

Error Analysis On Second Semester Students' Essay Writing Text Of STKIP PGRI Sidoarjo

Achmad Panji Arizal¹, Sulistyaningsih², Yudy Prasetya³

^{1,2} STKIP PGRI Sidoarjo
Rizalgsevani999@gmail.com

Abstract

Considering the importance of grammatical knowledge in the writing process, this research was aimed to find out the grammatical errors based on surface strategy taxonomy errors that occurred in essay text of second semester students of English education study program at STKIP PGRI Sidoarjo. This research was a descriptive qualitative research. The instrument used in this research was the researcher and students' writing compositions as documents. Dulay's, Burt, and Krashen theory became the main key in the data analysis. Based on the analysis, four types of errors were found. These four errors were: Omission that was found 103 times or 44.39%, the second was misformation that was found 61 times or 26.29%, and followed by misordering that was committed 38 times or 16.38%, and the last addition which occurred 30 times or 12.94%. Based on the result, it is figured out that the students made errors while conducting the text. For suggestion, the teachers and students should be aware on grammatical errors in writing and increase their knowledge on English grammar, at least reduce those errors. For the further researcher, it is expected that it will be more increased in quality and different field like linguistics strategy taxonomy.

Keywords: Surface Strategy Taxonomy, Error Analysis, Essay writing text

Abstrak

Mengingat pentingnya pengetahuan *grammar* pada proses menulis, penelitian ini berfokus untuk mencari kesalahan-kesalahan *grammar* yang muncul pada esai yang ditulis mahasiswa semester dua di STKIP PGRI Sidoarjo berdasarkan *surface strategy taxonomy*. Penelitian ini merupakan penelitian deskriptif. Instrumen yang digunakan adalah peneliti sendiri dan dokumen yang berupa esai-esai. Analisis data menggunakan teori Dulai, Burt, dan Krashen. Hasil penelitian menunjukkan ada empat tipe kesalahan yaitu: *Omission* yang muncul sebanyak 103 kesalahan atau 44.39%, diikuti *Misformation* sebanyak 61 kesalahan atau 26.29%, *Misordering* sebanyak 38 kesalahan atau 16.38%, dan terakhir *Addition* sebanyak 30 kesalahan atau 12.94%. berdasarkan hasil, dapat disimpulkan bahwa mahasiswa masih membuat kesalahan *grammar* saat menulis esai. Untuk saran, diharapkan kepada dosen dan mahasiswa untuk lebih berhati-hati dan selalu meningkatkan pengetahuan tentang *grammar* bahasa Inggris, paling tidak mengurangi kesalahan-kesalahan tersebut. Kepada peneliti selanjutnya, diharapkan lebih meningkatkan kualitas penelitian dengan topik yang berbeda, misalnya *linguistics strategy taxonomy*.

Kata kunci: *Surface Strategy Taxonomy*, Analisis Kesalahan, Teks Esai

Introduction

Writing has become an essential tool for all people in nowadays life community. Whether it is used in reporting analysis of current event fo newspaper, or web pages, academic essays, bussiness reports, letters, or email message, the ability to write effectively is really needed for all aspect life. Furthermore, it is now widely recognized that writing plays in

important role not only conveying information but also in transforming knowledge to create new knowledge.

Due the fact that writing has become a central importance to the students in academic and second language programs throughout the world. Therefore, STKIP PGRI Sidoarjo is a university for people who want to be an educator. One of its major is English Education Study Program which obligates all students to master all competences in English language skill. Writing is one of them. Each students must follow four programs in writing skill competence since Writing I, Writing II, Writing III, and Writing IV. Based on academic guide book for English Education Study Program (SIDOARJO, 2014), each Writing subject has its own purpose such as in writing II purpose's to develop the students' ability to write various types of English essays with its kind of essay. Essay writing is a basic rule to create a scientific journal. Moreover, According to the letter number 152/E/T2012 from Direktorat Jendral Pendidikan Tinggi (Tinggi, 2012), "*Untuk lulus program Sarjana harus menghasilkan makalah yang terbit pada jurnal ilmiah*". Each students must make a thesis and scientific journal to get their degree in strata one and as a requirement to graduate from their study. Conducting essay is the first step to conduct scientific journal. Good essay will create a good journal.

On the other hand, university students mostly use the way to think and conduct a concept from their native language and try to deliver and express their ideas through English as well. However, the way how to transfer their ideas or knowlegde need understanding about the rule/grammatical concepts of target language from oral language to written language. Errors appear because of the difficulties in applying those rules or English grammar in writing activity. Dulay states that 'an error is a noticeable deviation from the adult grammar of a native speaker' (in Brown, 1994). It means that learners make errors because they are uncapable in understanding the rules of the target language. They might do the same error in another time. Error is often considered as students' mistake in learning a language because the comprehension of that rules related to the student's ability. In line with Dulay, Richard (Richards, 1987) points out that 'when a student create a mistake, it is not wrong, because it is a natural way of learning process'. People cannot learn language without systematically committing errors first. Errors which are made by learners contribute in understanding the process of foreign language acquisition. By knowing learners' errors, the learner will learn not repeat it again. Thus, error can be an important feedback of their learning progress.

Errors that made by students usually apperar in the grammatical aspect. It is because of lack knowledge of the rules of the target language from the students. Batstone (Batstone, 1994) states, “Language without grammar would be chaotic and cause the same communication problem, such as grammatical errors in writing and speaking.” Therefore, rather than being only rules for ordering words, grammar is indeed a resource for good communication (Hayland, 2002). However, Indonesian has many different rules that not same as Eglish. It can be seen in these example; in Indonesian sentence: “*Gita adalah seorang gadis cantik*”. While if it is translated into English, it will be: “*Gita is a beautiful girl*”. It is clear clear that the way Indonesian sentences form is diferent from the English way. Example from Indonesian phrase: “*seorang gadis cantik*”. “*cantik*” is an adjective. It comes after “*gadis*” as noun. While in English, an adjectives should be place before a noun. Mostly, university students write “*a girl beautiful*”. That is one of common grammatical error that made by them.

That grammatical error can be analysed using surface strategy taxonomy because the students just change the surface structure from Indonesian to English way. As Corder states ‘surface strategy taxonomy is a superficial of error classification used as a starting point for systematic analysis’ (Corder, 1981: 36), thus the researcher uses surface strategy taxonomy as a starting point in the description of errors. Surface strategy taxonomy is focused in highlighting the surface grammar in sentences. It involves four subcategories; they are omission, addition, misformation, and misordering errors.

In Dulay, Burt, and Krashen’s Surface Structure Taxonomy (Barkhuizen, 2005), four categories are proposed to explain how sentences derivate from the correct forms because the learners change the surface structure. Those categories are: Addition which is indicated by the presence of an ‘unwanted’ item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. Omission is characterized by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. Misformation is characterized by the use of wrong forms of certain morphemes or structures. Misordering is indicated by the incorrect placement of certain morphemes.

Based on the explanation above, this research is aimed to find out the errors in the students’ essay writing text based on surface strategy taxonomy which is focused on four categories; omission error, addition error, misformation error and misordering error.

Methodology

This research was recount qualitative research. A recount qualitative research is known as non-experimental research. In the observation by using a recount qualitative method, there is no treatment like as an experimental one (Singh, 2005). The result of the research has explained by using word, not numerical symbol.

The subject of this research was the students' composition of essay writing from second semester students of English Education Study program of STKIP PGRI Sidoarjo. the total number were 23 students which consisted of 17 female students and 6 male students. The researcher took 14 students' writing texts randomly to represent the whole students.

The instrument was the researcher himself. The data were taken from the documents which contained of 14 students' compositions. Burns (1999:140) states that "documents are readily and accesible source of data which helps researchers to complement other observations by building a richer profile of the classroom or the institutional context for the research". To conduct the data, firstly, the researcher colected all of the documents, then read those one by one. After that, the researcher found and analyzed those errors and classified them based on surface strategy taxonomy. Finally, the researcher put it in table to draw a conclusion.

Findings And Discussions

Findings

In this section, the writer provided the findings and discussions based on the errors produced by the second students of English Education Study Program:

Table 1: Errors on Surface Strategy Taxonomy based on Frequency and percentage

No	Surface Strategy Taxonomy	Component	Frequency	Percentage (%)
1	Omission		103	44.39%
2	Addition	Regularization	7	3.02%
		Double marking	0	0%
		Simple addition	23	9.92%
	Total		30	12.94%
3	Misformation	Regularization	16	6.89%
		Archi-form	12	5.17%
		Alternating	33	14.23%
	Total		61	26.29%
4	Misordering		38	16.38%
	Total		232	100%

In the table above, the writer identified 232 errors, of which the most frequent error was omissions, the second was misinformation errors, the third was misordering errors and the last was addition errors. This following chapter, the researcher displayed and explained from the highest percentage to the lowest percentage. Each categories is separated into four sub-theme. It is explained the wrong sentence and how it should have been.

Discussions

Omission

Omission occurred when there is an absence of an item that must appear in a well-formed sentence. This error reached the highest percentage of students' error made in their essay writing. The students committed errors 103 times or 44,39% out of the whole errors. For example: "*Now, people can contact each other anytime, any where, and under any circumstances because _ the help of satellites orbiting the Earth,*". The sentence should have been "*Now, people can contact each other anytime, any where, and under any circumstances because of the help of satellites orbiting the Earth,*". If there is no "of" after "because". It should be followed by subject and verb, but in this case, it is followed by noun phrase.

Misformation

Misformation is characterized by wrong use form of morphemes or structure in sentences. This error appeared 61 times or 26,29% out of the whole errors. There are three types of misformation error; regularization, archi-form, and alternating. Alternating error was the biggest error the students' made in the category of Misformation. It is caused by the learners' vocabulary and grammar development. The students committed this alternating errors 33 times or 14,23%. For example: "*Is it enough for children having time to study at school or needing additional time in home...?*". In this sentence, student failed to recognized that "in" is used for unspecified time. The sentence would be correct to "*....at home?*". Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one. The students committed this error as 16 times or 6,89%. For example such as "*Nowdays, there are many phenomenon happen because the globalization,*". in this sentence, the student failed to recognise the plural form of word "phenomenon". Because there was "many" it should be changed into plural form *phenomena*. The last subcategory of misformation is Archi-form. It is the wrong selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition. The students committed this errors 12 or 5,17%. For example; "*It also inspiring them to make their ...*" instead of "*It also inspires them to make their ...*". In

this sentence, the student used “it” as a subject, so it must be followed by verb+es “inspires” because it is singular.

Misordering

The third percentage was Misordering error. This error is characterized by the incorrect order or placement of a morpheme or group of morphemes in a sentence or writing. The students committed 38 errors or 16,38% on their writing. For example “*Humans do not need a long time to get to a place far away*.” This sentence had an unwell pattern which is affected by the native language of the student. It will be more correct if the student wrote “*Humans do not need a long time to get to **a far place***”.

Addition

The lowest percentage of students’ error was Addition error. The students committed 30 errors or 12,94% on their writing. The errors were characterized by the presence of new structure of morpheme or phrases in a sentence. The addition errors are divide into three subcategories; simple addition which had the most percentage in this category, 23 times or 9,92%. For example: “*They become less mobile and **become passive** about their environment*”. In this case student added unnecessary verb “become” that same as the verb coming before. regularization, which appeared 7 times or 3.02%. For example: “... *that a lot of homeworks are pointless and **does not help** the children ...*” instead of “... *that a lot of homeworks are pointless and **do not help** the children ...*”. The last was double marking which, in this case, the students did not make any errors in this category of double markings .

Conclusion

Overall, it can be concluded that omission errors were committed 103 times or 44.39% out of total number of the grammatical errors. The omission had the highest frequency of occurrence used in the writing conducted by the English students in their writing process. For example “*The school environment create individual competitions*”. The second was misformation errors which were committed 61 times or 26.29% of the whole errors. Misformation errors are divided into three subcategories; Alternating such as “*Even now, they can also go to the moon, a place they cannot imagine before to stop off*”, Archi-form such as “*It will also strengthen their emotion and bring they closer to their family.*”, and Regularization such as “*Nowdays, there are many phenomenon happen because the globalization.*”. the third category was misordering errors which were committed 38 times or 16.38%, for example “*Humans do not need a long time to get to a place far away*”. the last category was addition errors which were committed 30 times or 12.94%. The addition errors

cover three subcategories; simple addition such as “*They become less mobile and become passive about their environment*”, regularization such as “... *that a lot of homeworks are pointless and does not help the children ...*”. and the students did not make any errors in the category of double marking. Based on the result, it is figured out that the students made errors while conducting the text.

For suggestions, the teachers and students should be aware on grammatical errors in writing and increase their knowledge on English grammar, at least reduce those errors. The students should read many good reading sources regarding to have a better sentence construction pattern. For the further researcher, it is expected that it will be more increased in quality and different field like linguistics strategy taxonomy.

References

- Barkhuizen, R. (2005). *Analysing Learner Language*. China: Oxfor University Press.
- Bastone, R. (1994). *Grammar*. New York: Oxford Unyversity Press.
- Brown, H. (1994). *Principles of English Language Teaching 3rd Edition*. Englewood Cliffs, New Jersey: Prentice Hall Inc.
- Brown, J. D. (2005). *Testing in Language Programs: A Comprehensive Guide To English Language Assessment*. New York: McGraw-Hill Companies, Inc.
- Corder, S. (1981). Error Aalysis. In J. Allen, *The Endinburg Course In Applied Linguistic Vol 3*. Oxford: Oxford University Press.
- Ellis, R. (1997). *Second Language Aquisition*. Oxford: Oxford University Press.
- H. Dulay, B. M. (1982). *Language Two*. Oxford: Oxford University Inc.
- Hayland, K. (2002). *Teaching And Researchig Writing*. London: Longman.
- SIDOARJO, S. P. (2014). *Buku Panduan Program Strata Satu*. Surabaya.
- Singh. (2005). *Research Methodology*. New Dehli: A.P.H Publishing Cooperation.
- Tinggi, D. J. (2012). *Surat Edaran No 152/E/T/2012*. Jakarta.