



Errors in Writing the Sequence of the Letters 汉字

[hànzì] by Class XI IBB Students at SMA Nurul Jadid

Paiton Probolinggo

SMA Nurul Jadid Paiton Probolinggo 的 IBB 第 11 年

级学生写汉字顺序时的错误

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Abstract:

Writing 汉字 [hànzì] has a fairly high level of difficulty because it has rules for writing in the letters. Students rarely write the letters 汉字 [hànzì] according to the rules for writing the stroke order. This study aims to describe the forms of errors in writing the stroke order of the letters 汉字 [hànzì] by students of class XI IBB SMA Nurul Jadid Paiton Probolinggo and describe the factors that cause errors in writing the stroke order of letters 汉字 [hànzì]. This study used descriptive qualitative method. The research instruments used were tests and questionnaires filled in by 22 students of class XI IBB SMA Nurul Jadid Paiton Probolinggo. The results show that students still make many mistakes when writing the letters [hànzì], especially in the order of the strokes. Factors that cause students to make mistakes are because students have not mastered the material related to writing the letters 汉字 [hànzì], students have not been able to distinguish between basic and compound strokes, forget the order of writing the letters 汉字 [hànzì], lack of concentration and thoroughness when working on questions.

Keywords: Error, Stroke Order, Letter 汉字 [hànzì]

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摘要

写汉字有相当高的难度，因为它有写字母的规则。IBB XI 班的学生承认，他们仍然很难写汉字。学生很少按照笔顺书写规则来写汉字。本研究旨在描述 XI IBB SMA Nurul Jadid Paiton Probolinggo



班学生汉字笔顺书写错误的表现形式，并描述导致汉字笔顺书写错误的因素。本研究采用描述性定性方法。使用的研究工具是由 22 名 XI IBB SMA Nurul Jadid Paiton Probolinggo 班的学生填写的测试和问卷。结果显示，学生们在写字母时仍然存在很多错误，尤其是在笔画的顺序上。导致学生犯错的因素是学生没有掌握写汉字的相关材料，学生还没有分清基本笔画和复笔画，忘记了汉字的书写顺序，做题时注意力不集中，不彻底。

关键词：错误、笔顺、汉字

1. INTRODUCTION

Mandarin has its own uniqueness or characteristics that make it different from other languages, one of which lies in its writing. The written letters in Mandarin are called 汉字 [hànzì]. 汉字 [hànzì] is the oldest script in the world and has developments and changes that are not influenced by other scripts (Noviana, 2012; Suparto, 2002). Writing 汉字 [hànzì] has a fairly high level of difficulty because there are rules for writing the letters, for example starting from top to bottom and left to right (Aryatri et al., 2020). When writing 汉字 [hànzì] you have to pay attention to two things, namely 笔画 [bǐhuà] (strokes in Mandarin characters) and 笔顺 [bǐshùn] (order of strokes in Mandarin characters). So, before students can express their thoughts and concepts in good Chinese writing, the first step that must be taken is that students know, understand and learn about the letters first.

Writing the letters 汉字 [hànzì] is the first lesson taught by teachers to students when learning Mandarin. The most basic procedure for writing the letters 汉字 [hànzì] is 笔顺 [bǐshùn] or stroke order. But before that, students must first learn the various 笔画 [bǐhuà] or strokes. There are 8 basic strokes 笔画 [bǐhuà], namely 横 [héng] (一), 竖 [shù] (丨), 撇 [piě] (丿), 捺 [nà] (㇏), 点 [diǎn] (丶), 提 [tí] (㇀), 勾 [gōu] (乛), and 折 [zhé] (𠃍). When writing a 汉字 [hànzì] letter, you must not just write by just looking at its shape, but you must also follow the rules for writing the 汉字 [hànzì] letter itself. In order to write well and correctly, students need to practice repeatedly. Therefore, foreigners who learn Mandarin often experience difficulties when it comes to writing. The reason is, Mandarin characters are difficult to write and memorize because of the large number of strokes and number of characters.

On the one hand, the shape of the characters is complicated, but on the other hand, when students understand the various types of strokes and the order of the strokes well, they will produce writing that looks neater and more beautiful to look at. Mastering the writing of the character 汉字 [hànzì] will be very helpful for students in learning Mandarin. This also aims to avoid writing errors, so that the information addressed to the reader can be conveyed well and is in accordance with the information intended by the author. On the other hand, if students do not follow the writing rules, namely 笔顺 [bǐshùn] stroke order, students will have more difficulty writing it, and even risk writing mistakes which will result in wrong meaning. For example in the words 我 [wǒ] and 找 [zhǎo]. 我 [wǒ] which means "I", while 找 [zhǎo] means "to look for". At first glance, the two



letters appear similar, but there are differences in the meaning, shape and order of the strokes. Both words have 7 strokes. What makes it different is that the word 我 [wǒ] has a 撇 [piě] (丿) stroke in the upper left corner, while 找 [zhǎo] does not. The word 我 [wǒ] has one long horizontal stroke 横 [héng] (一), while 找 [zhǎo] has two horizontal strokes 横 [héng] (一) short. This is an example that writing 汉字 [hànzì] requires precision and caution. Just one stroke or more can result in a misinterpretation. Students' lack of knowledge about the letter 汉字 [hànzì], will of course affect the process of developing students' writing skills in class. Also, students will have difficulty when working on Mandarin practice questions given by the teacher.

Based on researchers' interviews with teachers who teach Mandarin at SMA Nurul Jadid Paiton Probolinggo, information was obtained that there was no special teaching on students' writing skills. At every meeting, especially for students in class However, the teacher does not ask students to write down the sequence of strokes in each vocabulary word written. The teacher said that writing stroke order is only taught in class 笔顺 [bǐshùn] or stroke order correctly or not.

Based on the results of pre-research carried out on several class However, students admitted that they still had difficulty writing 汉字 [hànzì]. Students said they rarely wrote 汉字 [hànzì] according to the rules of writing stroke order. An example of a mistake made by students, namely when writing the word 去 qù, which should start with horizontal strokes 横 [héng] (一), vertical 竖 [shù] (丨) then horizontal 横 [héng] (一) again, but students write it starting from two horizontal then vertical strokes.

There are several previous studies related to the difficulty of writing characters. The first previous research was conducted by Silvia (2022) entitled "Analysis of Chinese Writing Errors in Beginner Mandarin Learners". The results of this research found several errors, namely sequence and scratch errors, section and radical errors, and structural errors. The second previous research is research on other languages that have writings similar to 汉字 [hànzì]. This writing is called hiragana in Japanese, and both consist of several strokes in one letter. Research on hiragana letters was carried out by Putri (2020) entitled "Errors in the form of writing hiragana letters in learning Japanese among students in class XI IPS at SMA Muhammadiyah 4 Surabaya". The results of this research found that the causes of errors in writing hiragana letters were that students were still relatively beginners in learning Japanese, had difficulty memorizing letters and lacked understanding of the order in which hiragana letters were written, and also due to the complicated shape of the letters.

Based on several studies regarding the difficulty of writing these characters, it was found that students at Nurul Jadid High School also experienced difficulties. Therefore, this article discusses "Errors in Writing the Sequence of the Letters 汉字 [hànzì] by Class XI IBB Students at SMA Nurul Jadid Paiton Probolinggo".



2. METHOD

The research method used is descriptive qualitative. This research was carried out at SMA Nurul Jadid Paiton Probolinggo which is located on Jalan Kyai Haji Zaini Mun'im, Dusun Tj. Lor, Karanganyar, District. Paiton, Probolinggo Regency, East Java. The subjects in this research were class XI students specializing in Language and Culture (IBB) Nurul Jadid High School, with a total of 22 students.

Researchers used tests and questionnaires as research instruments. The test was used to determine the forms of errors in writing the stroke order of the letters 汉字 [hànzì] by class XI IBB students at SMA Nurul Jadid Paiton Probolinggo. The test consists of 30 questions with three types of subjective questions, namely (1) 10 questions writing 笔顺 [bǐshùn] the sequence of strokes of the letters 汉字 [hànzì], (2) 10 questions determining the number of 笔画 [bǐhuà] strokes of the letters 汉字 [hànzì], and (3) 10 questions write 笔画 [bǐhuà] strokes of the letter 汉字 [hànzì] that match the stroke sequence number requested. The vocabulary used as questions was taken from the book used by class XI IBB students, namely the Chinese language book 华语 [Huáyǔ] compiled by 陈荣岚 (Chén Rónglán). The questionnaire contains 15 questions and all of them are open-ended. This questionnaire aims to determine the factors that cause errors in writing the stroke order of the letters 汉字 [hànzì] by class XI IBB students at SMA Nurul Jadid Paiton Probolinggo as a whole.

At the data analysis stage, researchers analyzed the answers obtained from tests and questionnaires that had been filled out by students. Dianingrum (2021) states that data analysis can be defined as the process of processing, organizing and breaking down data into smaller units. This data analysis systematically organizes the results of data collection, then interprets them, which then produces new opinions, thoughts and theories or ideas.

Checking the validity of the data is carried out to guarantee the correctness of the data that has been obtained or to strengthen the findings. This is in line with Barlian's (2016) statement which states that efforts to increase the degree of trust are called data validity. Qualitative research is declared valid if it has one of the things, namely the degree of trust (credibility) (Dianingrum, 2021). In checking the validity of the data, researchers used triangulation techniques. Triangulation is a technique for verifying data from various existing sources through various approaches, and in different time periods (Barlian, 2016). Triangulation in this research is technical triangulation. The application of triangulation techniques is useful for testing the credibility of data obtained from the same source, but with different approaches. In this research, researchers used the results of data analysis from tests and questionnaires that had been checked and validated by a triangulator.

3. FINDINGS AND DISCUSSION

Researchers used tests and questionnaires to obtain data which was distributed to 22 students of XI IBB SMA Nurul Jadid Paiton Probolinggo. This research was conducted on Monday, March 20 2023. In this research, the researcher was accompanied by a colleague to help during the research process.



The results and discussion consist of two parts, namely (1) forms of errors in writing the stroke order of the letters 汉字 [hànzì] and (2) factors that cause errors in writing the stroke order of the letters 汉字 [hànzì], which are explained as follows.

3.1 Types of Errors in Writing the Sequence of Letter Strokes 汉字 [hànzì]

3.1.1 Test

a. Roman Problem I (writing 笔顺 [bǐshùn] the order of the strokes of the letters 汉字 [hànzì])

In Roman I students are asked to write 笔顺 [bǐshùn] the sequence of strokes of the letters 汉字 [hànzì]. To find out the level of difficulty of the questions, below is a table ranking the errors made by students.

Table 1. Student Error Ratings on Roman I Questions

Romawi	Peringkat Kesalahan	Nomor Soal	Soal	Jumlah Siswa
I	1	3	běi 北	22
	2	2	fāng 方	21
		8	nǎ 哪	
	3	9	qǐ 起	20
		7	nán 难	
	4	10	shì 事	18
	5	5	mǎi 买	15
	6	6	de 地	13
	7	4	xiān 先	11
	8	1	gàn 干	1

Based on the data listed in the table above, it can be seen that in Roman I the first position in the error ranking was question number 3 with the word 北 [běi], namely 22 students. This means



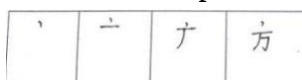
that all students made a mistake on that question, whereas in the last position in the error ranking, namely on question number 1, the word 干 [gàn], only 1 student made a mistake.

Based on the results of the analysis, information was obtained that the first most common error in Roman I lies in the word 北 [běi] which has 5 strokes. An example of the most common form of error is that students start with a short 横 [héng] stroke (一) on the left side, like this



, whereas the correct order for the word is to write the stroke in the middle first, namely 竖 [shù] (丨) then followed by the left side, namely 横 [héng] short (一), then 提 [tí] (丿) and the right side 撇 [piě] horizontal (㇀), then 竖弯钩 [shù wān gōu] (乚) (Awaru, 2022). But there are also some students who write 竖弯钩 [shù wān gōu] (乚) first, then 撇 [piě]

horizontally (㇀). An example is like this . Students do not know that the 匕 [bǐ] in the word 北 [běi] which is called 不出头 [bù chūtóu] does have a writing rule of coming first 撇 [piě] (㇀), then 竖弯钩 [shù wān gōu] (乚) (Wenku, 2023). Due to ignorance about this, students still make mistakes when writing the word 北 [běi]. Furthermore, the second most common error in Roman I is in the word 方 [fāng] which has 4 strokes. The word 方 [fāng] is a type of word with a top-down writing rule (Silvia, 2022). Many students write the word 方 [fāng]

like this , the order of the 3rd and 4th strokes is reversed. In accordance with the rules for writing stroke order in the book entitled "Stroke Orders of The Commonly Used Standard Chinese Characters" by the Ministry of Education of the People's Republic of China and the National Language Working Committee that the correct writing of the word 方 [fāng] is 点 [diǎn] (丶), 横 [héng] (一), then 横折钩 [héng zhé gōu] (乛), then 撇 [piě] (㇀). The third most common error in Roman I is the word 哪 [nǎ] which has 9 strokes. In line with Awaru's (2022) statement that one order in writing 汉字 [hànzì] is from left to right. The word 哪 [nǎ] is one of the many 汉字 [hànzì] which has a left-right stroke order. The most common types of mistakes that

students make are like this . Students start making mistakes in

the 4th to last column. In the 4th stroke, the correct stroke should be 横折钩 [héng zhé gōu] (乛), then 横 [héng] (一), 横 [héng] (一), and 撇 [piě] (㇀). The student also made a mistake in the last 2 strokes, namely the student wrote it backwards. The correct writing is 横撇弯钩 [héng piě wān gōu] (㇇) first then 竖 [shù] (丨). These three questions were the questions with the most incorrect answers by students, while several other questions also had similar errors. This is because students have not mastered two important things in writing 汉字 [hànzì], namely 笔画 [bǐhuà] (strokes in



Mandarin characters) and 笔顺 [bǐshùn] (order of strokes in Mandarin characters). Students' lack of understanding regarding how to write 汉字 [hànzì] makes students write it wrong, in fact what the researchers found from the results of students' answers, the question with the most incorrect answers was 汉字 [hànzì] with a small number of strokes and the shape was not complicated. Apart from that, students are not familiar with the various types of combined strokes so they often make mistakes when writing 汉字 [hànzì]. This was confirmed in the results of a questionnaire where one of the questions asked about combined strokes, and almost all students answered they didn't know. Combined strokes are strokes that consist of a combination of basic strokes (Noviana, 2012). Usually at the beginning of learning Mandarin, the teacher only introduces 8 basic strokes, whereas in Chinese writing there are also combined strokes. In the textbook used, there is no material regarding combined strokes. This type of error is known as an error caused by competency factors. What this means is that it occurs systematically, because the system of rules of the language in question has not been mastered (Rianto, 2020; Tarigan, 1988).

b. Roman II Problem (determining the number of 笔画 [bǐhuà] strokes of the letter 汉字 [hànzì])

In Roman II students are asked to determine the number of strokes in the letter 汉字 [hànzì]. To find out the level of difficulty of the questions, below is a table ranking the errors made by students.

Table 2. Student Error Ratings on Roman II Questions

Romawi	Peringkat Kesalahan	Nomor Soal	Soal	Jumlah Siswa
II	1	2	jīn 斤	12
		6	hái 还	
		8	wǎn 晚	
	2	4	yì 艺	10
	3	5	lè 乐	8
	4	10	cài 菜	6
	5	3	bái 白	3
		7	guǒ 果	



9				wù
				物
6	1	kāi	0	
				开

Based on the data listed in the table above, it can be seen that questions number 2, 6, and 8 are ranked at the top. These three questions were considered the most difficult questions for students, namely 12 students made mistakes. The next question that is considered easy for students is question number 1, that is, all students answered this question correctly.

Based on the results of the analysis, two types of language errors were found, namely errors and mistakes.

1. Error

After analyzing the errors in the Roman II questions, the researchers found that the words 还 [hái], 晚 [wǎn], 艺 [yì], and 乐 [lè] were errors. This is because students incorrectly calculate combined strokes into one stroke/basic stroke, and vice versa. In the word 还 [hái], all students answered incorrectly, namely 6 strokes, while the correct answer was 7 strokes. Researchers found that students counted the two strokes 横折折撇 [héng zhé zhé piē] (ㄣ) and 捺 [nà] (㇏) into one stroke. If you look at it, the strokes look like one unit, even though in reality the strokes are two strokes that become one. Therefore, students incorrectly count the total number of strokes in the word. Next, namely the word 艺 [yì], all students who made mistakes answered 5 strokes, while the correct answer was 4 strokes. The student incorrectly counted the strokes 横折弯钩 [héng zhé wān gōu] (乚) into 2 strokes, therefore the student overcounted the number of strokes. The third word, namely 乐 [lè], students incorrectly counted the number of strokes by 4 strokes, while the correct answer was 5 strokes. This is because students think that the first and second strokes, namely 撇 [piē] horizontal (㇇) and 竖折 [shù zhé] (㇆) are one stroke, in fact the stroke consists of 2 strokes which form one unit. Therefore, students do not count the number of strokes. Next is the word 晚 [wǎn]. This word is one of the most incorrect questions. Of the 12 students who got it wrong, 7 of them both answered 12 strokes, while the correct answer was 11 strokes. From the answer with more strokes, it can be seen that students do not know that the 10th stroke, namely 撇 [piē] (㇇) in the word 晚 [wǎn] is one stroke, but students think that the vertical line in the middle of the stroke is shaped like a box. is a separate stroke with 撇 [piē] (㇇). Therefore, students are more likely to count the number of strokes.

2. Mistake

After analyzing the errors in the Roman II questions, the researcher found that the words 斤 [jīn], 白 [bái], 果 [guǒ], 物 [wù], and 菜 [cài] were mistakes. The word 斤 [jīn] is a question with many student answers that found errors. Students incorrectly count the first and second strokes, namely horizontal [piē] strokes (㇇) and vertical [piē] (㇇) into one stroke. The word consists of



basic strokes and has a small number of strokes. However, students still miscalculated the number of 斤 [jīn] strokes by answering 3 strokes, while the correct answer was 4 strokes. Even though students are introduced to it at the beginning of learning Mandarin, it can be concluded that students forget the strokes of the letters or what can also be called mistakes. Next are the words 白 [bái], 果 [guǒ], and 物 [wù]. This error can also be called a mistake due to the student's lack of accuracy when working on the questions. This can also be seen from the results of only 3 students' answers being wrong out of 22 students, meaning that there is a large difference between the students who were wrong and the students who were right. The word 菜 [cài] is also included in the mistakes (mistakes) caused by students not being focused and careful when counting the number of strokes. The student incorrectly counted the number of strokes to be 10 strokes, while the correct answer was 11 strokes. It can be seen that students think that the 6th stroke in the word 菜 [cài] namely 点 [diǎn] (丶) is one stroke with the 9th stroke 竖 [shù] (丨). Usually 点 [diǎn] (丶) in other words has a distance from the next stroke, but this is different from the word 菜 [cài] which, if you look at it at a glance, the stroke 点 [diǎn] (丶) is very close to 竖 [shù] (丨) and appears like one unit, so that when students don't know the word they will definitely focus wrongly thinking that the two are one unit.

The types of errors above can be called mistakes, which are caused by performance factors. This happens not because the system of language rules in question is not mastered, or it could be said that it does not occur systematically, but because it fails to implement the language rule system that has actually been mastered (Rianto, 2020; Tarigan, 1988). Mistakes made, such as writing words or sentences, are caused by limitations in remembering things/forgetting, lack of concentration and accuracy.

c. Roman III questions (write 笔画 [bǐhuà] the stroke of the letter 汉字 [hànzì] that corresponds to the sequence number of the stroke requested)

In Roman III, students are asked to write the strokes 笔画 [bǐhuà] of the letters 汉字 [hànzì] according to the specified stroke sequence number. To find out the level of difficulty of the questions, below is a table ranking the errors made by students.

Table 3. Student Error Ratings on Roman II Questions

Romawi	Peringkat Kesalahan	Nomor Soal	Soal	Jumlah Siswa
	1	9	Guratan ke-5 dari kata 服 [fú]	20
		6	Guratan ke-5 dari kata 或 [huò]	18
	2			



III	10		Guratan ke-6 dari kata 漂 [piào]	
	3	3	Guratan ke-4 dari kata 色 [sè]	15
	5		Guratan ke-4 dari kata 店 [diàn]	
	4			14
	7		Guratan ke-6 dari kata 放 [fàng]	
	5	2	Guratan ke-3 dari kata 水 [shuǐ]	13
	6	4	Guratan ke-5 dari kata 用 [yòng]	5
	7	8	Guratan ke-2 dari kata 红 [hóng]	3
	8	1	Guratan ke-3 dari kata 衣 [yī]	2

Based on the data listed in the table above, it can be seen that question number 9 in Roman III is the most difficult question, namely 20 students made mistakes, while question number 1 is considered easy because only 2 students made mistakes.

After the researcher analyzed the students' mistakes on the Roman III questions, information could be obtained that the students made a mistake in determining the required strokes. The difference found is also not much different from the correct answer. However, because in this Roman question you have to know the order of the strokes in 汉字 [hànzì] to be able to answer



correctly, if you order them incorrectly it means the answer will be wrong. In this way, it can be concluded that students' lack of understanding regarding the order in 汉字 [hànzì] causes students to answer questions incorrectly in this Roman.

In question number 6, which is the question with the second most errors in Roman, students are asked to write the 5th stroke of the word 或 [huò]. Of the 18 students who got it wrong, the majority of students wrote the stroke 横折 [héng zhé] (ㄣ) which is the 3rd stroke of the word 或 [huò], while the correct answer was 横 [héng] (一). Another mistake made most often by students is question number 10, where students are asked to write the 6th stroke of the word 漂 [piào]. The student incorrectly answered the stroke 竖 [shù] (丨) which is the 5th stroke of the word 漂 [piào], while the correct answer was 横折 [héng zhé] (ㄣ). The third most common error was question number 5, students were asked to write the 4th stroke of the word 色 [sè]. Researchers found that students answered the stroke 横折 [héng zhé] (ㄣ) which was the 3rd stroke and the stroke 横 [héng] (一) which was the 5th stroke of the word 色 [sè], while the correct answer to the question was stroke 竖 [shù] (丨). Apart from that, it was found that the most questions with the same errors were questions number 7 and 9 due to the wrong distinction between basic strokes and combined strokes. In question number 7, namely determining the 6th stroke of the word 放 [fàng], students answered 横撇 [héng piě] (ㄣ) while the correct answer was 横 [héng] (一). Then in question number 9, namely determining the 5th stroke of the word 服 [fú]. Researchers found that students answered 竖 [shù] (丨) written from the bottom and combined with 折勾 [zhé gōu] (ㄣ) while the correct answer was 折勾 [zhé gōu] (ㄣ). Mistakes like this are called errors which are caused by not yet mastering the order of writing 汉字 [hànzì] as well as various basic strokes and combined strokes.

3.2 Factors Causing Errors in Writing the Sequence of Letter Strokes 汉字 [hànzì]

3.2.1 Questionnaire

The questionnaire in this study consisted of 10 questions and all of them were open questionnaires. The results of the questionnaire completed by students are described as follows.

1. In the first question, all 22 students answered that they had studied Mandarin since entering high school, namely for 2 years.
2. In the second question, it was found that 2 students answered that they really liked learning Mandarin, 12 students answered that they liked it, 4 students answered that they didn't like it, and 4 other students answered that they didn't like it.
3. In the third question, 1 student answered that he really likes writing the letter 汉字 [hànzì], 10 students answered that they liked it, 6 students answered that they liked it, and 5 students answered that they didn't like it.
4. In the fourth question, 1 student answered that writing the letter 汉字 [hànzì] was very difficult, 12 students answered that it was difficult, 6 students answered that it was quite difficult, and 3 students answered that it was not difficult.



5. In the fifth question, namely whether students wrote the letters 汉字 [hànzì] in the order of the strokes or not, 3 students answered yes, 10 students answered sometimes, and 9 students answered no.
6. In the sixth question, all 22 students answered that they had received material regarding 笔画 [bǐhuà] strokes and 笔顺 [bǐshùn] stroke order.
7. In the seventh question, 9 students answered that the material 笔画 [bǐhuà] strokes and 笔顺 [bǐshùn] stroke sequence was easy, 6 students answered that it was quite easy, and 7 students answered that it was difficult.
8. In the eighth question, 20 students admitted that they did not know the 8 basic strokes because they had forgotten them, and 2 other students managed to name several examples of the 8 basic strokes. Among them, 1 student answered *dian, heng, pie, gou, and shu*, and 1 other student said *heng, shu, dian, pie, na, and zhe*.
9. In the ninth question, 21 students answered that they did not know combined strokes, and 1 student could name two examples of combined strokes, namely *heng zhe gou* and *heng zhe*.
10. On the tenth question, namely whether students practice writing the letter 汉字 [hànzì] and its writing rules other than during class hours at school, almost all students answered yes. Students explained that writing hanzi and its stroke order was one of the language division projects in the dormitory. So students are given 汉字 [hànzì] along with the stroke order 2 days a week as a form of practice and will be tested every 2 weeks. However, apart from that, for self-taught practice in their spare time, students admit that they still haven't done it.

Based on the results of the analysis of the two instruments, namely the test and questionnaire sheets that had previously been completed by students, information was found in the form of factors that made students make mistakes when writing the sequence of strokes of the letters 汉字 [hànzì]. The causal factors can be explained as follows.

1. Students often forget and find it difficult to memorize the stroke sequence stages of writing the letters 汉字 [hànzì]. Lack of practice in writing the letter 汉字 [hànzì] according to the writing rules makes students' writing skills less sharpened and they experience difficulties when writing 汉字 [hànzì].
2. Students cannot yet differentiate between basic strokes and combined strokes. This affects students' writing skills so that students cannot write 汉字 [hànzì] well.
3. Lack of concentration and thoroughness when working on questions causes students to make mistakes, so that students even answer questions incorrectly with the letters 汉字 [hànzì] which have few strokes and simple shapes.
4. Students forget the stroke order of 汉字 [hànzì]. Students receive material regarding 笔画 [bǐhuà] strokes and 笔顺 [bǐshùn] stroke order only at the beginning of learning Mandarin, namely in class X, while in class XI the teacher no longer teaches this material or simply reviews it again. Therefore, almost all students have forgotten about this material, students cannot even mention the 8 basic strokes that have been studied previously.



5. Students do not explore the letters 汉字 [hànzì]. Students admitted that they liked writing the letter 汉字 [hànzì] but had difficulty writing it because 汉字 [hànzì] had writing rules. Students find it difficult when dealing with 汉字 [hànzì] with complicated shapes and lots of strokes. 汉字 [hànzì] which has a shape like that makes students confused about determining the order of the strokes.
6. There is a 汉字 [hànzì] with a similar form. Students also often make mistakes when writing 汉字 [hànzì] because the shapes are similar. Just one stroke can have a different meaning.
7. Students often ignore the stroke order of writing the letters 汉字 [hànzì], especially the letters 汉字 [hànzì] which are unfamiliar and have a complicated shape. Students are not used to writing 汉字 [hànzì] in the order of the strokes. Usually students will write 汉字 [hànzì] in the correct order only on letters that are easy and known. Therefore, for letters that are unfamiliar and have complicated shapes, students do not apply the rules for writing the letter 汉字 [hànzì].

4. CONCLUSIONS AND SUGGESTIONS

From the findings and discussion, it can be concluded that students still make many mistakes in writing the letters 汉字 [hànzì], especially in the order of the strokes. The errors that occur are caused by competency factors or what are called errors and performance factors or what are also called mistakes. Of the three different types of questions, errors were only found in Roman II, while errors were found in three types of questions in this study, namely Romans I, II, and III. In Roman I students were found to have misordered 汉字 [hànzì] correctly. For example, in the word 方 [fāng], students incorrectly write the order of the 3rd and 4th strokes in the word, namely the stroke 横折钩 [héng zhé gōu] (乛) first, then 撇 [piě] (丿), while writing the word 方 [fāng]. The correct 方 [fāng] is preceded by a stroke 点 [diǎn] (丶), then 横 [héng] (一), 横折钩 [héng zhé gōu] (乛), and 撇 [piě] (丿). This error is an error. In Roman II students miscounted the number of strokes in the letter 汉字 [hànzì]. For example, students incorrectly counted the number of strokes in the word 斤 [jīn] by answering 3 strokes, while the correct answer was 4 strokes. The word 斤 [jīn] consists of basic strokes and has been studied before. These mistakes are called errors. Errors In Roman III, students incorrectly answered certain strokes according to the sequence number of strokes requested by the researcher. One example is that students incorrectly write the 5th stroke of the word 或 [huò]. Students write the stroke 横折 [héng zhé] (ㄣ) which is the 3rd stroke of the word 或 [huò], while the correct answer is 横 [héng] (一). This error is also an error (mistake).

The factors that cause students to make mistakes when writing the stroke order of the letters 汉字 [hànzì] are that students have not mastered two important things in writing, namely 笔画 [bǐhuà] (strokes in Mandarin characters) and 笔顺 [bǐshùn] (stroke sequences in Mandarin characters). Apart from that, students also cannot differentiate between basic strokes and combined strokes. Forgetting the material regarding writing the letter 汉字 [hànzì] that has been studied



previously and a lack of accuracy and focus when working on questions are also other factors that cause students to make mistakes.

Apart from being able to speak Mandarin, it would be good if students can master the ability to write the letters 汉字 [hànzì] as well. Students can practice writing 汉字 [hànzì] more actively to improve their writing skills. So that students are more interested in writing 汉字 [hànzì], schools may also hold special writing classes such as 书法 [shūfǎ] or calligraphy classes so that learning to write 汉字 [hànzì] can be more intense.

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