



## **Error Analysis on the Use of Letters in Indonesian Papers Written by Thai Students**

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### **Abstract**

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This study aimed to describe the form of errors of using letters found in Indonesian papers made by Thai students. The data in this study were words and sentences that contained errors. The research is a qualitative research using content analysis method. This research used model data analysis of James, through four steps, first Elicitation and Registration, second Error Identification, third categorizing the errors and the last Diagnosis. The results show that there are 118 errors of using letters: 1) capital letters; there are 54 or 48% errors, 2) italic; there are 23 or 19% errors, and 3) bold; there are 35 or 35% errors. The error is caused by ignorance of rule restriction of intralingual factor which was 118 or 100% errors. However, the results of the study showed that students have not mastered or understood the structure of Indonesian Language. The results of this study can be used to develop the techniques of teaching Indonesian structure, especially in the field of the use of letters, so students could improve the ability of using Indonesian language that will be poured into academic writing properly and correctly.

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## **INTRODUCTION**

Language is a verbal expression that can be understood among human being. This opinion is related to Choudhury (2014:1) who stated that,

Language is a means of expression. We express our feeling, emotional, thoughts, needs, desires etc. In word, symbols and gesture which is considered as language. Language can be defined as verbal, physical, biologically innate, and a basic form of communication.

Based on this view, language is a verbal expressions, emotional and also gesture of communication tool used by humans in community. When one learns a language, one will also directly relate to language skills that include listening,

speaking, reading and also writing skills. Writing is an important language skill that is used to communicate with people indirectly. According to Oshima and Hogue (in Hasanah, 2017: 143), "Writing is a progressive activity." Therefore, writing is one of the productive skills and is the most difficult to master. Moreover, Reid (in Hasanah, 2017: 143) stated, "Writing is a practical form of communication; writing is an educational process for both the writer and the reader, in which the writer is responsible for successful communication." It means that in written language, writers are required to pour ideas or thoughts to be conveyed to the reader clearly and completely. "Writing is more complex in that it tests a person's ability to use a language and the ability to express ideas. As a result, a person needs to write not only coherently but correctly, which requires more time and effort," said Liu and Braine (in Sattaytham & Ratanapinyowong, 2008: 6). However, a writer can not only be able to convey ideas in a clear, coherent, but be able to arrange good sentences that it becomes a complete and unified series of writing. Barnawi & Arifin (2015: 26) also said, "Papers are scientific writing contain thoughts on a particular problem or topic based on systematic field-based data with logical and objective analysis".

Nowadays, lots of foreign students come to study in Indonesia, especially students from Thailand. In general, Thai students, especially the ones studying in Jakarta, are majoring in English, economics, pharmacy, medicine, Indonesian, etc. Although half of Thai students are not from Indonesian major, they still have to study the Indonesian language as a compulsory subject. As Anjarsari et.al. (2013: 2) stated that:

Foreign students who are learning Indonesian as foreign language, they will certainly experience various obstacles, when one might find abundant mistakes, especially in writing scientific papers. Using Indonesian as a second language for foreign students cannot escape from error. The higher the number of errors is, the lower the level of achievement of their language learning target.

## **THEORETICAL FRAMEWORK**

### **Language Error**

Mistakes cannot be avoided in the learning process. Language errors can even be made by both native-speaking students and foreign students. Learning and mistakes cannot be separated. Kotsyuk L. M. (2015: 390) said, "Errors are not anymore taken as bad signs of nonperformance, in teaching or learning that should be eliminated at any cost; rather, they are considered to become a

necessary part of language learning process". Based on this understanding, language error is an error that shifts from the standard rule and also deviates from Indonesian grammar rules. Based on these explanation, James (1998: 83) also said that:

Error cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other word, errors require further relevant to take place before they can be self-corrected, whereas mistake can only corrected by the agent they deviance is pointed out to him or her.

It can be concluded that error is a part or attitude deviant done by someone because of ignorance of something that cannot be fixed by themself. Meanwhile, mistake is a deviant attitude that made a person because of a factor of inadvertence or inaccuracy that is temporary and can be fixed.

### **Error Analysis**

In general, every creature called human is inseparable from doing wrong, for example a mistake in the learning process that includes language learning. The error of language itself is something that is normal and common in every language usage, both oral and written.

Error Analysis is a type of linguistic analysis that focuses on the errors learners make. Khansir (2012: 1029) stated that error analysis emphasizes the significance of learners' errors in second language. Relate with previous theory, Richard (1974:158) argued that what has come to known as error analysis has to do with the investigation of the language of second language learners. According James (1998), error analysis (EA) is concerned with analysis of the errors made by L2 learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors.

Error Analysis (EA) is as "a technique for identifying, classifying and systematically interpreting the unacceptable forms of a language in the production data of someone learning either a second or foreign language," said Richards & Schmidt (in Napitupulu, 2017: 72). Theoretical analysis is a method by educators or researchers in identifying, classifying, and also interpret the mistakes made by learners while learning the language, either for the first language or the target language.

### **Procedures in Analysis Errors**

According to James (1998: 267), the steps in analyzing the error are as

follow:

- a) Elicitation and Registration, at this stage an analyst raises an error from the student to get data that can be analyzed.
- b) Error Identification which consists of substance-level Error, at this level is related to writing, errors are identified from spelling and punctuation. Furthermore, level of grammar, at this level mistake identified several errors such as omission of certain grammatical forms such as grammatical element selection errors. Next, Lexis-level Errors, at this level error are identified lexical miss election such as misuse of preposition and word selection. Finally, Discourse-level Errors, at this level error can be identified such as redundancy errors, inappropriate use of elliptical sentences, and inappropriate use of certain expression.
- c) Categorizing the Errors, in this stage the errors are grouped into groups such as replacement, disappearance, addition, false precise and misleading words.
- d) Diagnosis will be known the causes of error, either error caused by mistake interference of mother tongue, or maybe error caused by interlingual error or because overgeneralizes where student use rule in general specific rules.

### **Cause of Errors**

Any errors that occur will have a cause, where such errors can be identified so that no errors to occur again. As with language errors, the error factor of the target language learners can be divided according to different perspectives. James (1998: 158) mentioned that there are two causes of the errors. First, interlingual errors. Second, intralingual errors. However, Richard (1974: 158) classified language errors in three types: "interlingual errors, intralingual errors, and developmental errors." Although Richard classified the three causes of language errors, the focus of attention comes from two sources of errors: interlingual and intralingual ones, whereas developmental errors are actually errors in the language itself.

Based on the citations about language errors above, it can be seen that there are two factors causing language errors: interlingual errors and intralingual errors. Interlingual errors are caused by source language interference that leads to a negative impact on the target language. This is usually due to the fact that learners often transfer meaning from the source language they have already

mastered. The influence of the first language on the target language being studied can be known from the sentence structures formed by the learners which tend to shift the pattern of the structure and culture of the language being learned.

"Intralingual errors usually appear due to overgeneralization, ignoring rule restriction, incomplete application of rules and false concept hypothesized)," said Richards (1974: 174). Based on the characteristics of the errors mentioned above, it is seen that learners often make mistakes in the comparison of two different language systems.

### **Indonesian Spelling**

In this world, there are various languages used by humans in everyday communication. Every language has different spellings. The definition of spelling can be viewed from two parts, namely the special and the general part. Specifically spelling can be interpreted as a symbol of language sounds with letters, either letter by letter, or letters that have been arranged into words, phrases or sentences. While in general the spelling means the whole and the merger, which is also equipped with punctuation or can be said as a graphical convention. So, spelling basically includes letter writing, word writing, including abbreviations, acronyms of number symbols and the use of punctuation.

Moeliono in Sugihastuti (2007: 29) said, "spelling is the rules of how to describe the sounds (words, sentences, etc.) in the form of writing (letters) and the use of punctuation." According to *Pedoman Umum Ejaan Bahasa Indonesia* (2016), it consists of four chapters, namely (a) the use of letters, (b) word writing, (c) the use of punctuation, and (d) the writing of absorption elements. However, in this study will only analyze the error language in the use of letters.

The use of letters in PUEBI (2016:1-14) consists of the use of alphabet letters, vowels, consonants, diphthongs, consonants, capital letters, italics, and bold letters. The letters are aligned with the function. In this study will only discuss and examine the use of capital letters, italics, and bold.

### **Indonesian Language Spelling Error**

Tarigan (1995:179) said, "spelling error is a mistake of writing a word or error using punctuation." M. Matanggui & Arifin (2014: 21) added that Errors found in the application of spelling is an error in the use of letters, both in the use of capital letters; error writing, error in using affixation, writing of absorption element; as well

as errors in the use of punctuation. So it can be concluded that spelling errors are mistakes in writing words and also errors in using punctuation.

**RESEARCH METHODOLOGY**

The words and sentences that contain errors in the use of spelling are the data of this study. The data came from 10 papers of Thai students from various majors studying in Jakarta.

The research used qualitative approach with content analysis method. Data selection incorporated purposive sampling technique. Data collection in this research was conducted by the author herself directly in the field of research. The research steps consisted of seven stages: (1) collecting Thai students' papers, (2) selecting and assigning 10 papers as data source, (3) re-read the papers, (4) underline the errors, (5) insert the data into the analysis table, (6) recapitulate the number of errors, and (7) analyze the data. This research used interactive model data analysis, through three stages namely, data reduction, data presentation, and conclusion and verification.

**FINDING and DISCUSSION**

The following is the finding of using spelling errors made by Thai students.

**Table 1**

No.	The use of Spelling Error	Number of errors	Frequency
	The use of letters		
1.	Capital letters	54	48%
2.	Italic letters	23	19%
3.	Bold letters	41	35%
Total		118	100%

**The Use of Letters**

Capital Letters

Misuse of capital letters amounted to 54 or (48%) done by the students. Misconceptions of capital letters were found quite varied. There is an inaccuracy in the use of capital letters such as not using capital letters in the first letter at the beginning of the sentence. In addition, there are also errors of not using capital letters on the names of persons, names of religions, geographical names, in chapters or sections, and using lower case letters in parts that should be

capitalized and even at the beginning of the sentence in the direct passage which should use capital letters, but students do the opposite as the example below.

- a) buah–buahan mudah ditemukan di mana saja, terbuah di dalam kebun dan ada jual di pasar.

(fruits are easy to find anywhere, fruitful in the garden and there is a sale in the market)

- b) Sage ialah dongeng yang mengandung unsur sejarah. Misalnya: Hang buah Joko Tingkir.

(Sage ialah dongeng yang mengandung unsur sejarah. Misalnya: Hang buah Joko Tingkir)

- c) Sebaliknya islam juga tidak mengajarkan umat manusia untuk konsentrasi hanya pada urusan akhirat saja sehingga melupakan kehidupan dunia.

(On the other hand, islam does not teach mankind to concentrate only on matters of the hereafter so as to forget the life of the world).

Sentence a There is the error of removing the use of capital letters in the word buah alternative the word should be used capital letters because the word is located at the beginning of the sentence so the improvement becomes Buah. In Sentence b There is the error of removing the use of capital letters in the word buah alternative improvement on the word buah should be using capital letters because the word is an element of the name of the person so that the improvement becomes Buah.

The error in sentence c in the example above there is an error removing the use of capital letters on the word Islam alternative improvement should be using capital letters because the word is the element of the name of religion so that its improvement becomes Islam.

*Italic*

Errors in the use of italics are 23 errors or (19%) by Thai students in Indonesian language papers. There are two kinds of error in using italics. There is an inaccuracy in the use of italics for example the learners do not use italics in the name of the book title and also the expression or quoting of a foreign language, such as.

- d) Dikutip dari buku Ilmu Komunikasi Suatu Pengantar yang ditulis oleh Deddy Mulyana,...

(Quoted from the book An Introduction to Communication Studies by Deddy Mulyana, ...)

- e) Penyelesaian konflik ini sudah dibawa ke meja perundingan baik melalui jalur diplomatik ...dan badan regional seperti Association of Southeast Asian Nations (ASEAN),...

(The settlement of this conflict has been brought to the negotiating both through diplomatic channels ... and regional such as the Association of Southeast Asian Nations (ASEAN),...)

In the example d and e, there are errors because of missing the use of italics letters on the words Ilmu Komunikasi Suatu Pengantar and Association of Southeast Asian Nations. Both cases should be written in italic because they are the name of the book title and also the expression or quoting of a foreign language.

#### Bold

The misuse of bold letters is 41 errors or (35%) done by students in Indonesian language papers. There is a removal of bold usage in a word that is part of a chapter or sub-section that should be in bold. The errors of bold letters are often found and also done repeatedly by students, such as.

- f) Latar Belakang

(Background)

- g) BAB I

(chapter I)

In Example f and g above there are errors in the removal of the use of bold letters of the word B Latar Belakang and also the word BAB I. Both f and g should be written in bold letters because these words are part of chapters and sub sections.

Table 2. Causes of Letters Errors Classification

No	Cause of errors			%
1.	Interlingual		0	0%
2.	Intralingual	overgeneralization	0	0%
		Ignorance of rule restriction	118	100%
		Incomplete application of rule	0	0%
		False concept hypothesis	0	0%
Total	118			100 %

Based on the table, it can be seen that there are 2 factors causing the error of Indonesian language. Both factors are interlingual and intralingual factors. Factors causing errors that affect students in the use of letters is intralingual errors.

#### Interlingual Error

Interlingual error is an error caused by a mother's language interference to the language being studied or the target language. In this factor, no errors caused



on the use of letters because Interlingual is the influence of the source language on the target language being studied. It can be known from the form of sentence structure by the learners tending to shift the pattern of the structure and culture of the language learned but the errors of using letters will not change the form of sentence structure.

#### Intralingual Error

The factor of intralingual error is the error contained in the target language itself, in other words; the factor of error is caused by the complicated rules of the target language. So, as a result the learners have difficulty and cause mistakes. The errors caused by Intralingual factor include as follow.

- a. Overgeneralization is the main cause of interligual error. The error occurred because of applying a certain rule in the language learning simply while the rules of target language are different which need to apply. There is no error in this part.
- b. Ignorance of rule restriction is occurred when the learners have limitations on the rules of target language, as a result learners apply the rule of target language in inappropriate situations, such as.

b.1 buah–buahan mudah ditemukan di mana saja, terbuah di dalam kebun dan ada jual di pasar.

(fruits are easy to find anywhere, fruitful in the garden and there is a sale in the market)

b.2 Penyelesaian konflik ini sudah dibawa ke meja perundingan baik melalui jalur diplomatik ...dan badan regional seperti Association of Southeast Asian Nations (ASEAN),...

(The settlement of this conflict has been brought to the negotiating both through diplomatic channels ... and regional such as the Association of Southeast Asian Nations (ASEAN),...)

b.3 BAB I

(chapter I)

Sentence b.1 there is the error of removing the use of capital letters in the word buah. The alternative word should use capital letters because the word is located at the beginning of the sentence so the improvement becomes Buah. In sentence b.2 displays a removal of italic letter on the word Association of Southeast Asian Nations (ASEAN),... . The alternative words of Association of

Southeast Asian Nations has to be written in italic because it is the expression or quoting of a foreign language.

Sentence b.3 there is an error in the removal of the use of bold letters of the word the word BAB I alternative improvements on that words should be use bold letters because this word is part of chapters. This error occurs because the student has not grasped the full understanding of the target language's rules which resulted in the student ignoring the rules or not using the rules in the target language correctly.

- c. The Incomplete Application of Rule is an error of using incomplete structure of target languages. Students failed to apply the pattern of writing structure in Indonesian language completely. There is no error in this part.

False concept hypothesis is when the learner uses the wrong concept. In this factor the learner borrows a part or element from a part of structure and puts it in the wrong position. There is no error in this part.

## **CONCLUSION and SUGGESTION**

### **Conclusion**

An error in the use of letter is 118 errors. The most dominant mistakes made by students in this field is the mistake of using capital letters which was found as 54 or 48% errors. The mistakes in Indonesian language conducted by Thai students in papers caused by the main factors that is intralingual error. Intralingual factors were found 118 or 100% on ignorance rule of restriction.

### **Suggestions**

Based on the conclusion above, the researcher would like to give some suggestions to overcome the student's error of using letters in Indonesian paper.

### **The students**

Based on the results of this research analysis, proves that Thai students are still very necessary to improve the ability to understand the grammatical system contained in the target language correctly, especially in the field of spelling. In the use of letters for example, there is still often a mistake in writing. Therefore, it needs awareness from the students themselves to improve their ability. The recommendation is Thai students have to increase reading the books from the target language; it can be started by reading light books such as novels.

## Teachers

The recommendation of the researcher for BIPA teachers is to be able to use the discussion technique to these students so that the teacher will be easier to know the deficiency and the ability of the foreign students. This study also shows that language development is necessary through an orientation or debriefing program. Foreign students need to be guided, in the sense of being introduced, and then get a chance to have experience interacting in a language that was unfamiliar to him.

## Researchers

This research is far from perfect. Therefore, the researcher recommends that the next researcher can examine those aspects which are more extensive and deeper.

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