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Enhancing Students' Writing Ability Through Error Analysis Concept: A Classroom Action Research

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Abstract

This research intends to find out if teaching students through the Error Analysis Concept (EAC), which covers omission, addition, mis-formation, and mis-ordering, improves their writing skills in any way. The study was conducted in two cycles using classroom action research as the research design. Planning, carrying out, observing, and reflecting were all included in each cycle. Twenty-six junior high school students in the second grade served as the study's subjects. Observation sheets and test writing were employed as data collection tools. The analysis of student writing improvements involved comparing scores between cycles. The outcome demonstrates that employing EAC improved the writing abilities of the students. This proves by comparing the score starting from pretest (56.56), cycle I (63.02) and Cycle II (68.52). As a result, the pre-research, cycle I, and cycle II mean scores for each type of error are 13.38, 7.54, and 5.50, respectively. It implies that students can reduce the amount of writing errors they make. In other words, that the students' writing skills have improved significantly. Furthermore, the process of teaching and learning is impacted by the application of the EAC. Since students' performance significantly improved and that incorporating the concept of error analysis into classroom activities had numerous advantages.

Keywords: Classroom Action Research, Error Analysis Concept, Writing

INTRODUCTION

Writing is one of the problems that students often encounter in the English learning process. This cannot be denied because writing has many things that are assessed to produce a good final product, such as organization, content, grammar, vocabulary, and mechanical consideration. As a result, the majority of students tend to agree that writing is the hardest English skill to learn. Therefore, the researcher conducted observation at students at junior high school by giving a test and it found that the students still faced all aspects of writing and needed to be improved. To pass the English subject, students must receive a minimum passing grade of 60.

There were several clues pertaining to their writing that can be used to identify it. Firstly, some students reduced the number of paragraphs in their written work. They had trouble beginning their compositions and had trouble coming up with coherent writing topics. Because of this, they only wrote short compositions. Secondly, the majority of students' writing did not have enough phrases to adequately support each paragraph's main idea. Thirdly, Students also struggled with using proper grammar, punctuation, and spelling when writing paragraphs. For example, they often began their sentences without capital letters. Fourthly, most students frequently made grammatical errors. It indicates that they did not use proper grammar when writing, particularly when utilizing the simple past tense.

Therefore, to improve students' writing, the researcher needed to create a good class by conducting a suitable concept in improving students' writing ability and has the potential to have a positive impact called error analysis concept (EAC). EAC is the process of examining and assessing errors made by language learners. There are some experts that discussed EAC (Corder, 1974; Brown,1980; Dulay, et.all., 1982; Norrish, 1983, Olga, 2023). Fauziati (2009:154) states

Error analysis is an approach to second language acquisition research that focuses primarily on learner errors and the data demonstrating how learners can explain the fundamental mechanisms of second language learning or acquisition. According to Hummel (2014:65), error analysis is a method used in second language acquisition research that entails categorizing and describing errors in order to provide information about the learner's present level of underlying second language system knowledge. EAC has some advantages: it can help the students to learn (students), to observe the students' progress (teachers), and to ascertain the methods that students employ and the process of language acquisition. In addition, Marlett mentioned that there are some benefits of EAC in the classroom.

First, deepens learning and critical analysis. It means that EAC pushes comprehension of students beyond the fundamentals and encourages deeper involvement. Examining the "why" and "how" of errors is part of this critical thinking activity. This method not only makes concepts clearer, but it also improves memory of the information and motivates students to actively confront and correct their misconceptions, which develops their analytical abilities. Second, enhances problem-solving skills. To avoid similar errors in the future, it is essential to recognize and rectify them. Error analysis is a reflective process that involves more than merely fixing errors. It pushes students to evaluate their decision-making procedures and results, strengthening their capacity to recognize what worked and what did not. This approach sharpens students' problem-solving skills, better preparing them to face challenges.

Third, enhance students' metacognitive abilities. The practice of error analysis makes a substantial contribution to the growth of metacognitive abilities. Students learn about their thought processes and learning strategies as they examine their blunders. The foundation of higher order thinking is this increased self-awareness, which empowers students to control their learning and modify their tactics for better results. Marlett also concluded that it is impossible to exaggerate the importance of error analysis in education. It changes the way students view and engage their education, giving them the tools they need for success in the classroom and beyond. In addition, Zafar (2016) explained that because errors can only be reduced to a minimum if they are recognized, error analysis is crucial. Both the student and the teacher can gain more understanding of which errors happen more frequently and why by classifying and analyzing the students' errors.

There are some previous studies in conducting classroom action research. First, Siregar (2021). She implemented diary writing in improving students' writing skills. She conducted 22 students in second grade. Her study's findings demonstrated that diary writing can improve students' writing scores from pretest 35.9, cycle I 57.72 and cycle II 83.86. Besides that, Fahmi & Rachmijati (2021) in their research discussed about how to improve the students' writing skills through Grammarly application and the result proved that after using Grammarly application, The students experienced an improvement in their writing skills. From previous studies before, the researcher explained that this research has a difference between some previous research explained. It used error analysis concept (EAC) in enhancing students' writing ability. Encouraged by the advantages of EAC implementation, the researcher aimed to improve students' writing skills by the time they reached the second grade of junior high school by integrating EAC into the teaching and learning process. Encouraged by the advantages of EAC implementation, the researcher aimed to improve students' writing skills by the time they reached the second grade of junior high school by integrating EAC into the teaching and learning process.

RESEARCH METHODS

Research Design

This study applied classroom action research (CAR hereafter). The goal of the CAR is to improve learning outcomes by improving the teaching and learning process. In addition, Madya (2013) states that CAR is an approach to teaching and learning that is based on actual issues that teachers have discovered and are dealing with in their classrooms. Because teachers are more familiar with their classes and students than anyone else, this indicates that CAR is carried out by teachers for their students in the classroom. This research design used was classroom action research model proposed by Kemmis and McTaggart in Burns (2014). Learning improvement is designed through 4 steps, namely planning, , action, observe and reflect (Donahue, 2003; Kusumah & Dwitagam, 2011). It is shown in figure 1.

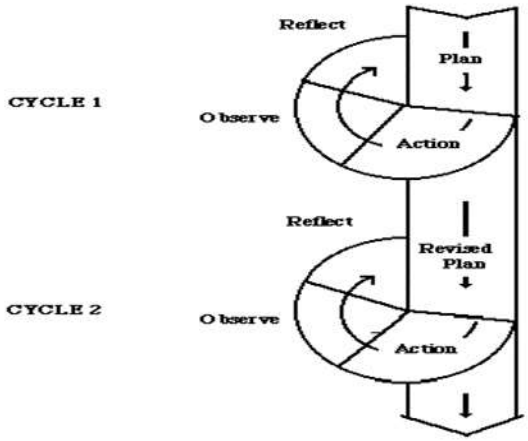

Figure 1. Steps of the CAR

There were two cycles to this research: the first cycle and the second cycle. Every cycle included the steps of plan, act, observe, and reflect. If there was a correction, cycle I would proceed into cycle II realization. There were four meetings for every cycle. There will be one posttest meeting and three class discussions. The three main components of each meeting were opening, the main activity, and closing.

Research Subject and Instrument

In the second grade of junior high school, research was done on the English topic. Twenty-six eighth graders were the subjects of the study. Two instruments were used in this study: (1) Test. The purpose of the exam was to gauge the students' writing proficiency using the concept of error analysis. At the conclusion of Cycles I and II, the test was administered. The test's objective was to determine how much the students' writing skills had improved. (2) The sheet of observations. The observation sheet's objective was to gather information about the students' involvement in teaching and learning process by using error analysis concept (EAC).

RESULT AND DISCUSSION

Using a pre-test, the researcher ascertained the students' writing proficiency. The researcher asked them to write a composition with the topic of their experience in the past. The students' low competence in writing can be seen from their writing test average score. Furthermore, the errors made by the students are their own. From the result, it was found that the

students' mean score in writing was 56.56 (table I) and the means score of the students' errors in grammar was 13.38 (table 2)**.**

Table 1. The mean score of students' writing of pre-test

Aspect of Writing	Mean score
Content (C)	15.35
Organization (O)	13.06
Grammar (G)	12.10
Vocabulary (V)	12.38
Mechanics (M)	3.67
Total	**56.56**

Table 2. The mean score of students' errors in grammar of pre-test

Aspect of Grammar	Mean score
Omission (OM)	1.08
Addition (AD)	1.92
Misformation (MF)	10.12
Misordering (MO)	0.27
Total	**13.38**

In order to address the issues, the researcher intended to use the error analysis concept in action research to enhance students' writing. Recount text is one of the text types that the researcher used to apply this idea. It is hoped that by conducting this action research in the classroom, the students will be able to write better.

Implementation of Cycle 1

The cycle's application of EAC I began with planning, which is the first stage of action research in the classroom. The researcher's goal was to teach students how to structure their writing in a way that follows the typical format of recount texts. The researcher should instruct the students on how to use the orientation, events, and reorientation patterns of the genre method to organize their work. In relation to this pattern of text organization, the researcher created a text model where the text was organized into orientation, events came next, and reorientation came last. The researcher used the lesson plan he had created as a teaching guide to instruct the students. The classroom served as the setting for both teaching and learning. The researcher planned four sessions for the first cycle, three for class discussions, and one for the post-test. The three essential components of each meeting were opening, the main activity, and closing.

The first and second meetings of the cycle I saw the implementation of EAC, which was significant. Among the things the researcher did was to establish a collaboration between the researcher and the teacher. The teacher gave the researcher permission to begin the lesson plan-based activities. The researcher then went on to discuss recount texts, which included linguistic elements, definitions, and generic structures. In addition, the researcher provided an explanation of error analysis concepts, including its definition, classification, and analysis of student errors in the context of teaching to improve students' writing skills. The researcher requested that they compose a minimum of three-paragraph essays in the format of a recount. The students wrote an essay, turned it in, and the researcher used EAC to analyze it for errors in omission, addition, mis-formation, and mis-ordering. The researchers identified the errors made by the students by underlining the error items, categorizing the different types of errors, and calculating the percentage of errors. As a result, the percentage of student errors was discovered, and this information was helpful in determining whether or not the students' writings were improved.

When compared to the pre-test, the students' writing proficiency increases in the post-test. The researcher could conclude that the students made significant progress in their learning. The post-test results led the researcher to the conclusion that the students' writing skills had improved in cycle 1. While the mean score for writing in cycle I was 63.02, the mean score for writing in the pretest was 56.56. Moreover, a more thorough analysis of those scores could be divided into five writing components. They were mechanics, vocabulary, grammar, organization, and content. In Table 3, the test result is displayed. This research aims to help students write recount texts with better grammar. The decrease in grammatical errors made by students is evident in their written work. When there was a decrease in student errors. It indicates that the grammar of the students has improved. The detail information about the improvement students' writing in aspect grammar in writing recount text is presented in table 4.

Table 3. The improvement of students' mean score of writing cycle 1

Aspects of Writing	**Pre Test**		**Post Test 1**	
	Rater I	**Rater II**	**Rater I**	**Rater II**
Content (C)	15.05	15.54	16.50	16.81
Organization (O)	12.73	13.38	14.19	14.81
Grammar (G)	11.85	12.35	13.85	14.50
Vocabulary (V)	12.31	12.46	13.65	13.77
Mechanics (M)	3.58	3.77	3.81	4.15
Total	**55.62**	**57.50**	**62.00**	**64.04**
Mean	**56.56**		**63.02**	

Table 4. The mean score of students' errors in grammar of cycle 1

No	**Aspects of Grammar**	**Pre-Test**	**Post Test 1**
1	Omission (OM)	1.08	0.81
2	Addition (AD)	1.92	1.58
3	Misformation (MF)	10.12	5.00
4	Misordering (MO)	0.27	0.15
Total		**13.38**	**7.54**

Table 4 displays the mean score of students' errors that have been minimized from the pre-test to the post-test in cycle I. The mean error score of the students in the pre-test was 13.38. In cycle I, it fell to 7.54. It is clear that cycle 1 saw an improvement in the writing performance of the students. It is evident in every aspect of writing proficiency, including grammatical usage. Referring to the observation, test score, and field note, the researcher found many successful outcomes of the implementation of EAC in cycle I, as well as some unresolved issues. The researcher found that when students wrote recount forms, their grammatical errors decreased, demonstrating the effectiveness of the four EAC components. Table 3 demonstrates that the student's performance improved in almost every EAC category. When students' error scores decrease, it is evident that their grammar is improving. Table 1 presents it. Most students regularly made errors when writing in the simple past tense before receiving treatment.

Some students, nevertheless, continued to struggle with writing recount texts. Numerous issues remained when the teacher and collaborator graded the students' writing. The students ignored or neglected about grammar. So there were many grammatical mistakes that occurred

repeatedly. There were some students still misused the structure of the sentence. They were still using simple present tense, otherwise simple past tense in their sentences. The wrong sentence compositions were frequently found too. Because there was only a slight decrease in student errors when writing in a grammar context, the researcher decided to go returning to cycle II, indicating a need for additional development and comprehension.

Implementation of Cycle II

The steps in application of cycle II remain the same as those for cycle I: omission, addition, misinformation, and reordering of written recount form were all part of the EAC implementation process. When the students and the researcher worked together to identify and fix sentences that contained grammatical errors that were deliberately taken from texts that the students had written, learning progress was evident. The researcher watched what transpired during the teaching and learning process in the second cycle. The students' writing had improved to some extent. The students' recount text writing skills had significantly improved, particularly in grammar. The students were able to produce quality recount texts once the error analysis concept was implemented to teach them to write recount texts. Every indicator of writing abilities has improved. Table 5 illustrates how writing ability has improved. While the decrease in the average number of errors made by students demonstrated an improvement in their grammar, as previously explained. Table 6 shows the detailed score. Table 6 illustrates how students' grammar errors decreased in mean score from the pre-test to the post-test in cycle 2. The mean score for students' grammatical errors in the pretest was a mere 13.38. In cycle 2, it fell to 5.50. Students in cycle 2 produced quality recount texts. They also used longer paragraphs when writing. Every student consistently focused on their writing.

Table 5. The improvement of students' mean score in writing in cycle II

Aspects of Writing	**Pre test**		**Post test I**		**Post test II**	
	Rater I	**Rater II**	**Rater I**	**Rater II**	**Rater I**	**Rater II**
Content (C)	15.05	15.54	16.5	16.81	17.85	18.19
Organization (O)	12.73	13.38	14.19	14.81	15.42	15.81
Grammar (G)	11.85	12.35	13.85	14.5	15.58	16.46
Vocabulary (V)	12.31	12.46	13.65	13.77	14.62	15
Mechanics (M)	3.58	3.77	3.81	4.15	4.04	4.08
Total	**55.62**	**57.5**	**62**	**64.04**	**67.5**	**69.54**
Mean	**56.56**		**63.02**		**68.52**	

Table 6. The Mean Score of Students' Error in Grammar of Cycle II

No	**Aspects of Grammar**	**Pre test**	**Post test I**	**Post test II**
1	Omission (OM)	1.08	0.81	0.42
2	Addition (AD)	1.92	1.58	1.15
3	Misformation (MF)	10.12	5.00	3.92
4	Misordering (MO)	0.27	0.15	0.00
	Total	**13.38**	**7.54**	**5.50**

The application of EAC enhanced the students' writing abilities that covered vocabulary, content, organization, and mechanics (spelling and pronunciation). Table 5 shows the overall improvement in students' mean scores for writing recount texts and for each writing component. Students perceive that the mean writing score increased steadily from cycle I to cycle II of the pre-tests. Every facet of writing ability also increased particularly grammatical proficiency. The decrease in the mean error score provided evidence for the improvement in the students' grammar that was previously explained. Table 6 depicts the details. Table 6 illustrates how the mean score for each sentence error has decreased from the pretest to the posttest in cycle II.

The pretest's mean score for the four different kinds of errors was 13.38. It implies many errors, especially mis-formation errors, were committed by the students. This category's mean score was 10.12. That was the biggest error the students had made. Nevertheless, the students' mean scores on all error types steadily declined after receiving action research, particularly for mis-ordering errors. As a result, the pre-research, cycle I, and cycle II mean scores for each type of error are 13.38, 7.54, and 5.50, respectively. It implies that students can reduce the amount of writing errors they make. Given that writing is a difficult skill for students, this was a fantastic accomplishment.

Furthermore, the quantity of students who achieved passing grades in cycle 2 increased up to 100%. Before the research, there were only 19% who passed the test. However, after the action research, the number of students who passed the test increased up to 100%. The details are presented in figure 2. In addition, the score of improvement of each student is drawn in the figure 3.

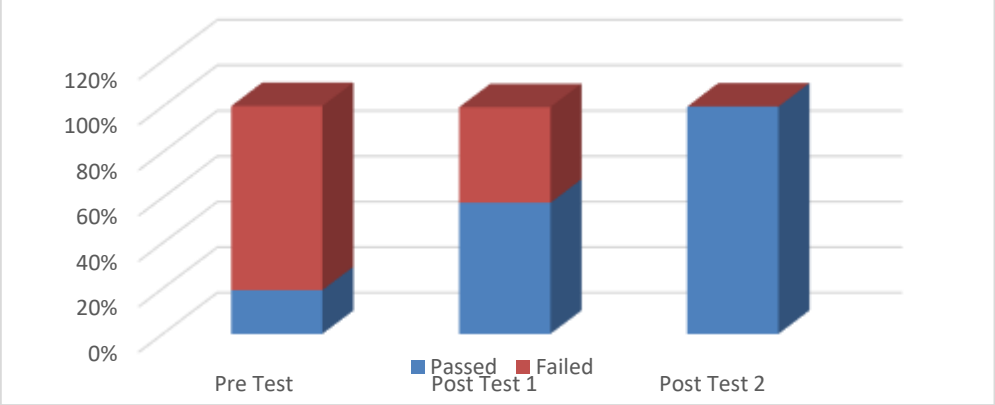

Figure 2. The improvement of the number of students passing the test

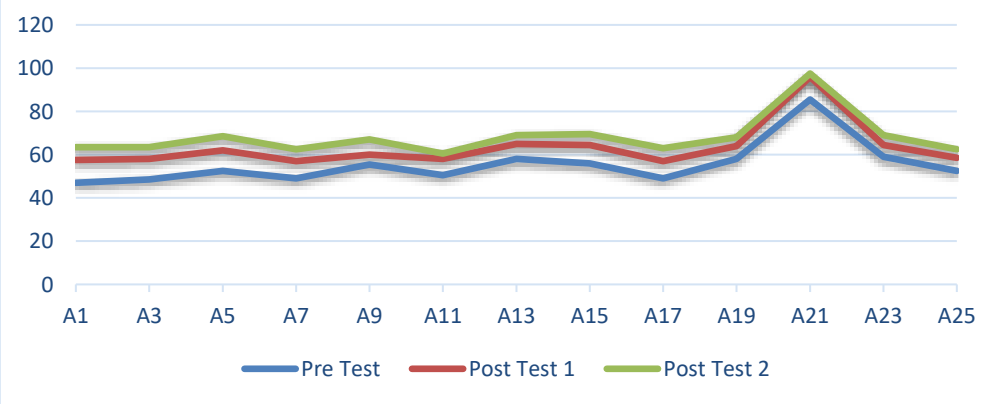

Figure 3. The improvement of students' score

Based on explanations provided above, implementing EAC to teach recount text increased students' writing skills, particularly in the grammatical element, as well as their writing achievement. The quality and number of recount texts produced by the students improved. They were able to reduce the amount of their writing errors. It indicates that the grammar of the students has improved. Furthermore, their text's content had significance. The text was better organized. The students were also conscious of the mechanics of writing, such as spelling and punctuation. Additionally, the phrase structure and diction were improved. Students' writing becomes easier to grasp as a result. Consequently, student's ability to write better—particularly in grammar was much benefited.

CONCLUSION

After the investigation, analysis, and results of this study were finished, it was determined that using the error analysis concept (EAC) in writing classes helps students write recount texts with better grammar. The students' average writing score from the pretest (56.56) through cycle I (63.02) and cycle II (68.52) demonstrate this. Additionally, the use of the error analysis concept might enhance students' writing as seen by the decline in the mean grammar error score of students from the pretest (13.38) to cycle I (7.58) to cycle II (5.50). When it came to organizing their writing, the students had many of choices. They achieved a reduction in their writing errors. Better composition quality and quantity were the outcome. The students' writing confidence increased. Furthermore, it was established that there was a significant rise in the scores for content, organization, vocabulary, and mechanics across all five writing elements.

The process of teaching and learning is impacted by the application of the mistake analysis concept. Considering the fact that students' performance significantly improved and that incorporating the notion of mistake analysis into classroom activities has several advantages. The researcher would also want to provide a few recommendations. To increase students' enthusiasm in studying English, teachers should explain grammar in a way that is easier for students to understand. In order to make sure that the students truly comprehend the material, the teacher should employ a strategy that involves explaining the proper uses of the verb (when to use past and present forms), providing instances of usage, and testing the students' comprehension. In order to acclimate the students to expressing their ideas in English, the teacher should also periodically try having them write recounts as an alternative. It will be helpful to avoid or at the very least reduce the errors made when expressing their thoughts in English.

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