ERROR ANALYSIS IN WRITING DISCUSSION TEXT MADE BY STUDENTS AT ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG

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Abstract

Grammar error is one of the difficulties experienced by students in the writing process. The main objective in this study was to find the usual grammar mistakes made by English language students in 2017 at Padang State University in writing discussion texts. Theoretically, this research was conducted to identify, classify and show the proportion of each type of error made by students. The type of research used is qualitative research with descriptive methods. The research subjects were students of English language education at Universitas Negeri Padang, specifically students in the K.2-2017 class. The instrument used is documentation of student writing about discussion text. All grammatical errors that appear in student writing are analyzed using the Surface Strategy Taxonomy introduced by Dulay et.al. The findings showed that the total error is 260 errors. Most errors were omission (50 errrors / 50.77%), second place was misformation error (75 errors / 28.85%), third place was addition error (39 errrors / 15%), and the last was misordering error (14 error / 5.38%). Based on these results, it can be concluded that students still experience great difficulties in learning the grammar structure in the writing process.

Key words: error, error analysis, grammatical error, discussion text

A. INTRODUCTION

In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned by almost students in every level of education. As stated by Richard (2002), writing is the most difficult skill for second language learners to be mastered. The difficulty in writing is not only in generating and organizing ideas and finding vocabulary, but also in using correct grammar.

In writing skill, grammar is one of the most important role in produce the sentences. Brown (2001) says that "grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence". In learning English, it is common that students make mistakes or error in written form. Basedon pre observation that have done by researcher to second year English Department students, they stated that they commonly make grammar mistakes when they learn English, especially in writing. Students also stated that sometimes

lecturer did pay attention too much about students' grammatical errors in their writing.

Error analysis is an activity to identify, classify and interpret 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. Erdogan (2005:263) emphasizes, "Error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language. In this research, the writer focuses on analyzing grammatical error in writing discussion text made by the second year students. Discussion text is one of the texts that should be mastered by the students.To analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistake and error, because mistake and error are two different phenomena. Brown (2007:257) said that a mistake refers to a performance error that is either random guess or a "slip" in that it is failure to utilize a known system correctly. Mourtaga in Abushihab (2014) points out that errors and mistakes are different from each other because an error cannot be self-corrected and is caused by learners' inadequate knowledge of the target language whereas a mistake can be self-corrected.

There are four descriptive taxonomies most useful and commonly used as the Basis for error classification; they are (1) Linguistic Category Taxonomy, (2) Surface Strategy Taxonomy, (3) Comparative Taxonomy, and (4) Communicative Effect Taxonomy. However, the errors would be classified based on Surface Strategy Taxonomy. In Dulay, Burt, and Krashen's Surface Structure Taxonomy (1982 cited in Ellis and Barkhuizen, 2005, p. 61), four categories were proposed to explain how sentences derivate from the correct forms because the learners change the surface structure. Those categories are ommision, addition, misinformation, and misordering.

Omission error is characterized by the absence of an item that must appear in a well-formed utterance in spoken or in written form. Example: *The apple on the table*. It is incorrect because the student ommitauxilary "*is*". On the contrary, addition error is characterized by the presence of an item, which must not appear in a well-formed utterance in spoken or sentence in written form. Example*: He does not finds his toys*. In this sentence, the student add morpheme "*s*" in the verb "*find*". Meanwhile, Misformation error is characterized by the use of the wrong form of morpheme or structure. Example: *The tigers is in the zoo*. The sentence is incorrect because the student use auxilary "*is*" for plural noun. The last error, Misordering error, is characterized by incorrect placement of morpheme or group of morphemes in an utterance in spoken or sentence in written form. Example: *Comes the teacher to the class*. (incorrect)

There are some previous research that use error analysis in teaching writing. The previous research done by DestaTririzkiLiasari (2017), Cholipah (2014) and Nezami (2012). The findings of these present studies revealed that the students produced all forms of errors in their writing task.

Based on background above, the writer is interested in analyzing grammatical errors made by students in their writing discussion text.

B. RESEARCH METHOD

This research belongs to qualitative that used descriptive method. According to Polkinghorne (2005: 137)," Qualitative research is inquiry aimed at describing and clarifying human experience as it appear in people's life and researchers using qualitative methods gather data that serve as evidence for their distiled description".The method was intended to describe exactly a phenomenon or problem that researcher observed. It means that the researcher identified the grammatical errors in students' discussion text writing based on surface strategy taxonomy.Population of this research was all the Fourth Semester of English Department students of Universitas Negeri Padang which consist of 5 classes of English Education Department and 3 classes of Non-Education Department.The sample will be taken by using *cluster sampling*. The sample of the study was K.2 Engish Education Department 2017 which has 27 students.

In most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experience an belief (Bogdan cited in Sugiyono, 2017). In this research, the writer used document of students' writing as research instrument. The students were asked to collect their writing task about discussion text. The writer analyzed students' grammatical error in their writing discussion text based on surface strategy taxonomy. In order to collect the data of this research, all of the students' writing discussion text in K.2 2017 class were collected. The students were asked to collect their writing to the writer via E-mail, WhatsApp or they can collect it directly. Their writing will be analyzed by the researcher in order to know the error types and error causes that they had produced in their writing task. The data analysis was started after all the students' discussion text writing collected. Then, the researcher identified the errors. The reseracher read the students' writing task and underline the errors. After identifying the errors made by students based on Surface Strategy Taxonomy, the reseracher calculated the persentage of errors made according to the Dulay's Surface Strategy Taxonomy.

The calculation of percentage of type of errors is based on the following formula (Allan:2004)

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

P = Percentage of Error

F = Total of Error

N = Number of Total Errors Occur

C. RESULT AND DISCUSSION

1. **Research Finding**

Data analysis showed that there are four categories of errors commonly made by students. The types of error wereanalysedby using Dulay"s theory, the surface strategy taxonomy which consists of four types of errors; omission, addition, misformation,and misordering error.

Table 1
The percentage of students' errors

Types of errors	Number	Percentage
Omission	132	50,77%
Addition	39	15%
Misformation	75	28,85%
Misordering	14	5,38%
Total	260	100%

a. The Percentage of Students' Error in Omission

Table 2
The percentage of students' errors in Omission

Type of errors	Indicators	Total	Percentage
Omission	Omission of Article	51	38,64%
	Omission of Punctuation	3	2,27%
	Omission of Verb Inflexion	31	23,48%
	Omission of Noun Inflexion	28	21,21%
	Omission of Subject	2	1,52%
	Omission of Preposition	4	3,03%
	Omission of Auxilary	13	9,85%
Total		132	100%

b. The Percentage of Students' Error in Addition

Table 3
The percentage of students' errors in Addition

Types of errors	Indicators	Total	Percentage
Addition	Addition of –ing, -s, -ed after modal	7	17,95%
	Addition of Verb Inflexion	13	33,33%
	Addition of Noun Inflexion	5	12,82%
	Addition of Conjunction	1	2,57%
	Addition of Auxilary	13	33,33%
Total		39	100%

c. The Percentage of Students' Error in Misinformation

Table 4
The percentage of students' errors in Misinformation

Type of errors	Indicators	Total	Percentage
Misformation	Misformation of Verb	19	24,67%
	Misformation of Noun	4	5,19%
	Misformation of Auxilary	26	33,77%

	Misformation of Pronoun	6	7,79%
	Misformation of Preposition	10	12,99%
	Misformation of Adjective	12	15,59%
Total		77	100%

d. The Percentage of Students' Error in Miordering

Table 5
The percentage of students' errors in Misordering

Type of errors	Indicators	Total	Percentage
Misordering	Misordering of Adjective Phrase	2	14,29%
	Misordering of Sentence Pattern	12	85,71%
Total		14	100%

2. Discussion
1. Analysis of Student's Errors

From the identification and distribution of students' errors, it can be concluded that from 27 students' writing discussion text, there were 260 errors which were classsified into 132 omission, 39 addition, 75 misformation, and 14 misordering error. The result of the study showed that the most frequently error made by the students was omission which consisted of 132 errors or 50,77%. Moreover, it was followed by error of misformation with percentage 28,85%, error in addition was 15%, and error of misordering was 5,38%.

A. Omission Error

From this research, it was found that omission was the highest persentage of students' error made in writing discussion text. The writer found 132 omission error or 50,77% out the whole errors. Omission is the error which is characterized by the absense of an item that must appear in a well-formed utterance. Most students committed errors by omitting a letter which must exist within a morpheme.

The following examples are errors of omission made by the students.
1. "*The increasing need for information makes us unable to be far away from*__^__ *smartphone.*"(Student 7. Line.18).
   In this sentence, the student did not add an article to refer what noun he meant. The correct sentence should be "*The increasing need for information makes us unable to be far away from __a__smartphone*".so, this error is classified into omission of article.
2. "*it__^__ too shortand it still cannot compete with Facebook or YouTube*". (Student 5. Line.11)
   In this sentence, the student ommit verb be that should be added before adverb too and adjective *short* . To be "is" should be added before "too short". The correct sentence should be "It __is__too short *and it still cannot compete with Facebook or YouTube*".This error is classified into omission of auxilary.

3. "*They^ looking for points that can earn much money*" (Student 6. L.13)
    The student ommits "are" before verb "looking". The correct sentence should be "*they **are**looking for points that can earn much money*".Hence, this sentence is classified into omission of auxilary.
4. "*Conventionalojek**give** higher price.*" (Student 6. L.19)
    In this example, the student ommits suffix s/es in the verb with third person singular subject and in the plural noun. The student should added suffix s in the verb "give" because the subject was third person singular. So, the correct sentence should be "*Conventionalojek**gives** higher price*". This error is classified into omission of –s verb inflexion.
5. "*There are several bad **impact** of using social media*" (Student 9. L.10)
    The student should added suffix s in the plural noun. So, the correct sentence of example 5 should be "*There are several bad **impacts** of using social media*". This error is classified into omission of –s noun inflexion.
    B. Addition Error

    Addition errors are characterized by the presence of an extra item which must not appear in a well-formed utterance. In this research, the writer found 39 addition error or 15% out the whole errors. Addition errors were classified into addition of –ing, -s, -ed after modal, addition of verb inflexion, addition of noun inflexion, addition of conjunction, and addition of auxilary. The most persentage error of addition made by the students were addition of verb inflexion and addition of auxilary with persentage 13 error or 33,33% out the whole addition error.

    The underline items in this example should not appear to construct proper sentence building.

1. "*We can update**s** the information*" (Student 9. L.8)
    In this example, the student added suffix-s in the verb that should not appear after modal. So, the correct sentence should be "*We can **update** the information*". This error was addition of –s verb inflexion.
2. "*mineral water can **promotes**a heathy bone*" (Student 19. L.6)
    This sentence was incorrect because the student added suffix s in the verb after modal. The correct sentence should be "*mineral water can **promote** a heathy bone*". This error was classified into addition error of –s verb inflexion.
3. "*The first thing**s** of advantages of using social media is connectivity*". (Student 9. L.5)
    The student added suffix s in the singular noun. The correct sentence should be "*The first **thing** of advantages of using social media is connectivity*". This error was classified into addition of –s noun inflexion.
4. "*it **is** cannot help the student*" (Student 10. Line.7)
    The student added to be "is" before verb in simple form. So, the correct sentence should be "*it cannot help the student*". This error is one example of addition of auxilary.
5. "*School uniforms also will **showing** them that they are equal in learning*"(Student 1. L.14)
    This sentence was incorrect because the student added "ing" after verb "show" and it is not compatible with the present continuous tense.The student should

write "*School uniforms also will **show** them that they are equal in learning*". This error is classified into addition of –ing after modal.

   C. Misformation Error

   Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In this research, the students did misformation error in discussion text writing. It had found there are 75 items of misformation errors or 28,85% out of whole errors. The most persentage of misformation error made by the students was misformation of auxilary with persentage 26 errors or 33,77% out of all misformation errors.

The followingdata presents samples of the misformation errors when the students making discussion text writing.

1. "*it is **more easy** for them to work*" (Student 2. L.1) rather than "*it is **easier** for them to work*". The student use the wrong form. The word "more easy" is incorrect and should replaced with "easier". This error was classified into misformation of adjective.

2. "*They **does** not need to charge their parents with education costs.*" (Student 2. L.8)
    The students use the wrong verb for plural subject. The word "does" should be replaced by "do" because the subject is "they". So, the correct sentence should be "*They **do** not need to charge their parents with education costs*". It was classified into misformation of auxilary.

3. "*However, each student **have**different learning needs*" (Student 4. L.8)
    The student used the wrong verb for singular subject. So, the verb "have" should be replaced by "has" because the subject was singular. The sentence should be "*However, each student **has** different learning needs*". This error is classified into misformation of auxilary.

4. "*All of **this**traits will benefit them in the days to come, in responding to the realities of life*" (Student 3. L.18)
    the students also used the wrong form of plural noun. The correct sentence should be "*All of **these**traits will benefit them in the days to come, in responding to the realities of life*". This sentence is classified into misformation error of pronoun.

5. "*There **is** some benefitsthat people can take while sleeping with music on*" (Student 18)
    In this example, the student should use to be "are" because the noun was plural. should be "*There **are** some that benefits people can take while sleeping with music on*". This error is classified into misformation of auxilary.

   D. Misordering Error

   Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an uttereance. In this research, the students did misorderin their sentence. It had found there were 14 items of misordering errors or 5,38% out of the whole errors. Misordering errors were classified into two kinds which were misordering of adjective pronoun and misordering sentente pattern. Students may not have learned to exchange the places of of the words into the correct order. The most persentage of misordering errors made by the students were misordering sentence pattern with persentage 12 errors or 85,71%.

These following examples are errors of misordering produced by the students.

1. "*It is __experiencevaluable__ for teenagers to have jobs*", (Student 3. L.16)

    The student put the incorrect placement of tobe, adjective and noun. To be "is" should be placed before the adjective and noun. So, the correct sentence should be "*It __is a valuable experience__for teenagers to have jobs*". This error was classified into misordering of adjective phrase.

2. "*__Listening to music often people do__ in the night*" (Student 18)

    The student put the incorrect placement of the subject. The subject "people" should be placed in the beginning followed by adver and verb. So, the sentence should be "*people often __Listen to the music__ in the night*". This was misordering of sentence pattern.

D. CONCLUSION AND SUGGESTIONS

Based on the explanation in the previous chapters, this research was carried out to analyse and classify the types of students' grammatical errors in writing descriptive. The error collected was classified based on Surface Strategy Taxonomy. Four types of errors based on Surface Strategy Taxonomy proposed by Dulay are omission, addition, misformation, and misordering error.

Then the total numbers of errors committed by 27 students are 260 items. Moreover, from 260 items errors the proportions (frequency and percentage) of the students error in discussion text writing are omission error with 132 items or 50,77% and addition error with 39 items or 28,85%. Moreover, 75 items or 15% fell into error ofmisformation and only 14 items or 5,38% fell into error of misordering. Therefore, the result of the research shows that omission errors are highest error made by the students.

Here are some suggestions that hopefullycan be applied in teaching and learning grammar in writing. The teachers or lecturers should explain more about the grammar for the students, so they can write grammatically correct. The teachers or lecturers have to pay attention to the students' errors and make them aware about their errors so they can make a correction by themselves and will not do the same error.Furthermore, the students also should pay more attention in learning and teaching process. In addition, the students should be more careful and pay more attentionto the grammar material when they write a text.

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