An Analysis of Hànzì Stroke Errors in 11th Grade Hospitality Students at State Vocational High School 5 Barru

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Abstract: *This study aims to determine the types of stroke errors in the Chinese character 笔画 (bǐ huà) and factors that influence stroke errors in Chinese characters 笔画 (bǐ huà). The subjects of this study were 8 students of class XI Hospitality at SMK Negeri 5 Barru. This type of research is descriptive by utilizing qualitative data consisting of a writing test 汉字(hànzì), and interviews (in depth interview). The data were then analyzed using the Miles and Huberman model data analysis technique combined with the Error and Mistake theory. Where the data was collected later, the data was identified, explaining the error, clarifying the error, and finally evaluating the error. The results of this study showed that all students made errors in the strokes of the hànzì 笔画 (bǐ huà), the most frequently incorrect stroke is the ノ撇 stroke. (piě) 63 times and the stroke 一横(héng) 40 times, 2 out of 8 students drew han zi instead of writing it, and 2 out of 8 students made mistakes in writing the Mandarin character 汉字(hànzì) with the respective characters 家,想,鱼, and 他 so that the characters are incomplete or unrecognizable.*

Keywords: *Hànzì Strokes, Hànzì Writing Skills, Errors and Mistakes*

INTRODUCTION

Mandarin is the 2nd international language in the world after English, recognized by UNESCO and the number of speakers is 1.1 billion in the world Rodiah (2013). Mandarin characters have 32 types of hànzì strokes that are in the rules of Mandarin writing. In writing hànzì characters or characters, accuracy is required in writing hànzì because in some cases there are many mistakes in writing hànzì characters, many think that writing hànzì characters is the same as writing as usual, whereas in writing hànzì characters requires rules in writing such as; stroke order and so on. In writing one hànzì character requires at least 1 stroke to form a hànzì character for example; (一 yī) = (Number one).

Mandarin is the second international language after English. We need to know that in essence, language is a communication tool to interact with other humans. Just like languages that exist throughout the world, language is incomplete without writing, because writing is a complement to communication.

The writing in question is a string of words, sentences, or phrases. However, what is unique about the language itself, especially Mandarin, is that it has many forms

and strokes that are very complicated and difficult for beginners to understand. Therefore, Mandarin is often considered difficult because not only the strokes but also in writing one character requires at least one stroke. For example:一(yī) one.

The components of Mandarin characters (*hànzì*) can be divided into two parts, namely radicals and strokes. According to 黄伯荣 *huáng bó róng* , (2001) in Sahertian (2011) Radicals (部首 bùshǒu) are the basic components that form combined Han characters that function to group the forms of Han characters. Radicals can also provide clues to the meaning of Han characters. Radicals are the basic formation units of strokes, used as the main components of combined Hànzì characters Ivana (2020). So it can be seen that radicals are a component of *Hànzì characters* , each *Hànzì character* or also commonly called Mandarin characters has a radical with a certain meaning.

Strokes are what is written, every string of pen that dances on paper called strokes. In a more complex definition, strokes are forms that have symbolic meaning. *Hànzì strokes* are basic elements in writing Mandarin characters. In this study, the researcher focused on the problem of the forms of student errors that the researcher had previously observed, it turned out that there were still many students who did not understand the techniques in writing *Hànzì strokes* .

Mandarin characters have 32 types of hànzì strokes that exist in the rules of Mandarin writing. In writing hànzì characters or characters, accuracy is required in writing hànzì because in some cases there are many mistakes in writing hànzì characters, many people think that writing hànzì characters is the same as writing as usual, even though writing hànzì characters requires rules in writing such as; stroke order and so on. In writing one hànzì character requires at least 1 stroke to form a hànzì character, for example; (一 yī) = (Number one).

Aryatri (2020) stated with the research title "Analysis of Writing Errors in 汉字 (Hànzì) in Mandarin Language Learning for Class VIII Students of SMP Islam Athirah II Makassar". After conducting a hànzì writing test, it was found that hànzì writing errors occurred due to several factors, namely; excess strokes, lack of strokes, internal factors are lack of knowledge in writing 汉字(Hànzì), and external factors make it difficult to distinguish 汉字(hànzì) which are almost similar. So it can be concluded that the hànzì stroke errors made by students in class VIII of SMP Islam Athirah II Makassar are caused by several factors causing hànzì stroke errors.

Wijaya & Agustina (2019) with the title " *Errors Scratches And Sequencing Scratches In Writing Mandarin characters by Students / i Grade 5 of Jiayou Elementary School -Modern Chinese Training Center* " based on results from his research There is four type common mistakes made by student moment write Chinese characters : Wrong scratches , wrong order , adding , and reduce scratches And mistakes That

happen Because student often times remain do same error , less thorough in write , forget rules , or Wrong understand about method write correctly .

Noviana (2015) with the title of the study "Errors in Writing the Stroke Sequence of the Letters 汉字(hànzì) in Class VIII Students of SMP YPPI 1 Surabaya in the 2014/2015 Academic Year". Found errors in writing the stroke sequence of Mandarin characters made by Class VIII students of SMP YPPI 1 Surabaya. Based on the results of the tests that have been done by students, there are 67% of 40 students who made mistakes in writing the stroke sequence of characters on question number 8. And there are factors that affect students' ability in writing Mandarin characters, including lack of accuracy in working on questions or commonly called mistakes.

So the researcher is interested in conducting a deeper study related to the *hànzì stroke errors* of eleventh grade Hospitality students at SMK Negeri 5 Barru, the researcher has also previously taught in that class with Mandarin subjects, there are many students who are interested in learning Mandarin, even the teachers are very interested in Mandarin, the researcher teaches Mandarin in that class because previously at SMK Negeri 5 Barru there was this subject, but it was eliminated by the independent curriculum, and replaced as an additional subject.

Therefore, the researcher adjusted to the current curriculum, so that the presentation of the material was more effective and efficient. Within a period of approximately three months, the researcher implemented a teaching experience practice program at SMK Negeri 5 Barru, the researcher taught Mandarin in the Hospitality class such as; vocabulary and writing *hànzì-pinyin* . From several meetings, students were skilled in pronouncing consonant sounds (*shenmu),* vowels *(yunmu),* and tones/intonation *(shengdiao)* . However, when writing *hànzì characters,* students still lacked understanding in writing the correct *hànzì strokes* , making the hànzì characters unrecognizable. So knowledge is needed to know how to write good and correct *hànzì strokes* according to the rules of writing *hànzì strokes* , because each stroke greatly affects the resulting *hànzì character.*

The similarity between this research and previous research is that it discusses the 汉字 *hànzì* or Mandarin characters. While the difference is the use of different methods and data sources. The advantage of this study is that it is able to provide clearer information to language learners, especially Mandarin because in this study there is important information related to the procedure for writing hànzì strokes and also the form of hànzì strokes in more detail.

According to Sugiono (2014) analysis is a series of activities carried out analytically in collecting in-depth information on the data obtained. After the data is obtained, researchers can find themes by constructing the data obtained into a building of knowledge, an initial assumption that is temporary as a new science. Meanwhile, according to Siswantoro in Awaru (2022) it states that analysis error is the part that is

not Can separated from research , because analysis error used For to describe And to separate something become more parts small , with method identify something or things to do researched .

Corder (1967) Error is a mistake that occurs due to ignorance or lack of understanding of the correct language system. This is a systematic error made by learners because they have not mastered the rules of the language. Error reflects a gap in knowledge or linguistic competence. This error is usually consistent and occurs systematically. Mistake is an error caused by accident or negligence, even though the learner actually knows the correct language rules. Mistake reflects a failure in performance and not a problem in linguistic competence. This error is often inconsistent and can be corrected by the learner themselves if they are aware of it. Corder also explains that errors are more serious in terms of language acquisition because they indicate problems in the learning process, while mistakes are more of a problem in momentary language production.

So it can be understood that error analysis is a process of identifying, grouping, and selecting the forms of errors that have been made on a particular subject, in other words, in this study, the subjects in this study were class XI Hospitality students of SMK Negeri 5 Barru.

According to Legawa (2018, p. 1), when writing hànzì, you must follow the shape of the hànzì character and the stroke order as follows:

1. Left to right

2. Top to bottom

3. Enclosed or closed

4. Semi Enclosed or slightly closed

According to Lài, JM 赖杰明(2023) , when writing hànzì, you must follow the basic stroke rules of Mandarin characters, such as:

1. Horizontal Stroke (横- héng): This is a common horizontal stroke found in many characters. The characteristic of this stroke is the small bump at the beginning created by the initial pressure of the brush or pen. This stroke is made with a firm and steady motion.

2. Vertical Stroke (竖- shù): Shù is a vertical line similar to a héng but in a standing position. It usually starts with a small bump and ends with a small "dot" that leans to the side, giving a soft and artistic finish.

3. Dot Stroke (点- diǎn): This stroke resembles a short line that points to the right, often in the shape of a small triangle. Diǎn is often used to add detail or accent to a character and is often combined with other types of strokes.

4. Hook Stroke (钩- gōu): Gōu is a variation or modification of the end of a stroke. This stroke usually curves in a certain direction, adding a dynamic feel to the character.

5. Rising Stroke (提- tí): Tí is a quick stroke from bottom to top that usually ends with a dot or small accent. This stroke creates a strong and energetic impression on the character.

6. Curved Strokes (折- zhé): Zhé are strokes that form a curve, often resembling the letter 'L' or other variations of the curve. These strokes add flexibility to the shape of a character and are often used to connect parts of a character.

Then according to Xiang (2020) in writing Mandarin characters there are rules for producing letter shapes. To be able to understand the rules and order of Mandarin strokes as follows :

1. Start by writing horizontally, then continue vertically.

2. Starting from left to bottom, then moving to the right and down.

3. Start writing from the top, then work your way down.

4. Write from left to right.

5. First, write the box part, then add a horizontal line inside it.

6. Start from the middle, then continue with the sides.

7. Write the outside first, then the inside.

The special rules for the order of Mandarin strokes are as follows:

1. Special Rules for Dots (点- diǎn) ; If the dot is on the top left, it should be written first. For example, in the character 头(tóu). However, if the dot is on the right or inside the character, it is written last. An example is the character 叉(chā).

2. Special Rules for Characters Closed on Both Sides ; When a character is closed on the upper right and left sides, the outer side is written first, then the inner side. Example: 司(sī). However, if it is closed on the lower right side, write the inner side first, then the outer side. Example:这(zhè).

3. Special Rules for Characters Closed on Three Sides ; If the character has a gap at the top, start by writing the inside, then the outside. For example:凶(xiōng). Conversely, if the gap is at the bottom, write the outside first, then the inside. For example, the character 同(tóng).

RESEARCH PURPOSES

1. To find out the types of hànzì stroke errors of class XI Hospitality students at SMK Negeri 5 Barru.
2. To determine the factors that influence the hànzì stroke errors of class XI Hospitality students at SMK Negeri 5 Barru.

RESEARCH METHODS

This type of research is descriptive qualitative with the variables taken as a single variable, namely, the error of *the hànzì strokes* in Class XI Hospitality Students of SMK Negeri 5 Barru. Judging from the nature and purpose, this type of research is a descriptive type of research. Descriptive research is a research method that utilizes qualitative data and is described descriptively.

Data and Data Sources

Data and data sources use primary data. Data were obtained from the results of student writing tests and interviews. Then the data sources came from all students of class XI Hospitality at SMK Negeri 5 Barru, totaling 8 students.

According to Sugiono (2014) in qualitative research, the instrument or research tool is the researcher himself. Qualitative researchers as *human instruments,* function to determine the focus of research, select informants as data sources, interpret data and draw conclusions from their findings.

Testing is a technique used to see the results that have been worked on by the subject. According to Nasrudin in Habsoh (2020) , the test technique is a data collection technique carried out by providing a series of questions or assignments and other tools to the subjects whose data is needed. In this study, the test used was a *hànzì writing test with each number having a* different *hànzì* character .

According to Sugiono (2014), interviews are used when you want to know more about things from respondents and the number of respondents is small. So in this study, *in* -depth interviews are a suitable data collection technique to find out more about the factors that influence *hànzì stroke errors* .

Data Collection Technique

Sugiono (2014) data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data. The data collection techniques in this study are in the form of tests and questionnaires. The steps for collecting data are as follows. 1) The researcher determines the characters to be tested, namely Mandarin characters in the form of lines, or commonly called "汉字 hànzì". After the letters or hànzì characters are determined, they can be used as test questions. 2) The researcher investigates whether the questions are suitable for the exam, checking them with the help of lecturers or teachers. 3) Validation of test questions by the validator. The goal is to fix missing or inaccurate question elements and fix them through the validator to avoid errors during the study. 4) The next step for researchers

to obtain the desired data is to conduct a test. Questions are asked and handled by students. 5) The researcher checks the answer results (right or wrong) and checks the questions filled in by students to find errors. What mistakes do students often make when working on questions. By obtaining data from errors found in the test results, researchers can identify these errors and identify the types of errors, namely errors or grouping these errors based on their errors.

Data Analysis

Data analysis using the Miles and Huberman model in Sugiono (2014). 1) Data reduction is the process of collecting data, classifying data, verifying data, then making final conclusions from the researcher's findings. In this study, data reduction is through hànzì writing tests and questionnaires. 2) After the data is reduced, the next step is to present the data. Data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like Sugiono (2014). Furthermore, it is suggested that in displaying data, in addition to narrative text, it can also be in the form of graphs, matrices, networks and charts Sugiono (2014). So that the data presentation process is more systematic. 3) Conclusion and verification The last step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible.

Procedures

The working procedure in analyzing the researcher's data classifies based on the form of error and evaluates the error as follows: 1) Collecting samples, the researcher will collect samples first. 2) Identifying errors, meaning the researcher recognizes and selects errors. 3) Based on the linguistic category, in this case the form and strokes of the hànzì are the main focus of the researcher. 4) Explaining the error, after obtaining the data the researcher explains the location of the error. 5) Classifying errors based on the form of language errors, in this case the form and integrity of the *hànzì strokes* are the main focus. 6) Evaluating errors in order to provide *insight* or feedback, so that errors do not occur in the future.

RESULTS AND DISCUSSION

Writing test results writing 汉字 (*hànzì*) class XI Hospitality students with the data focused on are *hànzì strokes* 笔画(*bǐhuà*) shows that 8 students out of a total of 8 or all students made mistakes, namely, the shape of the strokes written was not correct, 2 out of 8 students made mistakes in writing the *hànzì characters* which made the characters incomplete or unrecognizable.

No.	Student Code	Type of Errors Made	Incorrect Hànzì and Strokes	Total Stroke Errors
1.	MF	Stroke Form	㇄, ㇉, ㇔, 一, ㇅	2, 3, 1, 8, 1
2.	RL	Stroke Form	㇔, ㇉, ㇆, ㇄, ㇔, ノ, 一, ㇅	6, 3, 2, 3, 5, 10, 8, 2
3.	IDP	Stroke Form and Incomplete Character	㇔, 一, ㇆, ㇅ 家，想，他	7, 4, 4, 2
4.	NK	Stroke Form	㇉, ㇈, ㇔, ㇄, ノ, ㇔, ㇄, ㇔, ㇉, 一, ㇅	4, 3, 2, 2, 11, 5, 2, 4, 2, 6, 2
5.	AS	Stroke Form	㇔, ノ, 一, ㇄	3, 10, 8, 2
6.	HF	Stroke Form	㇈, ㇔, ㇉, 一, ㇄, ㇔, ノ, ㇆, ㇔, ㇉, ㇉, ㇅	2, 2, 2, 6, 3, 4, 15, 9, 4, 4, 15, 2
7.	HR	Stroke Form and Incomplete Character	ノ, 一, ㇔, ㇅ 鱼	10, 4, 2, 3
8.	NC	Stroke Form	㇔, ㇉, ㇔, ㇔, ノ, ㇆, ㇔, ㇄, ㇅, ㇆	2, 4, 3, 1, 7, 4, 4, 4, 7, 9

Table 1. Distribution of Hànzì Stroke Errors among Eleventh-Grade Hospitality Students

The categorization data on the types of errors are BG (stroke form), and KU (whole character). Each student makes these errors repeatedly and consistently. The errors made by the students of class XI Hospitality at SMK Negeri 5 Barru are systematic errors, which can be called *errors* . This error occurs consistently in writing the strokes of *the hànzì* 笔画 (*bǐhuà*) . This shows that students do not fully understand the basic rules of writing Mandarin characters Xiang (2020). Because this error occurs systematically and consistently, it can be categorized as *an error* , which indicates *a gap* in students' competence in writing 汉字 (*Chinese*) Corder (1967). Incapacity student For differentiate And remember form correct stroke is Wrong One reason main error This.

To be more systematic, the following is presented in the form of a table of the total number of Chinese writing errors of class XI Hospitality students at SMK Negeri 5 Barru.

No.	Stroke Type	Error Frequency
1.	撇 (piě)	63
2.	横 (héng)	40
3.	点 (diǎn)	26
4.	捺 (nà)	19
5.	竖 (shù)	15
6.	竖钩 (shù gōu)	14
7.	横折 (héng zhé)	12
8.	横折钩 (héng zhé gōu)	10
9.	横撇 (héng piě)	9
10.	卧钩 (wò gōu)	8
11.	斜钩 (xié gōu)	8
12.	横钩 (héng gōu)	7
13.	竖弯钩 (shù wān gōu)	7
14.	横折弯钩(héng zhé wān gōu)	5
15.		5

弯钩 (wān gōu)	
Total	248

Table 2. Total Stroke Errors in Hànzì Writing

Based on the table above, the number of hànzì stroke errors made by 8 students or all students in class XI Hospitality at SMK Negeri 5 Barru, can be observed from the most to the least hànzì stroke errors. The students made 63 mistakes with the same error pattern,横（héng）40 times,点(diǎn) 26 times,捺(nà) 19 times,竖(shù) 15 times,竖钩(shù gōu) 14 times,横折(héng zhé) 12 times,横折钩(héng zhé gōu) 10 times,横撇(héng piě) 9 times,卧钩(wò gōu) 8 times,斜钩(xié gōu) 8 times,横钩(héng gōu) 7 times,竖弯钩(shù wān gōu) 7 times,横折弯钩(héng zhé wān gōu) 5 times,弯钩(wān gōu) 5 times. So the total number of stroke errors made by the 11th grade students of Hospitality at SMK Negeri 5 Barru is 248 total stroke errors of the hànzì 笔画(bǐ huà) made.

Following mistake of writing incomplete or unrecognizable Chinese characters .

Student Code	**Incomplete character**
IDP	
HR	

Table 3. Incomplete Character

It can be observed that the incomplete hànzì or bihua strokes such as in the hànzì 鱼 consist of strokes (撇 *pie,*横撇 *heng pie,*竖 *shu,*横折 *heng zhe,*横 *heng ,*竖 *shu,* 横 *heng,*横 *heng*), in HR students do not write the stroke heng which is the last stroke. Then, in the hànzì 家, 想, and 他, IDP students make mistakes namely not writing the hànzì or bihua strokes, as in the hànzì 家 consists of strokes (点 *dian,*点 *dian,*横沟 *heng gou,*横撇 *heng,*撇 *pie,*弯钩 *wan gou,*撇 *pie,*撇 *pie,*撇 *pie,*捺 *na*). IDP students write that the hànzì 家 t is incomplete so the scratches cannot be recognized. Chinese 想 consists of strokes (横 *heng,*竖 *shu,*撇 *pie,*点 *dian,*竖 *shu,*横折 *heng zhe,*横 *heng,*横 *heng,*横 *heng,* 横 *heng,*撇 *pie,*点 *dian,*卧钩 *wo gou,*点 *dian,*点 *dian*). The mistakes made by IDP students are mistakes in the strokes *pie* and *dian* . Then in the hànzì 他 there is a difference from the strokes (撇 *pie,*竖 *shu,*横折钩 *heng zhe gou,*竖 *shu,*竖弯钩 *shu wan gou*). The mistake made in the hànzì 他 IDP students wrote the strokes 竖 *shu* and 横折钩 *heng zhe gou* imprecisely so that the resulting hànzì character was not complete.

Mistakes in writing Hànzì or *bihua* (strokes) are one of the challenges that students often face in learning Mandarin. Each Hànzì character consists of several strokes with a certain order that must be followed so that the character can be formed correctly and recognized correctly. Writing Hànzì that does not match the stroke order

or is incomplete can make the character difficult to read, or even lose its meaning. Based on observations, it was found that students often make mistakes in writing Hànzì characters, especially in characters with many strokes or shapes that are similar to each other. An example can be seen in the character 鱼 (*yú* , which means 'fish'), which should be written with the stroke order 撇 (*piě*), 横撇 (*héng piě*), 竖 (*shù*), 横折 (*héng zhé*), 横 (*héng*), 竖 (*shù*), 横 (*héng*), and closed with the last stroke 横. However, a student with the initials HR did not write the final stroke 横, leaving the character incomplete and unclear to readers familiar with standard Hànzì writing.

Similar errors are also seen in other characters such as 家 (*jiā* , meaning 'house'), 想 (*xiǎng* , meaning 'want'), and 他 (*tā* , meaning 'he' for men). In writing the character 家, students with the initials IDP made the mistake of omitting several important strokes. The character 家 consists of the strokes 点 (*diǎn*), 点 (*diǎn*), 横沟 (*héng gōu*), 横撇 (*héng piě*), 撇 (*piě*), 弯钩 (*wān gōu*), followed by three strokes 撇 (*piě*), and closed with 捺 (*nà*). In this case, the IDP student did not write all the necessary strokes for the character 家, making the character difficult to recognize and not following the standard Hànzì structure. This suggests that students may have a poor understanding of stroke order or may have difficulty remembering character structure.

Likewise, the character 想 consists of the strokes 横 (*héng*), 竖 (*shù*), 撇 (*piě*), 点 (*diǎn*), followed by 竖 (*shù*), 横折 (*héng zhé*), three times 横 (*héng*), 撇 (*piě*), 点 (*diǎn*), 卧钩 (*wò gōu*), and three 点 (*diǎn*) as the end. In writing the character 想, IDP students missed several strokes, such as 撇 (*piě*) and 点 (*diǎn*), which caused the character to appear incomplete. This indicates that students may have difficulty remembering the correct stroke order, or are not familiar with the complete form of the character. The removal of these strokes not only affects the shape of the character, but also reduces the readability of the character in the eyes of the reader.

The character 他, meaning 'he' for male, is another example where imprecision of strokes results in an incomplete character. This character consists of the strokes 撇 (*piě*), 竖 (*shù*), 横折钩 (*héng zhé gōu*), 竖 (*shù*), and 竖弯钩 (*shù wān gōu*). The IDP students wrote the character 他 with imprecision in the strokes 竖 (*shù*) and 横折钩 (*héng zhé gōu*), making the character difficult to recognize. These errors in writing indicate that the students may have difficulty distinguishing stroke types or remembering the details of their shapes, resulting in the character being written far from the standard form.

These errors are likely related to several factors, including a lack of in-depth understanding of Hànzì structure and proper stroke order, as well as a lack of practice in writing complex characters. Hànzì writing differs from other alphabets in that each stroke contributes directly to the meaning and readability of the character. In the Latin alphabet, slight variations in the shape of a letter do not significantly affect the meaning, but in Hànzì, the omission or alteration of a single stroke can render a character

meaningless or even semantically incorrect. Therefore, a teaching method that emphasizes understanding stroke order and character structure will be essential to correcting these errors.

Some strategies that can be used to improve students' understanding of writing Hànzì include more practical and interactive teaching methods, as well as providing visual aids that make it easier for students to understand the stroke order. Hànzì learning applications that provide stroke order guides can help students remember and write characters correctly. In addition, exercises that focus on repetition and visual reinforcement of character shapes can help students recognize the differences in similar strokes, thereby reducing errors in writing Hànzì.

Overall, writing Hànzì requires in-depth understanding, consistent practice, and attention to detail, which is integral to creating recognizable characters that have the correct meaning.

Then the final finding was that 2 out of 8 students made the mistake of drawing the hànzì instead of writing it as shown below.

Student Code	Characters drawn
AS	小
HR	心

Table 4. Drawn Characters

After conducting interviews regarding the factors that influence the hànzì stroke errors of class XI Hospitality students at SMK Negeri 5 Barru, it was found that the main factors that influence hànzì stroke errors are internal factors and external factors.

Internal factors

Internal factors are the main factors that influence students from within, including lack of frequency of practice, and students' ability to remember the shape of the hànzì strokes which trigger errors in hànzì strokes.

External factors

These are supporting factors in the process of learning to write hànzì, including the use of learning aids for writing hànzì such as special books for writing hànzì, pencils, and erasers which support the process of learning to write hànzì, and the use of learning methods such as repetitive or repetition methods.

CONCLUSION

Learning to write hànzì is the most important thing in knowing every Mandarin character. The main focus of this study is to find out the hànzì stroke errors of class XI Hospitality students of SMK Negeri 5 Barru and to find out what factors influence the hànzì stroke errors of class XI Hospitality students of SMK Negeri 5 Barru. By knowing the forms of errors made by students, it is expected to be able to evaluate the learning process to be much better in the future.

In this study, several types of errors were found that were made by students of class XI Hospitality at SMK Negeri 5 Barru, including the wrong written hànzì strokes which were categorized as errors, the errors made were systematic so that they could be categorized as errors. Then, the second finding was that the characters written were not intact. This was due to the lack of students' understanding of the forms of hànzì strokes, so this error was categorized as a systematic error. The last finding was that there were students who made mistakes in writing hànzì, namely drawing hànzì instead of writing it. Thus, the stroke error 汉字 (*Hànzì*) made by students is more indicative of *an error* than *a mistake* , because this error is systematic and reflects the students' lack of understanding of the basic rules for writing 汉字 (*Chinese*) .

The factors that influence the errors in writing hànzì of class XI Hospitality students of SMK Negeri 5 Barru include; internal factors and external factors. Internal factors are the main factors causing errors in writing hànzì, namely, the lack of frequency of hànzì writing practice, the inability of students to remember the basic form of hànzì strokes. External factors are supporting factors in the process of learning to write hànzì including, the use of learning aids such as special books for writing hànzì that support the process of learning to write students, and the use of hànzì writing learning methods such as repetitive or repetition methods.

SUGGESTION

Based on the findings of this study, some suggestions that can be given to improve students' ability in writing hànzì are, strengthening basic understanding of the procedures for writing hànzì and also the basic forms of hànzì strokes 笔画(bǐhuà) . Teachers should provide more explanations about the structure and form of *hànzì strokes* 笔画 (*bǐhuà*) . The use of checkered books can train students in writing Mandarin characters (*hànzì*). The use of additional applications such as *pleco* and the like can make it easier for students to understand and remember the basic forms of hànzì strokes 笔画 (*bǐhuà*) . Increasing the frequency of practice is also very necessary so that students can repeat the hànzì characters they write in a special Mandarin box book so that students become accustomed to seeing each basic hànzì stroke (*bǐhuà*).

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