

Language Errors in Writing Skills According to Corder's Theory

Richard Ignacy, Vijayaletchumy Subramaniam

Jabatan Bahasa Melayu, Universiti Putra Malaysia

Email: rignacy82@gmail.com, vletchumy@upm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i2/20308>

DOI:10.6007/IJARBSS/v14-i2/20308

Published Date: 15 February 2024

Abstract

Linguistic errors in the Malay Language, including morphological and syntactic elements, often occur in essay writing. This study focuses on the forms of language errors identified from morphological and syntactic aspects. A qualitative approach involving document analysis (written essays), observations, and interviews was implemented with 120 secondary school students in the Kerian district of Perak. Based on Corder's Theory (1974), language errors from morphological aspects in word groups such as nouns, verbs, DM laws and noun phrases were found. Similarly, syntactic errors, including code mixing, inaccurate discourse markers, unbalanced paragraphing, compound sentence mistakes, and abbreviations, were identified. Collectively, these language errors have impacted the writing quality in the Malay Language among Form Four students. Efforts should be made to overcome these language errors to enhance writing quality. This can improve student outcomes, increase educators' awareness of common errors in essays, and uphold the dignity of the Malay language.

Keywords: Corder's Theory (1974), Discussion Type Essay, Language Error, Morphology and Syntax

Introduction

The Standard-Based Curriculum for Secondary Schools (KSSM) has been introduced in stages starting with Form One in 2017. Under Section 18 of the Education Act 1960, provisions were made for the National Education System, enabling the implementation of KSSM in secondary schools across the country. Between 2013 and 2025, a goal was set in order to build students' abilities that would take into account varying interests, abilities and tendencies (Ministry of Education Malaysia, 2013). According to Chung et al (2017), the changes in the Bahasa Melayu curriculum in these past few decades have changed the education landscape to enable the Malaysian citizens to compete within the international market. The Integrated Curriculum for Secondary Schools (KBSM) which was introduced in 1998 was checked and KSSM was then introduced. In this context, the learning and skill mastery of the 21st century by every student was also emphasize since KSSR was introduced for primary school students.

The policy goals of KSSM and KBSM emphasize the importance of students achieving proficiency in writing skills, including grammar, spelling, language rules, morphology, and syntax. This aims to help and guide the students to strive to be competitive in the world's globalization phase especially when this group of students attempts to enter the workforce later in life. The DSKP or Writing Skills Performance Standard demands that each student strives to achieve the specified mastery level, Band 6, which represents the highest level of writing skills proficiency. In this regard, students are expected to reach Band 6 (TP=Mastery Level) which is the highest in writing skills. TP 6 allocates the characteristics of mastery of writing skills such as the use of orderly sentences, the production of perfect essays, accurate analysis of language errors, writing phrases, sentences, findings, making predictions and producing complete information. All these elements must be mastered according to the context consistently, in detail and form a good example.

Seeing that the KSSM assessment format began in 2021 by the Malaysian Examinations Board, therefore students should be aware that the aspect of writing skills is a big challenge that will be assessed in the Malaysian Certificate of Education (SPM). In discussing this matter seriously, excellent writing skills must meet the set criteria including writing an introduction, developing ideas and producing a conclusion that is interesting, mature and grammatically correct (Ministry of Education Malaysia, 2018). Undoubtedly, the revolution that is the KSSM system sets the conditions when the four main skills of Bahasa Melayu are assessed including reading, listening, speaking and writing skills. However, Bahasa Melayu writing skills should be given high emphasis because of its position at the highest level in this new curriculum system. Therefore, this situation needs to be given serious attention especially in an effort to find a suitable approach to overcome the issue of writing skills in the classroom.

This study focuses on three perspectives of the research problem, namely weak student mastery from the aspect of language in writing skills, poor student achievement in the subject of Malay Language, the implications of the usage of Information and Communication Technology (ICT) in essay writing and the influence of the students' mother tongue when mastering language. Language errors are focused from the morphological and syntax aspects. In detailed discussion of this matter, the aspect of writing skills is given high emphasis in addition to oral skills and reading skills according to the KSSM Core. Writing skills include the use of language such as the expression of ideas, knowledge, techniques, style and the use of the correct grammar system (KSSM, 2018). However, the performance of students for the Bahasa Melayu subject, especially in essay writing, was observed to be lagging and failure in obtaining credit in SPM. This is as school students have not yet mastered the writing aspect due to their low language level (Malaysian Examinations Board, 2017, 2018 & 2019).

When referring to the opinions of Elina & Abdul Jawi (2018); Abdul Jalil (2011), students are found to not have mastered essay formats, writing techniques, difficulty in forming sentences, lack in reference sources, not knowing the use of coherent and appropriate language discourse, no exposure in the aspect of appropriate writing methods and strategies and no planning before writing an essay. Picking up on the words of Jacobson (2005), it is impossible if a group in the society only masters and speaks using one language in this era of modernization. If not, it could be that this group may be only found in a remote area far away from other communities. This is in line with the situation in Malaysia, which is characterized by multilingualism, which has enabled the people in this country to be able to use two or more languages at the same time (Nomura, 2003; dan Paramasivam Muthusamy, 2003). The Federal Constitution (2010) and the Education Act 1961 are very clear that Bahasa Melayu is the official language of Malaysia, however the national education policy does not prevent the

use of a second language as a secondary language. This means that students in this country are capable of using and mastering multiple languages learnt in school, other than advancing the field of Information and Communication Technology (ICT). The existence of ICT has affected the Bahasa Melayu grammar system when a number of foreign terms have been unconsciously used in the virtual world. Social media users oftentimes use phrases such as “diorang”, “kitaorang”, “try dulu”, “sorry sangat,” and “sangat tired” (Majalah Pendidik, 2017). Following that, the use of social sites by the students has influenced the development and acceptance of the language at school (Ujang, 2015). Looking at all the students' problems in writing skills that are discussed, this study will focus specifically on students' language errors that include morphological and syntactic aspects in view of previous studies Nornis (2021); Hashimah (2020); Athirah (2021) only focused on one or two elements of grammatical errors.

Literature Review

According to Denby (2000), “It’s the nature of being a student, after all, to be wrong.” In this context, David's opinion has some truth if seen from the student's perspective that the language mistakes made are seen as something natural. This opinion is also supported by Robinson (1998) who opined that it is not a bad thing if a teacher can spend half an hour or more marking a paper full of linguistic errors. Inversely, it is also not a disappointment if a student is able to take back a paper full of annotations made by the teacher. If the teacher is able to identify the students' language mistakes and help them improve their writing skills, it is certain that the students' writing aspect can be improved more effectively.

Mohamed (2016) in her research discovered that students often make multiple language errors. Among them include the use of dangling sentences, errors in suffix usage, spelling and the selection of inappropriate terms. In addition, inappropriate use of interesting expressions was also identified in the essay. Through the pilot study conducted, there is still a group of students who do not place importance on the language aspect in writing essays.

Jeffrey and Nornis (2021) identified rewarding aspects in students' writing, revealing weaknesses in the use of prefixes and resulting in morphological errors and ungrammatical sentence constructions. After analyzing the documents (open response essays), the students were found to be weak in the use of prefixes meN-, di- and beR-, resulting in linguistic errors such as morphology, spelling and ungrammatical sentence processing. It's even more surprising when weak mastery of affixes causes new terms to appear that violate the laws of grammar. Research by Huda and Hashimah (2020) in suffixes also clarify that confusion arises when using the prefix meN- as a metaphor. The issue of using suffixes by non-Malay students is also found when students are not able to master the concept of softening and addition of letters.

These students are found to be weak when they do not understand the process of affixing to a basic word. For example, the word ‘menyapu’ was spelled as ‘mensapu’, or the suffix ‘menge’ which is supposed to be combined with the base word of ‘lap’ is written as ‘menlap’ (Vijayaletchumy, 2019). Ain and Athirah (2021) saw that the errors in suffixes were recorded as the third highest type of error in students’ essays. Examples of suffix errors in in the sentence “Sekiranya anda datang ke Malaysia untuk pelancongan...” which is meant to be written as “Sekiranya anda datang ke Malaysia untuk melancong...” was still found in a majority of the essay scripts. General grammatical errors such as sentence errors influenced by foreign languages, the use of abbreviations in sentences, the use of discourse markers and compound sentence errors also occurred (Jeffrey & Nornis, 2021; Richard, 2020).

The researcher is of the opinion that the aspect of students' mastery of language in writing skills cannot be separated. The strength of a student's language can be illustrated through the writing process that emphasizes language elements such as the use of vocabulary, appropriate terms, interesting and grammatical sentence processing, spelling, language adjustment and semantic aspects. A student's ability to speak a language reflects the student's level of mastery, including skills in using information, creativity in thinking and how students appreciate language through writing skills (Ministry of Education Malaysia, 2018). In summary, there is a need for this research to be conducted so that it may study and observe the forms of errors still made by this generation of students even though there are changes made within the curriculum and in the Bahasa Melayu education system. Aspects of language such as the use of correct discourse markers, aspects of paragraphing, completeness of sentences, language variations, spelling and affixes, the use of high-level words and the insertion of interesting expressions will underpin this study. The element of using the correct language is critical and should be realized by every student in ensuring an effective writing process in the production as well as preparing students who are competitive in meeting global challenges.

Materials and Methods

This study adopts a qualitative case study approach, utilizing three primary methods of data collection: document analysis, observations, and semi-structured interviews. These methods were meticulously implemented among 120 students from a secondary school in the Kerian district, Perak, and involved three Malay Language lecturers with over five years of teaching experience, providing a comprehensive perspective on the linguistic errors encountered in student essays. The analysis of students' discussion essays focused on identifying morphological and syntactic errors, guided by the theoretical framework of Corder's Theory (1974), which proposes a systematic approach to understanding the types of language errors made by learners. This theory underscores the significance of error analysis in enhancing language pedagogy. In this context, Corder outlines five phases to implement language error analysis as seen in the following diagram.

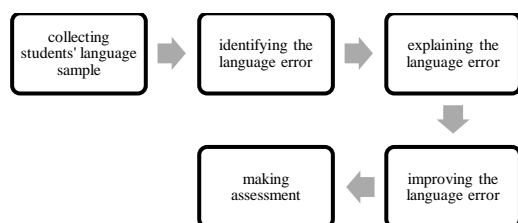


Diagram 1: Stages of Language Error Analysis (Corder, 1974).

Based on Diagram 1, the five stages have served as guidance to analyze the language error and it is corrected using the laws dictated in 3rd Edition Tatabahasa Bahasa Melayu.

Result and Discussion

This study has clearly identified language errors, particularly in the areas of morphology and syntax. Morphological errors were observed in the use of nouns, verbs, and word groups. Conversely, syntactic errors were found in the construction of phrases and sentences. Notably, errors within phrases included issues with noun phrases, verb phrases, prepositional phrases, and the application of the Determiner Marker (DM) law. The sentence errors in students' writing can be seen when there is the use of abbreviated words in the sentences,

the error in using the discourse markers, code-mixing, the use of interesting quotations that is inappropriate, and the case of unbalanced paragraphing. All the errors will be highlighted separately.

A. Morphology Error

Noun Error

Table 1 shows the noun error category

Table 1

Noun Error

Item	Common Noun	Proper Noun	Kata Nama Majmuk (compound noun)	Kata Ganda Nama (Plural Nouns)
Number of Errors	353	25	65	1
Percentage	79.5%	5.6%	14.6%	0.3 %

Common noun errors (79.5%) record the highest number of errors made followed by Compound Nouns (14.6%), Proper nouns (5.6%) and plural nouns (1%). The use of Common Nouns such as bus and motorbike in English is found in students' writing as proven in Diagram 2:

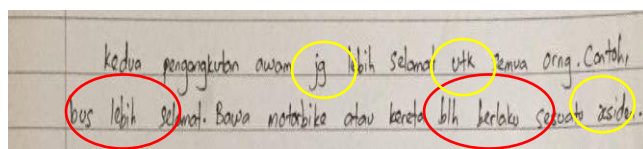


Diagram 2:

Noun Error (Essay Sample)

Students frequently use terms like "bas" and "motosikal," mistakenly believing these spellings, which retain English characteristics, are correct. The participants of the study were also into using compound words (kata majmuk) in English such as smart phone, cyber café and shopping complex that were also found in students' writing.

Table 2

Error In Using Compound Nouns

Sample	The Use of Compound Nouns in English	Compound Nouns in Malay Language
P3T1KA9	<i>Smart phone</i>	Telefon pintar
P4T4KA4	<i>Cyber café</i>	Kafe siber
P4T4KA4	<i>Shopping complex</i>	Pusat beli- belah

The compound nouns used in the academic field also retain their terms in English as proven in this table

Table 3

Error In The Use of Compound Nouns (Field of Health)

Sample	Compound Noun Error	Correction
P1T1KA26	<i>Carbon dioxide</i>	Karbon dioksida
P2T4KA4	<i>Lungs Infection</i>	Jangkitan kuman paru-paru
P1T3KA6	<i>Heart Attack</i>	Serangan jantung
P1T5KA1	<i>Blood pressure</i>	Tekanan darah tinggi

Diagram 3 and Diagram 4 are examples of errors in terms of the writing involving compound nouns.

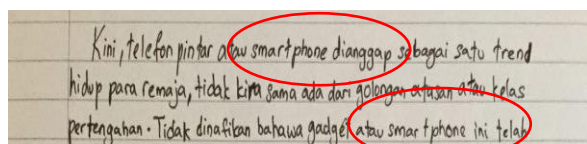


Diagram 3: Compound Noun Errors (Sample Essay 1)

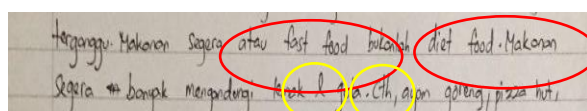


Diagram 4: Compound Noun Error (Sample Essay 2)

The retention of compound words, typically found in English, within Malay Language writing has impacted Malay's status, contributing to its diminishing identity. Notably, terms like "smartphone" and "fast food" have direct Malay translations—"telefon pintar" and "makanan segera," respectively—highlighting a clear preference for English terminology over available Malay equivalents..

Verb Error

Error of root verb (bare infinitive) and derivatives in verbs can be seen in table 4 that follows:

Table 4

Verb Error

Item	Bare Infinitive	Derivative
Number of Error	31	13

The bare infinitive refers to a group of words formed without the need for affixes, as defined in the Tatabahasa Dewan 3rd Edition 2008. Diagram 4 illustrates one of several errors related to bare infinitives observed among the participants, specifically the use of the word "exercise." In Malay, the correct translation, "bersenam," should have been employed by the study participants. Other examples of bare infinitives frequently encountered in essay writing include "plan," "reaction," "smoking," "jogging," and "rest."

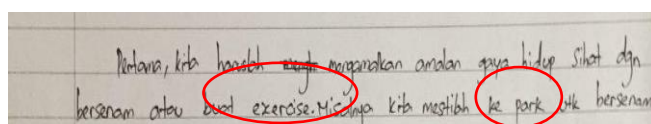


Diagram 5: Verb Error (Essay Sample)

From another perspective, respondents also committed errors in terms of forming verbs, which is derivatives. The outcome shows that 13 derivative errors were able to be identified when the respondents tried to form verbs in English and retained the affixes in Malay Language which clearly violates the grammar. Examples are *Men-delete*, *Di-contact*, *Men-download*, *Di-share*, *Meng-access* and many others. The errors can be seen in the writing of P3 students as shown below:

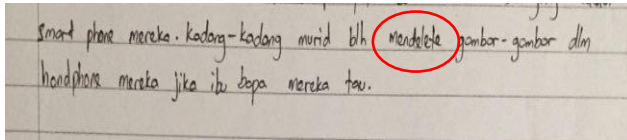


Diagram 6: Derivative Error (Essay Sample)

Based on the findings of this study, a more serious language error occurred when a combined affixes and verb in English was found in the essays written by respondents compared to the finding by Amirra Shazreena and Vijayaletchumy (2019) where it was found that the error in terms of the affixes only occurred in the Malay Language system itself. This development will give a negative implication towards the language development in the society.

Word Group Error

The students in this study were also found to have made some errors in word groups also found to have committed word group error (connectors) as can be seen in the table below:

Table 5
Conjunction Error

Type of Error	Coordinative Conjunction Error	Relative Pronoun Error	Subordinating Conjunction Error
Contoh	dan, atau, lalu, sambil	Yang	Kerana, agar, walaupun, jika
Jumlah	6	2	2

The use of coordinative conjunctions like *and*, *if* and *so* can be found in several essays.

Table 6
Types of Conjunction Errors

Sample	Conjunction Error	Type of Conjunction
P5T1KA11	<i>And</i>	Coordinating Conjunction
P3T3KA23	<i>If</i>	Subordinating Conjunction
P4T3KA14	<i>of</i>	Correlative Conjunction

Diagram 7 shows the example of error *if* that should be using the conjunction '*jika*' in Malay Language.

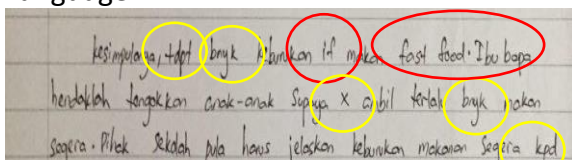


Diagram 7: Conjunction Error (Essay Sample)

The finding also looks into two aspects of syntax error, involving phrases and sentences in the essay.

Syntax Error

This study examines the language error in terms of the syntax involving phrases and sentences in the students’ essay writing.

Phrasal Error in Sentences

In discussing the number of phrasal errors committed by the students, it can be seen in Table 7 as shown below:

Table 7
The Number of Phrasal Errors in Essays

Type of Error	Nominal Phrase	DM Law	Verbal Phrase (FK)	Prepositional Phrase (FS)	Total
Number of Error	90	20	30	21	161

Based on Table 1, from 100 essays analyzed, Nominal Phrase Error records 90 errors. Students were still confused about the supposed phrasal construction that should function as the gist of the sentence and other words serve as the clarifiers, as mentioned in *Tatabahasa Dewan*, 3rd Edition (2008). Other errors like DM Law, Verbal Phrases and Prepositional Phrase were still apparent in the students’ writing.

Nominal Phrase Error In Essay Writing

In *Tatabahasa Dewan* (2008), NP acts as a constituent in a sentence that can stand as one word or several words. In its construction, a word can play its part as a gist, while other words can be the clarifiers to that gist. An example of the error in this aspect can be seen in the essay sample that follows:

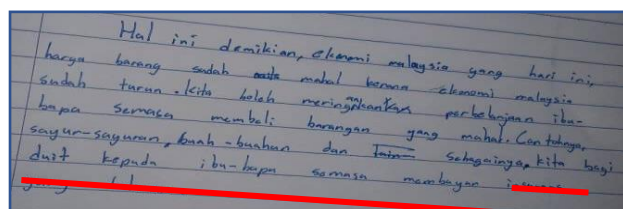


Diagram 8: Nominal Phase Error in students’ writing

The sentence written by this student is a case of Nominal Phase error. After the use of the discourse marker ‘*contohnya*’ the subject in NP is absent, so instead the sentence becomes incomplete without the right use of the subject. The NP error written by this student is corrected as follows

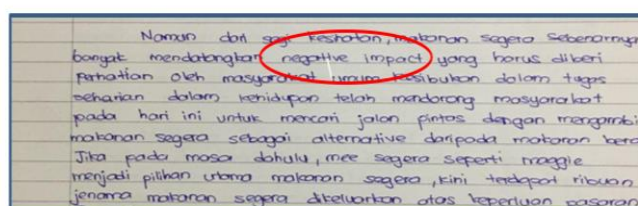
Table 8

Noun Error Analysis

Essay Sample	Type of Error	Correction
Examples are sayur-sayuran, buah-buahan and so on	Noun Group error	Example: Kita boleh makan makanan yang mempunyai zat tinggi seperti sayur-sayuran dan buah-buahan.

The DM Law Error in Essay

The NP formation has its order and the law follows the first position of D (explained) and later M (explaining). (Tatabahasa Dewan, 2008). Students' awareness about the use of the right language is still low, when the students still retained the DM Law following the English structure like *membuat 'video call', mengalami 'traffic jam' and menggunakan 'plastic beg.'* The use of these English phrases can be associated with the issue of code-mixing. Through this study, the following essay sample can prove the language error made by the student

Diagram 9: *DM Law Error In Students' Writing*

Based on the Diagram 9, the student has a writing style that can be considered as good. However, the strong influence of English is apparent that the English phrases are used in the Malay Language essay.

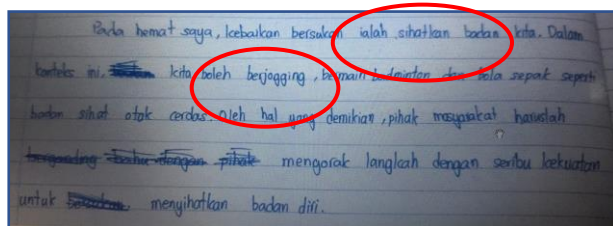
Table 9

DM Law Error Analysis

Essay Sample	Type of Error	Correction
negative impact	Hukum DM	Impak negatif/ Kesan negatif
Alternative	Ejaan	Alternatif/pilihan
Mee segera	Hukum DM/ Ejaan	Mi Segera

Error in Verbal Phrase in Essay Sample

VP error can be found in students' essays when most of them failed to use affixes when they encountered transitive and intransitive verbs. As an example, '*menyediakan*' is written as '*sediakan*', '*mencari (cari)*' and '*menggunakan (gunakan)*'. The following is the sample of the essay identified:

Diagram 10: *Verbal Phrase Error Analysis*

Based on Diagram 10, the glaring error in the underlined sentence which is '*sihatkan badan kita*' should be written as '*menyihatkan badan kita*'. The entire paragraph produced depicts that the student's idea was not developing. As the results, the paragraph has become too short and not holistic. Another error in the paragraph is the spelling error '*berjogging*' that should be replaced with the word spelled '*berjoging*.' Next, the verbal phrase '*menyihatkan badan diri*' also shows that the student was confused with the right phrase to use. This is also categorized as semantic error as the choice of phrase was inaccurate. The phrase can be replaced with '*menyihatkan tubuh badan*.'

Although morphology and semantic were not emphasized in this study, the errors made by the students were still unacknowledged. This confusion is also carried through until the end of school years even if the student has the opportunity to further his or her studies. All the paragraphs produced also did not fulfil the requirements of the examiner and the outcome is categorized as a weak essay.

Error in Prepositional Phrases (PP)

PP is a sentence construction formed from a preceding preposition (SN) and another NP that complements the conjunction. In front of the NP, prepositions like *pada*, *daripada*, *kepada*, *di*, *dari* and *ke* are placed. An obvious error in the use of PP can be seen through the following essay sample

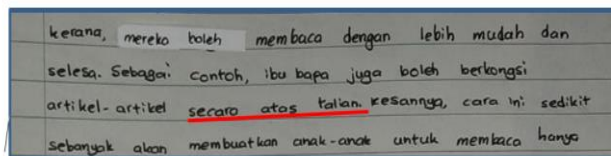


Diagram 11: PP Error Analysis

Diagram 11 shows the PP error ‘*secara atas talian*’ that should be using the preposition ‘*dalam*’ that should replace the word ‘*atas*’. This error can be interpreted clearly when the student translated from English the word ‘*online*’ as ‘*atas talian*.’ There is also an issue for the student in terms of the use of PP (*antara*) in their essays. Through the Pusat Persuratan Rujukan Melayu or PRPM website, the word ‘*antara*’ carries various functions. It can refer to the context of making comparisons and it can be the preceding word in a sentence. For instance: *Antara ilmu sains dan astronomi banyak persamaannya*. Other than that, the use of PP *antara* can also be accompanied by nouns that do not have to be pluralized or repeated. For example: *Antara jenis-jenis persembahan ...* (incorrect) should be, *antara jenis persembahan ...*(betul).

One of the laws in using PP that needs to be acknowledged by the students is that PP can be followed by plural nouns like *adik-beradik*, for example in the sentence: *Mereka sedang berbincang antara adik-beradik*. In the context of this study, the PP error that can be found is as given below

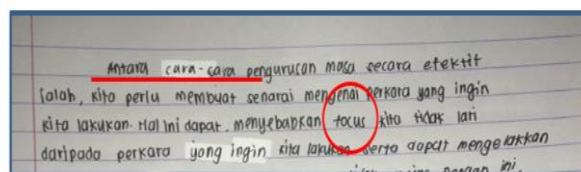


Diagram 12: Example of PP Error

Sentence Errors in Essays

Tatabahasa Dewan (2008) defines sentence as the highest unit of expression in the grammatical structure and it has a perfect semantic content. Errors of the sentences that can be found in the essays are as shown in the table below:

Table 10

Summary of the Sentence Errors

No	Type of Error	Student Writing Outcome
1	Abbreviation in sentences	40
2	Discourse markers in sentences	15
3	Code-mixing in sentences	10
4	Error in using interesting expressions in sentences	10
5	The aspect of unbalanced paragraphing	25
	Total	100 Errors

The use of abbreviations in sentences

The use of abbreviations among students has become a trend in essay writing due to the influence of social media. This trend weakens students' writing and causes it to deviate from the grammatical rules of the Malay Language. For instance, consider the following essay written by a student, which exemplifies the use of abbreviated words.

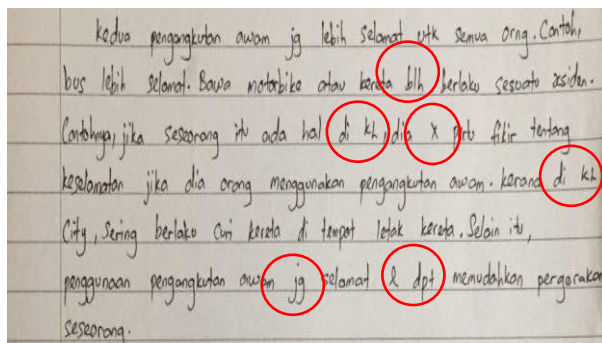


Diagram 12: *The use of abbreviations in sentences (Sample of Essay)*

Based on 100 samples of essays, a total of 40 errors in the use of abbreviated words has been found in the essay writing. What is shocking is that, the use of the shortened or abbreviated words are in Malay Language, such as *bnk* (*banyak*), *utk* (*untuk*), *kpd* (*kepada*) and many others. The use of these shortened words demonstrates the students' attitude that lacks the persistence and seriousness in correcting the errors they made, and it also displays students' nonchalance towards the right use of the Malay Language.

Error in using discourse markers

The important language element in the essay writing is the aspect of discourse markers used to relate sentences of ideas, elaboration and so on. The use of discourse markers can be also be linked with good sequences among the paragraphs. The discourse markers used must be suitable and can reflect a good, quality writing. (Mohammad Fadzeli Jaafar, 2012). The following is the error in terms of the aspect of discourse markers in essays.

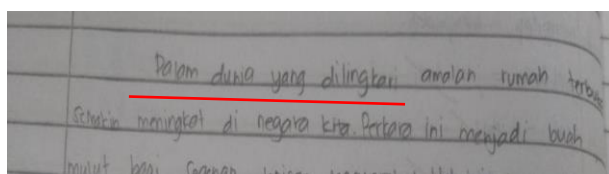


Diagram 13: *Error in using discourse markers in the first sentence for the introductory section*

In Diagram 7, the discourse marker becomes incomplete with the use of '*dalam dunia yang dilingkari...alone*'. A complete discourse marker can be seen: "*Dalam dunia yang dilingkari kemajuan sains dan teknologi ini,*". The error in using discourse markers should not have happened, but instead every sentence in the essay should make use of appropriate and accurate discourse markers.

Code-mixing in sentences

The code-mixing situation, due to the influence of the social media and the environment is undeniable. In the study conducted by Nur Farakhanna et al. (2022), the widespread use of the social application Facebook among Generation Z was identified as a significant factor

contributing to code-mixing, which in turn led to grammatical errors. In this study, we identified 10 errors made by students across 100 essay samples analyzed. The following is one such example

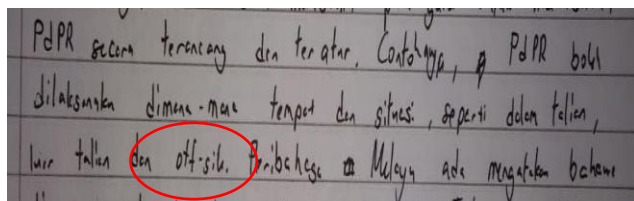


Diagram 14: Code-mixing in sentences

Based on the error in Diagram 8, code-mixing is evident in the sample of sentence written by the student. The detail of the error can be referred to in the following table:

Table 11

Detail of the error in the sentence (code-mixing)

Essay Sample	Type of Error	Correction
Contohnya, PdPr boleh dilaksanakan <u>dimana-mana</u> tempat dan situasi seperti dalam talian, luar talian dan <u>off-site</u> .	Code-mixing	Contohnya, guru-guru boleh menjalankan aktiviti PdPr dalam pelbagai cara seperti dalam talian, luar talian atau di luar kawasan.

Error in using interesting expressions in sentences

The study on the use of interesting expressions in essays by Norsimah (2012) establishes that students' achievement remained at a moderate level (62%). Beautiful expressions are highly encouraged in essays and they include proverbs, odes, slogans, quotations and hadiths in the Quran. In this study, the error in terms of the use of interesting expressions can be seen in the following diagram

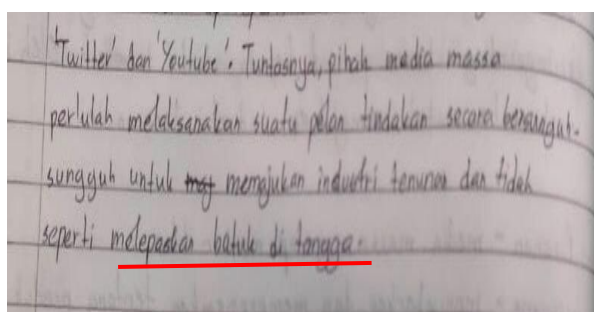


Diagram 15: Error in using interesting expressions in sentences

A glaring error was in the essay sample which is in the sentence "... dan tidak seperti melepaskan batuk di tangga" which is supposed to be: "... dan tidak seperti melepaskan batuk di tangga." This has to be corrected by the teachers so that students can familiarized themselves with the correct ones, and correct the wrong ones.

Unbalanced paragraphing in essays

Unbalanced paragraphing in essays is a significant concern. The aspect of paragraphing should be prioritized in essay writing, especially for students preparing for their SPM examination. They should master this aspect to ensure that their essays are well-balanced in terms of paragraph structure, sentence construction that adheres to grammatical rules, appropriate use of markers, emphasis on language variation, and minimal grammatical errors. Butt et al (2000) characterized effective paragraphing in essays as meeting critical criteria: unity of ideas, precise and coherent sentences, and a strong conclusion.

This study also examines paragraphing in students' essay writing. As a result, a total of 25 essays failed to meet the examiner's requirements. Some students managed to produce only up to four paragraphs, lacking a concluding paragraph. There was also an imbalance in the paragraphing throughout the essays. One sample demonstrated that a student had written the introduction without using any discourse markers, which would have better connected the sentences.

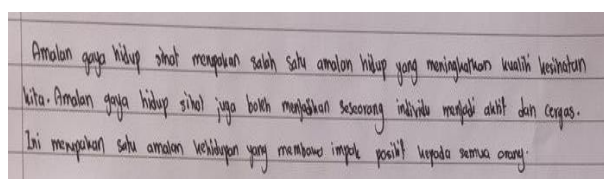


Diagram 16: *The aspect of unbalanced paragraphing*

Diagram 16 shows a weak essay sample by a student who is now in Form Four. A good introduction would have its appeal to the reader. However, this student's weakness was a cause for concern among the teachers when he was only able to write at least three sentences of idea, elaboration and consequence. The development of idea was limited and not comprehensive. This essay was supposed to be able to follow the guideline or method taught by the teachers in the classroom. An example is as given below:

"Dalam meniti arus globalisasi ini, amalan gaya hidup sihat dalam kalangan masyarakat semakin berkurangan oleh sebab ketiadaan masa dan faktor bebanan kerja.(Idea-apa?). Dalam konteks ini, amalan gaya hidup sihat wajar diterapkan dalam setiap lapisan masyarakat agar dapat menjalani kehidupan yang sihat sejahtera. (Huraian-mengapa?). Sejarar dengan cogan kata badan sihat, otak cerdas, setiap individu seharusnya mengamalkan cara hidup yang sihat setiap masa. (Contoh- bagaimana?). Hal ini penting bagi memastikan kualiti kehidupan masyarakat Malaysia sentiasa terjamin seperti yang dihasratkan oleh Kementerian Kesihatan Malaysia. (Huraian lanjutan- kesan). Persoalannya, apakah langkah-langkah berkesan untuk mengamalkan gaya hidup sihat oleh masyarakat?"(ayat penegasan).

Conclusion

Based on the findings of the study, students often make various language mistakes in writing, especially from the aspects of morphology and syntax. From the analysis done, it was found that common noun errors and the use of abbreviations in essays are the most common. These mistakes are becoming more popular among students due to the influence of social media such as Facebook, Instagram and WhatsApp. Most students was found to be unaware of the mistakes made on social media and thus, they do the same in writing essays that have been considered correct.

The initiative in empowering the national language will be a threat when there are language use issues among the society, especially among students. The students' ignorance has led to their poor performance in the Malay Language subject- this had started from the primary school until the secondary school. He also maintained that the mastery of language elements must encompass pronunciation, the right language register and the ability to use language in various contexts of communication. The issues in language use also leave a negative impact on students at the university when they fail in their presentation slot. Conclusively, researcher finds that the language errors in terms of the morphology and syntax are identified and elaborated in detail based on Corder's Theory (1974) that can benefit both educators and students. Language errors as such should be examined and analyzed by every educator and language warriors so that the aim to empower Malay Language can be realized. This can also give the opportunity and space to educators to produce innovation in Malay Language teaching so that students do not commit any language error in essay writing. Continuous guidance by teachers can help to ensure that the students' quality in the subject can be enhanced.

References

- Abd Kahar, E., & Abdul Jawi. (2018). Meningkatkan Kemahiran Menulis Karangan Menggunakan Pendekatan Berfokus. Available: https://www.academia.edu/18983831/Kajian_tindakan_pendekatan_berfokus.
- Alizuddin, N. A., & Arif, N. M. N. N. A. (2021). Analisis error bahasa dalam penulisan bahasa Melayu pelajar antarabangsa. *International Social Science and Humanities Journal*, 4(1), 113-127.
- Razin, A. S., & Subramaniam, V. (2019). Error Penggunaan imbuhan awalan dan akhiran dalam kalangan murid Sekolah Jenis Kebangsaan Tamil berdasarkan Teori Analisis Error Corder (1973). *International Journal of the Malay World and Civilisation*, 7(1), 3-13.
- Ujang, A. D. D. (2015). Cabaran Menggunakan Bahasa Kebangsaan Dalam Bidang Pendidikan Available: <http://klikweb.dbp.my/wordpress/?p=7856>
- Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2000). *Using functional grammar: An explorer's guide*. Sydney, AU: Macquarie University.
- Corder, S. P. (1974). Error Analysis. In J. P. B. Allen and S. Pit Corder (eds.) *Techniques in Applied Linguistics* (The Edinburgh Course in Applied Linguistics: 3), London: Oxford University Press (Language and Language Learning), pp. 122-154.
- Denby, D. (2000). David Denby quotes. Available: http://thinkexist.com/quotes/david_denby/
- Education Ministry of Malaysia. (2014). *Laporan Pembangunan Pendidikan Malaysia: Kedudukan bahasa Melayu*. Putrajaya: Minister of Education Malaysia.
- Education Ministry of Malaysia. (2018). *Kurikulum Standard Sekolah Menengah (KSSM) Bahasa Melayu*. Putrajaya: Minister of Education Malaysia.
- Ignacy, R. (2020). Pengaruh Percampuran Kod dalam Ruang Sembang WhatsApp Terhadap Hasil Penulisan Karangan Jenis Perbincangan Dalam Kalangan Murid Tingkatan Empat. *Master Thesis*. Universiti Sains Malaysia.
- Jacobson, R. (2005). *Codeswitching Worldwide II*. Berlin: Mouton de Gruyter.
- Jalaluddin, N. A., & Shahidan, N. (2017). Modenisasi Bahasa dalam Kalangan Generasi Z. Available: <http://conference.kuis.edu.my/pasak2017/images/prosiding/ilmubahasa/05-Nur-Azlina-KKKL.pdf>.

- Jaafar, M. F. (2012). Penanda Wacana Dalam Teks Melayu Lama Berunsur Sejarah. *Jurnal Bahasa*, 3 (2): 243-258
- Jeffrey, A., & Saidatul, N. (2021). Kerancuan Bahasa dalam Kalangan Murid Sekolah Menengah di Daerah Tuaran, Sabah. *Jurnal MANU*. Bil. 31 (2), 97-132, 2020 (December).
- Johari, S. (2017). Isu Gagal BM: Mungkin Susah Untuk Dapat , Namun Sukar Sangat ke Nak Lulus?. Available: <https://www.astroawani.com/berita-malaysia/isu-gagal-bm-mungkin-susah-untuk-dapat-namun-sukar-sangat-ke-nak-lulus-159415>.
- Lai, L. C., Chin, H. L., & Chew, F. P. (2017). Amalan Pengajaran Guru Bahasa Melayu Tingkatan Empat Dalam Penulisan Karangan Dari Aspek Kemahiran Berfikir Secara Kritis Dan Kreatif Serta Pembelajaran Kolaboratif. *Jurnal Kepimpinan Pendidikan*. January 2017, No. 4, Issue 1
- Lembaga Peperiksaan Malaysia. (2017). Laporan Prestasi Bahasa Melayu SPM 2017. Kementerian Pendidikan Malaysia.
- Lembaga Peperiksaan Malaysia. (2018). Laporan Prestasi Bahasa Melayu SPM 2018. Minister of Education Malaysia.
- Lembaga Peperiksaan Malaysia. (2019). Laporan Prestasi Bahasa Melayu SPM 2019. Minister of Education Malaysia.
- Majalah Pendidik. (2017). *Harapan Pelihara Martabat BM*. Wardah Communication
- Majalah Pendidik. (2017). *Cabaran Bahasa Rojak*. Wardah Communication.
- Awal, M. N., Abu Bakar, N., & Jalaluddin, N. H. (2012). *Pembelajaran Bahasa Melayu sebagai bahasa kedua: pengungkapan idea dalam penulisan pelajar sekolah menengah di Malaysia*. *Jurnal Melayu* (9). pp. 227-240. ISSN 1675-7513.
- Mohamed, H. (2016). Meningkatkan Kemahiran Menulis Karangan Melalui Penggunaan TRACK CHANGES. *Malaysian Journal of Learning and Instruction*, 13(1),135-159.
- Rusli, M. N. F., Abdullah, L. H., & Ligaspi, A. (2022). Kata singkatan menjejaskan kewibawaan bahasa Melayu. *Majalah Dewan Bahasa*, 15 April. Available: <https://dewanbahasa.jendela.dbp.my/2022/03/31/memperkasakan-bahasa-melayu-tanggungjawab-kita-bersama/>
- Saad, M. N. H., & Jalaluddin, N. H. (2020). Imbuhan meN- dengan kata nama konkrit unsur alam: Analisis Teori Relevans. *GEMA Online® Journal of Language Studies*, 20(3), 136-155.
- Nomura, M. (2003). Bilingualism and multilingualism: A study of code switching [Tesis Sarjana, Kobe University].
- Paramasivam, M. (2003). Codeswitching among University Putra Malaysia Tamil students: A Sociolinguistic Perspective (PhD Thesis. Universiti Malaya.
- Ramli, N., Ab.Hamid, N., & Makhtar, R. (2019). Budaya Bahasa Lisan Para Pelajar Di Kolej Universiti Islam Antarabangsa Selangor (Kuis): Satu Pemerhatian. *E-Prosiding Persidangan Antarabangsa Sains Sosial dan Kemanusiaan 2019*. eISBN:978-967-2122-71-5.
- Syahidatul & Ridauddin. (2019). Bahasa Rojak Jadi Cabaran Besar Kepada DBP. Available: <https://m.sinarharian.com.my/mobile-article?articleid=40670>