

AN ANALYSIS OF ERRORS ON WRITING OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 ABIANSEMAL

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan: (1) jenis-jenis kesalahan yang dibuat oleh siswa-siswi kelas sebelas pada penulisan report teks, narrative teks, dan analytical exposition teks di SMA Negeri 1 Abiansemal; (2) sumber-sumber kesalahan yang dibuat oleh siswa-siswi kelas sebelas pada penulisan report teks, narrative teks, dan analytical exposition teks di SMA Negeri 1 Abiansemal; dan (3) PLEASE strategi sebagai sebuah strategi untuk mengurangi kesalahan yang dibuat oleh siswa-siswi kelas sebelas pada penulisan report teks, narrative teks, dan analytical exposition teks di SMA Negeri 1 Abiansemal. Subjek pada penelitian ini adalah 24 siswa-siswi kelas IPB. Model penelitian yang dipakai adalah Descriptive Research Design. Content Analysis dipakai untuk menganalisa semua data. Analisa dari tulisan-tulisan siswa-siswi didasarkan pada teori Brown (2007), sedangkan sumber-sumber kesalahan didasarkan pada teori Brown (2007) dan didukung oleh Wawancara Kelompok berdasarkan teori Thomas (2011) dan Zinsser (2013). Hasil analisa menunjukkan munculnya kesalahan-kesalahan pada judul, kalimat utama, pengembangan kalimat, hubungan antar kalimat, gaya penulisan, tata bahasa, tanda baca, addition, omission, substitution, dan ordering. Ditemukan juga sumber-sumber kesalahan: interlingual transfer, dan intralingual transfer. Hasil wawancara menunjukkan kesalahan-kesalahan tersebut dipengaruhi juga oleh pengetahuan yang kurang, latihan yang kurang, dan faktor ingatan. Pengaplikasian PLEASE strategi menunjukkan beberapa pengurangan kesalahan-kesalahan pada tulisan-tulisan siswa-siswi. Tetapi pada kalimat utama dan tata bahasa mengalami peningkatan. Hal tersebut disebabkan karena bertambahnya jumlah kalimat-kalimat yang mampu ditulis siswa-siswi setelah pengaplikasian PLEASE strategy.

Kata-kata kunci: Jenis-jenis Kesalahan, Menulis, Sumber-Sumber Kesalahan, PLEASE Strategi

Abstract

This study aimed at describing: (1) the types of errors committed by the eleventh grade students of SMA Negeri 1 Abiansemal on writing texts (report, narrative, and analytical exposition texts); (2) sources of errors committed by the eleventh grade students of SMA Negeri 1 Abiansemal on writing texts (report, narrative, and analytical exposition texts); and (3) the effectiveness of PLEASE strategy as a management strategy to reduce the errors committed by the eleventh grade students of SMA Negeri 1 Abiansemal on writing texts (report, narrative, and analytical exposition texts). The subjects were 24 students of *IPB class*. The research design was *Descriptive Research Design*. *Content Analysis* was used to analyze all the data. The analyses of the students' writings were based on Brown's theory (2007), while the sources of errors were based on Brown's theory (2007) and supported by Group Interview according to Thomas (2011) and Zinsser (2013). The result of the students' writings showed the occurrence of errors in *title, topic sentences, developing sentences, coherences, diction, grammar, mechanics, addition, omission, substitution, and ordering*. It was also found the sources of errors: *interlingual transfer*; and *intralingual transfer*. The interview showed that the errors were caused by *absence of knowledge, less practice, and forgetting*. The implementation of PLEASE strategy showed some reductions of errors on the students' writings. But, *topic sentences* and *grammar* showed increasing of errors. It was influenced by increasing of the sentences made by the students after the implementation of PLEASE strategy.

Key terms: Sources of Errors, Types of Errors, PLEASE strategy, Writing

INTRODUCTION

Every school implements a curriculum based on what students need in the learning process. It depends on schools necessary by emphasizing on students' ability. There are three elements included; they are *Standar Kompetensi* (standard competency), *Kompetensi Dasar* (basic competency) and *Indikator* (indicators). Those elements must be related from one to the other. Especially in English lesson, one of the competencies is writing competency which needs to be achieved by students. For this competency, students are expected to be able to write any kind of texts that can be beneficial for their future.

The goal of this competency is not achieved by some students. It can be seen that there are some students who do not pass the exam in writing task. They show lower scores of the standard score for writing task. This low score occurs because students' writings show some errors. Errors can be classified into some types in Error analysis. The errors can be classified through the seven indicators of writing: title, topic sentences, developing sentences, coherences, diction, grammar, and mechanics. According to Brown (2007), there are four types of errors based on categories for description of errors: "*Addition, Omission, Substitution, and Ordering*", and seven types of errors based on the indicators of writing: "*title, topic sentences, developing sentences, coherences, diction, grammar, and mechanics*". The sources of errors (Brown, 2007) are "*Interlingual Transfer and Intralingual Transfer*". It is supported by Thomas (2011) and Zinsser (2013) in which errors can be caused by "*absence of knowledge, less practice, and forgetting*". In order to reduce the errors on students' writings, PLEASE strategy is used as a management strategy in this study.

Based on the observation, the eleventh grade students of SMA Negeri 1 Abiansemal showed some errors on their writing. It becomes the background why this study is carried out under the title "**An Analysis of**

Errors on Writing of the Eleventh Grade Students of SMA Negeri 1 Abiansemal".

Through the phenomenon in SMA Negeri 1 Abiansemal, three research problem were formulated: 1) What are the types of errors committed by the eleventh grade students of SMA Negeri 1 Abiansemal in writing texts (report, narrative, and analytical exposition texts)?; 2) What are the sources of errors committed by the eleventh grade students of SMA Negeri 1 Abiansemal in writing texts (report, narrative, and analytical exposition texts)?; and 3) How does a management strategy (PLEASE strategy) reduce the eleventh grade students' errors on writing at SMA Negeri 1 Abiansemal in report, narrative, and analytical exposition texts?

Based on those research problem, the objectives of this study were: 1) To describe the types of errors committed by the eleventh grade students of SMA Negeri 1 Abiansemal on writing texts (report, narrative, and analytical exposition texts); 2) To describe the sources of errors committed by the eleventh grade students of SMA Negeri 1 Abiansemal on writing texts (report, narrative, and analytical exposition texts); and 3) To describe the PLEASE strategy as a management strategy to reduce the errors committed by the eleventh grade students of SMA Negeri 1 Abiansemal on writing texts (report, narrative, and analytical exposition texts).

There were some theories used in this study. Those were as follows:

Error Analysis

According to Ellis and Barkhuizen (2005), Error Analysis consists of a set of procedure for identifying, describing, and explaining learner errors. So, through Error Analysis, researcher can identify what errors that learner makes, especially in writing. Then, those errors are classified into types of errors. By knowing the errors of learner, researcher then are able to describe what errors that they make based on the theory. After that, researcher can explain how learner can produce the errors and why they make the errors in writing.

The fact that learners make errors, and that these errors can be observed, classified, and led to a surge of study of learner's errors, called "Error Analysis" (Brown, 2007). Error analysis become distinguished from "Contrastive Analysis" by its examination of errors attribute to all possible sources, not just those resulting from negative transfer of the native language. Another shortcoming in error analysis is an overemphasis on production data. In this case, Brown (2007) states language is speaking and listening, writing and reading. The comprehension of language is as important as production because the comprehension data is equally important in developing and understanding of the process of SLA.

Types of Errors (Brown's theory, 2007)

In this study, students' writing texts are gathered as the data. Those writing texts are analyzed based on the indicators of writing: 1) Title; 2) Topic Sentences; 3) Developing Sentences; 4) Coherences; 5) Diction; 6) Grammar; and 7) Mechanics (Brown, 2007). Moreover, the types of errors proposed by Brown (2007) in term of categories for description of errors are "Addition, Omission, Substitution, and Ordering".

Sources of Errors

According to Brown (2007), the sources of errors: "Interlingual Transfer and Intralingual Transfer". According to Ellis (2003), L1 transfer refers to the influence that the learner's L1 exerts over the acquisition of an L2. This influence is apparent in a number of ways. If the learner's L1 is one of the sources of error in learner language, this influence is referred to as *negative transfer*.

RESEARCH METHOD

This study is a qualitative study. The subject of this study was the eleventh grade students of SMA Negeri 1 Abiansema, *IPB class*. This class consisted of 24 students. The research design used was *Descriptive Research Design*. The scope of this study: 1) the students were asked to write three different texts, report, narrative, and analytical Exposition texts; 2) the students' writings

For example, French learners of English are much less likely to make errors of this kind "*The man who I spoke to him is a millionaire*". Than are Arabic learners because French does not permit resumptive pronouns (like *him*) in relative clauses whereas Arabic does. This influence is classified as *positive transfer*. Intralingual Transfer (it includes the target language itself. Overgeneralization is the negative counterpart of intralingual transfer. For example: learner says "Does John can sing?", "He goed", etc.). According to Thomas (2011) and Zinsser (2013) the errors can be caused also by "absence of knowledge, less practice, and forgetting". Absence of knowledge means that learners do not know about the system or material. Less practice means that learners learn about the system or material, but they do not practice what they have known. Forgetting means that the learners learned about the system or material, but they forget when they are asked to apply the point of the system or material.

PLEASE Strategy

According Welch (1992) "PLEASE" strategy is assumed to use as a management strategy in solving this problem. The steps of PLEASE strategy based on Akincilar (2010):

- Pick a topic, audience and type of paragraph.
- List your ideas about the topic.
- Evaluate your list.
- Activate the paragraph with a topic sentence.
- Supply supporting sentences.
- End with a concluding sentence and evaluate your work.

were analyzed based on the theory of Brown (2007); 3) the sources of errors were based on interlingual transfer and intralingual transfer (Brown, 2007), and then it was supported by Group Interview that analyzed the data based on absence of knowledge, forgetting, and less practice (Thomas, 2011., and Zinsser, 2013); and 4) The PLEASE strategy was implemented as the

management strategy to reduce the errors. The research instrument of this study: 1) writing tasks; 2) lesson plan; and 3) interview guide.

The students' writings were collected by giving the same *Writing Tasks*: report,

narrative, and analytical exposition texts. Meanwhile, the sources of errors were based on students' writing and supported by the data of Group Interview. *Content Analysis* was used to analyze all the data.

FINDINGS AND DISCUSSION

Types of Errors

The result of analysis showed the occurrences of errors on the students' writings: title, topic sentences, developing

sentences, coherences, diction, grammar, mechanics, addition, omission, substitution, and ordering.

Table 1. Frequency of Errors

NO	Types	Total Saliency
1	Title	75
2	Topic Sentences	107
3	Developing Sentences	369
4	Coherences	121
5	Diction	191
6	Grammar	339
7	Mechanics	267
8	Addition	39
9	Omission	98
10	Substitution	4
11	Ordering	31

Title

1) My Brother → S1 Narrative text
The Title above showed an error on a student's narrative text in which the writer expressed the narration not about his brother, but about a sibling named Miko and Mira. The writer just talked about what it was happening between Miko and Mira. He even did not talk about his brother. This case showed that there was no correlation between the Title and the content of the text. By looking at this example of errors, it could be seen that the students of SMA Negeri 1 Abiansema were inclined to make the Titles based on the main idea only without considering the content of the text and the correlation between the ideas. Based on Brown's theory (2004), Title

is a part of organization. What a teacher could assess students' writing is the Title. It can be seen whether the Title is appropriate to the body of the text or not. A Title can not represent the ideas in the body because some ideas are not fully developed. The result of this study supports a study conducted by Jalilifar (2010) in local Iranian universities which showed that there were some thesis titles that needed specification because the scope of the study is not mentioned.

Topic Sentence

1) In the room, patience silence → S1 Narrative text

The example above showed the errors in a Topic Sentence. Based on the categories of

Topic Sentences, a Topic Sentence should be simple, affirmative, and active. But, in the example above, the sentence was not simple, affirmative, and active. The students were inclined to be difficult to express their ideas into Topic Sentences because the lack of vocabulary, and to start the beginning of a paragraph. Because of the difficulties to start a paragraph, some of them who could create the Topic Sentence did not create a right Topic Sentence simply, affirmatively, and actively in a paragraph. As mentioned in Brown's theory (2004), Topic Sentence is a part of Logical Development of Ideas. The

ideas should be concrete, clear and thoroughly developed. If students can not create a clear idea, it is hard for them to develop the sentences. The result of this study supports a research conducted by Smith (2008). Smith's study was conducted by utilizing a corpus of twenty-five essays which were randomly selected from The American Heritage and American History Illustrated. The result of this study showed that explicit topic ideas were found to be located at the beginning of discourse units roughly two-thirds of the time.
Developing Sentence

Table 2. The example of the errors in Developing Sentences

Influenza
<u>Much people in Karang Sari village disease attack of influenza.</u>
<u>This disease attack from last month until now.</u>
<u>Much people enter the hospital, search herbal medicine, but this disease attack 10 much until the baby of people in Karang Sari get it.</u>
-
-
-

(S2 Analytical Exposition text)

By looking at the table above, it could be seen that the Developing Sentences no 3 – 5 were missing. The subject 2 could not develop the 3rd – 5th sentences. He was not able to develop the idea of what the Topic Sentence was telling about. Some of the eleventh grade students faced the same problem in Developing Sentences. They were inclined to be difficult to express what they were thinking to develop the idea because they had lack of vocabulary. They took long

time enough to translate one sentence from Indonesian to English. As mentioned in Brown's theory (2004), Development of Sentence is a part of Logical Development of Ideas. This part is the content of a text. Brown (2004) states that idea in a paragraph could be developed more. It means that students could develop more an idea in a paragraph. In order to develop an idea, students need more vocabulary.
Coherence

Table 3. The example of the errors in Coherence

<u>Wahyuwiguna or yuna is smart student and like football or have many a bal and yuna like penetrated</u>
<u>Yuna is student</u>

(S6 Report text)

The example of the errors above showed incoherence between Topic Sentence and Developing Sentence 1. The student wrote already “*yuna is smart student*”, but he developed the next sentence “*Yuna is student*”. It showed that the student was not able to develop the idea of Topic Sentence with the right coherence. It made the Topic Sentence was not related to the next sentence. The example above indicated that the eleventh grade students of SMA Negeri 1 Abiansema were inclined to think how to translate the sentences from Indonesian to English without considering the coherence between the sentences. As mentioned in Brown’s theory (2004), Coherence is a part of Logical Development of Ideas. Brown (2004) states that essay addresses the issues but misses some points. It means that there are some essays that tell about the issue but some points related to the issue are missed. This result of this study supports a study conducted by Hamzah and Karuppiyah (2010). The Hamzah and Karuppiyah’s study was conducted in ESL learners of the Faculty of Education, UTM in relation to coherence in writing. The result of the study showed that the students did have problems in relation to coherence in writing.

Diction

- 1) Yuna have smaal shop pig guling yuna → S6 Report text
- 2) and eater meat and it is be alive skow and it is have tooth sharp for Hunter. → S7 Report text

By looking both examples above, it could be seen the error of Spelling in the first sentence: the word “*smaal*” should be “*small*”. Meanwhile, the error of Usage could be seen in the second sentence: the word “*eater meat*” should be “*carnivorous*”. Both examples above indicated that the eleventh grade students of SMA Negeri 1 Abiansema were inclined to write words based on what

they heard without checking exactly the right spelling in dictionary. Moreover, the incorrect usage in the sentence indicated that the students were inclined to translate the words from Indonesian to English. So, it was still influenced by their first language (L1). Brown (2004) states that the general writing has errors, one of them is spelling problem. This problem can distract reader who read the essay/writing. If the spelling of a word is written incorrect, it may produce different meaning. The result of this study supports a study conducted by Tops, Van Cauwenberghe, Adriaens, and Brysbaert (1995) in the city of Ghent, Belgium. The result of this study showed the medium to large effect sizes for spelling errors.

Grammar

- 1) One day, there live pair of siblings who have different properties, they is Miko and Mira. → S1 Narrative text

Based on this example, one of the errors in Grammar was the use of Tense in this sentence: “*live and have*”. The Tense used in narrative text should be Past Tense, so the verb “*live and have*” should be “*lived and had*”. The other error was found in: “*they is Miko and Mira*”. It was indicated the error of Subject-Verb Agreement. Subject “*they*” should be followed by “*plural*”. So, this part should be “*they were Miko and Mira*”. Looking at the three errors above, it could be explained that the students of SMA Negeri 1 Abiansema were inclined to translate their ideas in writing the sentence from Indonesian to English without considering the rules and structures of Grammar. Brown’s theory states that the errors of Grammar on students’ writing are: 1) students’ ideas are getting through reader, but grammar problem are apparent and have negative effect on communication; 2) numerous serious grammar problems interfere with

communication of writer's ideas. The result of this study supports a result of a study conducted by Tan (2008). This study was conducted in Kun Shan University. The result of this study showed that the major causes of the errors on writing competence were vocabulary size, poor grammar knowledge, and interference from first language.

Mechanic

- 1) My dog ear is long. → S4 Report text
- 2) one sunday later then dog ask it horn and goat even also do not him of last insensitive goat the last dog teach the goat and nip tail the goat of to broken and wearing him and see it tail shord to before now become is samp dog and length of goat of until this mical in this time.

Both examples above showed the errors in Punctuation and Capitalization. In the first sentence, the error was found in Punctuation: the underlined words should be "dog's ear". The second sentence showed the error in Capitalization: the underlined word should be "Sunday" because it is a name of days. The errors above indicated that the eleventh grade students of SMA Negeri 1 Abiansemal were inclined to focus on translating words from Indonesian to English without considering the right Mechanics of the sentence. Because of focusing in translating, the students might forget to use the right Punctuation and Capitalization. As mentioned in Brown's theory (2004), the errors on students writing can be errors in sentence punctuation and final punctuation, and obvious missing capitalization. The result of this study supports a study conducted by Msanjila (2005). Msanjila (2005) conducted the study in Kiswahili in Tanzanian secondary schools. The result of this study showed that capital letters was the most common writing problem noted in the study.

Addition

- (1) A pair of brothers who were left by their parents when they were aged 8 years and now they have grown up. → (*S1 Narrative text*)

Based on the example above, it could be seen that the students did addition in his sentence. The word "aged" should be age without adding "d". This example showed that some students made errors in term of addition on their writing. According to Brown (2007), addition is an error that involves an inserted element into an incorrect location. Example: "I likes this table".

Omission

- (1) This disease attack from last month until now. → (*S2 Analytical Exposition text*)

The example above could be concluded that some students made errors in term of omission. The sentence above should be "This disease attacks from last moth until now." So, the work "attack" should be added by "s". According to Brown (2007), omission occurs when one element is deleted from its originally planned location.

Substitution

- (1) command Miko, her sister.

The example above could be seen an error in term of substitution. The word "her sister" should be "his sister" because Miko was supposed to be boy in this story. So, there was substitution in Adjective Pronoun. According to Brown (2007), Substitution occur when one element of the utterance is substituted for another, which can occur on the phonological, morphological and lexical levels.

Ordering

- (1) One day, her step mother to ordered onion went to the river. → (*S3 Narrative text*)

This example showed that there was an error appeared on the students' writing. The words "to ordered onion went to" should be "ordered onion to go to". It showed some students made errors in term of ordering on

their writing. According to Brown (2007), ordering occur when two elements Sources of Errors

The sources of errors were based on Brown's theory were found in the analysis of the data: (1) interlingual transfer; and (2) intralingual transfer. Meanwhile, less practice was the most reason why the students of

exchanging

position.

SMA Negeri 1 Abiansemal committed the errors on writing texts, especially in Grammar. The interview was done through Group Interview in order to gather the data to support the sources of errors.

Table 4. Frequency of Sources of Errors

NO	Sources	Total
1	Interlingual Transfer	57
2	Intralingual Transfer	12

Interlingual Transfer

- 1) Much people in Karang Sari village disease attack of influenza.
→ (*S2 Analytical Exposition text*)

Those examples above indicated that Interlingual Transfer was the source of errors made by the eleventh grade students of SMA Negeri 1 Abiansemal. The students were inclined to make the structure of the sentences based on their mother tongue, not their target language. The point of this case was some students of SMA Negeri 1 Abiansemal just translated the sentences of Indonesian to English without considering the rules of English structures. As explained by Ellis and Barkhuizen (2005), Interlingual Transfer is the result of mother tongue influences. So, the way learners write sentences in English is influenced by their first language. The result of this study supports a study conducted by Khresheh (2011). Khresheh's study was conducted at Jordanian schools, located in the south of Jordan. The findings of the study suggest, firstly, that the subjects committed a huge number of errors with respect to the coordinating conjunction 'and'.

Intralingual Transfer

- 1) The sweet and smell are very hard to make kiss him tempted to taste.
→ (*S1 Report text*)

Those examples above indicated the errors from Intralingual Transfer. The errors were from the target language itself. The

students of SMA Negeri 1 Abiansemal did not really understand how to use the right structures of English. It could be seen in those example above, the word "for to wasted", what the students understood might "the verb in narrative text should be in verb 2". They did not know that the right structure of "for" and "to" in which after "to" should be verb 1, and "for" should be verb 1 + ing without adding "to". The students were inclined to use what they had from learning process, although what they understood from the learning process was not correct at all. As explained in Brown's theory and Ellis and Barkhuizen's theory (2005), Intralingual Transfer includes the target language itself. One of the errors from Intralingual Transfer is called Overlooking Co-Occurrence. It includes the wrong collocation of words. The result of this study supports a study conducted by Lopez (1998). Lopez's study (1998) was conducted in the Université Catholique de Louvain (UCL). The result of Lopez's study showed that all the analysis is the focus on the search of both transfer and intralingual sources of errors.

Group Interview

The result of the interview showed that the errors committed by the eleventh grade students of SMA Negeri 1 Abiansemal were caused mostly by "less practice".

Table 5. Frequency of Reasons

NO	Sources	Total
1	Absence of Knowledge	23
2	Less Practice	24
3	Forgetting	3

Absence of Knowledge

There were some reasons of the students when the interview was run:

- 1) When they were asked: *“Did your teacher teach about Possessive Pronoun?”*

They answered: *“No. We did more practices directly. It was not explained a lot, just practice.”*

- 2) When they were asked: *“Did your teacher teach you about the types of tense?”*

They answered: *“Not. Just Simple Present Sir.”*

Three examples of the students' reasons above showed that they had no knowledge to write what they were supposed to write. They were inclined to ask about the detail of the texts, report, narrative, and analytical exposition texts. This result showed that absence of knowledge could influence the errors on the students' writing and supports a theory by Thomas (2011) that states that errors can occur because learners do not have the knowledge.

Less Practice

There were some reasons of the students when the interview was run:

- 1) It was in the past Sir.
- 2) Not much Sir, because Present is classified as difficult tense.

Those were the result of interview that showed the students did not practice so much their theory of lesson. They were taught the

theory in the past but less of practice that made them creating the errors on writing. This result of the study showed that less practice was the most sources of errors on the students' writing supports a theory by Zinsser (2013) that states that the best way to write is to practice.

Forgetting

The example of this reason was:

- 1) When they were asked: *“Can you use verb 2 in writing?”*

They answered: *“Yes Sir. We forget veb 2 sometimes.”*

The example above indicated that the eleventh grade students of SMA Negeri 1 Abiansema often forget to apply what they had already when they were asked to write. They were inclined to ask about vocabulary, verb 2, and so on. Actually, what they inclined to ask was what they already knew before. Thomas (2011) states that *“forgetfulness”* is one of the causes for student in making errors in writing.

PLEASE Strategy

There were five indicators of writing got the reduction of errors after applying the PLEASE strategy, it meant that there was 71.4 % reductions happened after applying the PLEASE strategy. Meanwhile, there were two indicators of writing that did not get any reduction of error; even it was found that both indicators got increasing of errors:

- 1) Topic Sentences
- 2) Grammar

Table 6. Frequency of Errors

NO	Types	Total Saliency	Reduction
1	Title	75	31
2	Topic Sentences	107	124
3	Developing Sentences	369	209
4	Coherences	121	77
5	Diction	191	172
6	Grammar	339	381
7	Mechanics	267	35
8	Addition	39	36
9	Omission	98	28
10	Substitution	4	6
11	Ordering	31	32

Title

The way of the students in making the Title of their texts were helped by implementing the PLEASE strategy. It could be seen from the steps of this strategy in which it took picking a topic and listing some ideas about the topic before writing. It made students easier to create a Title because they already knew what they were going to write in general.

Developing Sentences

The reduction of errors was found as well in Developing Sentences. It was different from the previous writing task in which the students could not achieve the target of writing (*5 Developing Sentences for each Topic Sentence*). But, after implementing the PLEASE strategy, the students were able to make Developing Sentences more than 2 sentences, even some of them could achieve the target of writing task.

Coherences

The errors of Coherence on the students' writing got reduction of errors as well. It could be seen in the result of the second analysis of errors in which some of students writing could relate each other than the previous writing task. It was because the steps of the PLEASE strategy lead the students to relate the first sentence to the next sentence. Before writing, the students could evaluate the list of ideas.

Diction and Mechanics

Moreover, Diction and Mechanics got the reduction of errors as well because of implementation of the PLEASE strategy. In every steps of this strategy, the students were reminded to make sure the use of Diction and Mechanics. Because this strategy has six steps: 1) Pick a topic, audience and type of paragraph, 2) List your ideas about the topic; 3) Evaluate your list; 4) Activate the paragraph with a topic sentence; 5) Supply supporting sentences; and 6) End with a concluding sentence and evaluate your work; it could help the students to check in every single step about the use of Diction and Mechanics in their sentences.

Grammar and Topic Sentences

Grammar and Topic Sentences were event influenced by the PLEASE strategy generally, but the errors were not totally reduced. If it was seen in every single terms of Grammar and Topic Sentences, some of them were actually influenced by the PLEASE strategy. Although in total calculation, the PLEASE strategy did not really reduce the errors of Grammar and Topic Sentences, but the students' writing competency was improved. It could be proved by increasing of Topic Sentences in every text and increasing Developing Sentences in every paragraph of the texts.

As mentioned in a theory stated by Welch (1990) that The PLEASE strategy is developed as a metacognitive strategy for written expression, to assist students in

planning and writing compositions by modifying a highly structured, step-by-step procedure. This is intended to enable students to generate and organize ideas in simple paragraph form.

The result of this study supports a previous research conducted by Akincilar

CONCLUSION AND SUGGESTION

Based on the result above, it could be concluded that, the eleventh grade students of SMA Negeri 1 Abiansema committed errors on writings (report, narrative, and analytical exposition texts). The errors were found in title, topic sentences, developing sentences, coherences, diction, grammar, mechanics, addition, omission, substitution, and ordering. These errors were influenced by interlingual transfer and intralingual

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transfer which were as the sources of errors. Moreover, absence of knowledge, less practice, and forgetting could affect the errors on writing. The PLEASE strategy showed some reduction the errors committed by the eleventh grade students of SMA Negeri 1 Abiansema. The result of this study is expected to be beneficial for students, teacher, and other researcher.

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