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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

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ABSTRACT

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.

Keywords: *Error Analysis, Reflective Journal, Online Blogging, and Surface Strategy Taxonomy*

INTRODUCTION

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

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

on their mind into writing with their own words as the process of writing. As believed by Dymont and O'Connell in Sani et al., who said that writing reflective journals was one of the strategies that could be 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 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".

LITERATURE REVIEW

Error Analysis

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.

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.

Errors cannot be separated from EFL students who are learning writing skills. Errors are systematic that cannot be 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 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

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 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.

Types of error

Speaking of types of error, different experts also have different perspectives about it. The explanation will be given in the following:

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

1. 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.⁸

2. Error Based on Surface Strategy Taxonomy

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

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

Surface strategy taxonomy highlight the ways surface a structure is altered: students may omit necessary items (omission) or add unnecessary ones (addition) they may miss information items (selection) or miss order them (miss ordering).⁹

3. 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.

4. 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.¹⁰

Tandikombong et al. differentiated types of error, they are grammatical error and mechanic in writing error.

1. Grammatical error

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.¹¹ Grammatical error divided into some parts, they are: verb error, pronouns error, preposition error, conjunction error, determiner error, and lexical error.

2. Error in Mechanic 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.¹² For this reason, so that readers can interpret, the contents of the writing properly and there will be no misunderstanding between the readers and the writer. Error in mechanic writing consist of 2 kinds, they are: capitalization error and punctuation error.

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

1. 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.

2. Systematic errors

⁹ Heidy Dulay, *Ibid.*, p.150.

¹⁰ Heidy Dulay, *Ibid.*, p. 189.

¹¹ 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.

¹² Bahrin Amin., *Ibid.*, p.106.

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.

3. Post-systematic error

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.¹³

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

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.¹⁴

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

¹³Rod Ellis & Gary Barkhuizen, (2008), *Analysing Learner Language*, Oxford:: Oxford University Press, p.53.

¹⁴John Norrish, (1983), *Language Learners and Their Errors*, London: Macmillan Press, p.21-26.

period time, this is aim to measure the extent to which student's comprehension.¹⁵ 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.¹⁶

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

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.¹⁷ Then, Lamonica explained that Blogging is an excellent way to communicate with one another in socially based context through technology.¹⁸

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.

RESEARCH METHOD

This research was categorized into a qualitative content analysis. 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. 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. Therefore, the researcher only focused on analyzing the errors occurred from one of EFL Students from One of the PBI-1's student. The data were

¹⁵ 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.

¹⁶ Priest & Sturgess, (2005), But, is it Scholarship? Group Reflection as Scholarly Activity, *Studies in Learning, Evaluation, Innovation and Development*, 2(1), p.5.

¹⁷ 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.

¹⁸ Chelsea Lamonica, (2010), *What are the Benefits of Blogging in the Elementary Classroom?* St. John Fisher College, p.5.

taken by screen shoot. 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. Therefore, the researcher collected the data systematically. The process of data analysis was elaborated based on Corder cited in Mangungu¹⁹, 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.

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:

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.

1. 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.

2. 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"

¹⁹ Mangungu S., (2010), *Error Analysis Investigating the Writing of ESL Namibian Learners*, University of South Africa: Pretoria, p. 78

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”.

3. 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**”.

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.

1. 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 couldnot 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”.

2. 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.

3. 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.

4. 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".

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.

1. 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.***"

2. 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.

3. 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."

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.

1. 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."

2. 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 child's 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."

3. 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 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.

1. 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*".

2. 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**."

3. 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."

4. 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".

RESULT AND 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, Dulay classified 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.

On the contrary, my findings are very different from the Corder's view in *Elis*, 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 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 she use 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.

CONCLUSION

After finding the result of research and discussing the problem statement about "Errors in reflective journal writing". 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 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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