Error Analysis of Students' Essay Writing: The Case of First Year Students of the Translation Department in Duhok University

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Article Information	Abstract
	Writing errors are an inevitable aspect of students' efforts to enhance their writing proficiency. Various studies have tackled the identification of challenges and errors in students' academic writing, aiming to explore the complexities inherent in writing activities. Such studies enable educators to determine the significant obstacles encountered by students and offer remedial measures. This research aims at detecting the most prevalent errors encountered by students when tasked with academic writing assignments. The problem lies in the relatively poor performance of students in writing English essays as such low performance affects even the quality of writing in written translation subjects. The study hypothesizes that the students' low writing quality is due to a high frequency of errors. Additionally, it hypothesizes that the most common type of errors is the morphological ones. Through employing a descriptive and quantitative data analysis approach, the study examines errors following Chanquoy's (2001) taxonomy of writing errors. Focusing specifically on grammatical components, the research analyzed 47 essays. A total of 481 errors spanning all categories were documented. The study's findings revealed that most recurrent errors were categorized as orthographic errors (54%) followed by lexical (19%), syntactic (17%), and morphological (10%) errors. Within orthographic errors, capitalization represented the highest error rate with (47.5%) while subject-verb agreement represented the lowest rate (2%) within the category of morphological errors. Ultimately, the study concludes that students exhibit deficiencies in grammar mastery, particularly in the composition of grammatically sound writing tasks.

تحليل الأخطاء في كتابة مقالات الطلبة: حالة طلبة السنة الأولى في قسم الترجمة في جامعة دهوك

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المستخلص

يعد ورود الأخطاء في أثناء الكتابة أمرا لا يمكن تجنبه في أثناء سعي الطلاب لتعزيز كفاءات الكتابة لديهم. لقد تناولت العديد من الدراسات تحديد التحديات والأخطاء في الكتابة الأكاديمية للطلاب بهدف استكشاف التعقيدات الكامنة في أنشطة الكتابة. تمكن هذه الدراسات المدرسين من تحديد العقبات الكبيرة التي يواجهها الطلاب وتقديم تدابير علاجية لها. يهدف هذا البحث إلى الكشف عن الأخطاء الأكثر انتشارا التي تواجه الطلاب عند تكليفهم بمهام الكتابة الأكاديمية. تكمن المشكلة في الأداء الضعيف نسبيا للطلاب في كتابة المقالات باللغة الإنجليزية فهذا الأداء المنخفض يؤثر أيضا على جودة الكتابة في مواد الدراسة المتعلقة بالترجمة المكتوبة. تفترض هذه الدراسة أن جودة الكتابة المنخفضة لدى الطلاب ترجع إلى نسبة الأخطاء العالية فيها. فضلا عن ذلك ، فإن الدراسة تفترض أن أكثر أنواع الأخطاء شيوعا هي الأخطاء المتعلقة بالصرف (المورفولوجية). من خلال استخدام نهج تحليل البيانات الوصفي والكمي تتبنى هذه الدراسة تحليل الأخطاء حسب مصنف جونكوي (2001) الخاص بتصنيف أخطاء الكتابة. من خلال التركيز بشكل خاص على المكونات النحوية حللت الدراسة 47 مقالة. تم توثيق ما مجموعه 481 خطأ من جميع الأنواع. كشفت نتائج الدراسة أن أكثر الأخطاء تكررا هي الأخطاء الإملائية (54٪) تليها الأخطاء المعجمية (19٪) والنحوية (17٪) والأخطاء الصرفية (10٪). وضمن الأخطاء الإملائية ، مثل إبتداء كتابة بعض الكلمات الأنجليزية بالأحرف الكبيرة أعلى معدل خطأ بنسبة (47.5٪) بينما مثل اتفاق الفاعل والفعل أقل معدل (2٪) ضمن فئة الأخطاء الصرفية. وخلصت الدراسة إلى أن الطلاب يظهرون أوجه قصور في إتقان القواعد ، لا سيما في تكوين مهام الكتابة السليمة نحويا.

الكلمات المفتاحية: تحليل الأخطاء ، الكتابة الأكاديمية ، أخطاء الكتابة ، مصنف جونكوي (2001)

1. Introduction:

Out of the four basic skills of English language, writing is considered the most difficult one for the non-native speakers of English. This important skill needs students to establish a profound grammar, lexical and style familiarity with English language as it acts as an essential tool of communication. Ransdell and Levy (1996) define writing as "a process that requires extensive self-regulation and attentional control... writers must change ideas into text, repair organization and mechanics, and monitor their success – all while trying to formulate a coherent message". Most people use writing as a communication tool to reflect on and convey their ideas in a readable and intelligible form by using symbols like letters, punctuation, and numbers. A writer needs to utilize appropriate language in order for readers to grasp the message. Grammar is one of the language aspects that needs extra attention when writing skills are used. According to Hyland (2002), writing proficiency requires using grammar, syntax, and punctuation appropriately. According to Myles (2002), students learning second or foreign languages make mistakes. According to Hong, Rahim et al. (2012), carelessness, ignorance or approximation of writing standards, language switching, , and overgeneralization are the most common factors that lead to such mistakes. Since grammar is crucial when writing, so these mistakes need to be carefully examined. A language without grammar will be confusing and chaotic. It will consequently cause lead to the same communication problems, such as grammatical errors in speaking and writing, according to Batstone (1994).

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2. Research Question

Based on the main purpose of the current study, the researchers aim to answer the following questions:

1. What types of errors do students make when tasked with writing essays in English?
2. Which type of error recurs most frequently in writing tasks?
3. What factors contribute to students violating grammatical rules?

3. Hypotheses

The study hypothesizes that:

1. The students' low writing quality is due to a high frequency of errors.
2. The morphological errors are the most frequently recurring type of errors in students' writings.

4. Aims and Limitations of the Study

The primary aim of this study is to examine the errors made by students in essay writing tasks. Such analysis aims to provide both educators and learners with constructive feedback, highlighting prevalent errors and emphasizing the importance of mastering correct linguistic structures in writing skills.

The study is limited to analyze the errors made by the first-year students enrolled in the Department of Translation within the College of Languages at the University of Duhok. The study does not take any extra-linguistic factors that may affect the type or number of errors into account.

5. Significance of the Study

The significance of this research lies in its contribution to understanding the diverse errors made by English language learners and clarifying the underlying reasons and causes behind these errors. Such insights are invaluable for comprehending the details of language acquisition. Moreover, this study provides a sight into the linguistic development of learners. Furthermore, error analysis equips language educators with the tools to identify and categorize writing errors effectively. It thus enables teachers employing appropriate strategies that make their teaching effective and beneficial.

6. Literature Review

One of the key skills required to master a second language is writing. According to Brown (2001), writing instruction for English as a second language and other languages is increasingly being combined with instruction in other language and communication skills, especially speaking and listening. According to Spratt et al. (2005), writing is a productive activity. Writing, as they claim, is more about language production than language receiving. According to Hyland (2004), writing allows people to communicate with each other on a personal level. They can thus communicate and share thoughts, suggestions, or objectives in writing. In fact, they can develop and share ideas, input or goals in a written form and thus form their own views on certain topics.

In addition to being a product, writing may also be interpreted as a process. When it comes to writing as a product, most people are interested in the purposes behind writing as well as the final product. Writing, according to Wallace (2004), is the final product of going through a number of writing stages that have previously been examined independently. The stages include note-taking, idea identification, compilation, outlining, and editing. This demonstrates how difficult skill writing is. Nonetheless, when writing is regarded as a process, there are a few things to consider: planning, preparing, revising; all aiming at achieving the end product.

Writing, according to Brown (2001), is a written product of thought that involves drafting ideas, revising and editing them. It requires the writer to have skills on generating ideas for writing. The writer needs to recognize such ideas coherently, create a discourse, and place them cohesively into a written text. It also requires special skills to draft ideas, revise, and edit the text to produce a clear meaning as a final product. Actually writing is a developmental process. Under the teacher's guidance, students attempt to express their thoughts clearly during this developmental process. Teachers must give the students the chance to construct their own meaning in constructive and cooperative settings. This will make students practice more consistently. According to Brown (2001), writing is similar to swimming. When a person wants to learn how to swim, he must have an instructor to show him the correct way to swim. Therefore, to master writing skills, there must be teachers who guide the students through the writing process. At the beginning, the teachers will teach them the principals of writing. After grasping it, they will attempt to develop their writing based on their own style. To obtain good writing abilities, students should do a lot of practice on writing. The practice is meant to improve students' ability to articulate ideas clearly in well-chosen passages. In fact, writing successfully is impossible without enough writing practice.

A helpful method that many researchers employ to evaluate the writing skills of students learning a second language is conducting error analysis. Crystal (2008) believes that error analysis is a great technique to identify, classify, and systematically interpret any unacceptable form produced by second language learners using the principles and procedures proposed by linguistics. Numerous academics have offered arguments from a range of viewpoints. For example, both Corder (1967) and Brown (2001) emphasize the value of analyzing the errors of students since it can reveal the writing capabilities and limitations of them. In a similar vein, Al-Saudi (2013) thinks that errors could help language instructors assess the progress of their students.

The history of employing error analysis in the context of teaching and learning a second or foreign language dates back to the 1970s. Error analysis has drawn a lot of attention from researchers in the past few decades in an effort to gather and interpret the errors made by language learners in speaking and writing. Errors are considered an essential component of language learning, but many people have misunderstood the concept of error analysis in relation to students' writing performance (Khansir, 2012). In fact, some people even contend that errors are a necessary component of language learning (Corder, 1974). Writing errors cannot be completely avoided, but they can help language teachers focus more on their students' writing skills by examining their errors, figuring out the underlying reasons of why they happened, and suggesting workable remedies.

Error analysis should therefore be considered a valuable tool and must not be neglected since it helps in the development of students' writing skills. Ellis (2008) suggests that analyzing errors can help language teachers spot writing errors made by their students and address them properly. It also helps them

focus more on creating resources that help students in the future. Aljaf et al. (2021), however, think that students' writing errors should be corrected right away because they are viewed as a roadblock in the language learning process.

7. Previous Studies

A number of studies discussed the error analysis of writing tasks. A summary of some studies is briefly presented here. Zheng and Park (2013) examined errors in 168 English-language essays submitted by university students from China and Korea. According to the analysis, run-on sentences, the omission of articles and plural suffix-s, and sentence misordering were all caused by the negative transfer from the learners' first language. The study also revealed that verbs and nouns were misconstrued due to learners' imaginative formulation.

Novita (2014) conducted a research in which she analyzed the writing grammatical errors made by first year students of the English Department at the University of Andalas. The data collected were essays written by the students in an essay writing class. The study was conducted following the main steps proposed by James (1998) which included collecting data, detecting errors, locating errors, describing error, and diagnosing error. The study concluded that wrong verb choice and incorrect tense found to be the most frequent and serious errors as they caused the biggest difficulty for the students when they study grammar. The majority of errors were caused by intralingual factors since English and Indonesian are quite poles apart.

Alfaki (2015) noted the English writing issues that 20 college students were having and offered solutions. The results showed that there were morphological and syntactic language issues, mechanical errors in usage, a lack of various writing development abilities, cognitive issues, and graphomotor issues.

Mohammed (2016) examined 70 EFL students at AL-Mustansirih University in Baghdad to explore their grammatical errors and the causes behind them. The most recurrent types of grammatical errors included verb form and tense, concord (subject-verb agreement), use of articles, wrong use of prepositions and pronouns, pluralization, and auxiliary verbs, respectively.

Barzanji (2016) explored the most frequent errors committed by a group of 58 undergraduate Saudi students when writing essays. The study investigated whether the kind of prompt had an impact on how frequently these errors occurred. Every student was required to write a pair of timed essays. The results showed that spelling errors, incorrect word selections, articles, and incorrect noun forms were the most common types of errors, with missing or superfluous words coming at the end. The quantity of errors was not affected by the type of prompt.

Ibnian (2017) investigated the challenges faced by university students when they do writing tasks. Eighty-two English majors from the World Islamic Sciences (WIS) and Education University of Jordan participated in the study. Based on the findings, the biggest challenge was the *lack of idea*, which was followed by *incorrect use of writing mechanics*. While the *absence of clear assessment instruments and grading schemes* came in third rank. *Time restriction* occupied the fourth rank while *unsuitable methods of teaching writing* and *vocabulary restriction* ranked fifth and sixth respectively. The seventh and eighth ranks were respectively occupied by the *topic inappropriateness* and the *lack of consulting materials*. The

last two challenges, *difficulties with grammar* and *insufficient assistance by teachers* occurred at the bottom of the list as the ninth and tenth challenges respectively.

Ababneh (2017) investigated particular EFL writing challenges that fifty female Saudi students at the University of Tabuk encountered. the errors were primarily categorized into: grammatical, syntactic, morphological, and lexical types as suggested by Chanquoy (2001). The highest frequencies of errors were found to be grammar (tenses, singular/plural, articles), followed by syntax (subject-verb agreement) and substance (spelling) respectively.

8. Research Methodology

8.1. Data Collection

In order to analyze the data for this study both qualitative and quantitative methodologies are employed. In terms of quantitative method, the data is analyzed and represented in numbers using tables and graphs to indicate statistical inferences. As for qualitative method, the data is collected qualitatively as the participants were asked to write an essay about "The Effect of Social Media on Students".

8.2. Participants

Forty seven freshmen who study English as a second language at the University of Duhok, Department of Translation University participated in the research. All of students had their primary, secondary and preparatory education at public schools, where English was compulsory subject at all levels in their learning. The participants study essay writing as a subject module at the department during the first and second semesters of their first year.

8.3. Research Instrument

The main dataset employed to address the research questions included 47 paragraphs written by the participants of the study. The students were asked to write a 100-120 word task about "The Effect of Social Media on Students". They were asked to develop an essay and employ all what they had learnt during the academic writing course. They were also instructed to maintain the basics of academic writing to produce cohesive and coherent paragraphs like using main controlling idea and linking all parts of the essay both thematically and structurally. Consequently, the written essays were collected and prepared for the analysis.

9. Data Analysis

The data collected for this study were analyzed based on a writing errors framework proposed by Chanquoy (2011). The taxonomy aims to categorize different types of errors resulting from the writing process. The classification system identifies various types of errors, providing insight into the process of writing. Four different types of errors were detected and selected. These four types include: orthographic, morphological, lexical, and syntactic errors. An account of each error along with examples is provided as follows:

a. **Orthographic errors**: These errors involve incorrect spelling, including issues related to punctuation and capitalization.

e.g. "I **havent** seen him in a while." (Incorrect spelling of "haven't")

b. **Morphological errors**: These errors involve issues with the word forms, such as incorrect verb conjugations or noun plurals.
   e.g. "She walk to the store yesterday." (Incorrect verb tense: "walked" should be used instead of "walk")

c. **Lexical errors**: These errors involve mistakes in the choice or spelling of words.
   e.g. "The car was parked in the desart." (Incorrect spelling of "desert")

d. **Syntactic errors**: These errors involve problems with sentence structure, such as incorrect word order, fragments, and missing elements.
   e.g. "The cat outside chased the dog." (Incorrect word order; it should be "The cat chased the dog outside.")

10. Analysis of the Results and Discussion

The researchers followed the main steps of conducting error analysis suggested by Ellis (1997) which include: collection of data, identification of errors, classification of errors, and description of errors. After collecting the data for the analysis, all errors made by the participants were identified (see appendix 1). Then the errors were classified and each error was categorized and subcategorized following Chanquoy's (2001) classification of writing errors. Table 1 displays the types of errors found, and hence, it answers the first question proposed in this study regarding the type of errors. The table also provides explanations for the nature of errors along with their corrections. One sentence is selected as an example for each case.

Table 1: Error Type Explanation

#	Sentence	Error type & explanation	Correction
1	The **e**ffect of **s**ocial **m**edia on **s**tudents (Title of the essay)	Capitalization: all words in titles must be capitalized.	The Effect of Social Media on Students
2	**many** students get their sources and information via internet.	Capitalization: first word in the sentence must be capitalized.	Many students get their sources and information via internet.
3	Social media have a **Good** impact on students.	Capitalization: common words such as (good) must not be capitalized in the middle of the sentence.	Social Media have a good impact on students.
4	Students use the internet for many different reasons****** **s**ome of them use it for shopping books.	Punctuation: a period is missing to separate between any two different sentences.	Students use the internet for many different reasons. Some of them use it for shopping books.
5	Students **does** not study.	Subject-verb agreement: lack of agreement.	Students do not study.
6	Some rich and good **mans**	Pluralization: "man" is	Some rich and good men will

	will help them at the end.	wrongly pluralized to (mans*) instead of "men".	help them at the end.
7	Social media **effects** our life.	Wrong choice: "effect" is wrongly selected instead of "affect".	Social media affects our life.
8	Students use social media to improve their **languege** and buy **clethes**.	Misspelling: both (languege*) and (clethes*) are misspelled.	Students use social media to improve their language and buy clothes..
9	Student **learn must be** to use social media	Fragment: incorrect sentence order.	Student must learn how to use social media.
10	Sometimes, **social media need to the students** to know the news all over the world.	Fragment: incorrect sentence order.	Sometimes, students need social media to know the news all over the world.
11	It **can effects have positive and negative**.	Word order: wrong word order.	It can have positive and negative effects.
12	You can find many answers in**easy way.	Missing element: indefinite article (an) is missing.	You can find many answers in an easy way.

After completing all the required steps, the errors were counted and presented in percentage in tables and graphs to be ready for the discussion. Table 2 presents a breakdown of errors categorized into four main categories: orthography, morphological, lexical, and syntactic errors. Error category column lists the different categories of errors found in the analyzed text. Each category represents a distinct type of linguistic error. Orthography errors pertain to errors in spelling, punctuation, or capitalization. They encompass errors related to the written representation of language. Morphological errors involve issues related to the structure and formation of words, including problems with inflection, derivation, or word formation processes. Lexical errors comprise vocabulary-related issues, such as incorrect word choices, misuse of words, or difficulties with word meaning and usage. Syntactic errors relate to the structure of sentences and the arrangement of words within them. These errors encompass issues such as incorrect word order, subject-verb agreement errors, or sentence fragmentations. The table also provides the frequency of each category which indicates the total count of errors within each error category. It provides quantitative data on the number of errors identified in each linguistic aspect.

Table 2: Categorization and Frequencies of Errors

#	Error category	Frequency of each category	Percentage	Sub-category	Frequency of each sub-category	Percentage
1	Orthography Errors	261	54%	Punctuation	33	6.8%
				Capitalization	228	47.5%
2	Morphological Errors	48	10%	Subject-verb agreement	10	2%
				Pluralization	38	7.9%
3	Lexical Errors	89	19%	Wrong choice	48	10%
				Misspelling	41	8.5%

4	Syntactic Errors	83	17%	Fragment	43	8.9%
				Word order	16	3.5%
				Missing elements	24	4.9%
Total		481				

The table shows 261 orthography errors, 48 morphological errors, 89 lexical errors, and 83 syntactic errors found in the analyzed data. Moreover the table displays the percentages of each error category relative to the total number of errors identified in the text. As displayed in the table, the total number of errors is 481. Orthography errors account for 54% while morphological errors account for 10% of the total, lexical errors account for 19%, and syntactic errors account for 17%. These findings answer the second research question that is related to the most prevalent type of errors committed by the subjects of the study. The dominance of each type is manifested in Figure 1:
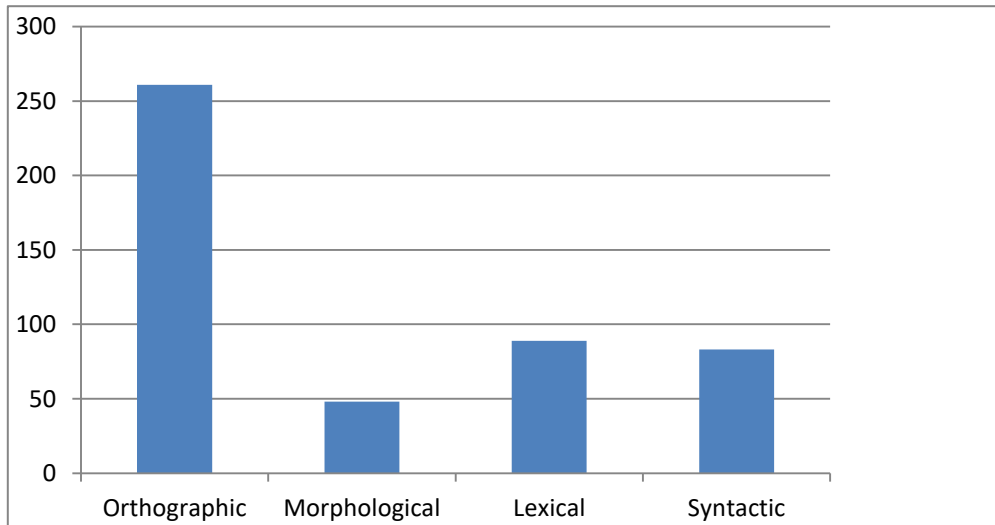

Figure 1: Error Types

On the other hand, the table offers a detailed breakdown of error sub-categories, along with their frequencies and percentages. It lists specific sub-categories of errors found within the analyzed text. Each sub-category represents a distinct type of linguistic error or issue. Punctuation involves mistakes in the use of punctuation marks such as periods, commas, apostrophes, etc. Capitalization errors involve errors in capitalizing words according to grammatical rules, such as proper nouns, titles, etc. Subject-verb agreement errors are related to the agreement between subjects and verbs in sentences. Pluralization errors involve the incorrect formation of plural nouns or pronouns. Wrong choice errors are resulting from selecting incorrect words or expressions. Misspelling errors refers to incorrect spelling of words. Fragment errors are characterized by incomplete sentences or sentence fragments. Word order errors are relating to the arrangement of words within a sentence. Missing elements errors caused by the omission of essential elements, such as articles, conjunctions, etc

The table shows the frequency of each sub-category which indicates the total count of errors within each sub-category. It provides quantitative data on the number of errors identified in each specific linguistic aspect. For instance, for the total of 481 errors identified, the table indicates that the 10 subject-verb agreement errors account for 2% of the total errors. The frequency of each error type is represented in percentages in Figure 2:
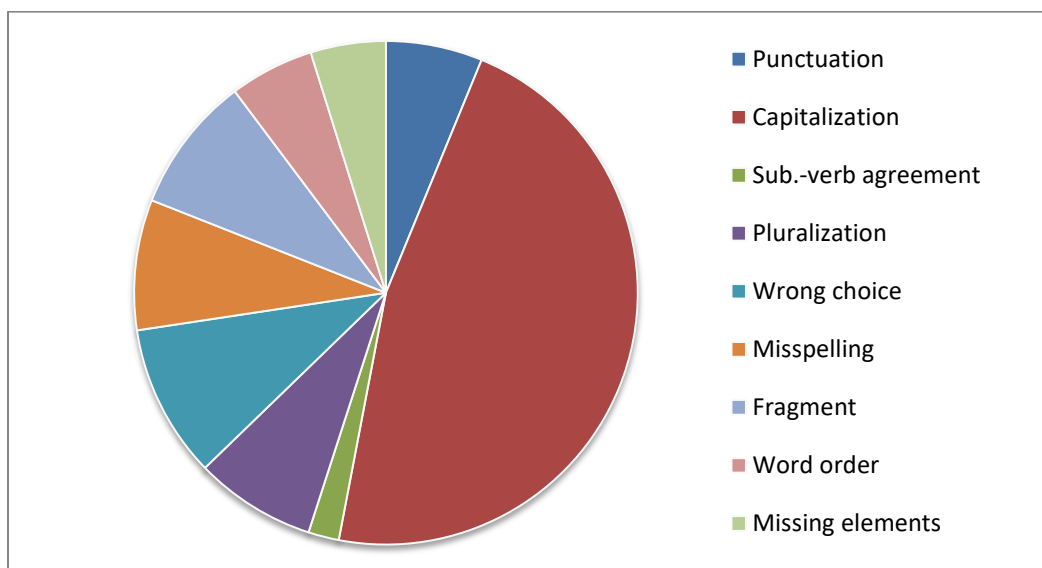

Figure 2: Errors Frequencies

This analysis underscores the importance of comprehensive error analysis in language learning and writing instruction. By systematically categorizing errors into categories and sub-categories, educators can tailor interventions to meet the specific needs of learners, ultimately facilitating language acquisition and enhancing overall proficiency in written communication.

To answer the third question of this research related to the factors behind the creation of grammatically incorrect sentences by the participants, the study infers several potential reasons as follows:

- Lack of Grammar Knowledge: Many of the errors seem to stem from a lack of understanding or awareness of basic grammar rules. For instance, errors related to capitalization, punctuation, subject-verb agreement, pluralization, and word choice indicate a fundamental misunderstanding of these rules.
- Spelling Errors: Misspellings, such as "language*" instead of "language" and "clethes*" instead of "clothes," suggest that some students may struggle with spelling, which can lead to errors in their writing.
- Incomplete Understanding of Sentence Structure: Fragments and incorrect word order in sentences indicate that students may not fully understand how to construct complete and coherent sentences. This lack of comprehension can result in fragmented or awkwardly structured sentences.
- Misapplication of Grammar Rules: Errors such as using "does" instead of "do" for subject-verb agreement or using "effects" instead of "affects" demonstrate a misapplication of grammar rules. This could be due to confusion or a lack of attention to detail.

- Overgeneralization: Some errors, such as the incorrect use of "mans*" instead of "men" for pluralization, may stem from overgeneralization or applying a rule incorrectly based on limited understanding.
- Carelessness: In some cases, errors may be the result of simple oversight or carelessness rather than a lack of knowledge. For instance, missing elements like articles or failing to use proper capitalization at the beginning of sentences may indicate inattentiveness.

Overall, the creation of grammatically incorrect sentences by these students likely arises from a combination of factors, including inadequate knowledge of grammar rules, spelling difficulties, incomplete understanding of sentence structure, misapplication of rules, overgeneralization, and occasional carelessness. Addressing these factors through targeted instruction, practice, and feedback can help students improve their writing skills and produce more grammatically accurate sentences.

11. Conclusion

In conclusion, this paper sheds light on the prevalent errors encountered by students in academic writing assignments, particularly focusing on grammatical components. Through a meticulous analysis of 47 essays authored by a group of first year students of Translation Department at the University of Duhok, the study identified and categorized all the resulting errors following Chanquoy's (2001) taxonomy. The findings revealed orthographic, morphological, lexical, and syntactic errors, with orthographic errors being the most frequent type. The findings also verified the first hypothesis while they reject the second one as the orthographic errors are found to be the most frequent type. The analysis underscores the importance of the error analysis in language learning and writing instruction, as it enables educators to tailor interventions to meet students' specific needs. Factors contributing to grammatical errors include lack of grammar knowledge, spelling errors, incomplete understanding of sentence structure, violating grammar rules, overgeneralization, and occasional carelessness. By addressing these factors through targeted instruction, practice, and feedback, students can enhance their writing proficiency and produce more grammatically accurate texts.

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(Appendix 1)

§ Social Media effects [wrong choice] our life not only ⇒ students [pluralization], but it also benefits them. Social media ~~applications~~ Applications are (Snapchats, instagram, Facebook, etc ...).

[Fragment]

It effects taking too much time Watching Vedios and chatting with friends, and taking too much time on Social media is one of the big Problem

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[Punctuation] [missing element] [pluralization]

Also, Its [great] Way to get information Like Wikipedia it can gives students [MOV] my information about whatever they want, it can be also great Way to share ideas about subjects. Social media can be a Valuable tool for accessing educational resources and staying updates on current events, so its not bad at all.

[Capitalization]

'The effect of social media on students'

[capitalization]

all students in this decade have social media, and social media have a Advantage [capitalization] and disadvantage. when you are using the social media all day, you will lose your life. Social media have alot of disadvantages. in my idea, Government and ministery of education should be aware of this. because students wants dont [wrong word order] to do that, to spend their time on social meid because students be able will not to study hard.

[wrong word order]

Capitalization

(The effects of social media on students))

Social media is important on the live but not everytime, sometimes social media **baded** [*Misspelling*] for students because sometime the social media [*is missing element*] not very important for students

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The social have different think, [*Punctuation*] and have a good [*capitalization*] thing, help people to find everything they want. now adays Students is [*sub-verb agrement*] adecated of social media, social is to be used for good things for example help people to find what they want its one of the good effect and have many good things, and social is a special thing in student life in now days.

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as (wrong choice)

But like we know social media is a large platform of whole people around the world. And people who are creators or influncer have a huge effect on people specielly students. Because they post their life but don't show the reality of their life, and spread false information.

punctuation   **wrong choice**

Also, social media takes a huge time of sudent's life. And because of that they won't have enough time to study and learn. After all they shouldn' use it all the time but they have to put a limit of using it.