

# An Error Analysis of Compound Words Construction on Writing Factual Report Text

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## Abstract

Writing is one of the important skills is difficult because in writing have some aspects must be attention, like vocabulary and grammatically. This research focused on the error analysis of compound words construction on students writing factual report text. It was aimed to know the types of error and the error occur on the compound word construction in writing factual report text. The research was conducted in a class of eleventh grade students in SMK PGRI 2 Sidoarjo. The researcher used descriptive qualitative The data were collected through students' writing. The data instrument from student's task. The result of this research were 4 types of errors and 33 items errors in student's writing . There were 6 items errors of addition with the percentages of 18%, 10 items errors of omission with the percentages 30%, 4 items errors of misformation with the percentage 12% and 13 items errors of misordering with the percentage 40%. Based on the finding, it reflected that the students made errors while producing their writing. For suggestion, the teacher and the students should learn more about English grammar, so the errors could be minimize. For further researcher, the researcher suggest that this research can be reference in writing the other research.

**Keywords :** Writing, Factual Report Text, Compound Word

## Abstrak

Menulis adalah salah satu kemampuan penting yang sulit karena didalam menulis terdapat beberapa aspek yang harus diperhatikan, seperti dalam vocabulary dan struktur dalam penulisan. Penelitian ini fokus pada kesalahan penyusunan kalta compound dalam penulisan siswa dalam teks faktual report. Ini bertujuan untuk mengetahui jenis-jenis dari kesalahan dan kesalahan yang paling sering muncul pada penulisan penyusunan kata gabung dalam teks faktual report. Penelitian ini dilakukan pada kelas 11 di SMK PGRI 2 Sidoarjo. Penelitian ini menggunakan mtode deskriptif kualitatif. Data ini dikumpulkan melalui tulisan siswa. Data instrumen dari tugas siswa. Hasil dari penelitian ini terdapat 4 jenis kesalahan dan 33 kesalahan dalam tulisan siswa. Ada 6 kesalahan dari penambahan kata dengan presentasi 18%, 10 kesalahan pengurangan kata dengan presentasi 30%, 4 kesalahan dari misformation dengan presentasi 12% dan 13 kesalahan dari misordering dengan presentasi 40. Berdasarkan dari penemuan diatas, itu membuktikan bahwa siswa membuat kesalahan dalam hasil penulisan mereka. Untuk saran, guru dan siswa seharusnya belajar lebih mengenai struktur penulisan dalam bahasa inggris, jadi kesalahan tersebut dapat diperkcil. Untuk peneliti selanjutnya, penelitian ini dapat memberi saran bahwa penelitian ini dapat menjadi rujukan dalam menulis penelitian lain.

**Kata kunci:** Menulis, Text Faktual Report, Gabungan Kata.

## Introduction

Teaching English as Foreign Language is a complex activities since at primary and secondary level. The EFL teacher must develop the ELF students on their four skills of listening, speaking, reading and writing. Teaching writing should be the priority for the students at Senior High School. The aim of teaching writing was that the students should be able to develop communicative competence in written as well as in spoken and written form.

Writing, according to Ashok & Sapkota (2012, p. 223), is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey. Writing skill should have by the student in learning english language.

In the process of English writing text, the students often do some errors especially in grammar, some students think that was bored subject and when they learn English they try to avoid the grammar because it is such confusing rules and hard so it was inflected into applying grammar rules learning language. In the other words, English writing was completely different from writing in Indonesian form. In Indonesian form, there are no use tenses: a verb appears in the same form in all the

times. The most of students still made many errors two in writing paragraph and found difficulties in applying tenses, structure, syntax, semantic, lexical meaning, and phonology into a sentences. For beginner writer often felt frustration when they were asking to arrange a part of writing because they know a few of grammar and vocabulary and formulates complex thoughts in English. They also have a difficult translating the information into the writing sheet.

In Learning English, it was usual that students make mistakes or error in written form, especially in how to use the verb correctly based on tenses. According to (Amanah & P, p. 25) error that the students made when they learnt a language was very common. The students often make grammatical errors. In this case, they were made errors because of the language habit in mother tongue is very different from english. Writing also has to be elaborated in syllabus by employing the genres or types of text. In Senior high school has some types of text that can learn, especially factul report text.

Factual report text was a text that explains and elaborates some factual information relate to particular objects, matters ,or things which are based on an factual accurances, scientific and observatory rather than giving theorities or personal interpretations. According to

Barker (2000, p. 23) factual report text was a piece of writing which aims to describe something general way. This theory define that factual report text refers to kind of text that describes the information by explaining the real general information. In factual report text have some aspects must be attention, like vocabulary and grammatically. Grammar was the ways that words can be put together in order to make sentences. Grammar has verb, noun, pronoun, adjective, preposition especially compound words.

Compound word consists of addition of stems in which a word was formed by the combination of two independent word. Based on (Srijono, 2010, p. 145) Compounding is a process of combining of lexical categories which are noun, verb, adjective, or preposition to create a new word and the resultant meaning is new or different from its element. From explanations above, the researcher saw that compound word was considered to be a combination of independent word. Therefore, the meaning of the new word can be different and also can be same from what the head and modifiers actually meant. Dealing with the important of compound word the research will focus on An analysis of error compound words construction on writing factual report text

in eleventh grade students in SMK PGRI 2 Sidoarjo.

### **Research Method**

The researcher applied descriptive qualitative research because it was the appropriate approach to describe the result of research in the form of written words. According to Ary (2010,p.426) state that descriptive qualitative research goal for which he believe qualitative studies are especially suited understanding meaning for the participants, understanding a particular context, identifying unanticipated phenomena an influences through which new theories may be generated, understanding process and developing causal explanations.

Related to the description above, the descriptive qualitative research had used in this research because the researcher wanted to know about the student error in writing compound word in factual report text. Those problem was described in details in this research based on the result of the student's writing. It was the application of descriptive qualitative research.

### **Finding And Discussion**

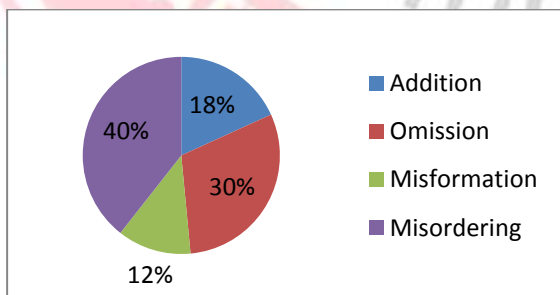
#### **Finding**

The researcher was took the data of the research by collecting the student's writing task about factual report text, especially

writing compound word construction. The researcher just took 15 from 41 of student's writing randomly to be analyzed. Then, the researcher made correction of the error that student's made in their writing. From the data, the researcher was analyzed based on Surface Strategy Taxonomy. Having checked the student's task using compound words in writing factual report text. The researcher found that were 6 items of addition errors, 10 items of omission errors, 4 items of misinformation errors and 13 items of misordering errors. The total number of errors are 33 items. Below were presented several examples of apparent errors made by the student's task in factual report text using compound word.

The percentage of the recapitulation of student's errors were converted into a pie chart. The proportions of errors based on surface strategy taxonomy can be described in following figure.

**Figure 1.** Percentage of errors



Student's error about compound words construction in writing factual report text

## Discussion

The researcher took the data from the student's writing task using compound word in factual report text. The researcher found some error in writing compound word into factual report text, there are 4 kinds of errors that the researcher found: addition, omission, misinformation and misordering. It was found that were 33 items error with details as follows:

- 1) Addition errors were 6 items (18 %)

The following data were presented of examples of the error did by the students:

Table 1. Addition Error

Error of words	Corection
Hightland	Highland
Thunderstrom	Thunderstrom
selft defense	Self-defense
non manned	Upmanned
wells known	Well-known
Handed off	Hand-off

2) Omission errors were 10 items (30%)

The following data were presented of examples of the error did by the students:

Table 2. Omission Errors

Error of words	Corection
Eventough	Eventhough
Mobil-phone	Mobile phone
Houshold	Household
Interchangeably	Interchangeable
Well drein	Well-drained
Earth-quak	Earthquake
Air craf	Aircraft
Dum looking	Domb-looking
Notbook	Notebook
Smartpones	Smartphone

3) Misformation errors were 4 items (12 %)

The following data were presented of examples of the error did by the students:

Table 3. Misformation Errors

Error of words	Corection
Up a famili	Upafamily
Keyboard	Keyboard
live time	Lifetime
Aven-teed	Aven-toed

4) Misordering error were 13 items (40%)

The following data were presented of examples of the error did by the students:

Table 4. Misordering Error

Error of words	Corection
Food human	Human-food
In-dependant	Independent
Light sun	Sunlight
Any where	Anywhere
Throug hout	Throughout
Some times	Sometimes
In habit	Inhabit
Wides-pread	Widespread
Loadand regular	load-and-regular
With in	Within
Humped one	One-humped
Wing fix	fixed-wing
Like lizard	lizard-like

The calculation of the percentage of the error types, the formula is:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage of students' errors

F = Total number types of students' errors

N = Total number of students' sentences errors

1. Addition Error

$$P = \frac{6}{33} \times 100\% \\ = 18\%$$

The percentage of addition error is 18,20%

2. Omission Error

$$P = \frac{10}{33} \times 100\% \\ = 30\%$$

The percentage of omission error is 30,30%

3. Misformation Error

$$P = \frac{4}{33} \times 100\% \\ = 12\%$$

The percentage of misformation error is 12,10%

4. Misordering Error

$$P = \frac{13}{33} \times 100\% \\ = 40\%$$

The percentage of misordering error is 39,40%

## Conclusion

There are 4 types error that found in the student's task in writing factual report text using compound word which is produced by the eleventh grade students of SMK PGRI 2 Sidoarjo. Based on the categories that had been made, the researcher found 33 error items. There were 6 items of additions errors, 10 items of omission errors, 4 items of misformation and 13 items of misordering. There were misordering with the total percentage was 40%, omission with the total percentage was 30%, addition with the total percentage was 18% and misformation with the total percentage was 12%. The misordering errors was the highest frequency errors type occurring in the students task in writing factual report text. based on the data, the students produced 13 misordering errors in their writing composition. The total percentage of misordering errors produced by the students was 40%.

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