ERROR ANALYSIS IN WRITING OF THE TENTH GRADE STUDENTS OF MAN 1 PALU

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Abstract

Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. The purpose of this research is to describe the type of grammatical error faced by students in writing. This research used descriptive qualitative method. This research was carried out in using descriptive writing text to find out what types of error made by students of the tenth grade students MAN 1 Palu in writing and what causes of the students error in writing. The result of the research showed that the tenth grade students MAN 1 Palu still made 41 errors in their writing. They are three classification of error based on surface strategy taxonomy. The high frequency of error is selection (63,41%), omission (26,82), and The lowest frequency of error is addition (9,75). On the other hand, the highest cause of error is carelessness (75,6%), %), first language (7 or 17,07 %), while the lowest cause of error is translation (7.31%).

Keywords: Error analysis, Writing, Grammar

1. Background

English is as the first foreign language in Indonesia. English generally has been learnd by the students since they are in the basic level of education. When students learn english, they focus on mastering four language skills, namely Listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are improved in the process of teaching and learning english. Unfortunately, although it has taught for many years, the achievement of the students is still poor.

In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. English is consider as a difficult subject for Indonesian students, because English is completely different from Indonesian language. They are different in the system of grammar, pronunciation and vocabulary.

Writing is a means of communication between the writer and the reader. It means that someone writes in order to communicate with his/her reader. Good writers use natural English phrases to make a paragraph easy to read and it has good style. A piece of good writing must contain the aspects of writing; such as content, grammar and vocabulary. Many people have opinion that writing is the most difficult skills in language learning. It is difficult since there are some other aspects need to be considered when writing; such as grammar and vocabulary. Writing requires a good knowledge of grammar and word choice.

Grammar is one of the essential skill should be mastered by students. It involves the ability to apply the grammatical rules in order to form grammatically. Theoretically, it takes time to learn a foreign language. Learners have to learn a new grammar system, and thousands of new words. It is true that learning a language is very different from mother tongue. It also takes a lot of practice to develop listening, speaking, reading and writing skills in a new language. In learning language, it is possible to make errors and mistakes. errors and mistakes, Errors reflect gaps in a learner's knowledge they occur the learner does not know what is correct.[1] While mistakes reflect occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what or she knows.[2] mistakes refer to misjudgments, miscalculations, and error neous assumptions form an important aspect of learning virtually any skill or acquiringinformation.[3] Furthermore, he notes that a mistake refers to a performance error thatis either a random guess or a slip, in that it is a failure to utilize a known systemcorrectly. All people make mistakes, in both native and second language situations. Errors refers to deviation from the adult grammar of a native speaker.

Grammar refers to the rules of language. word grammar refers to the set of rules that allow us to combine words in our language into larger units.[4] Errors in language learning are natural. Therefore, when the teachers teach in the

[1] Nurdin, N. (2009). Segregasi Dalam Pengajaran Dan Penguasaan Bahasa. *MUSAWA, 1*(1), 23-41.

[2] Ellis,Rod. S econd language acqsuition.(new york : oxford university press 2003).15

[3] H.D. Brown. Principles of language learning and teaching.(fifth editon. San francisco state university :pearson education inc 2007)257

[4] S. Greenbaum, G nelson. Anintroduction to english grammar. (second editon. London: pearson education limited 2002).1

school, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing, and may be they will find many students who have low ability in writing English. According to the explanation above, it was important by the teacher togive error analysis in students writing. Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or inwriting and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Carl James stated that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Although errors are bad things in learning English, error analysis isadvantageous for both students and teachers.

For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers, it is required to explanation above, the writer is interested in analyzing students' writing especially in their grammatical errors.

2. Related Studies

In learning foreign language students often makes error, error that occur indicate that students have not mastered that rules of the foreign language that are they learning. Richards et. al state that Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find

out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.

3. Literature review
3.1 Error Analysis

In learning foreign language students often makes error, error that occur indicate that students have not mastered that rules of the foreign language that are they learning. Richards et. al state that Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.[5]

As Davis and Pearse state that 'errors are integral part of language learning and not evidence of failure to learn. Those errors should be analyzed because they give a contribution in understanding the process of language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning. It contain Information on strategies that learners use to acquire language and can play an important role in the study of foreign language.[6]

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[5]J.C Richards, *Error Analysis.* (London: Longman, 1973), 96

[6]Paul Davies, Eric Pearse, success in English teaching (Shanghai: foreign language Education Pers 2002), 103

Another concept of error analysis is given By Brown, error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.[7]

Based definition above, it can be conclude that error analysis is an activity to identify, observe, analyze, classify the error made by the students in speaking and writing.

3.2 The Causes of Error

Norrish classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

1) Carelessness. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2) First language. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the newones. This cause of error is called first language interference".

3) Translation. It is one of the causes of error. This happens because a student translates his first language sentence or Idiomatic expression in to the target language word by word. This is probably the most common cause of error.[8]

3.3 The Types of Error

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[7]H.D. Brown, *Principles of Language Learning and Teaching.*(New Jersey: Prentice-Hall
Inc, 1980), 166
[8]J. Norrish. Language learning and their error. (London: Macmillan publisher Ltd 1987). 21-26

According to Corder, errors divided into four categories: omission of som erequired element, addition of some necessary or incorrect element, selection of anincorrect element, and miss-ordering of element. And here are the explanations:

a. Omission

Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme –s, the plural marker –s and the past tense inflection –ed. A learner could say, for example:
"I watch the movie last night". Instead of: "I watched the movie last night".

b. Addition

Learners not only omit elements which they regard as redundant but they also add redundant element. For example :
I swims
The books is here
Instead of: "I swim" and "The book is here"

c. Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item. For example:
"Fika is smartest than Femy". Instead of "Fika is smarter than Femy".

d. Ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example "He is got upping now", the learners attaches the inflection – ing to the particle of the two words verb "get up". Students' errors may be distinguished as follows:

1. Errors Performance is unsystematic and not very serious, because the students themselves can correct them when their attention is drawn to them. These errors are attributed to carelessness, lapse of memory, ill health, emotional health, etc., and they should not worry us.
2. Errors Competence is persistent and systematic and in consequence serious, and their treatment calls for careful analysis to discover their cause. These errors represent the learners' traditional competence.

3.4 The Procedures of Error

"A great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. There are a number of steps taken in conducting an error analysis.

a. Identify errors, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc)
b. Classify errors. Is it an error of Tense? Is it an error in sentence pattern?
c. Quantify errors. How many errors of Tense occur?
d. Analysis of source/causes.
e. Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out.[9]

3.5 Writing

Writing is the process of communication using symbols (letters of the alphabet, punctuation, and spaces) to express thoughts and ideas in a readable form.

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[9]Susan M. Gass, Larry Selinker., An Analysis on the Grammatical Errors in the Students Writing. Skripsi (Jakarta: English Education Department Faculty of Tarbiyah and Teachers' Training 'Syarif Hidayatullah' State Islamic University 2010), 10.

writing is one of the language skills, of the four skills, in language Writing skills are the fourth language skills that we learn.Writing is more difficult rather then the other language skills because it needs well knowledge and hard thinking when they are produce words, sentences and paragraphs with a good grammatical. Written text has a number of conventions which separate it out from speaking. Apart from differences in Grammar and Vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation.

3.6 Grammatical Error

Grammar is a set of language rules governing the sounds, words, sentences, and other elements. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding lexical and pronunciation. Furthermore, grammatical error is the error in combining words into larger unit, such as phrases, clauses, and sentences. Grammatical error can also be defined as the errors at morphological and syntactical levels. Morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes (James, 1998: 154), noun, verb, adjective, adverb, and preposition. Syntactical error are errors that affect texts larger than word, namely phrase, clause, sentence, and paragraphs (James, 1998: 156). Syntactical errors cover phrase structure error, clause error, and sentence error.

4. Methodology

This research was conducted on tenth grade of student MAN 1 Palu by focusing error analysis on students' writing. The researcher chose 20 students from the tenth grade for sample. In conducting this research, the

Students	Error classification		
	Omission	Addition	Selection
Student 1	2	-	1
Student 2	2	-	1
Student 3	-	-	4
Student 4	1	-	-
Student 5	-	-	2
Student 6	-	-	2
Student 7	2	-	1
Student 8	1	-	1
Student 9	-	-	2
Student 10	-	-	1
Student 11	1	-	1
Student 12	1	1	1
Student 13	-	1	-
Student 14	1	-	1
Student 15	-	-	3
Student 16	-	1	1
Student 17	1	-	-
Student 18	-	-	1
Student 19	-	1	2
Student 20	-	-	1
Total	11	4	26

researcher used the descriptive analysis and used the error analysis procedure. This method aims to analyze problems or cases that occur during the research.

This involves identifying, evaluating. In conducting this research, the researcher used the descriptive analysis and the error analysis procedure itself. This method aims to analyze problems or cases that occur in research. This involves identifying, evaluating. The final step, the researcher must conclude the results of the study and the researcher find out what type of mistakes made by students and find out the source of the reasons why students make mistakes in writing descriptive text

To collect the data, the researcher used field research. To get field research, the Researcher got in touch directly with the students of MAN 1 Palu. Researcher gave written test to the students of class X to know how far the students are able to make recount text with good grammatical. And Researcher also interview the English teacher to know their background of knowledge, the curriculum and method in English teaching learning.

5. Research Findings

Here are data analysis about students' error in writing descriptive text, which have been done by the students in tenth grade of Man 1 Palu.

Table 2
Table of recapitulation of the students types of error

Percentages of students' error:

a. Omission

$P = \frac{11}{41}$ x 100% = 26, 82%

b. Addition

$P = \frac{4}{41}$ x 100% = 9, 75%

c. Selection

$P = \frac{26}{41}$ x 100% = 63, 41%

Based on the table of the students' error it can be stated that

1. Total errors of omission are 11 errors on percentages 26, 82%.
2. Total errors of addition are 4 errors on percentages 9, 75%.

3. Total errors of selection are 26 errors on percentages 63, 41%.

Table 3.Table of recapitulation of students' cause of errors

Students	Cause of errors		
	Careless ness	First language	Tra nsla tion
Student 1	2	-	1
Student 2	2	-	1
Student 3	2	1	-
Student 4	1	-	-
Student 5	2	-	-
Student 6	1	1	-
Student 7	3	1	-
Student 8	2	-	-
Student 9	2	-	-
Student 10	1	-	-
Student 11	2	-	-
Student 12	2	-	-
Student 13	1	-	-
Student 14	1	1	-
Student 15	1	2	-
Student 16	1	1	-
Student 17	1	-	-
Student 18	1	-	-
Student 19	2	-	1
Student 20	1	-	-
Total	31	7	3
Total	41		

Percentages cause of errors:
a. Carelessness

$P = \frac{31}{41}$ x 100% = 75, 6%

b. First language

$P = \frac{7}{41}$ x 100% =17, 07%

c. Translation

$P = \frac{3}{41}$ x 100% =7, 31%

Based on the table students' cause of error it can be stated:

1. Total error of carelessness are 31 on percentages 75,6%
2. Total error of first language are 7 on percentages 17, 07%
3. Total error of translation are 3 on percentages 7, 31%

Table 4
Table Students Who Made Types Of Error

No	Types of Error	Number of Students	Freque ncy of Errors
1.	Omission	9	11(26, 82%)
2.	Addition	4	4(9, 75%)
3.	Selection	17	26(63, 41%)

Based on research above, the researcher found 9 students made error in omission with total error 11 or 26, 82 %. The students miss some required element. They omitted the item should be appear in the sentences. First, the student omitted noun such as she fiften years old the student omitted the consonant /e/. it should be she is fifteen years old. The second is the students also committed error in omission the plural marker –s such as I have two brother , it should be I have two brothers. Moreover, the students also committed error in simple present tense such as she live on Tinggede it should be she lives on Tinggede.

There are 4 students made error in addition with total error 4 or 9, 75%. In this case the students add some unnecessary or incorrect element. For

example she's very love listening music it should be she very love listening music.

There are 17 students made error in selection with total error 26 or 63.41%. It happened because the students might face difficulties selecting and forming in   correct sentence. For example my hobby is reading and cooking it should be my hobbies are reading and cooking.

6. Conclusion

After analyzing the students writing test and interview, the researcher found that the commonest errors made by students of tenth grade of MAN 1 Palu which consists from types of error committed by the students are selection, omission, addition. And then the source of the reason why the students make error in writing text, consists are Carelessness, first language, and translate on. The types of error made by the tenth grade of MAN 1 Palu are selection error (26 errors or 63.41%), omission error (11 errors or 26.82%), addition. the reason why the students made error in writing are carelessness (31 or 75, 6%), first language (7 or 17,07 %), and translation (3 or 7,31 %).

7. Suggestion

The researcher would like to purpose some suggestions. It expected that the result of this study hopefully give a new idea for better teaching and learning. The researcher hopes the teachers can choose the appropriate method for the students, approach, technique, model, and strategy in teaching, especially teaching descriptive writing and teaching writing as general, The teachers should give feedback to the students' assignment in order to that

The students know about the errors and mistakes they have made, teacher can gives sufficient explanation and practice about grammar and did not only teacher can gives sufficient explanation and practice on teaching reading in the class. And for the curriculum section to add the schedule of English lesson twice a week, so the students do not easily to forget the lesson they have learned. The students should be more pay attention on writing, the student should utilize the time as must as possible to study. The student must a lot of practice outside the classroom.

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