

AN ERROR ANALYSIS ON INTRODUCTION TEXT WRITTEN BY STUDENTS OF STATE ELEMENTARY SCHOOL NGABEYAN 01

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Abstrak

Tujuan dari penelitian ini adalah (1) untuk mengidentifikasi jenis kesalahan yang sering dilakukan siswa dalam menulis introduction text, (2) untuk mengetahui jenis kesalahan yang paling sering terjadi dalam menulis introduction text, (3) menganalisis sumber-sumber kesalahan yang terjadi dalam menulis introduction text. Metode yang digunakan adalah deskriptif kualitatif, teknik pengumpulan data review dokumen. Analisis data dengan lima tahapan. Mulai dari revaluasi dataset, pengumpulan data kesalahan, tabulasi berdasarkan kategori, identifikasi sumber kesalahan, dan membuat kesimpulan. Data dikumpulkan dari 17 siswa kelas lima di Sekolah Dasar Negeri Ngabeyan 01. Hasil dari penelitian mengungkapkan bahwa kesalahan yang sering dilakukan siswa dalam menulis introduction text yaitu, omission (48%), addition (10,5%), misformation(41%), dan misordering(0,5%). Kesalahan yang paling sering muncul yaitu omission. Sumber kesalahan yang terjadi yaitu interlingual transfer 48,5% dari kesalahan dan intralingual transfer 51,5% dari kesalahan. Temuan ini menegaskan pentingnya pendekatan pembelajaran yang disesuaikan untuk mengatasi tantangan menulis. Dengan menjelaskan kesalahan umum dan sumbernya, penelitian ini menawarkan wawasan berharga bagi pendidik, khususnya guru bahasa Inggris, untuk menyempurnakan strategi pengajaran dan meningkatkan kemahiran menulis siswa secara efektif. Pada akhirnya, tujuannya adalah untuk berkontribusi pada kemajuan pendidikan bahasa Inggris, memfasilitasi pencapaian tujuan pendidikan siswa baik dalam konteks akademis maupun praktis.

Kata Kunci: Strategi Pendidikan, Bahasa Inggris, Menulis Bahasa Inggris, Analisis Kesalahan, Siswa.

Abstract

The objectives of this study are (1) to identify the types of errors frequently made by students in writing introduction texts, (2) to determine the most common types of errors in writing introduction texts, (3) to analyze the sources of errors that occur in writing introduction texts. The method used in this research was qualitative descriptive, with document review as the data collection technique. This research applied data analysis through five stages, starting from dataset reevaluation, error data collection, tabulation based on categories, identification of error sources, and drawing conclusions. Data were collected from 17 fifth-grade students at Ngabeyan 01 State Elementary School. The results of the study reveal that the most common errors made by students in writing introduction texts are omission (48%), addition (10.5%), misformation (41%), and misordering (0.5%). The most frequently occurring error is omission. The sources of errors identified are interlingual transfer accounting for 48.5% of errors and intralingual transfer contributing to 51.5% of errors. These findings underscore the significance of tailored

instructional approaches to address writing challenges. By elucidating common errors and their sources, this study offers valuable insights for educators, particularly English teachers, to refine teaching strategies and foster students' writing proficiency effectively. Ultimately, it aims to contribute to the advancement of English language education, facilitating students' achievement of educational goals in both academic and practical contexts.

Keywords: Educational Strategies, English Language, English Writing, Error Analysis, Students.

1. INTRODUCTION

Understanding and analyzing errors in education is paramount for effective teaching and learning. As suggested by Hendrickson (1978, p.388), learners can significantly benefit from their mistakes, particularly when provided with consistent and encouraging feedback. Error correction not only aids in identifying linguistic errors but also assists learners in comprehending the nuances and restrictions of lexical and grammatical structures in second or foreign language acquisition. Additionally, Ellis (2008) emphasizes that error correction serves as a cornerstone for the development of tailored instructional materials, catering to the diverse needs of individual learners.

Brown (1980) defined error as the process of observing, analyzing, and classifying the deviation of the rules of the second language and then revealing the systems operated by the learner. According to Norrish (1987), Error is a systemic deviation when a learner has not learned something and consistently gets it wrong. According to Spillner (1991), Error analysis is an essential methodical instrument; in both cases, errors are relevant likewise for the diagnosis and evaluation of the process of language acquisition as for the development of therapeutic or corrective language teaching strategies. According to surface strategy taxonomy by Dulay (2014) there are four types of error in writing; omission, additions, misformation, and misordering. Sources of error according to Richards are classified into interlingual transfer, that is the negative influence of the mother tongue of the learner and intralingual transfer, that is the negative transfer of items within the target language. In order words, the incorrect generalization of rules within the target language.

Several studies on error analysis have been conducted. Utami et al. (2018) examined error analysis in writing Discussion Text using a descriptive research design. Their findings revealed the distribution of errors across various surface categories: omission (36.48%), addition (11.44%), misformation (20.06%), and misordering (32.01%). The types of errors observed included omission, addition, misformation, and misordering. In another study, Mertosono and Erniwati (2023) investigated "Error Analysis: Types and Causes of EFL Learners' Errors in Writing Analytical

Exposition Text." They found that errors were attributed to factors such as the influence of the student's first language (L1) (interlingual errors), lack of proficiency in the target language (intralingual errors), and communication strategies.

Based on the background above, this study formulates the following research questions :

1. What types of errors are frequently made by fifth-grade students of Ngabeyan 01 State Elementary School in writing introduction texts?
2. Which type of error is most frequently made by fifth-grade students of Ngabeyan 01 State Elementary School in writing introduction texts?
3. What are the sources of errors made by fifth-grade students of Ngabeyan 01 State Elementary School in writing introduction texts?

These research questions aim to investigate the common errors, identify the predominant type of error, and explore the sources of errors made by the students in writing introduction texts.

2. METHOD

The research setting was SD Negeri Ngabeyan 01, situated in Mangkuyudan, Ngabeyan, Kartasura, Sukoharjo, Central Java, Indonesia, characterized by a predominantly middle-class student body and equipped with various facilities. The selection of this school stemmed from the researcher's participation in the "Kampus Mengajar" internship program, granting her familiarity with its conditions and enabling the identification of student learning challenges, particularly in writing descriptive texts. The study spanned a four-months period, encompassing three research meetings.

All students from the five grades of SD Negeri Ngabeyan 01 constituted the research subjects, totaling 17 students. The focus was on exploring errors and their causes in introductory text compositions by fifth-grade students. Data collection involved gathering students' papers containing their introductory texts, employing document analysis as the primary method. The analytical process comprised several steps, including dataset reevaluation, categorization of errors following Dulay's framework, systematic tabulation, source identification based on Richard's theoretical framework, and synthesis for conclusions.

3. FINDINGS AND DISCUSSION

3.1 Findings

The findings in this chapter were discussed based on the problem statements and were answered on the research paper question about An Error Analysis on Introduction Text Written by students of State Elementary School Ngabeyan 01.

3.1.1 Type of errors made by the students of grade five state elementary school Ngabeyan 01

The research utilized introductory texts written by fifth-grade students at Ngabeyan 01 State Elementary School as its primary data. Among the 18 students in the fifth grade, only 17 contributed to writing the descriptive text, as one student was absent due to illness.

a) Omission

Omission errors, as identified in this study, involve the absence of an element within a correctly structured sentence. The research revealed that out of the data examined, 96 instances (comprising 48% of the total) were attributable to omission errors made by the students. These errors ranged from missing punctuation (such as a period) omission of article, omission of linking verb, omission of a word, omission of subject, omission of preposition, and omission of letter.

Table 1. Data Related to Omission

No	Type of Omission	Frequency
1.	Omission of Punctuation (full stop(.))	63
2.	Omission of Article	6
3.	Omission of Linking Verb	20
4.	Omission of Word	2
5.	Omission of Subject	3
6.	Omission of Preposition	1
7.	Omission of Letter	1
Total		96

According to the provided table, the most common errors occurred in omitting the full stop punctuation, totaling 63 instances. Following that, there were 20 errors involving the omission of the linking verbs "my" and "is". Then, the omission of the article "a" occurred 6 times. Additionally, there were 3 instances of omitting the subject "I". Furthermore, there were 2 errors related to omitting a word. Moreover, both the omission of a preposition and the omission of a letter each accounted for 1 error.

1) Omission of Punctuation (full stop(.))

According to the data analysis, this research identified 63 error in terms of omission of punctuation (full stop (.)) The table below provides several examples of the omission of punctuation (full stop).

Table 2. Sample of Omission of Punctuation (full stop (.))

No	Error Word	Correct Sentence
1.	My name is Abimanyu Ardiansyah_	My name is Abimanyu Ardiansyah(.)
2.	I Live Boyolali_	I live in Boyolali(.)
3.	I am (12) years old_	I am (12) years old(.)

The sentences indicate that students made errors by omitting full stops in their writing. This type of error was the most common among omissions. Many students tended to overlook using the full stop. For instance, in the sentence "*My name is Abimanyu Ardiansyah_*," the correct form should be "*My name is Abimanyu Ardiansyah.*" These errors occurred because students didn't prioritize attention to punctuation in their writing, despite its crucial role in conveying clear meaning.

2) Omission of Article

An article functions as a determiner, primarily indicating whether a noun phrase is definite or indefinite. The definite and indefinite articles are commonly used to identify when no article is present. According to the provided data, the research identified six instances of articles being omitted by students. Here are several examples omissions of article:

Table 3. Sample of Omission of Article

No	Error Word	Correct Sentence
1.	I want to be_ soldier	I want to be a soldier.
2.	I want to be_ Gamers	I want to be a gamers.
3.	I wont to be_ soulder	I want to be a soldier.

In the given table, the students' mistake is highlighted with the example "*I want to be_ soldier*," which should be corrected to "*I want to be a soldier.*" The confusion persists among students regarding the usage of 'a/an' as indefinite articles and 'the' as a definite article. It's evident that there's no consistent pattern for using 'a', 'an', and 'the' in the Indonesian language. Consequently, many students struggle with this aspect, often assuming that English follows the same rules as Indonesian.

3) Omission of Linking Verb

According to the data analysis, the research identified 20 instances of errors related to the omission of linking verbs. Examples illustrating the omission of linking verbs are provided in the table below:

Table 4. Sample of Omission of Linking Verb

No	Error	Correct Sentence
1.	_nick name AZZa	My nickname is Azza.
2.	My nick name_Fara	My nick name is Fara.
3.	my hobi_plying football	My hobby is playing football.

The examples provided above demonstrate that students made mistakes by omitting linking verbs. Take for instance the phrase "*_nick name AZZa*", which should correctly read as "*My nickname is Azza*." In this case, the error arises from the students' failure to include the linking verb "*My*."

4) Omission of Word

The research identified only two instances of word omission errors, as illustrated in the table below:

Table 5. Sample of Omission of Word

No	Error	Correct Sentences
1.	11_old	I am 11 years old.
2.	my_name is Luqman	My nickname is Luqman.

Students had omission of word due to confusion in selecting the appropriate words in a sentence, stemming from insufficient knowledge or limited vocabulary usage. Additionally, some students encountered difficulties in translating certain words accurately from Indonesian to English. For instance, in the example "*my_name is Luqman*," the correct sentence should be "*My nickname is Luqman*."

5) Omission of Subject

Through the data analysis conducted, it was uncovered that three errors were identified concerning the omission of subjects. Examples demonstrating the omission of subjects are delineated in the table below:

Table 6. Sample of Omission of Subject

No	Error	Correct Sentences
1.	_ 11 old	I am 11 years old.
2.	_ am 11 years old	I am 11 years old.
3.	_ Live In Sukoharjo	I live in Sukoharjo.

6) Omission of Letter

The research only uncovered one instance of an error involving the omission of a letter, as exemplified in the table below:

Table 7. Sample of Omission of Letter

No	Error	Correct Sentences
1.	my hobby is <u>swim ing</u>	My hobby is swimming .

The sentences provided above demonstrate that students made errors in omitting letters. For instance, in the example "*my hobby is swim ing*," it should read as "**My hobby is swimming**."

In contrast to earlier research, this study revealed differences in the types of errors identified. Specifically, seven types of omission errors were identified, such as punctuation omission, article omission, linking verb omission, word omission, subject omission, preposition omission, and letter omission. This differs from Utami et al. (2018) findings, which identified ten types of omission errors, including article omission, auxiliary omission, letter omission, verb omission, preposition omission, punctuation omission, subject sentence omission, conjunction omission, regularization omission, and plural omission.

b) Additon

Additions are identified by the inclusion of an item that shouldn't be present in a correctly formed sentence. According to the data, the research discovered 21 (10.5%) addition errors made by the students. These errors encompass additions of punctuation (such as a colon ":" or full stop ".") and additions of letters.

Table 8. Data related to Addition

No	Type of Addition	Frequency
1.	Addition of Punctuation (colon(:) and full stop(.))	20
2.	Addition of Letter	1
Total		21

According to the table provided, the most frequent type of error observed was the addition of punctuation, accounting for 20 instances. Additionally, there was 1 error identified in the category of addition of letters.

1) Addition of Punctuation(colon (:)) and full stop (.)

According to the data analysis, the research detected 20 errors related to the addition of punctuation, specifically colons (:)) and full stops (.). Examples illustrating the addition of colons (:)) and full stops (.)) are provided in the data below:

Table 9. Sample of Addition of Punctuation (colon (:)) and full stop (.))

No	Error	Correct Sentences
1.	My name Is (:)) Dwimuthi Khoirunnisa (:))	My name is Dwimuthi Khoirunnisa.
2.	I want to be a (:)) docter	I want to be a doctor.
3.	My name is : maRia(.))Magdalena (.))Herlina	My name is Maria Magdalena Herlina.

2) Addition of Letter

Based on the data analysis, the research identified 1 error associated with the addition of letters. Examples illustrating the addition of letters are presented in the table below:

Table 10. Sample of Addition of Letter

No	Error	Correct Sentences
1.	My Hobby Is : Playyying,	My hobby is playing.

According to the table provided, the students made errors involving the addition of letters. For example, "My Hobby Is : Playyying" should be corrected to "My hobby is playing."

Regarding addition errors, the current research identified three types, namely punctuation addition (colon and full stop) and letter addition, whereas (Utami et al., 2018) found five types, including article addition, preposition addition, letter addition, auxiliary addition, and word addition.

c) Misformation

Misformation errors involve the incorrect form of a structure. The study discovered 82 (41%) misformation errors among the students based on the data. These errors encompass three types: misformation of capitalization, misformation of spelling, and misformation of punctuation.

Table 11. Data related to Misformation

No	Type of Misformation	Frequency
1.	Misformation of Capitalization	51
2.	Misformation of Spelling	15
3.	Misformation of Punctuation	17
	Total	82

According to the table provided, the most common type of misformation error observed was in capitalization, with a total of 51 errors. Following this, misformation of punctuation accounted for 17 errors, while misformation of spelling constituted 15 errors.

1) Misformation of Capitalization

According to the data analysis, the research identified 51 errors related to the misformation of capitalization. Examples illustrating the misformation of capitalization are provided in the table below:

Table 12. Sample of Misformation of Capitalization

No	Error	Correct Sentences
1.	I live in <u>boyolali</u> .	I live in <u>Boyolali</u> .
2.	<u>my</u> name is Luqman Widiyatmoko	<u>My</u> name is Luqman Widiyatmoko.
3.	My nick name H <u>AFIDZ</u>	My nick name is <u>Hafidz</u> .

"I live in boyolali" should be corrected to "I live in Boyolali." Capitalizing words like cities, such as Jakarta or Surabaya, is a common practice. Additionally, another error observed is the omission of capitalization at the beginning of sentences, as seen in "*my name is Luqman Widiyatmoko*," which should be "*My name is Luqman Widiyatmoko*." These errors are typically caused by a lack of knowledge or attention to detail, uncertainty in their writing, and hesitation in applying capitalization rules to words.

2) Misformation of Spelling

According to the data analysis, the research identified 5 errors related to misspelling. Examples illustrating misspelling are provided in the table below:

Table 13. Sample of Misformation of Spelling

No	Error	Correct Sentences
1.	I <u>wait</u> to police	I <u>want</u> to be a police.
2.	My Hobby is <u>klining</u> .	My hobby is <u>cleaning</u> .
3.	<u>Im</u> 11 years old.	<u>I am</u> 11 years old.

Spelling refers to the correct way of writing a word. It's crucial to remember that consulting a dictionary whenever there's doubt about the spelling of a word is essential. Many students struggle with spelling certain words, particularly those that transition between English and Indonesian, and they often encounter issues with word separation. The influence of their native language, Indonesian, can interfere with their ability to spell English words accurately. For instance, in the sentence "*My Hobby is klining*," the correct spelling should be "*cleaning*." This error arises from the students' difficulty in adapting spelling conventions from Indonesian to English, along with their lack of knowledge and the influence of their native language.

3) Misformation of Punctuation

According to the data analysis, the research identified 17 errors related to punctuation misuse. Examples illustrating these errors are provided in the table below:

Table 14. Sample of Misformation of Punctuation

No	Error	Correct Sentences
1.	My Hobby is cooking(,)	My hobby is cooking.
2.	My Nick Name : Nissa(,)	My nickname is Nissa.
3.	I live In : Sukoharjo(,)	I live in Sukoharjo

Punctuation involves the use of various marks in written text to enhance clarity and interpretation. Common punctuation marks include the apostrophe ('), quotation marks ("), comma (,), colon (:), semicolon (;), dash (-), parentheses (), and hyphen (-). Some students encountered difficulties with punctuation usage. For instance, in the sentence "*My Hobby is cooking(,)*" the correct punctuation should be "*My hobby is cooking*." In this case, the student mistakenly placed a comma where it wasn't needed.

d) Misordering

The researcher discovered only one instance of misordering errors in the students' writing. This type of misordering specifically pertained to the arrangement of words.

Table 15. Data related to Misordering

No	Type of Misordering	Error	Correct Sentence	Frequency
1.	Misordering of Word	my is name (muhammad ayes GhoZALi)	My name is Muhammady Ayes Ghozali.	1
Total				1

In terms of misformation and misordering errors, this study found three types of misformation errors (capitalization, spelling, and punctuation) and one type of misordering error (word). In contrast, Utami et al., (2018) identified six types of misformation errors, such as word choice misformation, verb misformation, letter misformation, regularization misformation, and auxiliary misformation, and eight types of misordering errors, including auxiliary misordering, verb misordering, word choice misordering, word order misordering, spelling misordering, possessive pronoun misordering, conjunction misordering, and capitalization misordering.

3.1.2 Type of Errors Frequently Occurred

After analyzing and categorizing the data, the research determined that there were a total of 200 errors. These comprised 96 instances of omission, 21 instances of addition, 82 instances of misformation, and 1 instance of misordering. The distribution of these errors as percentages can be observed in the table below:

Table 16. Type of Errors Frequently Occurred

No	Type of Errors	Frequency of Errors	Percentage
1.	Omission	96 errors	48 %
2.	Addition	21 errors	10,5 %
3.	Misformation	82 errors	41%
4.	Misordering	1 errors	0,5%
Total		200 errors	100%

As depicted in the table above, there were 96 errors classified as Omission, 21 errors as Addition, 82 errors as Misformation, and 1 error as Misordering. Analyzing the data from 17 students, it can be concluded that the most frequent error in their writing is Omission, accounting for 48% of the total errors. Following Omission, the second most common error in students' writing is Misformation, comprising 41% of the errors. Addition ranks as the third most frequent

error in students' writing, with a percentage of 10.5%. Lastly, Misordering represents the least frequent error in students' writing, making up only 0.5% of the total errors.

The most frequently occurring error types differed between this research and previous studies. Omission errors were most prevalent in this study, accounting for 48%, while Pensius et al. (2016) found misformation errors to be the most frequent, constituting 82% of errors.

3.1.3 Source of Errors

According to Richards' classification, errors were categorized into intralingual transfer and interlingual transfer. Intralingual transfer involves issues like overgeneralization, disregarding rule restrictions, incomplete application of rules, and misconceptions. On the other hand, interlingual transfer encompasses lexical interference, syntactic interference, and discourse interference.

Table 17. Source of Errors

No	Source of Error	Type of Errors	Sample	Total	Percentage
1.	Interlingual Transfer	Omission	I want to be_soldier	97	48,5%
		Misordering	my is name (muhammad ayes GhoZALi)		
3.	Intralingual Transfer	Addition	My name Is (:) Dwimuthi Khoirunnisa (:)	103	51,5%
		Misformation	I <u>wait</u> to police		
Total				200	100%

As indicated in the table above, various sources contribute to errors in students' writing of introduction texts. The primary source of errors is interlingual transfer, stemming from the influence of their native language, accounting for 97 errors or 48.5% of all errors. The second source is intralingual transfer, representing negative transfer within the target language (English), which resulted in 103 errors or 51.5% of all errors.

The sources of errors identified in this research, namely Intralingual Transfer and Interlingual Transfer, differed from Mertosono and Erniwati's (2023) findings, which included the

influence of the student's first language (L1) (interlingual errors), lack of target language knowledge (intralingual errors), and communication strategies.

4. CLOSING

The preceding chapter detailed the process of data collection and analysis, culminating in the acquisition of findings. From these findings, it is evident that students have made several errors in crafting their introduction texts. These errors, categorized under surface strategies, encompass 'omission,' 'addition,' 'misformation,' and 'misordering.' The research reveals a notable prevalence of errors within introduction writing. Specifically, there were 63 instances of omission, constituting 48% of errors, 21 instances of addition, accounting for 10.5%, 82 instances of misformation, representing 41%, and just one instance of misordering, totaling 0.5%. This underscores the predominance of omission errors. Moreover, various sources of errors contribute to students' difficulties in composing discussion texts. The primary source is interlingual transfer, characterized by the interference of the student's native language, resulting in 97 errors or 48.5% of all errors. The secondary source is intralingual transfer, denoting negative transfer within the target language (English), contributing to 103 errors or 51.5% of all errors.

The findings of this study are expected to give some benefits in language study, especially English and English teaching. In teaching writing, the teacher should pay attention to all errors made by the students, to reduce students' errors that are related to the causes of error, the teacher should give clear explanations about English structure and grammar that can be easily understood by the students. Besides, teachers should motivate students to be aware of language rules, increase their interaction with the target language context, and use a monolingual dictionary. The students, should be aware of their errors and try to overcome their problems in studying English.

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