AN ERROR ANALYSIS OF SOME ESSAYS WRITTEN BY THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM GUNUNG RINJANI UNIVERSITY

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ABSTRACT

The purpose of the present study is to know the types and factors of errors encountered by the students in writing essay of various types. This research was designed as descriptive qualitative research. The subjects of the study were the fifth semester students of English Education Department of Gunung Rinjani University who are taking Writing course. The study followed qualitative approach with case study design. The data were collected from test, questionnaire, and documentation. The essays were analyzed based on the steps of error analysis: identification of error, explanation of error, description of error, and evaluation of the error. Data from interview were analyzed using Mile and Huberman's model of analysis. While the data collected through questionnaire were analyzed to support the interpretation on the cause of errors. The study shows that types of errors in the students essays are: Grammatical Error (30%), Mechanic Error (25%), Stylistic Error (20%), Lexical Error (15%), and Organization Error (10%); 2) factors that cause the students to commit errors are: a) Interference/Language Transfer, b) Intralingual Error (Overgeneralization, Ignorance Rule of Restriction, Incomplete Application of Rules, and Semantic error), c) Lack of Motivation, and d) Limited Exposure to the Target Language. This study suggest the English lecturers to apply error analysis as the technique in teaching writing in the classroom setting.

Keywords: Student Error, Student Essay Writing

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui jenis dan faktor kesalahan yang ditemui oleh siswa dalam penulisan esai berbagai jenis. Penelitian ini dirancang sebagai penelitian deskriptif kualitatif. Subjek penelitian adalah siswa semester lima Jurusan Pendidikan Bahasa Inggris Universitas Gunung Rinjani yang mengikuti kursus Penulisan. Penelitian ini mengikuti pendekatan kualitatif dengan rancangan studi kasus. Data dikumpulkan dari tes, kuesioner, dan dokumentasi. Esai dianalisis berdasarkan langkah-langkah analisis kesalahan: identifikasi kesalahan, penjelasan kesalahan, deskripsi kesalahan, dan evaluasi kesalahan. Data dari wawancara dianalisis dengan menggunakan model analisis Mile dan Huberman. Sedangkan data yang dikumpulkan melalui kuesioner dianalisis untuk mendukung interpretasi penyebab kesalahan. Kesalahan Gramatikal (30%), Kesalahan Mekanik (25%), Kesalahan Gaya (20%), Kesalahan Leksikal (15%), dan Kesalahan Organisasi (10%); 2) faktor-faktor yang menyebabkan siswa melakukan kesalahan adalah: a) Interferensi / Transfer Bahasa, b) Kesalahan Intralingual (Overgeneralisasi, Ketidaktahuan Aturan Pembatasan, Aturan Aturan yang Tidak Lengkap, dan Kesalahan Semantik), c) Kurangnya Motivasi, dan d) Terbatasnya Eksposur terhadap Bahasa Target. Studi ini menyarankan para dosen untuk menerapkan analisis kesalahan sebagai teknik dalam mengajar menulis di kelas.

Kata kunci : Kesalahan siswa, penulisan esai siswa

INTRODUCTION

Composing is still a hard skill and frustating subjects for English learners to learn. Even experienced writer with various exposure to writing genres does not always find writing process easy. This is due to the fact that each individual writer has personal style, preferences, and techniques in communicating ideas (Celce-Murcia &Olshtain, 2000). Besides, producing a qualified written text is a complex task that requires simultaneous control over a number of language systems along with considering particular readers or audiences and purposes (Kroll, 1991).

The complexity of writing, compared to the other English skills, therefore needs serious attention by both language teachers and language learners. English facitators/ instructors/ lecturer should answer the question "what should be done in individual writing course and overall teacing programs to improve students writing ability?" In this case, teachers/ instructors/ lecturer play dominant role in assisting students to develop their writing skill so that they can use written forms correctly and fluently. The teachers not only transfer the knowledge but also become the model for their students. As a model, whatever the language form that they produce will be imitated by the students. Therefore, as the model, they should master the language they teach well. This necessity indicates that English teacher has special responsibility to develop the students' "competency" and "performance" in using and teaching English.

To meet the need, in English Education Study Program of Gunung Rinjani University, students are given the comprehensive courses in the area of English language, linguistics, and literature, and EFL teaching. This range of courses are the steps followed by the students to obtain the intended learning outcome. Writing courses consisting of Writing I, Writing II, Writing III, and Scientific Writing. In Writing III, upon the completion of this course, students are able to understand the basic structures of an essay*, interrelationships among parts within the basic structures*, and *s*kills in writing essays of various genres/methods of development.

However, it is the common fact that error in writing is difficult to avoid. Most of the students can speak English but they encounter difficulty in conveying their idea in grammatically correct sentence. This fact is further supported by the majority of writing research reaching a conclusion that most of EFL students are still 'low' in writing skill. This fact suggests the English teachers/facilitators to address the issue of writing instuction.

One of the steps is by describing the profile of students' error in writing essay. Error analysis is conducted to find out the learning process and the strategies applied by the students in learning english. In this case, students' progress in writing can be monitored. Error analysis will give deeper insight for the institution so that the management can design further plan for the purpose of improving the quality of its graduates. Besides, the result of this study can be the reflection for the lecturers in conducting teaching and learning process because the error analysis is one of important component of teacher's intructional role. This is in line with what Corder (1976) said:

> "Error proved feedback; they tell the teacher something about the effectiveness of his teaching material and technique, and show him what part of the syllabus he has been following has been inadequately learnt or taught and need further attention."

Such statement implies that there is strong need for EFL teachers to analyze and evaluate their students' written products by investigating some errors encountered by their students for the purpose of continuous improvement in teaching such skill. Once the errors are revealed, it is meaningful for lecturers and teachers to retreat and design a more suitable way of teaching writing skill. It will then improve the quality of EFL learning in general and specifically the writing teaching in the English Education Study Program Gunung Rinjani University. Based on the points discussed, this study analyzes the kinds of errors, sources of the errors, and

the factors that cause the errors committed by the fifth semester students of English Education Study Program of Gunung Rinjani University in writing essay.

RESEARCH METHOD

The present study followed Qualitative Approach with Case Study Method. What makes this study qualitative is that the nature of research questions is 'too complex to be answered by a simple yes or no hyphothesis' (Shuttlewort, 2008). The results of this study rely on inductive reasoning meaning that conclusion is taken after analyzing data.

The participants is this study were the fifth semester students of EED UGR who program Scintific Writing course. They speak Sasak language as their first language (L1), whereas English is their foreign language learnt from secondary school until university. The data were collected through test, questionnaire, and interview. They were required through the test to write a topic on their own that follow the problem solution essay structure. The

problem solution essay is one of the materials delivered in scientific writing. The collected data were then analyzed descriptively through steps: identification of errors, classification of errors, description of errors, and explanation of error. Data from questionnaire and interview were displayed and analyzed in order to support the explanation of sources of errors encountered by the students in writing.

FINDINGS AND DISCUSSION

In this part, students error and the factors that cause them to commit errors are identified, classified, and described briefly.

A. Description of Errors

The types of errors were classified in four categories: grammatical error, lexical error, and mechanic, and stylistic error. The following table shows the categories of error, types of error commited by the fifth semester students of EED UGR, and quotations of error instances in the students essays.

Table 1 Description of Error

Item	Category of Errors	Rank	Types of Errors	Instances from Students Essay
1	Grammatical error	I	Subject-verb agreement	In the other hand, the causes of the learners have trouble with computer are *the students has* less knowledge
			Missing subject	In the city has luxury schools, Our APBN budget 1435 Trillion.
			Missing verb	English as we know one of the forign language
			Gerund/to infinitive	the causes of learners that can not operating. and to addition their knowledge.
			Determiner	we are live in <u>the</u> small Lombok island
			Relative clause	in this island, there are lot of *learners can* not operate There *is one of many factors make* the learners have trouble with computers.
2	Mechanic Error	II	Punctuation	Measure students intelligency not only from cognitive ability, but also effective and psycomotor<u>,</u> in fact, standard to pass final National examination just cognitive value.
			Capitalization	our <u>education. and</u> another problem is about <u>national final examination</u> (UN) system.

			Spelling	so can manage our natural resources to be more useful **velue** we can get the **conculsion**
3	Stylistic Error	III	Wordiness	Finally the last problem noot only the junior hight schoo problems but also the university problems.
			Parallelism	Measure students intelligency not only from <u>cognitive ability</u>, but also <u>effective</u> and psycomotor
			Direct adress	It is the fantastic budget, isn't it?
			Diction	Education is .....**injected** students learning process in an education that government has made for public safety and <u>betterment</u>.
			Contraction	.....namely listening <u>can't </u>control
4	Lexical Error	IV	Noun	<u>Vocab</u> is one of the basic should we mastered if we want to be an <u>English</u>.
			Pronoun	But more of the teacher dont know how to teach <u>them</u> student in the classroom and many program because they did not develop the method that is they has learn.
			Verb	The conclusion is teacher <u>must creative</u>

Adjective	<u>because the way they operating computer </u>*is make* they will confuse.
Conjunction	<u>Because </u>every operation system have diferent language <u>so</u> we must study about language. After we have so many vocab be <u>so</u> we can arange to one sentence, one paragraph with good rule.
Preposition	<u>In</u> the other hand, the causes of the learners have trouble with computer are the *students has* less knowledge

4	Organization	V	Incomplete essay structure	I, III, IV, IV, V, VI, VII, VIII, IX
			Absense of thesis Statement	III, IV, V,VI,VII, VIII, IX
			Lack of Support	III, VI,VII, VIII,

Data analysis shows that most of error found are in the form of grammatical error (30%), followed by Mechanic Error (25%) and stylistic error (20%), Lexical Error (15%), Discourse Error (10%). Grammatical errors comprise errors in terms of subject-verb agreement, missing subject, missing verb, gerund/to infinitive, determiners, relative clause. Mechanic Errors consist of error in using Punctuation, Capitalization, and Spelling. Stylistic error consists of wordiness, parallelism, direct adress to reader, diction, and contraction. Lexical errors that occur in the students essay are error in using eight part of speech: Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjunction, Interjection. Discourse Errors are in the form of incomplete essay structure, absense of thesis statement, and inadequate support.

B. Factors that caused the studensts to commit errors

After conducting analysis of questionnaire and interview, the researcher supported the interpretation with theories proposed by Ellis (1994) and Corder (1973). There are four factors that contribute to the students' errors: language transfer (interference), intralingual interference, motivation, limited exposure to the target language.

Intererence is the prominent factor to the students commiting error. Analysis of students essay shows that there are occurances of interference from Bahasa Indonesia as the students' L1. For intance, sentence "because every operation system have different language so we must study about language." If we translate the sentence word by word into bahasa Indonesia, the sentence will be "karena setiap sistem operasi mempunyai perbedaan bahasa oleh karena itu kita harus belajar tentang bahasa." Comparing the English and Bahasa Indonesia, it seems that the writer makes an error of using double conjunctions: *because* and *so*. In English it is sufficient to use because as the introductory word in sub clause, but in Bahasa Indonesia, instead of using because, *so* is also used to convey clear meaning. Another occurance of interference phenomenon is in the sentence "But, although this problem often snap the learners, the effect combated." In this case, the use of *but* to show contrast idea is common in Bahasa Indonesia.

Second contributing factor to the students' error is intralingual interference that consists of *overgeneralization, ignorance rule of restrictions, incomplete aplication of rules, and semantic errors. Overgeneralization* errors arise when the learner creates a deviant structure on the basis of other structures in the target language. *Ignorance of rule restrictions* involves the application of rules to contexts where they do not apply. *Incomplete application of rules* involves a failure to fully develop a structure.

In this study, intralingual interference is one of the causes of errors committed by the fifth semester students. The following sentences taken from students' essays are taken as examples of such intralingual interference.

- Education is one of human being **activate** so that in education there

are many problems that <u>was arrive</u> to the.... (overgenelization)

- "education is the way to make our generation to be a good human resources so can manage our natural resources to be more useful velue". (ignorance rule of restriction)
- "but as we know, we are live in the small Lombok island, and in this island, there are lot of learners can not operate the computer because we can say that we are live primitive society. There is one of many factors make the learners have trouble with computers". (incomplete application of rules)

Third factor is motivation. According to Richard (1974), sociolinguistic situation is one of the factors or errors. He maintains that different setting for language use resulted in different degrees and types of language learning. Sociolinguistic situation includes the effects of the learners' motivation toward learning the target language as well as the effects of sociocultural setting. In this case, students who are motivated to write would be easy to express their idea in a writing, compared to those who do not have strong motivation. Based on the students response to the questionnaire, it was found that they were not interested in writing academic writing. They said that they are many rules in academic writing that must be followed. This attitude might lead them not to revise their writing in the end of time allocated for them, leading to errors in their writings. In this study, Richard's theory that motivation is related to students' errors is proven to be true.

Four factor is limited exposure to the target language. Lack exposure to the target language, in this case English, considerably limits learners' interaction with using English in real situation. It means they have limited access to comprehensible input. The response the students give through the questionaire and interview prove this fact.

CONCLUSION AND SUGGESTION

Data analysis tells us that: 1) types of errors in the students essays are:

Grammatical Error (30%), Mechanic Error (25%), Stylistic Error (20%), Lexical Error (15%), and Organization Error (10%); 2) factors that cause the students to commit errors are: a) Interference/Language Transfer, b) Intralingual Error (Overgeneralization, Ignorance Rule of Restriction, Incomplete Application of Rules, and Semantic error), c) Lack of Motivation, and d) Limited Exposure to the Target Language.

Based on the result of research finding discussed, the researcher offers some suggestions. Firstly, the most frequent errors found are error in mechanics and grammar. Therefore, the researcher suggests the lecturers of Writing subject to give more attention to some students who are categorized as "low" in this subject. It is because if they do not master Writing I and Writing II, they will get difficulty when enrolling the Writing III. In addition, it is better for the lecturers to ask students to make outline before writing essay in order to minimize error.

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