a word or phrase defined as a clue to describe when a particular situation occurs. Adverbial of time occurs when the author is unable to adjust the adverb of time suitably with the context, so the writing will automatically be incompatible with grammatical rules and it leads to misinterpretation.

Tenses error is a fallacy understanding of applying tenses in arranging a sentence in which the tenses used not playing with the rules and the context of the writing. Miss formation error is a deviating phenomenon where some items are not placed correctly, such as adjectives, adverb, verb, or other elements are put in inappropriate places so that the context becomes messy and difficult to understand.

Part of speech error is a fault in adapting some elements in the part of speech when organizing the sentence. It means the conjunctions, pronouns, adverbs, nouns, prepositions, articles, verbs, adjectives, interjection that the writer chooses in arranging the sentence do not match with the context. Based on the data, part of speech error has three species, they are conjunction error, pronoun error, preposition error.

Conjunction error is a fault related to the use of inappropriate conjunction in a sentence or text. Pronoun error is a deviating of using a wrong pronoun to replace a noun in a sentence. Preposition error is a fault of writing concerning with accuracy in selecting prepositions in the sentence.

The last one is other errors; other errors are the phenomena of deviation related with writing mechanism that does not suitable with the context. It means that the use of some aspects in writing such as diction, capitalization, word organization, and punctuation are not implemented properly, so that the writing result will be messy and unpleasant to read. Based on the data, others errors have four classifications; they are noun phrase error, capitalization error, punctuation error and diction error.

The findings mentioned above are equal to the theory stated by Nelson in Tandikombong (2015) but the placement of the error is different. In the theory said that there are two errors, namely: grammatical errors and mechanics in writing error while my findings are five errors. The theory divides grammatical error and mechanics in writing error into some items. Grammatical errors consist of lexical error, determiner, conjunction error, preposition error, pronoun error, and verb error. Mechanics in writing errors consists of punctuation errors and capitalization errors.

In the researcher's findings, the researcher does not use the term lexical error, but diction error. This type of error is included in "other errors" and it is the same as punctuation error and capitalization error. Meanwhile, conjunction error and preposition error are categorized into parts of speech error. Then, in the

researcher's findings, determiner error is included into "error of time" as well as the verb error, but the researcher uses the term tenses error instead of verb error.

Based on the analysis illustrated in the research findings section, several processes caused students to make errors. The process are the student writes the wrong sentence structure, the student eliminates some items that must appear in the sentence, the student writes some misspell vocabulary, the student adds some things that are not needed in sentences, the student does not become aware of her writing, the student translates the source language into the target language with literal techniques, and the student uses inappropriate vocabulary.

In line with several processes mentioned above, there are several factors behind the occurrence of errors, namely interlingua transfer, intralingua transfer, lack of vocabulary, and the use of inappropriate translate techniques. The interlingua transfer is a process when the student learnt a new language. In this case, the student still influences by her native language. While, the intralingua transfer is an error caused by the student who does not comprehend the rules of target language well. The limited vocabulary of the student make it difficult for her to construct sentences in English. She only uses the word that he is looking for in the dictionary without realizing the text's context. As a result, the terms used does not suit the context. In addition,the translation techniques used by the students is wrong. She often translates the source language into the target language literally or word for word. As a result, the writing results become messy because sheuse literal translation techniques, so the sentence does not play grammar rules in the target language.

In conclusion, the results of this study are very different from the results of previous studies presented by the researcher in chapter two. However, some of the errors found in this study are also found in previous studies as well as the causes of the errors. Besides, some of the error findings are also by the theory put forward by the experts. Nevertheless, overall the errors found in this study are more specific than in previous studies and the theories.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is classified into two parts; the first part presents the conclusion that is shaped from the result of research finding and discussion in the previous meeting. In addition, this part also provides answers to the research question raised in the first chapter. In the second part, the researcher makes suggestions related to this research.

A. Conclusion

This conclusion aims to answer the research questions in due the researcher found five findings in this study. They were error in time, omission error, insertion error, part of speech error, and other errors.

Error in time is a deviating phenomenon in which it is not suitable with the context. This means that words, sentences, discourses do not fit with the situation occurs in the written text. Based on the data, the researcher found some errors that were categorized as error in time. They were adverbial of time, tenses error and miss formation error.

Omission error is a digression phenomenon in organizing the word in the sentence. This type of digression is indicated by a shortcoming of an aspect that must exist in a sentence. The digression phenomenon occurs when the student eliminates a word or grammatical morpheme in making a sentence, so the structure in the sentence is not well formed. Based on the data, the researcher divided omission error into some categories; they were omission of determiner, omission of auxiliary verb, omission of subject and omission of Complement.

Insertion error is the act of negligence where the author interpolates things that are not necessary in a sentence so that the word in the sentence becomes erroneous. Based on the data, the insertion error had three types. They were insertion of auxiliary verb, insertion of spelling and insertion of subject pronoun.

Part of speech error is a fault in adapting some elements in the part of speech when organizing the sentence. It means the conjunctions, pronouns, adverbs, nouns, prepositions, articles, verbs, adjectives, interjection that the writer chooses in arranging the sentence do not match with the context. Based on the data, part of speech error had three species; they were conjunction error, pronoun error, and preposition error.

The last one is other error; other errors are the phenomena of deviation related with writing mechanism that does not suitable with the context. It means that the use of some aspects in writing such as diction, capitalization, word organization, and punctuation are not implemented properly, so that the writing result will be messy and unpleasant to read. Based on the data, others errors had four classifications, they were: noun phrase error, capitalization error, punctuation error and diction error.

Then, there were several processes caused students to make errors. They consist of seven causes namely; the student wrote the wrong sentence structure, the student eliminated some items that must appear in the sentence, the student wrote some misspell vocabulary, the students added some things that were not needed in sentences. The other three are the student did not become aware of her writing, the student translated the source language into the target language with literal techniques, and the student used inappropriate vocabulary.

In line with several processes mentioned above, there were several factors behind the occurrence of errors, namely interlingua transfer, intralingua transfer, lack of vocabulary, and the use of inappropriate translate techniques. The interlingua transfer was a process when the student learnt a new language. She still influenced by her native language rules used as a reference. The intralingua transfer was an error caused by the student who did not comprehend the rules of target language well. The limited vocabulary of the students made it difficult for her to construct sentences in English. She only used the words translated from the source language to the target language without realizing the text's context. As a result, the terms used did not suit the context. In the same harmony, the translation techniques used by the students were wrong. She often translated the source language into the target language literally or word for word. As a result, the writing results became messy since the students did not play grammar rules in the target language.

B. Suggestion

The researcher found many errors occurred on the student's reflective journal writing. Therefore, considering the conclusion above, the researcher would like to give suggestion as follow:

1. To the lecturer

Based on the research finding in the previous chapter, the researcher will give some suggestion to the lecturer, they are:

- a. The lecturer should be aware of the problems that students faced in writing.

- b. The lecturer should use various tools in learning English, especially in learning writing to increase student interest in learning English so that EFL students feel challenged and don't get bored easily.
- c. The writing lecturer is expected to provide more practice than discussing theories so that the student get used to writing English well because practice makes perfect.

2. To the student

Based on the research finding in the previous chapter, the researcher will give some suggestion to the EFL student, they are:

- a. The EFL student should enrich the vocabulary in English by reading English book, magazine, newspaper, article, or listening English song to make them easier in arranging the sentence.
- b. The EFL student should learn several translation techniques, this aims to make the student easier to translate the source language into the target language properly in accordance with applicable rules.
- c. The EFL student must be accustomed to practice writing English and provide feedback on her friends' English writing in order to improve the quality of their writing.
- d. The EFL student should learn the rules of grammatical properly, especially to the error that is often done in order to avoid it happening again.

3. To the other researchers

The study may provide an extension of the literature regarding error analysis of EFL student's writing. Due to the limitation of issues discussed in this research, the researcher would like to propose further research to examine the other side of the Reflective Journal, which involves "Students' Perspective of the Benefit of Reflective Journal in Improving EFL learners Writing Skills"

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APPENDIX 1

The Code of Reflective Journal Writing

Table 1.1

No	Reflective Journal Writing's Title	Reflective Journal Writing's Code
1	My first day in the class after a long holiday	RJW-1
2	Second day in the class	RJW-2
3	Nice Wednesday	RJW-3
4	See you again	RJW-4
5	A strong woman	RJW-5
6	Two weeks ago	RJW-6
7	Stressful day	RJW-7
8	Long time no see	RJW-8
9	The development of my biography book	RJW-9
10	My bad habit	RJW-10

APPENDIX II

Table of Error Analysis Reflective Journal Writing 1

Description:

This day, there **are** two courses namely creative writing and semantics. The creative writing lecturer **is Mam rahmah** and the semantics lecturer **is Mam emeliya**.

After **Mam emiliya** finished, **Mam rahmah** came to the classroom. Even though this was the first day she taught us, but I had known her from my **sister leting**, she said that **Mam is** so kind, she **will** give some assignments from the beginning of the meeting and mam **is** a person who didnt like an act of plagiarism. We couldnot **plagiarism** when doing **task**

In the class, mam rahmah suddenly introduced **his** name because this was the first meeting for **him**. She just gave the course contract and she told us everything what we must did in this semester. After she finished introducing about herself and telling about course contract to students, mam left the class.

Mam left at 4:15 p.m. and the pragmatics lecturer entered at 4:45 p.m. Before she left the class, we prayed together. Then, our pragmatics lecturer came, so he waited for us to finish the prayer. I thought **this day is** just an introduction, but I **am** wrong. **he** explained in general about pragmatics. I **am** bored with the situation.

Collection of Error	Identification of Error	Explanation of Error	Evaluation of Error
1. This day	This day This day Are Is	The adverb of time “this day” is showing present time while this text is written after that time,	Error in time - Adverbial of time - Tenses error

	<p>Is Will Is Is Am Am</p>	<p>exactly a week ago because the creative writing class exists every Wednesday. That is why it should be in the past time.</p>	
2. are	<p>Mam (c) Mam (c) Mam (s) Mam (s) Mam (s) (task)</p>	<p>The auxiliary "are" is indicating present simple tense while the sentence should be written in the past tense form since it tell the story that already happened</p>	<p>Omission error -Subject -Complement -Determiner</p>
4. is	<p>rahmah emeliya emeliya emeliya . he ... sister leting</p> <p>His Him</p>	<p>The auxiliary word "is" represents that the student is telling something that she is experiencing at the moment. Meanwhile, this text tells about a classroom situation that occurred in the past. That is why this sentence should use simple past tense, not simple present tense</p>	<p>Other errors -Capitalization error -Diction error</p> <p>Part of speech error -pronoun error</p>
5. Mam (c)		<p>in the sentence, "Mam" as a complement addressed to a respected woman. The writing is incorrect because the</p>	

		student omits “a” and apostrophe ('). The correct writing is “Ma’am”.	
6. rahmah (c)		In this context, "rahmah" which acts as the complement must be written in capital letters at the beginning of the word because it is the name of a person.	
7. is		The auxiliary word "is" indicates the sentence is wrong because this text tells the activity that has been done. That is why this sentence should use simple past tense.	
8. Mam (c)		The writing of “Mam” as a complement in the sentence addressed to a respected woman is incorrect because the student omits “a” and apostrophe ('). The correct writing is “Ma’am”.	
9. emeliya (c)		In this context, "emeliya" serves as a complement must be written in capital letters at the beginning of the	

		word because it is the name of a person.	
10. Mam (s)		The writing of “Mam” as a subject in the sentence addressed to a respected woman is wrong because the student eliminates “a” and apostrophe ('). The right writing is “Ma’am”.	
11. emeliya (s)		In this context, "emeliya" serves as a subject must be written in capital letters at the beginning of the word because it is the name of a person.	
12. Mam (s)		The writing of “Mam” as a subject in the sentence addressed to a respected woman is wrong because the student eliminates “a” and apostrophe ('). The right writing is “Ma’am”.	
13. emeliya (s)		In this context, "emeliya" acts as a subject must be written in capital letters at the beginning of the word	

		because it is the name of a person.	
14.sister leting		This phrase “sister leting” has no meaning in English, The student made this phrase by combining 2 language, as a result it causes the ambiguity. In this context, “seniors” is a more appropriate to use.	
15. Mam (s)		In the sentence, “Mam” is addressed to a respected woman. The writing of “Mam” as a subject is incorrect because the student omits “a” and apostrophe ('). The correct writing is “Ma’am”.	
16. is		The auxiliary word "is" indicates the sentence is wrong because this text tells the activity that has been done. That is why this sentence should use simple past tense.	
17. will		This is a kind of indirect speech sentence, it means that if the student reports things in the	

		past, the sentence should be changed in past tense form. “will” should be replaced with “would”.	
18. is		The auxiliary word "is" is showing present time meanwhile this text tells the activity that has been done. That is why this sentence should use simple past tense. “is” should be replaced by “was”.	
19. could not plagiarism		“Plagiarism” is a noun while after modal must be followed by verb, not a noun. Although, the modal is in the past form. The correct one is “plagiarize”.	
20. (...) task		In this case, a noun task” should be followed by article “a” to specify the noun.	
21. his		The subject of this sentence is a women, namely (Ma’am Rahma) so the possessive adjective should be “Her”, ” not His.	

22. him		The subject of this sentence is a woman, namely: (Ma'am Rahma), but the object pronoun used in this sentence is "him". It indicates an error in applying object pronoun. Him should be changed by "her".	
23. Mam (s)		In the sentence, "Mam" is addressed to a respected woman. The writing of "Mam" as a subject is incorrect because the student omits "a" and apostrophe ('). The correct writing is "Ma'am".	
24. this day		The adverb of time "this day" is showing present time while this text is written after that time, exactly a week ago because the creative writing class exists every Wednesday. That is why it should be in the past time.	
25. is		The sentence should be in the past form since	

		the event happened in the past, therefore, the the helping verb “is” should be replaced with “was” as the past form of the auxiliary verb	
26. am		The sentence should be in the past form since the event happened in the past, therefore, the the helping verb “am” should be replaced with “was” as the past form of the auxiliary verb.	
27. .he		After a period, the beginning of the word should be capitalized.	
28. am		The sentence should be in the past form since the event happened in the past, therefore, the helping verb “am” should be replaced with “was” as the past form of the auxiliary verb.	

Table of Error Analysis Reflective Journal Writing 2

Description:

March 13, 2019 was our second meeting for creative writing class.

At that time we **study** in the tarbiyah hall but, we **can** not enter the class directly. We **need** to wait for a minute. Finally, we entered the room and sat neatly. **Mam** began the lesson, she explained what **is** the definition of biography and the figures that we should write. **Mam** said that if we must write the closest person for our biography book to make us easier get the data, such as : our parents, our aunty, uncle, **also** someone who we know **good**. In my mind, I **will** make my mother as a subject. I **want** to write how **hers** life journey and how she took care her children until now. But I just realized that I had to interview my mother in my hometown. So, I **decide** to choose another option in my mind, yeah my sister, she inspired me too.

Mam also told us about her **experience education doctoral** story and her life story about her husband who got sick. I **think** that everyone **does had** a different test of life **from** God. I **hope** that Allah always **give** strength to **Mam rahmah** amen. Then, Mam rahmahask us to read a **book biography** until finish and **make** a resume from the book.

Collection of Error	Identification of Error	Explanation of Error	Evaluation of Error
1. study	Study Can Need Is Will	The sentence should use the past tense form because this text is written after this event occurred, so the verb	Error in time -tenses error Miss formation

	Will Decide Think	“study” should be replaced with “study” as a past form of it.	
2. but,	Hope Give Ask Someone who you know good Mam (s) Mam (s) Mam (s) Mam (c)	This sentence is complex sentence that consist of dependent clause and independent clause, so the conjunction is needed to connect the sentences, but a comma should be placed before the conjunction “but”not after it.	Omission error -subject -complement
3. can	Does had Also From	The modal auxiliary “can” represents that the sentence in the past form while the sentence is written after the event happened. So, “can” should be replaced into past form.	Insertion error -auxiliary verb Part of speech error
4. Mam (s)	Hers rahmah experience educational program	In this case, “Mam” is addressed to a respected woman. The writing of “Mam” as a subject is incorrect because the student omits “a” and apostrophe ('). The correct writing is “Ma’am”.	-conjunction error -preposition error -pronoun error Other errors -capitalization error
5. is		This text is told about the event that is done in	Noun phrase error

	book biography	the past. That is why the auxiliary “is” should be replaced with “was” since the tenses should be in the past form.	
6. Mam (s)		The writing of “Mam” as a subject in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe (’). The correct writing is “Ma’am”.	
7. also		The coordinating conjunction “or” is suitable used in this context to emphasize that there are several options that students can choose as a subject of their biography book.	
8. someone who you know good		"Good" should be replaced by "well" to explain someone's behavior because good is an adjective and well is an adverb.	
9. will		The sentence should be written in the past form, so modal “will” should be changed with	

		“would” as the past form of the verb.	
10. hers		The student also made an error in using the possessive adjective, "hers" is a possessive pronoun and it is used to replace the noun, but here the sentence needs a possessive adjective to put before the noun. That is why the student should replace "hers" with "her".	
11. decide		The sentence should be written in the past form since the text tells about the event happened in the past. That is why the student should replace “decide” with "decided".	
12. Mam (s)		The writing of “Mam” as a subject in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe (’). The correct writing is “Ma’am”.	
13. experience educational program		The researcher found an error in composing a noun phrase of “her	

		<p>experience education doctoral”. The adjective should be placed before a noun in arranging sentence, so the right one is “Her Doctoral education experience”.</p>	
14. think		<p>“Think” is showing present time, while this text is written after the event occurs. That is why the verb “think” should be replaced by “thought” as a past form of it.</p>	
15. does had		<p>This sentence does not play the rules of English because the sentence has double auxiliary verb. The auxiliary “does” should be omitted because the sentence should be written in the past form.</p>	
16. from		<p>The preposition “from” indicates the sentence is in the active form while the form of the sentence is passive. The preposition “from” should be changed with was “by”.</p>	

17. hope		<p>“hope” is showing simple present tense, while this text is written after the event occurs. That is why the verb “hope” should be replaced by “hoped” as a past form of it</p>	
18. give		<p>The sentence should be written in the past form since the text tells about the event happened in the past while “give” is showing a present form. That is why the student should replace “give” into “gave”.</p>	
19. Mam (c)		<p>The writing of “Mam” as a complement in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe ('). The correct writing is “Ma’am”.</p>	
20. rahmah (c)		<p>In this context, "rahmah" which acts as the complement must be written in capital letters at the beginning of the</p>	

		word because it is the name of a person.	
21. ask		“ask” is showing simple present tense, while this text is written after the event occurs. That is why the verb “ask” should be replaced by “asked” as a past form of it	
22. book biography		The student made an error in arranging the noun phrase “book biography”. The correct one is “biography book”.	

Table of Error Analysis Reflective Journal Writing 3

Description:

Nice Wednesday

Wednesday, March 20, 2019 was our **thiird** meeting

Today, I **don't** know why I **feel** so happy and I **go** to the campus with enthusiasm. I **wear** a green shirt. **Today**, **Mam rahma** told us about the contents of our blogger account. When **Mam rahmah** explained about it, I felt that my blogger was correct. I wrote my blog with all my heart. Then, she talked about e-mail and I was very scared if she didn't receive my e-mail, so I immediately asked my friend, “ have you got a reply from **Mam**? And she said “yes”. After that, I planned to **send again** my blog address by email to **Mam** because I haven't got the reply until now.

After that, we **tell** about our biographical figure and I took the character of **muhammad hatta**. My friend, **suci** also took that character too. Neni took the figure of Soekarno. Fortunately, I and my friends took different characters. We **share** our biographical figures to each other.

Collection of Error	Identification of Error	Explanation of Error	Evaluation of Error
1. third	Thiird	The student made an error in spelling “thiird” since there is no meaning of “thiird”, the correct one is “third”.	Insertion error -spelling error
2. Today	Today Today Do Feel	The adverb of time “today” is showing present time while	Error in time -adverbial of time -tenses error

	<p>Go</p> <p>Wear</p> <p>Tell</p> <p>Share</p> <p>Mam (s)</p> <p>Mam (s)</p> <p>Mam (c)</p> <p>Mam (c)</p>	<p>this text is written after that time, exactly two days ago because the creative writing class exists on March 20, 2019 and this writing is written on March 22, 2019.. That is why it should be in the past time.</p>	<p>Omission error</p> <p>-subject</p> <p>-complement</p> <p>Other errors</p> <p>-</p> <p>Capitalization error</p>
3. do not	<p>muhammadhatta</p> <p>rahmah</p> <p>rahmah</p> <p>suci</p>	<p>The sentence should be in the past form. The auxiliary “do not” should be replaced with “did” because the author tells the event happened in the past.</p>	
4. feel		<p>The verb “feel” should be changed with “felt” as a past form of it because this story happened two days ago.</p>	
5. go		<p>The verb “go” should be replaced with “went” since the sentence should be in the past form.</p>	

6.wear		The verb “wear” should be replaced with “wore” to make the sentence in the past tense form.	
7. Today		The adverb of time “today” is showing present time while this text is written after that time, exactly a week ago because the creative writing class exists every Wednesday. That is why it should be in the past time.	
8. Mam (s)		The writing of “Mam” as a subject in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe ('). The correct writing is “Ma’am”.	
9. rahmah (s)		In this context, "rahmah" which acts as a subject	

		<p>must be written in capital letters at the beginning of the word because it is the name of a person.</p>	
10. Mam (s)		<p>The writing of “Mam” as a subject in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe (’). The correct writing is “Ma’am”.</p>	
11. rahmah (s)		<p>In this context, "rahmah" which acts as a subject must be written in capital letters at the beginning of the word because it is the name of a person.</p>	
12. Mam (c)		<p>The writing of “Mam” as a subject in the sentence who addressed to a respected woman is incorrect because</p>	

		the student omits “a” and apostrophe (’). The correct writing is “Ma’am”.	
13. send again		It is better to write, “resend” than “send again” to increase the vocabulary.	
14. Mam (c)		The writing of “Mam” as a complement in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe (’). The correct writing is “Ma’am”.	
15. tell		The verb “tell” should be replaced with “told” to make the sentence in the past.	
16. muhammadhatta (c)		The name of a person, “muhammadhatta” should be capitalized at the beginning of the	

		word because it is included into proper noun.	
17. suci (s)		In this context, the noun "suci" which acts as a subject must be written in capital letters at the beginning of the word because it is the name of a person.	
18. share		The verb "share" should be replaced with "shared" as the past form of it because the sentence should use simple past tenses.	

Table of Error Analysis Reflective Journal Writing 4

Description:

See you again

[April 06, 2019](#)

last wednesday, I **am** not as enthusiastic as usual, because I **am** not feeling well. Last night, I didn't sleep well, I didn't know why. I guessed it was caused by the coffee that I **was drunk**. I thought I would stay up with my tasks. In fact, I was busy with my mobile phone. That is the reason why I got a fever **next** headache in the class. Actually, I **am** a kind of an enthusiastic person, but not with today. I got a fever headache. The pain **is** killing me . For those of you who are reading this, stay healthy! because healthy is the precious grace given by god

With unsanitary conditions like this, I was still listening Ma'am, she told us about her husband's condition. I was touched by her because she was very strong. Even though her husband was sick, but **Mam** was still responsible for her duty to teach us. She did it at the same time. In my opinion, It would be fine if she did not come to the class to teach us because she must look after her husband.

Collection of Error	Identification of Error	Explanation of Error	Evaluation of Error
1. last	Last wednesday her husband,	The first letter of the first word in the sentence is capitalized, so the first word in the sentence "last" should be capitalized.	Other errors -capitalization error -punctuation error
2. wednesday	am am is	In this context, the word "Wednesday" may be a proper noun because it is	

	healthy was drunk	show a day. The students should consider to capitalize the word at the beginning.	Insertion error -spelling error -auxiliary error Omission error -subject
3. am	next mam (s)	The phrase “Last Wednesday” marks the auxiliary “am” should be in the past tense.	
4. was drunk		The sentence consists of a double verb in the dependent clause, so one of the verbs should beremoved.	
5. next		We can use the connector “and” to connect one word with another word to avoid confusing the reader and make the sentence so as not too wordy.	
6. am		The sentence should be in the past form since the event happened in the past, therefore, the helping verb “am” should be replaced with “was” as the past form of the auxiliary verb.	
7. is		The sentence should be in the past form. It means that the auxiliary verb	

		“is” should be replaced with “was”.	
8. healthy		The spelling of “healthy” is incorrect; the correct one is “healthyy”.	
9. Mam (s)		The writing of “Mam” as a complement in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe (’). The correct writing is “Ma’am”.	
10. her husband,		We should use a period to end the complete sentence instead of a comma.	

Table of Error Analysis Reflective Journal Writing 5

Description:

A strong woman

Last night, I got the news that the husband of my lecturer creative writing had left this world. **All of my friend** offered prayer. My friend and I just talked about her husband this morning and **allah** called **her** tonight. we know that Mam is a **strong** woman. We always pray that God always give patience to her.

I and some of my friends came to takjiah **in** Ma'am Rahma's house. I saw her there. God, it hurt my heart when I saw my Mam was sad. I always given a pray for her husband these several **day**. Alhamdulillah, many people came to takjiah. Students of Ma'am Rahmah came together. Most of **PBI'schildren** came to takjiah.

Mam rahma was a good lecturer. Strong. Smart. She **also good** at giving material, so there were many students love **it**. Ma'am, I hope you are always given patience and strength by **allah**.

Collection of Error	Identification of Error	Explanation of Error	Evaluation of Error
1. All of my friend	All of my friend Several day (...) also good Mam (s)	The quantifier "all of" must be followed by a plural noun, so the noun of "my friend" must be added "s" at the end of the word.	Omission error -determiner -auxiliary verb -subject
2. allah	allah allah good lecturer. Strong. Smart.	The word "allah" is a proper noun (Allah is the name of God), so it has to be capitalized. Therefore, every time we write to	Other errors - capitalization error

	PBI's Children	Allah, it should be followed by The Almighty (SWT).	-punctuation error -diction error
3. her	Her It	The object pronoun of "her husband" is "him", so "her" must be replaced by "him" in this context.	
4. sttrong	In	The spelling is incorrect since the word "sttrong" has no meaning", the right one is "strong"	Part of speech error -pronoun error
5. several day	Sttrong	The quantifier "several" must be followed by a plural noun, so the noun of "day" must be added suffix "s" at the end of the word.	-Prepositon error
6. PBI's children		The word "children" here has not corresponded with the context. It is better to replace "children" with "students".	Insertion error -spelling error
7. Mam (s)		The writing of "Mam" as a complement in the sentence who addressed to a respected woman is incorrect because the student omits "a" and apostrophe ('). The correct writing is "Ma'am".	

<p>8. good lecturer. Strong. Smart.</p>		<p>This sentence is too wordy. The sentence should be modified. It will be better if those words (good lecturer, strong, smart) are combined into a complete sentence by changing the “period” by “comma”.</p>	
<p>9. (...) also good</p>		<p>The sentence is incomplete because it has no verb. It should put the auxiliary verb after the subject since there is an adjective “good”.</p>	
<p>10. It</p>		<p>The object pronoun of “it” is used to things. In this case, the student made an error in using a pronoun. The object pronoun of “she” is “her”.</p>	
<p>11. in</p>		<p>Student made an error in choosing a preposition in the sentence, “in” was unsuitable preposition to use in this case since the specific place must be followed by preposition “at”</p>	
<p>12. allah</p>		<p>The word “allah” is a proper noun (Allah is the</p>	

		name of God), so it has to be capitalized. Therefore, every time we write Allah, it should be followed by The Almighty (SWT).	
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Table of Error Analysis Reflective Journal Writing 6

Description:

Two last week ago

Two last week ago, **Mam rahmah** did not **came in** the class and she was replaced by **miss widya**. I already **know** her because I once joined tutoring with **him**. Miss Widya explained the message conveyed by **Mam rahmah**. Actually, I **have** a question that I **want** to ask and it **is** about **book biography**. But I did not have courage to ask. Because my question was so confusing and I decided to keep my question. Before **miss widya** entered the class, my friends and I talked about **Mam rahmah**. We prayed for good things to her. Hopefully, she will **continues** to be patient and strong in this situation.

In the classroom, all of my friends gave **feedback** to each other because Mam wanted the draft. Today's class atmosphere was also as usual. Today's lesson was not so long because Miss Widya has informed us that there will be a biography review assignment next week. Then, **one of my friend** realized that next week was a red day. Wednesday was a lot of holidays. My friends and I missed this course because we were afraid of taking a long time to work on this course. Sadly, we will not be with our family because there will be no holiday from campus. Sometimes my friends and I said that we studied at **campus Islamic**, but it felt like learning at Nomensen because our campus didn't provide holiday in welcoming Ramadhan's month. Yeah It's okay, and we couldn't complain. I hope Allah blessed me in seeking knowledge. Amen, Allah.

Collection of Error	Identification of Error	Explanation of Error	Evaluation of Error
1. Mam (s)	Mam (s) Mam (c) One of my friend rahmah widya rahmah miss	The writing of “Mam” as a subject in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe ('). The correct writing is “Ma’am”.	Omission error - subject - determiner error Other errors - capitalization error
2. rahmah (s)	widya rahmah Campus islamic came know	In this context, "rahmah" which acts as a subject must be written in capital letters at the beginning of the word because it is the name of a person.	- noun phrase error
3. came	have want is will continues in him	The verb “came” is incorrectly used with the helping verb “did”. In the negative form of the simple past tense, you should use the base verb form after helping verb “did not”. The base form of “came” is “come”.	Error in time -tenses error -misformation Part of speech error
4. in	feeddback	Student makes an error in using the preposition “in”. In this context, the EFL student wants to tell the reader if the	-preposition error -pronoun error

		lecturer does not come to the class, instead of explaining the situation of a place. So, the suitable preposition is “to”.	Insertion error -spelling error
5. miss (c)		The word “miss” which works as complement should be capitalized in the first letter since it stands as an honorific before a name, and the correct writing is “Miss”.	
6. widya (c)		In this context, "widya" which acts as the complement must be written in capital letters at the beginning of the word because it is the name of a person.	
7. know		The sentence should be in the past form, so the verb “know” must be replaced by “knew”.	
8. him		In this context, the student does not use the object pronoun correctly because the object pronoun of “Miss Widya” is her, not him.	

9. Mam (c)		The writing of “Mam” as a complement in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe ('). The correct writing is “Ma’am”.	
10. rahmah (c)		In this context, "rahmah" which acts as a complement must be written in capital letters at the beginning of the word because it is the name of a person.	
11. have		The sentence should use the simple past tense because the writer writes down the events in the past. The verb “have” should be changed by “had”.	
12. want		The verb “want” should be changed by “wanted” and the helping verb “is” should be changed by “was” as a past form of those verbs.	
13. is		The auxiliary verb “is” should be replaced with “was” because the	

		sentence should be in the past form.	
14. book biography		The writing of “book biography” is incorrect, the right one is “biography book”	
15. miss (s)		The word “miss” which acts as subject should be capitalized in the first letter since it stands as an honorific before a name, and the correct writing is “Miss” ,	
16. widya (s)		In this context, "widya" which acts as a subject must be written in capital letters at the beginning of the word because it is the name of a person.	
17. Mam (c)		The writing of “Mam” as a complement in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe ('). The correct writing is “Ma’am”.	
18. rahmah (c)		In this context, "rahmah" which acts as a complement must be	

		written in capital letters at the beginning of the word because it is the name of a person.	
19. will continues		After the modal verb “will” should be followed by base form. The correct one is “continue” without “s”.	
20. feedback		The spelling of “feedback” is incorrect. The correct one is “feedback” which means a response to give review for someone’s works.	
21. one of my friends		The quantifier “one of” should be pursued by a plural noun.	
22. campus islamic		There is an error in compiling the phrase “campus Islamic” where the adjective should appear before the noun to describe the object. The right one is “Islamic campus”.	

Table of Error Analysis Reflective Journal Writing 7

Description:

Stressful Day

This day is a very stressful day for us. Why? It **is** because **Mam want** to see our progress about the biography book that we **will** collect in the final test. I **think** that we **are** just persuaded to create it, but she **want** to see how the **development** of our biography book that we **make**.

In the classroom, **we** made a group discussion to make a brief conclusion about our biography book progress. At that time, I thought that **Mam rahmah** would not ask about the progress, instead she would ask for it in the final test in which she would collect it. However, we were all asked that day probably because **Mam** wanted to examine our biography book progress. In the end, she gave us a message. The message given by **Mam** today was that she hoped we could manage our time well.

Collection of Error	Identification of Error	Explanation of Error	Evaluation of Error
1. This day	This day Is Want Will Think Are Want Make	The adverb of time “this day” is showing present time while this text is written after that time, exactly a week ago because the creative writing class exists every Wednesday. That is why it should be in the past time	Error in time -Adverbial of time error -tenses error
2. is	Development	The auxiliary verb “is” should be replaced with “was” because the sentence should be in the past form.	Other errors -Diction error

3. Mam (s)	Mam (s) Mam (s) Mam (s)	The writing of “Mam” as a subject in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe (’). The correct writing is “Ma’am”.	Omission error -subject
4. want		The sentence should be in the past form since the writer writes down the event that happened in the past. So, the base verb should be replaced by the past form of the verb. It means that “want” should be changed with “wanted”.	
5. will		“will” is showing a modal verb present tense while this sentence must be in the past form,so the modal verb “Will” should be changed with “would”.	
6. think		The student used the wrong tenses in arranging the sentence. The sentence should be in the past form, but the student made it in the present form. “think” should be replaced by “thought”.	

7. are		“are” should be changed with “were” because the sentence should be in the past form.	
8. want		In this case, the event happened in the past, so “want” should be changed with “wanted”	
9. development		It is better to replace the word “development” with “progress” to make the sentence more understandable in the context since the word “development” refers to the growth of economic, social, or demographic components.	
10. Mam (s)		The writing of “Mam” as a subject in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe ('). The correct writing is “Ma’am”.	
11. rahmah (s)		In this context, "rahmah" which acts as a subject must be written in capital letters at the beginning of the word because it is the name of a person.	

12. Mam (s)		The writing of “Mam” as a subject in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe ('). The correct writing is “Ma’am”.	
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Table of Error Analysis Reflective Journal Writing 8

Description:

Long time no see

Yesterday, **Mam rahmah** finally came to the class after all this time and the course went on as usual. **A few week** ago, we **send** our tasks through an email, but the task we sent was not all checked. We sent our assignment individually and not collectively, I felt afraid if the assignment that I sent was wrong, and I would not get a score. Fortunately, she was still willing to accept our assignment. After checking some **assignment** last week, she explained that our writing was still wrong, then she explained again about the task's contents.

After that, **Mam rahmah** asked us about the **development of our biography book** that we wanted to make, and we were surprised because most of us haven't made progress yet. I felt that the final test was coming soon. I **thoughtt** that doing the homework in the early time was always better, but it was difficult to do. In my opinion it was too normal for some people to do their work near the deadline. Actually, it was not good. Sometimes, I feel like I was going to cry out when I could not accomplish it in the last second that the tasks should be collected. However, the bad habit is better to change, and we can start from ourselves.

Collection of Error	Identification of Error	Explanation of Error	Evaluation of Error
1. Mam (s)	Mam (s) Mam (s) A few week rahmah (s) rahmah (s)	The writing of "Mam" as a subject in the sentence who addressed to a respected woman is incorrect because the student omits "a" and	Omission error -subject error -determiner error

	thoughtt	apostrophe ('). The correct writing is "Ma'am".	Other errors - capitalization error Insertion error -spelling error
2. rahmah (s)		In this context, "rahmah" which acts as a subject must be written in capital letters at the beginning of the word because it is the name of a person.	
3. a few week		A quantifier "a few" must be followed by a plural noun.	
4. send		Because of the phrase adverb of time "a few weeks ago" the verb should be in the past form.	
5. some assignment		A quantifier "some" must be followed by a plural noun.	
6. Mam (s)		The writing of "Mam" as a subject in the sentence who addressed to a respected woman is incorrect because the student omits "a" and apostrophe ('). The correct writing is "Ma'am".	
7. rahmah (s)		In this context, "rahmah" which acts as a subject must be written in capital	

		letters at the beginning of the word because it is the name of a person.	
8. the development of our biography book		It is better to change the word “development” with “progress” on the phrase “the development of our biography book” to tell how far the process of their writing.	
8. thoughtt		“Thoughtt” here has no meaning. It is indicated as an error of spelling. The right spelling is “thought”.	

Table of Error Analysis Reflective Journal Writing 9

Description:

The development of my biography book

Last week, **Mam rahmah** gave us the assignment to bring our biography book progress because she **wants** to know how far the process we did. I brought the outline that I made for my biography book. I had written two chapters but it was incomplete because I didn't have idea **to continued** it. So, I wrote in a raw and jumped to chapter two. I was afraid if she **will angry** with me because my chapter one was not complete. But, she agree about the method that I used in writing my biography book, she said that we did not stuck to the chapter one, just continue to the next chapter if we didn't have idea to write on that chapter. In the classroom, I wrote on the note of my phone and I **think** not only myself but also some of my **friends** wrote on their mobile phone.

Mam rahmah wanted to see all of our programs, so she saw one by one. After she saw the results of our works, she suggested us to continue the contents of the book that we wanted to make. However, that **is** not much that I **can** write in the classroom because the condition is very noisy, so I just write as much as I **can**.

Collection of Error	Identification of Error	Explanation of Error	Evaluation of Error
1. Mam (s)	Mam (s) Mam (s) Will (...) angry Wants T continued Think	The writing of "Mam" as a subject in the sentence who addressed to a respected woman is incorrect because the student omits "a" and apostrophe ('). The	Omission Error -subject -auxiliary verb

	Is Can	correct writing is "Ma'am".	Error in time -tenses error
2. rahmah (s)	Can rahmah (s) rahmah (s)	In this context, "rahmah" which acts as a subject must be written in capital letters at the beginning of the word because it is the name of a person.	
3. wants		Because of the adverb of time "last week", the verb "wants" should be replaced with the past form.	Other errors - capitalization error
4. to continued		"To" must be followed by an infinitive, infinitive is a base form word. In this case , the writer wrote "continue" with adding ed in the end of the word and it should be eliminated.	
5. will ... (angry)		The sentence is incomplete because after modal "will" should be followed by base form or be when the modal is followed by adjective.	
6. think		The verb "think" should be replaced by "thought" as the past form because the event happened in the past.	

7. frends		The spelling of “frends” is incorrect. The right one is “friends”.	
8. Mam (s)		The writing of “Mam” as a subject in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe (’). The correct writing is “Ma’am”.	
9. rahmah (s)		In this context, "rahmah" which acts as a subject must be written in capital letters at the beginning of the word because it is the name of a person.	
10. is		The student uses the wrong tenses in arranging the sentence. The sentence should be in the past form because the student tells about the event that happened in the past, but the student makes the sentence in the present form. So, “is” should be replaced with “was”.	
11. can		This sentence should be written in the past form	
12. can			

		because there is an adverb of time “last week”. So, the modal auxiliary “can” should be replaced by “could”.	
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Table of Error Analysis Reflective Journal Writing 10

Description:

My bad habit

The task of making biographical book was collected in the final semester exam. More assignments **was** given in this semester than in the **semester before**, but if the task were accomplished on time, they were not feel heavy. Yesterday, I did not focus on my biographical book because of too much work and I **forget** to start writing. Even though, there were much time to write it down, but it was due to procrastination that make me felt **depressed**. My management time was not good. Because of this habit, **Mam rahma** told me that she needed three months just to finished her works. We as a beginner were able to finish it in a few weeks due to deadline.

Collection of Error	Identification of Error	Explanation of Error	Evaluation of Error
1. was	Was forget semester before depressed Mam	The subject is plural “more assignments”, so the verb used in the sentence was incorrect. The helping verb “was” should be replaced to be” were”.	Error in time -Tenses error Other errors -Diction error -Subject -Capitalization
2. semester before	rahmah	It is better to replace the phrase “semester before” to be “previous semester” to increase the vocabulary.	error
3. forget		The verb “forget” should be changed with “forgot”	

		as the past form of the verb since the event happened in the past (yesterday).	
4. Mam (s)		The writing of “Mam” as a subject in the sentence who addressed to a respected woman is incorrect because the student omits “a” and apostrophe (’). The correct writing is “Ma’am”.	
5. rahmah (s)		In this context, "rahmah" which acts as a subject must be written in capital letters at the beginning of the word because it is the name of a person.	
6. depressed		The phrase "felt depressed" is better replaced with "felt under pressure" to describe the author's situation and feelings.	

APPENDIX III

EFL STUDENT'S REFLECTIVE JOURNAL WRITING RESULT

← → C blog/triamella.blogspot.com/2019/03/my-first-day-in-class-after-long-holiday.htm

← Amelia's Writing

My first day in the class after a long holiday

Maret 12 2019

This day, there are two courses namely creative writing and semantics. The creative writing lecturer is Mam rahmah and the semantics lecturer is Mam emelya.

After Mam emelya finished, Mam rahmah came to the classroom. Even though this was the first day she taught us, but I had known her from my sister Jening, she said that Mam is so kind, she will give some assignments from the beginning of the meeting and mam is a person who did not like an act of plagiarism. We could not plagiarism when doing task.

In the class, mam rahmah suddenly introduced his name because this was the first meeting for him. She just gave the course contract and she told us everything what we must do in this semester. After she finished introducing about herself and telling about course contract to students, mam left the class.

Mam left at 4:15 p.m. and the pragmatics lecturer entered at 4:45 p.m. Before she left the class, we prayed together. Then, our pragmatics lecturer came, so he waited for us to finish the prayer. I thought this day is just an introduction, but I am wrong. he explained in general about pragmatics. I am bored with the situation.

blog/triamella.blogspot.com/2019/03/blog-post.htm

← Amelia's Writing

Second day in the class

Maret 15 2019

March 13, 2019 was our second meeting for creative writing class.

At that time we study in the tarbiyah hall but we can not enter the class directly. We need to wait for a minute. Finally, we entered the room and sat neatly. Mam began the lesson, she explained what is the definition of biography and the figures that we should write. Mam said that if we must write the closest person for our biography book to make us easier get the data, such as : our parents, our aunty, uncle, also someone who we know good. In my mind, I will make my mother as a subject. I want to write how hers' life journey and how she took care her children until now. But I just realized that I had to interview my mother in my hometown. So, I decide to choose another option in my mind, yeah my sister, she inspired me too.

Mam also told us about her experience education, doctoral story and her life story about her husband who got sick. I think that everyone does had a different test of life from God. I hope that Allah always give strength to Mam rahmah amen. Then, Mam rahmah ask us to read a book biography until finish and make a resume from the book.

Masukkan komentar Anda...

← Amelia's Writing

Nice Wednesday

Maret 22, 2019

Wednesday, March 20, 2019 was our third meeting

Today, I don't know why I feel so happy and I go to the campus with enthusiasm. I wear a green shirt. Today Masrahmah told us about the contents of our blogger account. When Masrahmah explained about it, I felt that my blogger was correct. I wrote my blog with all my heart. Then, she talked about e-mail and I was very scared if she didn't receive my e-mail, so I immediately asked my friend, "Have you got a reply from Mam?" And she said "yes". After that, I planned to send again my blog address by email to Mam because I haven't got the reply until now.

After that, we fell about our biographical figure and I took the character of Subhanraadhatta. My friend Suci also took that character too. Nani took the figure of Soekarno. Fortunately, I and my friends took different characters. We share our biographical figures to each other.



Masukkan komentar Anda...

← Amelia's Writing

See you again

April 06, 2019

Yesterday, I am not as enthusiastic as usual, because I am not feeling well. Last night, I didn't sleep well, I didn't know why. I guessed it was caused by the coffee that I was drunk. I thought I would stay up with my tasks. In fact, I was busy with my mobile phone. That is the reason why I get a fever next headache in the class. Actually, I am a kind of an enthusiastic person, but not with today. I got a fever headache. The pain is killing me. For those of you who are reading this, stay healthy! because healthy is the product's grace given by god.

With unsanitary conditions like this, I was still listening Ma'am, she told us about her husband's condition. I was touched by her because she was very strong. Even though her husband was sick, but Mam was still responsible for her duty to teach us. She did it at the same time. In my opinion, it would be fine if she did not come to the class to teach us because she must look after her husband.



Masukkan komentar Anda...

A strong woman

April 11, 2019

[Redacted text]

blogfitriamelia.blogspot.com/2019/05/Two%20last%20week%20ago.html

Two weeks ago

Mei 06, 2019

Two last week ago, Mam rahmah did not came in the class and she was replaced by miss widya. I already know her because I once joined tutoring with him. Miss Widya explained the message conveyed by Mam rahmah. Actually, I have a question that I want to ask and it is about book biography. But I did not have courage to ask. Because my question was so confusing and I decided to keep my question. Before miss widya entered the class, my friends and I talked about Mam rahmah. We prayed for good things to her. Hopefully, she will continues to be patient and strong in this situation.

In the classroom, all of my friends gave feedback to each other because Mam wanted the draft. Today's class atmosphere was also as usual. Today's lesson was not so long because Miss Widya has informed us that there will be a biography review assignment next week. Then, one of my friend realized that next week was a red day Wednesday was a lot of holidays. My friends and I missed this course because we were afraid of taking a long time to work on this course. Sadly, we will not be with our family because there will be no holiday from campus. Sometimes my friends and I said that we studied at campus Islamic, but it felt like learning at Nomenzen because our campus didn't provide holiday in welcoming Ramadhan's month. Yeah it's okay, and we couldn't complain. I hope Allah blessed me in seeking knowledge. Amen, Allah.

← Amelia's Writing

Stressful Day

Mei 29, 2019

This day is a very stressful day for us. Why? It is because Mam want to see our progress about the biography book that we will collect in the final test. I think that we are just persuaded to create it, but she want to see how the development of our biography book that we make.

In the classroom, we made a group discussion to make a brief conclusion about our biography book progress. At that time, I thought that Mam rahmah would not ask about the progress, instead she would ask for it in the final test in which she would collect it. However, we were all asked that day probably because mam wanted to examine our biography book progress. In the end, she gave us a message. The message given by Mam today was that she hoped we could manage our time well.



Masukkan komentar Anda...

← Amelia's Writing

Long time no see

Juni 21, 2019

Yesterday, Mam rahmah finally came to the class after all this time and the course went on as usual. A few week ago, we send our tasks through an email, but the task we sent was not all checked. We sent our assignment individually and not collectively, I felt afraid if the assignment that I sent was wrong, and I would not get a score. Fortunately, she was still willing to accept our assignment. After checking some assignment last week, she explained that our writing was still wrong, then she explained again about the task's contents.

After that, Mamrahmah asked us about the development of our biography book that we wanted to make, and we were surprised because most of us haven't made progress yet. I felt that the final test was coming soon. I thought that doing the homework in the early time was always better, but it was difficult to do. In my opinion it was too normal for some people to do their work near the deadline. Actually, it was not good. Sometimes, I feel like I was going to cry out when I could not accomplish it in the last second that the tasks should be collected. However, the bad habit is better to change, and we can start from ourselves.

← Amelia's Writing

The development of my biography book

Jul 02, 2019

Last week, mam rahmah gave us the assignment to bring our biography book progress because she wants to know how far the process we did. I brought the outline that I made for my biography book. I had written two chapters but it was incomplete because I didn't have idea to continued it. So, I wrote in a raw and jumped to chapter two. I was afraid if she will angry with me because my chapter one was not complete. But, she agree about the method that I used in writing my biography book, she said that we did not stuck to the chapter one, just continue to the next chapter if we didn't have idea to write on that chapter. In the classroom, I wrote on the note of my phone and I think not only myself but also some of my friends wrote on their mobile phone.

Mam rahmah wanted to see all of our programis, so she saw one by one. After she saw the results of our works, she suggested us to continue the contents of the book that we wanted to make. However, that is not much that I can write in the classroom because the condition is very noisy, so I just write as much as I can.

← Amelia's Writing

My bad habit

Jul 12, 2019

The task of making biographical book was collected in the final semester exam. More assignments was given in this semester than in the semester before, but if the task were accomplished on time, they were not feel heavy. Yesterday, I did not focus on my biographical book because of too much work and i forgot to start writing. Even though, there were much time to write it down, but it was due to procrastination that make me feel depressed. My management time was not good. Because of this habit, Mam rahmah told me that she needed three months just to finished her works. We as a beginner were able to finish it in a few weeks due to deadline.