



Errors Analysis in Writing: The Impact of L1

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ABSTRACT

Errors in writing, notably those caused by the influence of the native language, have emerged as a significant issue in recent decades, including in the writings of EFL students. This study focused on three primary cases. (1) the types of errors made by students and (2) how the most prevalent errors influence the writing quality of students. Descriptive qualitative methods were used for this investigation. This research was done during the 2022–2023 odd academic year for English Literature students at Universitas Negeri Makassar. The population of this research was four classes of English Literature students, with 196 students in total. This study involved a cluster sample of only 25% (49) of students from the population. The researchers collected data from the students' narrative, descriptive, argumentative, and expository writings. Thus, 196 pieces of writing were collected during this study. The findings of this study revealed that the students made mistakes in various areas, including sentence structure, verb tense, conjunction, and so on. The researchers observed that the students most frequently committed two types of errors, namely inter-lingual errors and intra-lingual errors. Because it was one of the most apparent reasons for students' errors, those students' errors demonstrated, among other things, that the involvement of L1 in the production of errors could not be refuted. Therefore, to generate sufficient quality academic writing, it was necessary to minimize the influence that L1 played in the writing process. The outcomes of this study can serve as a guide for teachers and lecturers interested in enhancing the students' writing skills and boosting the overall quality of their students' writing.

Keywords: *Error Analysis, narrative writings, EFL*

1. INTRODUCTION

Through the years, writing has earned a reputation as one of the trickiest skills to pick up, especially when starting with a native language. The situation would become even more convoluted if the writer attempted to use a language other than English. For non-native speakers, learning a new language can be challenging for several reasons, including the interference of one's mother tongue or what is commonly referred to as one's first language. When considering learning a second language, it is necessary to consider the influence of the first language [1]. The interference phenomenon causes a person to make mistakes while communicating verbally or in writing. Writing in a second language, or any language, takes a lot of work. Therefore, mistakes are to be expected. Due to our familiarity with Proactive Inhibition (P.I.) and Retroactive Inhibition (R.I.), learning and language theories can be used to explain the occurrence of errors. The learning theory is Proactive-Retroactive Inhibition's impact. Prior knowledge can act as a brake on further learning, a phenomenon known as

Proactive Inhibition [2]. There needed to be more linguistic communication here. However, Retroactive Inhibition describes the problem of trying to remember something new when you already know it.

There has been a slip inside the language here. In contrast, the three language theories are utilized to explain why English Foreign Learners make errors. One of them is the Interference or Transfer Theory. Ellis [3] defined interference as "transfer" as "the influence that the learner's L1 has on the acquisition of an L2." James [4] emphasized that "transfer" refers to the ability to apply knowledge gained in one context to a new one. Two distinct forms of transfer are at play here: positive and negative. The term "positive transfer" describes when the application of rules learned in L1 benefits learning L2. The commonalities between L1 and L2 are primarily responsible for this type of transfer. Negative transfer, on the other hand, occurs when L1 rules interfere with L2 rule commands. Transfer from L1 can manifest in various domains, including but not limited to pronunciation, grammar, vocabulary, syntax, and culture.

Error Analysis (E.A.) is a subfield of applied linguistics that aims to show that a learner's error is not

just due to the learner's mother tongue or first language but is also a reflection of specific universal strategies. E.A. is a technique that is used to show this [5]. This is a response to the Contrastive Analysis theory, which held that interference from one's mother tongue or first language was the primary cause of errors in the acquisition of a second language along the lines of what the behavioristic theory proposed. According to Erdogan [6], implementing error analysis is concerned with organizing remedial courses and developing appropriate materials and teaching methodologies based on the findings of theoretical error analysis. Based on their characteristics, language learning errors can be divided into unsystematic and systematic. The first category consists of occasional performance defects, which Corder referred to as mistakes [7].

However, the error mentioned by Ellis reflects occasional lapses in performance; they occur when the learner is unable to demonstrate what they know. This type of error needs to be more systematic and can be corrected by the students. They are irrelevant because they reveal nothing about the learner's knowledge level. Errors can also be categorized based on their origins, specifically interlingual and intralingual errors. The first source is interference from the native language, while the second source can be attributed to intralingual and developmental factors. The first variety is influenced by the learner's native language or other languages. However, intra-lingual error refers to language produced by learners that does not reflect the structure of their native language. This error is widespread among speakers of various languages, such as simplification, overgeneralization, hypercorrection, faulty teaching, fossilization, avoidance, inadequate learning, and false concepts hypnotized [8].

Researchers are eager to conduct this study after reviewing the explanations provided above. As long as the pupils are not native speakers, the interference of the native language (Indonesian in this case) will always be apparent. Meanwhile, this research is not anticipated to aid lecturers/teachers and students in minimizing the influence of the first language during the writing process so that the percentage of errors caused by the interference of the native language can be reduced.

In addition to this, some studies that focused on error analysis in EFL writing have been found. In the past, Nadya et al. [9] conducted research regarding error analysis in the descriptive text of students in SMAN 1 Abdya, Aceh, Indonesia. Their investigation unveiled that the written test exhibits a 58.38% rate of writing errors, encompassing omission errors. Additionally, misformation errors account for 16.48%, misordering errors for 13.89%, and the addition of errors for 11.26%. The errors were identified when pupils should have included 'to be' as the main verb. Furthermore, pupils include the word 'to' following modal auxiliary verbs such as 'can' or 'will.' Furthermore, misformation errors occurred when pupils needed help constructing the verb accurately. Lastly, the misordering errors occurred when students arranged words in a haphazard manner. In

addition, Fitria [10] researched error analysis on students' writing composition. The research focuses on the writing compositions of fifteen students enrolled in the S1 Accounting program at STIE AAS Surakarta. The investigation reveals that students' errors in writing compositions in the simple future tense can be categorized into three distinct characteristics of writing. Firstly, let's address the aspects of grammar, punctuation, and spelling.

Regarding grammar, there are errors in some categories of word classes. Specifically, there are faults in nouns (21 instances or 36.84%), determiners/articles (2 instances or 3.51%), pronouns (1 instance or 1.75%), prepositions (15 instances or 26.32%), and verbs (18 instances or 31.58%). Among these, the most prevalent error in terms of grammar is in the category of nouns. Furthermore, in terms of punctuation, there were 16 instances, or 17.20% of the data. Furthermore, in terms of spelling, there were 20 instances, or 21.51% of the data. Analysis of the frequency of several error types in student writing reveals that the predominant error is related to grammar, accounting for 57 instances or 61.29% of the total errors. Tulldahl [11] carried out very similar research, using error analysis to study the written production of Swedish adolescents who were learning English. Then, he concluded that students of the new language were causing their problems by incorrectly interfering with the rules of the language. It would appear that it occurred when the students were either not driven to learn, needed more confidence, or were overly frightened about failing.

However, Sermsook et al. [8] looked at the writing of English majors at a Thai institution to determine the causes of their linguistic mistakes. According to this study, Misunderstandings may arise because Thai EFL students' sentence construction could be better. A total of 104 pieces of writing were collected and assessed from 26 second-year English majors taking Writing II. According to the data, the most common blunders involved punctuation, articles, subject-verb agreement, spelling, capitalization, and fragments. Students' inadequate mastery of English grammar and vocabulary and their carelessness were identified as the most common causes of errors. Teaching Thai EFL students advanced English grammar and vocabulary is recommended.

Furthermore, English writing classes should factor in the detrimental influence of pupils' native languages. Error analysis is of considerable guiding relevance to the English writing of pupils, as mentioned by Li [8], who discovered this issue to extend the context. However, dealing with such a vast number of pupils in one class makes this role seem both laborious and ineffective for teachers. As a result, artificial intelligence technology has a lot of potential applications in the process of teaching English and pupils learning it. The use of artificial intelligence in the form of an automatic scoring system is one of the applications of this technology concerning the correction of students' English writing. The workload of teachers can be effectively reduced by the utilization of

the automatic scoring system, which enables students to receive modifications to their content.

Meanwhile, a similar study investigates the processes of language transfer in the context of foreign language learning in Turkish and Arabic EFL students studying English at higher education institutions in Turkey and the effect of L1 on the second language [12]. Students of both Turkish and Arabic show comparable error kinds, according to the results. Within this framework, it is reasonable to assume that there is a commonality across students whose L1 is different regarding learning a new language. The Turkish and Arabic students surveyed in this study had spelling mistakes as the primary cause of their lexical errors. Word choice errors were the second most common kind of error for Arabic EFL learners, while collocation errors were significant for Turkish EFL students. Because Arabic students have a hard time with capitalization and Turkish students, have difficulty with article usage appropriately, the most troublesome aspect of grammar for both groups may originate from L1 interference when comparing their mistakes.

Interference, as defined by Dulay et al. [13], occurs when a learner unconsciously incorporates the superficial features of their native language into their second language. 'Errors in the learner's use of the foreign language that can be traced back to the mother tongue,' as Lott [14] put it, is what is meant by interference. However, Ellis (1997) defined transfer as "the influence that the learner's L1 exerts over the acquisition of an L2," which is a different term for interference. He suggested that a learner's impression of transferability and their current proficiency level in the target language both have a role in the success or failure of transfer. Based on these statements, the researchers had a good idea of how interference from students' use of their native language affected their use of the target language in speech and writing.

According to Bhela [15], second language learners tend to develop a response in the target language by relying on the grammatical structures of their native language when writing or speaking in the target language. In addition, Dechert [16] and Ellis [3] emphasized that if the structures of the two languages are very diverse from one another, then one could anticipate a relatively high frequency of errors occurring in the target language, which would indicate an interference of the native language (L1) on the target language (L2). For this reason, it is significantly more difficult for pupils to acquire both the system of their first language and the system of a second language simultaneously.

On the other hand, Carroll [17] proposed that the circumstances surrounding the acquisition of a second language are analogous to those surrounding the acquisition of a mother tongue. Interferences can occur, and replies from one language system can occasionally make their way into the speech of a speaker of another language. Therefore, to properly acquire L2, the learner of L2 needs to frequently exclude the structures of L1 from the process of learning L2, mainly if the structures

of the two languages are very different from one another. It is still a rare occasion in Indonesia, particularly in South Sulawesi, to exclude the structures of the first language from learning the structures of the second language. This is because not all teachers or instructors will explain their content in its entirety by utilizing the second language. They continue to favor using the first language because they believe that their students will need help understanding them if they constantly utilize the second language.

Many of the problems that a second-language learner encounters with the phonology, vocabulary, and grammar of L2 are, according to Beardsmore [18], the result of interference from habits learned in L1. Multiple studies suggest that novice ESL students often experience interruption from their native language while attempting to write in English [19]. Those findings also showed awareness of these challenges, particularly when discussing vocabulary and grammar. Students commonly need help with these two areas in both spoken and written English. The pupils typically employ the word's meaning in their native language when translating it into English. Since it is merely a product of translating Indonesian into English rather than genuine English or grammar, it will seem strange to English speakers. Since the grammatical structures of the two languages are distinct, Beardsmore argued that using formal features of L1 in the context of L2 leads to errors in L2.

After that, the connection between the two languages is something that needs to be taken into consideration. According to Albert and Obler [20], respondents exhibited increased lexical interference when presented with comparable items. Therefore, a language with a structure more similar to other languages is more prone to mutual interference than one with less similar elements. There are times when it cannot be denied that a second language has a great deal of vocabulary utterly distinct from the original language. In addition, the framework or grammar of a second language is typically more intricate than a first language's. Consequently, the students will have a variety of challenges when it comes to learning and fully comprehending the wholly new and varied applications of vocabulary and grammar in a second language. As a result, the students would turn to structures from their L1 for assistance (Blum & Levenston; Dulay et al.; Gass & Selinker [9], [16], [17]).

Dechert [16] suggested that the greater the structural distance between two languages, the greater the incidence of L2 errors that contain residues of L1 structures. In both instances, interference may result from a learner's strategy that implies or predicts the formal and functional equivalence of two items or rules that share either form or function.

Ultimately, researchers today research the error analysis of students' writing not only to identify the categories of students' errors but also to determine which errors impact students' writing quality and to investigate the role of L1 in producing students' writing errors. When we discussed Error Analysis, we discussed it as a component of applied linguistics and its two primary

functions. The first function is theoretical, and it describes the learner's knowledge of the target language. It is used in methodology. It also assists the researchers in determining the relationship between knowledge and the teaching-learning process.

Contrastive Analysis (C.A.), on the other hand, involves a comparison of the learners' mother tongue or first language and the target language. Based on the similarities and contrasts between the two languages, Kim stated that predictions were formed about the kind of errors learners were likely to make as a result [23]. C.A. developed from a critical evaluation of the audio-lingual technique, pointing out that language education can only be successful with scientific and thorough descriptions of L2 [24]. However, as Kim [23] explained, by the early 1970s, C.A. had fallen out of favor due to erroneous or uninformative forecasts of learner errors; errors did not occur where C.A. expected but instead appeared where C.A. had not predicted. Following that, more substantial criticism was leveled due to its adoption of views from structuralism in linguistics and behaviorism in psychology. When the trustworthiness of the C.A. researchers was called into doubt, it gave way to Error Analysis in 1970.

Unlike CA, which attempted to characterize the differences and similarities between L1 and L2, E.A., according to Kim [23], attempted to independently and objectively describe learners' interlanguage (learners' version of the target language). According to him, the most distinguishing characteristic of E.A. is that the maternal tongue is not mentioned for comparison. Consequently, E.A.'s research has focused on the linguistic aspects of learners' errors. In fact, over the past three decades, identifying and describing the origin of learners' errors has received considerable attention. Hasyim [25] explained that error analysis can be used to determine (a) how well a person knows a language, (b) how a person learns a language, and (c) information on common difficulties in language learning, as a teaching aid or for the preparation of teaching materials.

Consequently, E.A. can be viewed as a fundamental instrument in language instruction that reorganizes the teacher's perspective and re-addresses their methodology for repairing and filling the students' gaps (Londono [26]). In other words, as defined by Corder [27], E.A. is a method researchers and educators use to gather examples of student language, find mistakes in those examples, explain them, sort them by type and source, and grade how serious they are.

2. METHODOLOGY

The researchers employed a qualitative methodology to identify and characterize the many types of student writing faults and the dominant errors of students and how they affected student writing quality. Another goal is investigating how pupils' native language (L1)

influences their writing mistakes. Most social science studies are qualitative [28], [29] due to the interpretive nature of the data gathered through observation and interview. This study fits the criteria for a documentary analysis since it examines student writing to identify patterns of linguistic mistakes among language learners.

In this conceptual review, we use qualitative research methods inspired by Fetterman's [30] work. Successful evaluations have made use of qualitative methods. This method includes ethnography, naturalistic research, generic pragmatic (sociological) qualitative research, and critique, all of which are widely recognized as reflecting progressive new approaches. On the other hand, Gay L.R. et al. [31] define qualitative research as the gathering, analysis, and interpretation of detailed narrative and visual data to learn more about a phenomenon of interest. Also, the goal of qualitative study is to help people gain a deep understanding of something, like an environment, a process, or even a belief.

This study was conducted at Universitas Negeri Makassar during the 2022/2023 academic year. The population of this study was 196 students of the fourth semester of English Literature at Universitas Negeri Makassar's Faculty of Languages and Literature. The researchers selected 25% of students to participate. Cluster sampling is a procedure in which "complete groups, rather than individuals, are randomly selected" [32]. As a result, in this study, the researchers randomly chose 49 (25% of the total population), 12 males and 36 females, who took the test instead. They were all chosen to be subjects to collect qualitative data.

3. RESEARCH INSTRUMENT

Essentially, students' composition was chosen as one of the research instrument instruments since tests are typically used to assess an individual's or group's skill, intelligence, ability, or talent. The researchers employed students' compositions in this study to conduct an error analysis of students' writing to determine what types of students' writing errors and errors affected the most of students' writing quality. Furthermore, the researchers attempted to analyze the role of L1 in causing student errors through the compositions.

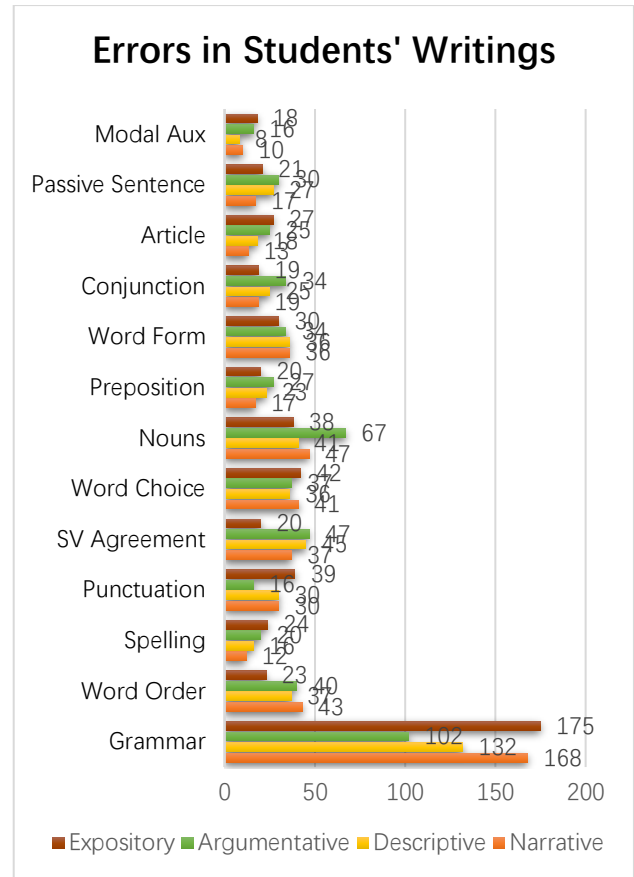
The students' compositions in this study comprised narrative, descriptive, argumentative, and expository writings, each with a different topic. The topic given in the narrative essay was 'My Embarrassing Experience,' the descriptive essay was 'The Saddest Moment,' the argumentative essay was 'Is Social Media Bad for Kids?', and the expository essay was 'Explain Why Parents Are Sometimes Strict.' The total number of compositions examined by the researchers was 196 pieces. The students were then allowed 60 minutes to complete the compositions during the test. The researchers instructed them to write two to three paragraphs. When they finished their compositions, the researchers gathered them and began to analyze the students' writing for errors.

The researchers adhered to a few protocols during the data collection process. The researchers were able to carry out a process of systematic data collection with the assistance of these approaches. Therefore, the first thing that happened was the researchers went into the classroom and spoke to the kids about themselves. The researchers also provided an explanation of their research and the objective of it. After that, the researchers provided a concise guideline for the writing test, particularly about the sorts of writing used (descriptive, narrative, argumentative, and expository).

Following the presentation of those reasons, the researchers next presented the students with three specific subjects regarding social media, the lives of students, and traveling. The researchers presented a unique topic for these three academic writing styles, and they should all do better on the writing test. The researchers made it easy for the students to begin writing by providing them with a specific topic. In their writing, they were required to include anywhere from two to three paragraphs. After the students finished their writing, the researchers collected it and carefully analyzed it to determine the errors made during the writing test.

4. RESULT AND DISCUSSION

The researchers identified, described, explained, and evaluated the students' errors based on the data found. Language components such as sentence structure, verb tense, word form, word choice, spelling, punctuation, conjunction, preposition, word order, articles, passive construction, subject-verb agreement, and modal auxiliary were used to categorize and describe student errors. The taxonomy was used to analyze each sentence individually to find the mistake. A sentence may have more than one typo. So, to determine the overall error rate, the researchers chose to tally up the proportions of various types of mistakes. The following tables show the distribution of student writing errors in their writings.



Forty-nine samples of the students' essays were provided for each type of writing. The total amount of errors found in all sentences combined was 1955 cases. In the narrative essay, grammar errors were the highest number at 168 (34.29%), followed by errors in nouns at 47 (9.59%) and word order at 43 (8.78%). In descriptive essays, the grammar errors were also the highest at 132 (27.85%), S.V. agreement was 45 (9.49%), and nouns were 41 (8.65%). In argumentative essays, grammar also had the highest at 102 (20.61%), nouns at 67 (13.54%), and SV-agreement at 47 (9.49%). In expository essays, grammar also had the highest score of 175 (35.28%), word choice as 42 (8.47%), and punctuation as 39 (7.86%). There were errors in 287 (73.02%) of those sentences. As a result, just 106 (26.97%) statements were built correctly grammatically. Then, after the researchers had analyzed the narrative writings of the students, the researchers concluded that there were 13 error categories loaded on the students' writings out of a total of 14 error categories. After that, out of the 13 categories, there were only five faults with a high percentage: sentence structure, word choice, mechanics (spelling and punctuation), verb tenses, and articles. It was very different from descriptive writing, as in descriptive writing, the students made the most mistakes in the category of word choice. This was not the case with the other type of writing.

The percentage of errors that were most prevalent in the narrative compositions was 21.36 percent. This was the proportion of incorrect sentences in the area of

sentence construction. This means that 196 things needed to be corrected in the sentence structure of the literature style being examined. The researchers were taken aback by the fact that the two different sorts of student essays had the most faults in the same area. It was clear from the results that the EFL students had not wholly mastered writing in English. In point of fact, not only because the students had not acquired the skill of writing, but also because the efficiency of the content that they obtained while they were engaged in the process of learning needed to be checked further, it was the other issue that the lecturers should have paid more attention to, and it was.

The sentence construction mistakes the students made in their descriptive writing were remarkably comparable to those they made in other assignments. The researchers found statements like "When they had started work group, but only a third of its members just fooling around and forget the time" and "When they were working group discussions on three them back to the classroom to continue studies in the last hour." The researchers found those and other problems in the students' narrative essays. However, when asked to summarize their thinking in just a few phrases, most students' original insights became more messy and unclear than their writing. Even though English and Indonesian have entirely distinct sentence structures, the students could also write in both. When this occurred, we often came across numerous grammatical mistakes.

The other students' errors were in the category of word choice. In this narrative essay, the students made numerous errors. There were approximately 184 word choice errors, or 20.04% of total errors. The researchers were not surprised by their word choice errors because they also occurred in their descriptive writing. In addition, more than a hundred sentences contained improper word selection. The errors demonstrated that the students needed to know which words to use to convey their concepts. Thus, there were many sentences containing a variety of terms that needed to be corrected. On the other hand, the improper selection of words significantly impacted the meaning of each sentence. No one questioned whether the researchers noticed it.

The student's narrative writing contained at least 144 mechanical errors, or 15.69%. In this writing, students make more mistakes, particularly with punctuation. More than one hundred punctuation errors startled the researchers in this instance. The errors indicated that the students needed to know where to place punctuation correctly in their compositions, as numerous sentences contained incorrect punctuation. However, improper punctuation significantly impacted the meaning of each sentence. No one questioned whether the researchers noticed it.

This aligns with the results of a study by Sanmuganathan [19], where he studied 100 undergraduates in their second year at the University of Jaffna, Sri Lanka. The students' errors stem from a need for more proficiency in the target language. Because of this, they have a more difficult time learning English and

finding the right words to put on paper. Simultaneously, variations in learning challenges among ESL students with varying English proficiency levels have been noted. There are mistakes made by more advanced learners that have nothing to do with language transfer. Students with lower levels of English competence, such as beginners, are more likely to make mistakes relating to their L1. A better grasp of the linguistic differences between students' L1 and English, he said, would aid their efforts to lessen the impact of their native tongue on their studies.

All of those above were common mistakes made by students when writing personal narratives. The other issues involved word form, number, word order, passive construction, modal auxiliary, ambiguity of thought or translation from the original language, conjunction, and preposition. Word form errors accounted for 3.49 percent, numerical errors for 3.81 percent, and word order errors accounted for 0.49 percent. There were no problems in subject-verb agreement (0.0%), passive construction (0.54%), modal auxiliary (2.61%), unclear concept (0.88%), preposition (5.44%), conjunction (1.52%), or preposition-verb agreement (0%).

5. CONCLUSION

According to the Linguistic Taxonomy, the faults were related to the following areas: sentence structure, verb tense, spelling, punctuation, word form, word choice, number, conjunction, article, word order, passive, subject-verb agreement, modals, and prepositions. There was a wide range of error rates across all of the different forms of writing. To determine if the errors made by the students were interlingual or intralingual, the researchers devoted additional attention to this topic in the third point of their presentation. Grammatical and semantic errors were the most common faults found in students' compositions, and they had the most significant impact on their writing quality. Grammatical mistakes include verb tense, mechanics, article, and sentence construction. Meanwhile, the semantic mistake is limited to word choice. The researchers assisted in determining the root cause of those errors based on the proportion of error categories.

The students' errors were then attributed to interference from the first language and overgeneralization. As a result, there were two types of errors in this study: interlingual error and intralingual error. Even though overgeneralization was the reason, L1 interference had a substantial role in causing students' errors, particularly dominant errors. This was demonstrated by the most significant percentage of errors in sentence structure, article, verb tense, and word choice caused by L1 interference.

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