

**AN ERROR ANALYSIS OF WRITING OF THE FIRST SEMESTER STUDENTS OF
ENGLISH EDUCATION DEPARTMENT
IN MUHAMMADIYAH UNIVERSITY OF SURAKARTA
IN 2011/2012 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

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APPROVAL

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An Error Analysis of Writing of First Semester Students of English Education Department in Muhammadiyah University of Surakarta in 2011/2012 Academic Year

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The background reason of conducting this research in this university is that the students are still lack of a sufficient writing skill, particularly on the grammatical usage and translation skill. In this research, the writer conducted descriptive qualitative method. It aims at collecting information of a phenomenon which occurred. The methods of collecting data are is documentation method. The results of the research paper show; 1) From 35 data of types of error, the most common types of errors made in writing by the students of first semester in Muhammadiyah University, English Education Department 2011/2012 academic year are omission error (10 data, 28,6%), addition error (7 data, 20%), regularization error (10 data, 28,6%), archi-forms (3 data, 8,6%), alternating-forms error (4 data, 11,4%), and misordering error (1 datum, 2,8%). And, From 30 data of problem of making error made in writing by the students of first semester in Muhammadiyah University, English Education Department 2011/2012 academic year are 17 data (56,7%) of translating from Indonesian to English, and 13 data (43,3%) of grammar.

Key words: errors, problems of error, types of error.

A. Background

The writer is interested in analyzing the first semester writing class in Muhammadiyah University of Surakarta 2011 in academic year. The purpose of the writer is to analyze the first semester writing class in Muhammadiyah University of Surakarta, because the writer wants to know how far the knowledge of the students in English. In error analysis, the writer only focuses on the grammar. The writer uses the first semester writing class in Muhammadiyah University of Surakarta so that people can see the ability of the students whether the students understand the grammar or not. Besides, if people want to be a famous writer people have to know the structure to write well.

The first previous study related to this research was conducted by Taufanati (UMS, 2007) entitled *Error Analysis on Learning Tenses in Transforming Direct into Direct Speech by the Second Year Student of SMKN 1 Boyolali 2007*. The second study was conducted by Rohmah (UMS, 2009) which her research entitled *A Spelling Error Analysis on Composition Written by the Eleventh Year Students of SMA Muhammadiyah 09 Sambirejo Sragen*. From the two previous studies above, the writer found similarities in the object of research. In Taufanati, Rohmah, and they use the same object that is error analysis. In Taufanati, she focuses error analysis on direct into indirect speech. In Rohmah, she focuses on spelling error analysis. Meanwhile, the writer focuses on the grammar usage.

Based on the research problems, the writer has the following objectives: Analyzing the types of errors in grammar in *First Semester Writing class in Muhammadiyah University of Surakarta in 2011/2012 Academic Year*, and describing the

problem in the errors in grammar in *First Semester Writing class in Muhammadiyah University of Surakarta in 2011/2012 Academic Year*.

B. Underlying Theories

The writer divides this theory into four parts. They are the notion of linguistics, notion of grammar, mistakes and errors, notion of error analysis, differences between error and mistake, and notion of writing.

1. Notion of Linguistics

The students have to know about linguistics if they want to write well. Besides, they also master grammar. In this part, the writer wants to describe about linguistics according to Ipsen.

Ipsen said (2009:11), "Linguistics is the scientific inquiry into the human language with all its aspects. All its aspects: there are many aspects. There is a specialized branch for each approach to the examination of language."

According to Bauer (2006:11), "Linguistics is the study of all the phenomena involved with language: its structure, its use and the implications of these', might be more helpful, even if it seems vaguer."

2. Notion of Grammar

The students usually make errors because they do not know enough about grammar. Grammar is very important to write well. In this occasion, the writer presents the definition of error according to Kroeger. Another explanation about grammar is from Williams (2005:1) that says "Grammar is term used to mean many different things. When teachers and administrations row frustrated over errors in student writing, they often call for a return to "the basics," which they define as grammar.

3. Notion of Error Analysis

In the course of learning and using foreign language, one of the most factors is the fear of making mistakes or errors. The learners of second language usually make errors in using their target language (L2). Making error is a sign that the students master the rules of the language being learned. According to James (1998:1) "Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Besides, he also said that "Error analysis is a major component of core linguistics, error analysis is a branch not of linguistic theory (or 'pure' linguistics) but of applied linguistics."

According to James, (1998:106-111) "There are four further subtypes of errors, yielding eight in all. I shall discuss these, and conclude that viable taxonomy can operate with four of their categories."

a. Omission

This is to be distinguished from ellipsis (E), and from zero (Z), elements which are allowed by the grammar (indeed are powerful grammatical resources), whereas omission is ungrammatical.

For Example: "Reni writing a letter."

"Reni is writing a letter."

Here, the error of omission can be seen on the lack of use of correct grammatical element of to+be "is". It is clear that the sentence indicate a present

continuous tense. Therefore, omission relates to lack of certain grammatical clue in a sentence.

b. Addition

According to Dulay, Burt, and Krashen (in James 1998:107) “This manifestation of error is the result of all too faithful use of certain rules.” For example, “the **fishes** doesn’t live in the water.”

The error of these sentence can be seen on the additional suffix of the word “*fishes*”. The correct plural form of the noun fish is only “*fish*” without additional suffix “-es”. So, the addition error can be seen on the additional of unnecessary or might be incorrect form of words.

c. Misformation

This is Dulay’s, Burt, and Krashen’s third category, and again they identify three subtypes. They define misformation as the use of the wrong form of a structure or morpheme. There are three types of misformations which have been frequently reported in the literature, namely:

1) Regularization

According to Fauziati (2009:145), regularization is overlooking exception and spreading rules to domains where they do not apply.

For example: “They **runned** on the street yesterday.” for “They **ran** on the street yesterday.”

In the example above, the spreading of the rule can be seen on the use of the verb “*runned*”, indicated by the incorrect suffix “-ed”. Although the use of suffix -ed is to indicate past form, but it does not apply to the irregular verb run, whereas it should be “*ran*”.

2) Archi-forms

According to Fauziati (2009:145), selection of one member of a class of forms to represents others in the class.

For example: “These **book** are mine.” for “These **books** are mine.”

Here, although the sentence already mentioned the plural demonstrative pronoun “*these*”, but is not followed by the correct plural form of “*book*”. The correct member of plural pronoun should be followed by plural noun. So, the demonstrative pronoun “*these*” should be followed by plural form noun “*books*”.

3) Alternating-forms

According to Fauziati (2009:145), the use of achi-forms often gives way to the apparently fairly free alternation of various members of a class with each other.

For example:

“Mr. Deny is very smart and she can speak many languages.”

“Mr. Deny is very smart and **he** can speak many languages.”

The use of reference for male indicating pronoun is altered by incorrect “*she*”, which indicates a female one. The incorrect use of a member of pronoun here, produce alternating form error. The correct pronoun which is to be used here is the pronoun “*he*” instead of “*she*”.

d. Misordering

This category is relatively uncontroversial. Part of linguistic competence, in addition to selecting the right forms to use in the right context is to manage them in the right order.

For example, “What they are doing there?” And the correct answer is “What are they doing there?”

The clear error of this type is the order of the words in the sentence. The phrase “*they are*” indicates a statement, though this sentence indicate interrogative. Thus, this sentence is meaningless. Therefore, the correct phrase for question sentence is “*are they*” not the other way around.

C. Research Method

1. Type of Research

The writer uses the qualitative research. Qualitative research is kind of research method without any statistic procedure. In this research the researcher uses the descriptive qualitative research. Because the researcher tries to describe type of error, the dominant error and the source of error. So, the descriptive qualitative research is a type of research that does not include any calculation or enumeration (Moleong, 1990:2).

2. Object of Research

The object of this research is erroneous sentences made by students.

3. Data and Data Sources

The data of this research are the sentences containing errors made by the students.

The data sources of this research are twenty eight data of first semester students of English Education Department in Muhammadiyah University of Surakarta in 2011/2012 academic year with their mid-term test writing test result.

4. Technique of Collecting Data

Data have very important role in research, because without data, it is impossible to get result of the research. The writer collects data by using documentation method, the techniques as follows: First, the writer reads all of the articles and finds the erroneous. Second, the writer marks the erroneous. Finally, the writer classifies the errors.

The numbering of the data is as follows:

for example: **Data 01/099/02/05**

The explanation of the order is as follows: **01**= data number 1, **099**= the last three digits of the students' number, **02**= the paragraph of where the datum is taken, and **05**= is the line of where the datum is taken.

5. Technique of Analyzing Data

After data are collected, the writer analyzes them by using James's theory, (1998:106-111) “There are four further subtypes, yielding eight in all. I shall discuss these, and conclude that viable taxonomy can operate with four of their categories. There are omission, addition, misformation, and misordering.”

D. Research Findings

In the data analysis section, the researcher deals with the data analysis of thirty data taken from the first semester student of English Education Department in 2011/2012 academic years. The analysis of the data is divided into two themes, namely; 1) the type of errors, and 2) the reason of the errors. The data analysis is as follows:

Table 1. Types of Error Data

No. Data	Error Sentence	Correct Sentence	Types of Error	%
Data 03/100/03/10	She <u>like</u> tofu very much.	She <u>likes</u> tofu very much.	Omission Error	
Data 09/102/01/03	He always <u>wear</u> glasses.	He always <u>wears</u> glasses.	Omission Error	
Data 14/102/04/22	And in the campus <u>he shy</u> for speak up.	And in the campus <u>he is shy</u> to speak up.	Omission Error	
Data 16/104/01/02	He <u>college</u> in Universitas Sahid Surakarta.	He <u>colleges</u> in University of Sahid Surakarta.	Omission Error	
Data 17/104/02/10	His hobby is <u>play</u> Futsal.	His hobby is <u>playing</u> Futsal.	Omission Error	
Data 19/105/02/06	She never <u>complain</u> when any problems comes to her.	She never <u>complains</u> when any problems comes to her.	Omission Error	
Data 22/105/06/22	Many students that ever she <u>teach</u> before always comes to my house to met my mom.	Many students that ever she <u>teaches</u> before always come to my house to meet my mom.	Omission Error	
Data 23/106/01/02	My house <u>include</u> traditional house.	My house <u>includes</u> traditional house.	Omission Error	
Data 24/107/02/07	If I have problem, she <u>help</u> me to solve my problem.	If I have problem, she <u>helps</u> me to solve my problem.	Omission Error	
Data 27/107/03/10	We are good <u>friend</u> since we are at Junior School.	We are good <u>friends</u> since we were at Junior (High) School.	Omission Error	10
				28,6 %
Data 06/100/05/19	Aisyah is my best <u>friends</u> .	Aisyah is my best <u>friend</u> .	Addition Error	

Data 07/102/01/01	I want to description <u>to</u> my friend.	I want to <u>describe my</u> friend.	Addition Error	
Data 10/102/02/07	But he can't <u>to</u> English speaking.	But he <u>can not</u> <u>speak English.</u>	Addition Error	
Data 11/102/02/08	His <u>hobbies</u> is playing game.	His <u>hobby</u> is playing game.	Addition Error	
Data 22/105/06/22	Many students that ever she teach before always <u>comes</u> to my house to met my mom.	Many students that ever she teaches before always <u>come</u> to my house to meet my mom.	Addition Error	
Data 26/107/02/09	Anywhere we <u>are</u> <u>go</u> , we <u>are must</u> together.	Anywhere <u>we go</u> , we <u>must be</u> together.	Addition Error	
Data 28/107/04/16	We <u>are</u> do activity together.	We <u>do</u> activity together.	Addition Error	7
				20%
Data 01/099/02/05	I always wear it when I go to school and when I <u>playing</u> volley ball.	I always wear it when I go to school and when I <u>play</u> volley ball.	Regularization Error	
Data 08/102/01/02	His body <u>don't</u> too fat.	His body <u>is not</u> too fat.	Regularization Error	
Data 12/102/03/12	<u>I am</u> and Ghilang life in <u>boarding</u> <u>house is same.</u>	<u>I</u> and Ghilang life in <u>the same</u> <u>boarding house.</u>	Regularization Error	
Data 13/102/03/14	And he also <u>have</u> a sister.	And he also <u>has</u> a sister.	Regularization Error	
Data 15/103/01/01	I have <u>a</u> idol.	I have <u>an</u> idol.	Regularization Error	
Data 18/104/04/15	He <u>have</u> a parent.	He <u>has</u> parents.	Regularization Error	
Data 20/105/05/17	My mother <u>is</u> <u>don't</u> like sport.	My mother <u>does</u> <u>not</u> like sport.	Regularization Error	
Data 21/105/05/19	It's make me confuse and <u>angered.</u>	It makes me confuse and <u>angry.</u>	Regularization Error	
Data 25/107/02/08	She and <u>me</u> should be together.	She and <u>I</u> should be together.	Regularization Error	
Data	We are good	We are good	Regularization	10

27/107/03/10	friend since we <u>are</u> at <u>Junior School</u> .	friends since we <u>were</u> at <u>Junior (High) School</u> .	Error	
				28,6 %
Data 02/100/02/06	Her <u>hobby</u> are watching television, listening music, and reading about romantic novel.	Her <u>hobbies</u> are watching television, listening music, and reading about romantic novel.	Archi-Forms Error	
Data 04/100/04/13	She has favorite <u>band</u> , there are Lyla, J-Rocks, Seventeen, and many more.	She has favorite <u>bands</u> , there are Lyla, J-Rocks, Seventeen, and many more.	Archi-Forms Error	
Data 18/104/04/15	He have <u>a parent</u> .	He has <u>parents</u> .	Archi-Forms Error	3
				8,6%
Data 05/100/05/16	She does not angry when I ' <u>mengejek</u> ' to she.	She does not angry when I <u>mock</u> her.	Alternating-Forms Error	
Data 07/102/01/01	I want to <u>description</u> to my friend.	I want to <u>describe</u> my friend.	Alternating-Forms Error	
Data 16/104/01/02	He college in <u>Universitas</u> Sahid Surakarta.	He colleges in <u>University</u> of Sahid Surakarta.	Alternating-Forms Error	
Data 22/105/06/22	Many students that ever she teach before always comes to my house to <u>met</u> my mom.	Many students that ever she teaches before always come to my house to <u>meet</u> my mom.	Alternating-Forms Error	4
				11,4 %
Data 22/105/05/19	<u>It's make</u> me confuse and angered.	<u>It makes</u> me confuse and angry.	Misordering Error	1
				2,8%
			Σ=(n)	100%

Table 2. The Problems in Making Error

No.Data	Error Sentence	Correct Sentence	Problem	Σ=(n)
Data 01/099/02/05	I always wear it when I go to school and when I <u>playing</u> volley ball.	I always wear it when I go to school and when I <u>play</u> volley ball.	The student does not understand the English <u>grammar.</u>	
Data 09/102/01/01	I want to <u>description</u> to my friend.	I want to <u>describe</u> my friend.	The student does not understand the English <u>grammar.</u>	
Data 12/102/02/07	But he can't <u>to English speaking.</u>	But he <u>can not speak English.</u>	The student does not understand the English <u>grammar.</u>	
Data 16/102/04/22	And in the campus <u>he shy for</u> speak up.	And in the campus <u>he is shy to speak up.</u>	The student does not understand the English <u>grammar.</u>	
Data 17/103/01/01	I have <u>a</u> idol.	I have <u>an</u> idol.	The student does not understand the English <u>grammar.</u>	
Data 19/104/02/10	His hobby is <u>play</u> Futsal.	His hobby is <u>playing</u> Futsal.	The student does not understand the English <u>grammar.</u>	
Data 20/104/04/15	He <u>have a parent.</u>	He <u>has parents.</u>	The student does not understand the English <u>grammar.</u>	
Data 22/105/05/17	My mother <u>is don't</u> like sport.	My mother does not like sport.	The student does not understand the English <u>grammar.</u>	
Data 23/105/05/19	<u>It's make</u> me confuse and <u>angered.</u>	<u>It makes</u> me confuse and <u>angry.</u>	The student does not understand the English <u>grammar.</u>	
Data 24/105/06/22	Many students that ever she teach before always comes to my house to <u>met</u> my mom.	Many students that ever she teaches before always come to my house to <u>meet</u> my mom.	The student does not understand the English <u>grammar.</u>	
Data 28/107/02/07	Anywhere we <u>are go,</u> we <u>are must</u> together.	Anywhere <u>we go,</u> we <u>must be</u> together.	The student does not understand the English <u>grammar.</u>	
Data 29/107/03/10	We are good friend since we <u>are</u> at <u>Junior School.</u>	We are good friends since we <u>were</u> at Junior (High) School.	The student does not understand the English <u>grammar.</u>	

Data 30/107/04/16	We <u>are</u> do activity together.	We <u>do</u> activity together.	The student does not understand the English <u>grammar</u> .	13
				43,3%
Data 02/100/02/06	Her <u>hobby</u> are watching television, listening music, and reading about romantic novel.	Her <u>hobbies</u> are watching television, listening music, and reading about romantic novel.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 04/100/03/10	She <u>like</u> tofu very much.	She <u>likes</u> tofu very much.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 05/100/04/13	She has favorite <u>band</u> , there are Lyla, J-Rocks, Seventeen, and many more.	She has favorite <u>bands</u> , there are Lyla, J-Rocks, Seventeen, and many more.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 06/100/05/16	She does not angry when I ' <u>mengejek</u> ' to she.	She does not angry when I <u>mock</u> her.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 08/100/05/19	Aisyah is my best <u>friends</u> .	Aisyah is my best <u>friend</u> .	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 10/102/01/02	His body <u>don't</u> too fat.	His body <u>is not</u> too fat.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 11/102/04/22	He always <u>wear</u> glasses.	He always <u>wears</u> glasses.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 13/102/02/08	His <u>hobbies</u> is playing game.	His <u>hobby</u> is playing game.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 14/102/03/12	<u>I am</u> and Ghilang life in <u>boarding house is same</u> .	<u>I and Ghilang life in the same boarding house</u> .	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 15/102/03/14	And he also <u>have</u> a sister.	And he also <u>has</u> a sister.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data	He <u>college</u> in	He <u>colleges</u> in	The student seems to	

18/104/01/02	<u>Universitas</u> Sahid Surakarta.	<u>University</u> of Sahid Surakarta.	<u>translate</u> the word from Indonesian language to English language.	
Data 21/105/02/06	She never <u>complain</u> when any problems comes to her.	She never <u>complains</u> when any problems comes to her.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 24/105/06/22	Many students that ever she <u>teach</u> before always comes to my house to met my mom.	Many students that ever she <u>teaches</u> before always come to my house to meet my mom.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 25/106/01/02	My house <u>include</u> traditional house.	My house <u>includes</u> traditional house.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 26/107/02/07	If I have problem, she <u>help</u> me to solve my problem.	If I have problem, she <u>helps</u> me to solve my problem.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 27/107/02/08	She and <u>me</u> should be together.	She and <u>I</u> should be together.	The student seems to <u>translate</u> the word from Indonesian language to English language.	
Data 29/107/03/10	We are good <u>friend</u> since we are at Junior School.	We are good <u>friends</u> since we were at Junior (High) School.	The student seems to <u>translate</u> the word from Indonesian language to English language.	17
				56,7%
				100%

E. Discussion and Suggestion

1. From 35 data of types of error, the most common types of errors made in writing by the students of first semester in Muhammadiyah University, English Education Department 2011/2012 academic year are Omission errors (10 data, 28,6%), Addition error (7 data, 20%), Regularization error (10 data, 28,6%), Archi-forms error (3 data, 8,6%), Alternating-forms error (4 data, 11,4%), and Misordering data (1 datum, 2,8%).
2. From 30 data of problem of making error made in writing by the students of first semester in Muhammadiyah University, English Education Department 2011/2012 academic year are 17 data (56,7%) of Translating from Indonesian to English, and 13 data (43,3%). Therefore, the most common reason of making error made by the students are problems in translating and understanding the Indonesian sentence and grammar to Indonesian.
3. It can be concluded that there is a relationship between the types of errors and the problem in understanding the English grammar. It is that the students make many

mistakes in Omission error because lack of translation comprehension of English grammar. While, in making Regularization error the students are also lack in translating the English grammar.

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