



Analyzing Students' Writing Error in Comparison Between Male and Female Students

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Article Info	Abstract
Article History Received: 2022-06-20 Revised: 2022-07-28 Published: 2022-08-25 Keywords: <i>Error;</i> <i>Writing;</i> <i>Comparison.</i>	This study aims to compare the errors made by the male and female students who learn English as their second language. This research is classified as qualitative study because the data in this study is in the form of words and the investigators are human beings. The participants of this study comprised 30 students at one of the universities in West Nusa Tenggara. They consisted of 15 men and 15 women. This study's data was gathered through a writing test. This was used to know the students' errors in writing English. After collecting the data, the authors analyzed the data in four steps; identifying the errors, describing the errors, comparing male and female errors, and explaining the error. The results show that there are similarities and differences in the errors produced by the male and female students. The similarities are a missing verb, subject and verb agreement, problems with plural, double verbs, problems with prepositions, problems with the indefinite article, problems with pronoun, and problems with spelling. The differences are missing a missing a subject, missing a subject and a verb, Capital issues, Verb after modal auxiliary, problems with collocation, problem with a conjunction, and disorder of the word.

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-06-20 Direvisi: 2022-07-28 Dipublikasi: 2022-08-25 Kata kunci: <i>Kesalahan;</i> <i>Menulis;</i> <i>Perbandingan.</i>	Penelitian ini membandingkan terkait kesalahan yang diproduksi oleh mahasiswa laki-laki dan perempuan ketika menulis dalam Bahasa Inggris. Pembelajar ini adalah mereka yang sedang belajar Bahasa Inggris dan Bahasa ini merupakan bahasa kedua mereka. Penelitian ini dikategorikan sebagai penelitian kualitatif karena datanya berupa naratif atau kata-kata dan investigasinya merupakan manusia. 30 mahasiswa terlibat dalam penelitian yang terbagi dari 15 mahasiswa laki-laki dan 15 mahasiswa perempuan di salah satu Universitas swasta yang ada di NTB. Data dianalisis menggunakan 4 tahapan yaitu identifying the errors, describing the errors, comparing male and female errors, and explaining the error. Hasil dari penelitian ini menunjukkan bahwa terdapat persamaan dan perbedaan kesalahan yang diproduksi oleh mahasiswa laki-laki dan perempuan ketika menulis dalam Bahasa Inggris. Persamaannya adalah pada a missing verb, subject and verb agreement, problems with plural, double verbs, problems with prepositions, problems with the indefinite article, problems with pronoun, and problems with spelling. Untuk perbedaannya terdapat pada missing a missing a subject, missing a subject and a verb, Capital issues, Verb after modal auxiliary, problems with collocation, problem with a conjunction, and disorder of the word.

I. INTRODUCTION

English is widely recognized in Indonesia as an important language because it is used globally, and is a mandatory subject for all undergraduate students. There are four skills of English that the students at the university level should master: listening, reading, speaking and writing (Prihatmi, 2017). A common view is found by the lecturers in the university that the students perform particularly unsatisfactorily in writing assessments in English language courses. The students often make mistakes and perform errors in their writing. This problem of writing may be caused by grammatical inaccuracy (Mutar, 2017). In addition, the students do not

fully understand the aspects and the process of writing. Two aspects are needed in writing. First, students have to understand the process of presenting the meaning of an idea and delivering the idea itself into a writing form. Secondly, students have to understand the aspects of writing which generally consist of the content, the form, the vocabulary, the grammar, and the mechanics (Prihatmi, 2017). If all of those aspects of writing are acquired well, the students should perform their writing skills satisfactorily. Analyzing Students' Writing Errors has been the subject of numerous studies, for examples, Muhsin (2016), Noertjahjono (2007) and Anggara & Haryudin (2020). In Muhsin's study,

he analysed the students' errors in using a simple present, a case study at Junior High School in Makassar. He concluded that four types of errors occurred in the students' writing they are omission, addition, misformation, and improper ordering. The study showed that among the four types of errors misformation was the most prominent one. Also, the analysis of students' writing errors has been conducted by Kristiani, Ginting, & Purwanto (2019). They looked at the use of tenses: simple present and simple past tense. The data collected showed that the students' writing errors were categorized into four kinds of errors: omission, addition, missed formation, and improper ordering. The error of omission is the missing of several factors which should exist, error of addition is the presence of an item which shouldn't appear in the sentence or utterance, error of missed formation is the use of the incorrect form of morpheme or structure, and error of improper ordering is the items which are not put in the proper place. The highest percentage of the error among those four was missed formation, which recommended practicing grammatical rules in order to minimize the errors.

In the present study, we included 30 students where 15 were male and 15 were female. These students had English as their second language and performed a writing test where they were asked to write a paragraph with specific instructions. As a result, we reflect on the content of their differences and similarities based on the errors they produced and then compare these error results between the male students and female students.

The process of learning a foreign language, for instance, English, involves mistakes and errors. Brown (2007) distinguishes between mistakes and errors, despite the fact that they are difficult to differentiate. Mistakes refer to "a performance error that is either a random guess or a "slip" in that it is a failure to utilize a known system correctly". Furthermore, he said that mistakes made by language learners can be self-corrected. This means that the students or the language learners are aware of the target language's rules but are unable to apply them when the language is being used. Also, they will correct themselves when they make mistakes. Error is defined as "a noticeable deviation from the adult grammar of a native speaker". This signifies that the rules used to produce the target language are incorrect. Ellis (1997) also distinguishes between errors and mistakes. Errors refer to "gaps in a learner's

knowledge; they occur because the learners do not know what is correct". While mistakes occur when students are unable to apply what they have already learned. Furthermore, according to Ellis (1997), one technique to distinguish between errors and mistakes is to look at the learners' performance consistency. It indicates that if students consistently use the past form when discussing the present, it might be concluded that they made errors. However, It might be stated that they made mistakes when they substituted the verb with the base form on occasion. The explanation above shows that errors occur when the learners do not have knowledge about the target language.

There are four sources of errors, namely, interlingual transfer, interlingual transfer, the context of learning, and communication strategy (Brown, 2007). Regarding the former, it means the application of the source language's rules into the target language. This phenomenon is also known as language transfer, which refers to the transfer of the original language's forms and meanings into the target language, resulting in a negative transfer (Lado, 1957). In line with Brown, overgeneralization and transfer are the sources of errors (Ellis, 1997). Muhsin (2016) stated that the cause of the students' errors was the transferring of the native tongue's grammar norms into the English language. This one can be said a negative language transfer. Lunford (2008) listed the twenty most common formal errors. They are as follows.

- a) Wrong word; it means the words employed are not contextual. In other words, the issue is diction.
- b) Missing comma after an introductory element; When a sentence has an introductory element, the comma should be involved to clarify where it ends and the rest of a sentence starts.
- c) Incomplete or missing documentation; it refers to the use of citation in order to avoid plagiarism.
- d) Vague pronoun reference; A pronoun should explicitly refer to the noun it replaces.
- e) Spelling error (including homonyms); the words should be written in the correct spelling.
- f) Mechanical error with a quotation; When the text includes a quotation, the quotation marks should come in pairs.
- g) Unnecessary comma; commas should be added properly in a sentence.
- h) Unnecessary or missing capitalization; Proper nouns and adjectives, the beginning words of

a sentence, keywords in titles, and specific words signifying directions and familial links should all be capitalized.

- i) Missing word; we should be careful not to omit a word from our sentences.
- j) Faulty sentence structure; it means maintaining the grammatical pattern within a sentence, for instance, a sentence must consist of a subject and verb and they should be agreed upon.
- k) Missing comma with a nonrestrictive element; A nonrestrictive phrase or clause adds information to the sentence that isn't necessary for its basic meaning. Set off a nonrestrictive element using commas.
- l) Unnecessary shift in verb tense; the verbs should not be shifted from one tense to another one without a clear reason since it confuses the readers.
- m) Missing comma in a compound sentence; When constructing a sentence in a compound sentence, a comma should be added before the conjunction.
- n) Unnecessary or missing apostrophe (including its/it's); Add an apostrophe plus a s (Ed's phone) or an apostrophe alone to make a noun possessive.
- o) Fused (run-on) sentence; It refers to joining clauses that could each stand alone without any punctuation or linking language.
- p) A comma splice; it means only a comma separates sentences that might each stand alone as a sentence in a comma splice.
- q) Lack of pronoun-antecedent agreement; pronouns must agree with antecedent and number.
- r) Poorly integrated quotation; Quotations should flow naturally and logically with the surrounding text, with the language of the quotation complimenting the grammar of the adjacent prose.
- s) Unnecessary or missing hyphen; When a compound adjective modifies a word that comes after it, a hyphen is required.
- t) Sentence fragment; it is a portion of a sentence that is presented as if it were a complete sentence including missing subject, missing verb or no complete verb, and starting a sentence using a subordinating word.

II. METHOD

1. Research Design

This research is classified as qualitative. According to Ary et al. (2014), the qualitative method is used to gain an understanding and

interpretation of human and social behaviour as it manifests itself by participants in a specific social setting including a classroom, an entire school, a playground, or in an organization or community. Furthermore, they state that in qualitative research, humans are the primary actors in data collection and analysis. Also, they say that the qualitative inquirer works with data in the form of words, pictures or other visuals instead of numbers and statistics. Hence, the authors' decision to apply this method is based on Ary et al's explanation that this study is intended to reveal students' writing errors in comparison to males and females students. Also, the data in this study is in the form of words and the investigators are human beings.

2. Sample of the Study

The participants of this study comprised 30 students at one of the universities in West Nusa Tenggara. They consisted of 15 men and 15 women. All the students are taking English as a compulsory subject in the university. The pupils were picked at random from a large number of students studying English at the university.

3. Instruments

This study's data was gathered through a writing test. This was used to know the students' errors in writing English. The students were asked to write one paragraph describing a university where they studied, one paragraph containing the words (listen, study, teachers, plan, manage, and discuss), one paragraph containing the linking language but, because, and with a free topic, and at least one paragraph containing the reasons for agreeing or disagreeing with the notion "It's better to be good at academics than it is to be good at sports?"

4. Setting of the study

This study was conducted in one of universities in West Nusa Tenggara, Indonesia. It started at April 2022 and ended at August 2022.

5. Data Analysis

After collecting the data, the authors analyzed the data in four steps; identifying the errors, describing the errors, comparing male and female errors, and explaining the error. In the case of the former, the author studied all of the student's texts in order to gain a general understanding of the data and the authors compared the sentences produced by language learners to what appear to be regular or

accurate sentences in the target language that correspond to them. The next step was describing the errors. In this stage, the authors categorised the types of error into the grammatical category. The next phase in the analysis was to compare male and female students' errors. The writers examined what errors were made by male students as well as what errors were made by female students. Finally, the authors explained the differences and similarities of errors production made by both students.

III. RESULT AND DISCUSSION

A. Research Findings

The following table reveals that there are differences and similarities of the errors produced between the male and female students. The similarities are number 1 to 8 and the differences are number 9 to 15. The table below the type of errors and example of each category.

Table 1. The errors Made by Male and Female Students in Their Writing

No	Type of errors	Male's Example	Female's Example
1	Missing verb	Now, I a student in the class	University of Technology famous with the mountain
2	Subject and Verb Agreement	Mr.Veri want to be a teacher.	My teachers doesnt come.
3	Problem with Plural	UTS have many teacher	Other island and other country
4	Double Verbs	I am study in Sumbawa University of Technology	I have subject is English Language
5	Problem with indefinite and definite article	Sumbawa University of Technology is university in Batu Alang.	I like discuss with a friends
6	Problem with preposition	Sumbawa University of Technology is the most popular University of Sumbawa	The study at of Sumbawa University of Technology
7	Problem with pronoun	I can manage me time	Every student of this university should climb the mountain once on they life.

8	Spelling	I <i>agre</i> with the notion "its better to good at academics than to be <i>god</i> at sport.	Technologi
9	Missing subject	Because in the university have many prodi	-
10	Missing Subject and Verb	Sumbawa university of technology is the best, because in the Sumbawa University of Technology	-
11	Problem with collocation	I listen music everyday	-
12	Problem with Conjunction	I have a plan someday I can to be a teacher	-
13	Misorder of Word	My teacher English is Mr. Topan	-
14	Capital issue	I like english	-
15	Verb after modal auxiliary	I can not reading word	-

B. Discussion

Based on table 1 provided in the result section it can be clearly seen that the errors made by the male students are from number 1 to 15 while the production of errors made by the female students is between number 1 and 8. Two conclusions can be drawn from this phenomenon: the similarities and the differences of errors made by male and female students in their writing. Regarding the former, both of the sexes created the same errors in terms of a missing verb, subject and verb agreement, problems with plural, double verbs, problems with prepositions, problems with the indefinite article, problems with pronoun, and problems with spelling when they constructed a sentence. These similarities can be caused by the fact that English has the same status as the male and female students that is English as a second language or the language they acquire after Bahasa Indonesian. This same status leads to the condition of a negative language transfer that is the students both male and female apply the rule of Bahasa Indonesian when constructing a sentence in English (Lado, 2005). The negative transfer can happen in the case of

subject and verb agreement, the instance found in the students' writing "*Mr veri want to be a teacher*". In English, when the subject of a sentence is a third singular person like he/she, the verb should be s or es. In contrast, in Bahasa Indonesian whatever the subject, the verb should not be added suffix s or es. In other words, it is used as the base form of the verb.

It is in line with what Brown said that one of the sources of error is interlingual transfer. It means the application of the rule of the source language into the target language. In this case, the source language is Bahasa Indonesian and the target language is English. An example of this problem is in the sentence "*UTS have many teacher*". In Bahasa Indonesian, the noun after the word *banyak* (many) does not need to be added to s/es to indicate plural. On the other hand, in English, the suffix s or es must be added after the expression of quantity to indicate plural. In the sentence above, the rule of Bahasa Indonesian is applied to the target language. In addition, Brown (2007) explains that another source of error is intralingual. This is an overgeneralization of the target language. An instance of this case is in the sentence *Sumbawa University of Technology is the most popular University of Sumbawa*. In this sentence the students tend to overgeneralize the preposition of. They thought that the preposition *of* has the same usage as the preposition *di* (in) in Bahasa Indonesian. Instead of language transfer matter, the errors made by the students might also cause by the student's level of English Proficiency. According to Iman (2020) the students might make mistakes since they had lack of knowledge, or because they could not effectively employ what they knew in their writing. Even though He said mistakes He did not explain the difference between error and mistake in his article. Furthermore, Alter dan Adkin (2006) cited in mahmud and Sahril (2017) Figured out that the reason why students faced difficulties in writing was their lack of competence.

With regard to the differences in errors made by the male and female students, the male students produced errors in terms of missing a subject, missing a subject and a verb, Capital issues, Verb after modal auxiliary, problems with collocation, problem with a conjunction, and disorder of the word, while

female students did not produce these types of errors. The occurrence of these dissimilarities may be caused by the different ways of men and women use languages. Brown (2007) said that in several languages men and women use different syntactic and phonological variants. Even though, he did not specify what language is, it can implicitly say English. An example of an error in the case of a capital issue is "I like english". Here the student did not capitalize the letter E in English. Other examples of each difference in the production of error can be seen in the table above. These differences may also be caused by the competency of the students. It is probably the women students who acquire the target language better than the men students.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research question addressed in this study "what are the differences and similarities between men and women students in producing errors when writing in English?". The results show that there are similarities and differences in the errors. The similarities are a missing verb, subject and verb agreement, problems with plural, double verbs, problems with prepositions, problems with the indefinite article, problems with pronoun, and problems with spelling. The differences are missing a subject, missing a subject and a verb, Capital issues, Verb after modal auxiliary, problems with collocation, problem with a conjunction, and disorder of the word. Looking at the total number of errors, men students produced more errors than women students.

B. Suggestions

This related discussion is still very limited and requires input, suggestions for the next writer are to study more deeply and comprehensively about Analyzing Students' Writing Error in Comparison Between Male and Female Students. Also, For the further research, the authors suggest that they may look at why men produce more error than women or why men produce errors in certain aspects while women do not.

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