

**ERROR ANALYSIS ON WRITING STUDENTS' COMPOSITION:  
A CASE STUDY AT SMK KRISTEN MARGOYUDAN SURAKARTA**



**Submitted to Post-Graduate program of Language Study of Muhammadiyah University  
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**THESIS**

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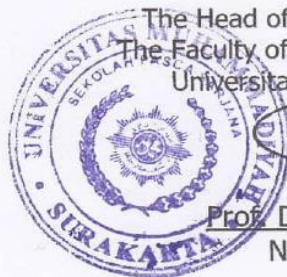
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## DECLARATION

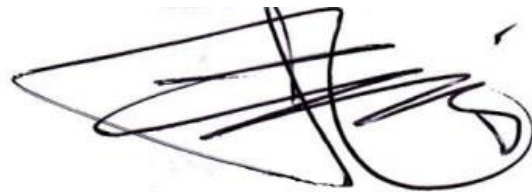
I hereby declare that this research paper titled Error Analysis on Writing Students's Composition : A case Study at SMK Kristen Margoyudan Surakarta is a record of original work done by me under the guidance of Prof. DR. Endang Fauziati,M.Hum

The information and data shown in this research paper is authentic to the best of my knowledge. This research paper is not submitted to any other university or institution for the award of my degree, diploma or fellowship or published any time before.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, March 2020

The researcher

A handwritten signature in black ink, consisting of several overlapping loops and lines, positioned below the text 'The researcher'.

Jaka Triyono

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# **ERROR ANALYSIS ON WRITING STUDENTS' COMPOSITION: A CASE STUDY**

## **AT SMK MARGOYUDAN SURAKARTA MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

### **Abstrak**

Tujuan penelitian ini adalah: 1) untuk menggambarkan jenis kesalahan leksikal pada hasil karangan siswa; 2) untuk menggambarkan jenis kesalahan leksikal pada hasil karangan siswa;

3) untuk menggambarkan jenis kesalahan wacana pada hasil karangan siswa; 4) untuk menggambarkan kesalahan dominan pada hasil karangan siswa; dan 5) untuk menggambarkan sumber kesalahan pada hasil karangan siswa. Desain penelitian ini adalah penelitian kualitatif. Subjek penelitian adalah siswa SMK Margoyudan Surakarta. Peneliti mengambil 10 siswa setiap tingkat. Peneliti mengambilnya secara acak, total peserta adalah 30 siswa. Siswa mengambil teks deskriptif dan teks narasi. Objek penelitian adalah kesalahan tertulis pada hasil karangan siswa. Hasil penelitian menunjukkan bahwa kesalahan leksikal meliputi kesalahan ejaan dan false friend. Kesalahan sintaksis meliputi kesalahan dalam penggunaan *to be*, morfem terikat, kata kerja, artikel, preposisi, infinitif, modal auxiliary, passive voice. Kesalahan wacana dalam penulisan siswa meliputi kesalahan kohesi, kesalahan koherensi, dan kesalahan struktur generik. Dalam kesalahan kohesi, siswa membuat dua jenis kesalahan, kesalahan referensi dan kesalahan konjungsi. Kesalahan dominan yang dilakukan oleh siswa adalah *Omission of Bound Morpheme 's / es '* sebagai penanda jamak, menggunakan kata kerja *verb1* untuk kejadian lampau, menggunakan kata kerja *verb2* yang tidak tepat, *False Friend*, *Omission Errors* dalam *Preposition*, menggunakan kata kerja *verb1* setelah infinitif, menggunakan *Verb1* setelah *modal auxiliary*, dan menggunakan bentuk *Passive Voice* secara tidak benar. Ada dua faktor utama yang menyebabkan kesalahan dalam pembelajaran bahasa asing antara lain: interlingual transfer dan intralingual tranfer. Kesalahan interlingual pada tulisan siswa terjadi karena pengaruh bahasa ibu. Namun, peneliti menganggap bahwa sifat faktor bahasa ibu dapat diperluas ke sifat bahasa yang sebelumnya dipelajari. Kesalahan intriringual dalam penulisan siswa terjadi karena beberapa faktor: overgeneralisasi, mengabaikan aturan kebahasaan, penerapan aturan kebahasaan yang tidak lengkap, dan kesalahan penerapan konsep.

**Kata kunci:** analisis kesalahan, karangan siswa

### **Abstract**

The objectives of this study are: 1) to illustrate the types of lexical errors in students' composition; 2) to illustrate the types of lexical errors in students' composition; 3) to

illustrate the types of discourse errors in students' composition; 4) to illustrate dominant errors in students' composition; and 5) to illustrate the source of errors in students' composition. The type of the research used by the researcher is qualitative research. The subject of the study is student of SMK Margoyudan Surakarta. The researcher took 10 students each level. The researcher took them randomly and the total participants were 30 students. Students took descriptive and narrative texts. The object of this research is written errors on students' composition. The result of this study shows that lexical errors included spelling mistakes and false friends. Syntax errors include errors in the use of to be, bound morpheme, verb tense, articles, preposition, to infinitive, modal auxiliary, passive voice. Discourse errors in student writing include errors of cohesion, coherence errors, and generic structure errors. In cohesion errors, students make two types of errors, reference errors and conjunction errors. The dominant mistakes made by students are the Omission of Bound Morpheme 's/es' as Plural Marker, Using Verbs 1 for Past Events, Using incorrect verbs 2, False Friends, Errors in Preposition Forms, Using Verbs 1 after to Infinitive, Using Verb1 after modal auxiliary, and Using Passive Voice forms incorrectly. There are two main factors that cause errors in learning a foreign or second language. They are: interlingual transfers and intralingual transfers. Interlingual errors in students' writing occur because of the influence of mother tongue. However, the researcher considers that the nature of the mother tongue factor can be extended to the nature of the language learned earlier. Intralingual errors in student writing occur due to several factors: overgeneralization, ignorance of restrictive rules, application of incomplete rules, and incorrect concepts hypothesized

**Keywords:** error analysis, students, composition

## 1. INTRODUCTION

SMK Margoyudan is one of the vocational schools in Surakarta. The school focuses on the field of Economics and Business. The teaching of English is delivered in the regulation of implementation of competency standards.

There are few factors that influence the nature of teaching and learning English in SMK Margoyudan Surakarta. These are students' existing English abilities, wasteful educating, insufficient reading material, students' mentalities towards English and others. In light of pre-observation results, in grammar, for instance, students' composing contains mistakes in correct word usage, helpers, word order, cohesion, linking verbs, parts of speech, for example, adjective / adverb, confusion, vulnerability and articles boundless, relational words and numerous other syntactic highlights. Their composing additionally has lexical issues, for example, the failure to get and utilize the correct words. At the degree of talk, students cannot write in a coordinated way and regularly neglect to deliver all around associated sentences. By and large they cannot compose various kinds and they do not have the familiarity with the language, jargon and style expected to satisfy composing assignments, for example,

composing formal letters. In associations, students face troubles in defining their composing objectives and organizing their thoughts. They do not consider the crowd when they compose in light of the fact that they do not understand the significance of the impression they make on their perusers. They can not present their arrangement with the suitable subject sentence or offer their writing in the presentation, principle body and ends. They do not have a clue when to utilize passages and how to isolate their thoughts into free idea units.

Teaching learning English as a foreign language in Indonesia still faces many problems. Somehow mastering a second language in transferring knowledge of a second language system must be controlled very well. Students need consultants who get the best from mastering a second language system. In addition, Fauziati (2011) said that most learning problems are caused by various elements found between the two languages. Therefore, he will be able to learn elements of the target language that are similar to those in which the language is easier than those found in the original language. On the other hand, it is difficult for Indonesians to use the correct structure in English. This is largely because students are influenced by their mother tongue on the acquisition of new structures. However, students are still weak in English, especially in their writing skills. They still seem to make mistakes in all aspects of language. Writing errors such as tenses, prepositions, and weak vocabulary are the most common types of mistakes and are often made by students. Students usually face difficulties in learning aspects of the Target Language (TL) grammar, such as in subject-verb agreement, use of prepositions, articles and correct use of tension. According to Zhang (2012) said that, "mistakes can be seen clearly in the written performance of students that students will face is weak vocabulary, improper use of grammar in sentences etc.

As a matter of fact, learning a second language framework requires a decent domain, both the teacher and the strategies and techniques that help acing the second language framework. At the point when the teacher doesn't control the second language framework accurately, moving information in second language learning can prompt off base outcomes. Error moving second language information is one of a few wellsprings of error in student results in learning a subsequent language. Teachers who can examine and manage errors viably will be better ready to enable their students to turn out to be increasingly restorative strategies that can give compelling English learning and educating. Actually, committing errors is a characteristic learning process and should be considered as a major aspect of learning. Subsequently, botches must be seen decidedly. In this way, EA is the best apparatus for portraying and

clarifying errors made by speakers of different dialects. By researching students' composed work, this will give a way to assist teachers with perceiving the significance of missteps as one of the difficult fields in educating English.

In the mean time, encouraging English learning has additionally been given at SMK Margoyudan Surakarta. As students study English, numerous errors will emerge. In addition to the fact that they replaced single word structure with another, yet they additionally neglected to set up the right action word structure for this word structure. In a similar case the specialists discovered a few errors made by students. They regularly make their composition. This errors is brought about by the contrast between the language rules utilized by students (Indonesian) and the objective language rules. Despite the fact that the scientist recognizes that students, in their learning procedure, for the most part can't keep themselves from committing errors, he despite everything thinks botches made by students require fix work or they will remain botches. Students' error system is affected by the first language framework (Indonesian) to communicate thoughts. The students utilize the principles of the Indonesian language framework in English, for example, "He is **liked** *mentimun*" should be written "He liked *mentimun*".

The objectives of this study are: 1) to illustrate the types of lexical errors in students' composition; 2) to illustrate the types of lexical errors in students' composition; 3) to illustrate the types of discourse errors in students' composition; 4) to illustrate dominant errors in students' composition; and 5) to illustrate the source of errors in students' composition

## 1.1 Literature Review

Error analysis is the primary way to deal with SLA examines which remembers an inward concentration for the innovative capacity of students to fabricate language"(Saville-Troike, 2006: 37), it implies that it is one kind of etymologist examination that is centered around the errors students make. Is a piece of psycholinguistics to research second language students and mistake investigation is one of the psycholinguistic philosophies (Corder, 1982: 35). As pRichard and Sampson (1973: 15) further expressed that "At the degree of logical homeroom experience, mistake examination will keep on giving a name where the instructor surveys learning and educating decides needs for future endeavors". EL's primary spotlight is on



student's slip-ups and proof of how students learn dialects or authority of second dialects. Semantic hypothesis, botches are information created by wrong discourses by second students, so the investigation of slip-ups is "a window into the psyches of language students" (Saville-Troike 2006: 39). At that point Ellis and Barkhuizen (2005: 51) portray error analysis is a lot of systems to distinguish, depict and clarify students' missteps. Error analysis resembles the way toward deciding the occasions, nature, causes and results of disappointments in language

For the purposes of analysis, errors are normally grouped by the language segment (eg whether the mistake is phonological, morphological, or syntactic, and so on.). Corder (1974: 126) states, "We should understand that various sorts of composed material can create various disseminations of mistakes or a progression of various kinds of errors." In language structure errors can be ordered into helper frameworks, uninvolved sentences, negative developments, and so on., or progressively explicit etymological components, for example, articles, relational words, action words, and things. There are various order frameworks that have been utilized in EA considers. Richards (1977), Dulay, Burt, and Krashen (1982), and James (1998) present the most valuable and usually utilized bases for illustrative or error classification that can be portrayed utilizing different kinds of taxonomies, specifically linguistic categories, taxonomic surface strategies, comparative taxonomies and communicative effects.

The linguistic category classification "commits errors for the situation where the errors is situated in the entire framework dependent on etymological things that are influenced by mistakes" (James, 1998: 105). This shows which segment of the language the errors is found. Segments of language can incorporate phonology (eg elocution), sentence structure and morphology, semantics and vocabulary, and style. The surface strategy classification is an order framework "dependent on the manners by which an inappropriate variant of the student varies from the alleged objective form" (James, 1998: 106). This features the manner in which the surface structure veers off. Under this classification, mistakes can be characterized into four sorts: neglect, additions, misinformation, and misordering (James, 1998: 94-122). Classification of errors in near scientific classification depends on "an examination between the structure of second language errors and some different sorts of development" (Dulay, Burt, and Krashen, 1982: 164).

According to Brown (2007: 263-266) "there are four sources of error, in particular, interlingual transfers, intralingual transfers, learning contexts and communicative strategies". Transfers between languages are brought about by students' first language issue. English students as a rule move their primary language framework to an unknown dialect. Darker (2007: 264) clarifies that "intralingual transfer is essential in second language learning and the first exchange of things in the objective language or as it were, speculation of an inappropriate guidelines in the objective language". Intralingual move alludes to things created by students, which not just mirror the structure of the primary language.

## **2. METHODS**

The kind of research utilized by the researcher is qualitative research. Denzin and Lincoln (2005: 3) stated that qualitative research is arranged action that places eyewitnesses in the world. The subjects of the investigation were SMK Margoyudan Surakarta students. For effectiveness, the researcher took 10 students each level. The researcher took it arbitrarily, the total members were 30 students. Data is the students' error in writing composition. Wrong sentences are taken from 30 pieces of students' writing. There are 10 pieces from each level. In analyzing the data, the researcher utilized the error investigation procedure recommended by Brown (1980), in particular: error identification, error classification, and error explanation.

## **3. FINDINGS AND DISCUSSION**

### **3.1 Types of Lexical Errors**

The results of discovering errors in the composition of students from the primary year then the researcher discovered two types of errors delivered by students in sentences, for example, word spelling mistakes and false friends. In this case students write some wrong spelling in English. This error is brought about by their obliviousness of composing words in English. So students compose with an inappropriate spelling. Students incorrectly spell words, for example, the sentence: "Boys always spend spend anything". Students write the word "anything", when students mean "anything" Student mistakes are brought about by limitations and absence of student vocabulary in English.

False friends are sets of words or expressions in two dialects or languages (or letters in two letters) that look or sound comparable, yet are altogether unique in significance. In this case,

error is created by students' confusion to compose words or expressions in view of the presence of words or phrases or similar sounds

(1) "I'm angry and I want to eat!", the lion said.

hungry

(2) He wite his friends in the jungle.

wait

### 3.2 Types of Syntactical Errors

In this research, the researcher discovered syntactical errors in students' composition includes erroneous, for example, to be, bound morpheme, verb tense, articles, preposition, to infinitive, modal auxiliary, passive voice. In this case, students don't utilize the past tense 'be' as predicate, for example, the sentence: "Her name is Tinker Bell". The students utilizes 'is' as predicate for the past tense. The sentence ought to be "Her name was Tinker Bell". Because the words "Her name" showed the particular subject, so it should utilize 'was' as predicate for copula be in the sentence. The students' errors are affected by the objective language. Errors are created by turmoil of the utilizing copula 'be' current state for past.

The simple past is utilized to offer expressions about events in the past. In this case students add be to the past occasion. The error was created by confusion in utilizing the verb 'be' for tenses in English. In this way, the students use be (is) for past event. The students' additional

'Be' (is) for past event, for example, in the sentence: "The rabbit is looked for food in the jungle". The students included 'be (is)' for past event. That sentence deviated from the standard language rules. 'be must be excluded from the sentence. The sentence must be "The rabbit looked for food in the jungle".

There was likewise an Omission "Be" error for the past event. In this case students don't comprehend the function of past events like the sentence: "The grasshopper hungry". Students don't include "be". So students excluded "to be" in their sentences. The students preclude to be that demonstrate the past tense. So it ought to be 'The grasshopper was hungry' to show the past tense. The students' errors are affected by target language in light of the fact that the students were borrowing patterns from their first language and communicating

meanings utilizing the words and grammar that are already now thought about English from restricted understanding of it in the classroom.

The error of bound morpheme s / es is students do not understand the function of -s / -es in the plural form. The students did not add -s / -es to noun in plural form. So the students omitted -s / -es in their sentences. The students omitted the -s / -es bound morpheme as in the sentence: "All of the love birds have a binary wings". The student omitted -s / -es which shows plural nouns. The words "binary wings" indicate plural nouns. The word "fairy" shows for the singular noun. So it should be 'fairies' to indicate the plural nouns

Errors of verb tense incorporate The Use Verb-1 for Past Event. In this case verb can be sorted as Verb 1 and Verb 2. Verb 1 is utilized for Present tense and V2 is utilized for past tense. The students utilized Verb 1 for past events that found by the researcher from the students' composed items, for example, the sentence: "Rabbit continue his job". The student utilized verb 1 for past event. The word 'continue' from the sentence demonstrates for the present tense not for past tense. Students should utilize V2 if they want to compose the sentence for the past event. So the sentence ought to be "Rabbit continued his job".

An indefinite article demonstrate that the noun is definitely not a specific noun (or ones) recognizable to the audience. It might be something the speaker referenced just because, or its precise character may be insignificant or speculative, or the speaker may be offering a general expression about something to that effect. English uses a/an. In this case, the students don't write the article in sentences. Errors are brought about by students' numbness of utilizing articles in English for singular and plural nouns. Students preclude articles like the sentence: "The rabbit is looked for food in the jungle". The students ought to write 'a' as article demonstrating general statements about such things. The sentence ought to be " The rabbit is looked for food in jungle ". The students' errors are brought about by the target language, in view of limited classroom experience. The researcher discovered some of students who omitted article in their sentences.

Error of infinitive is when the students do not write verb 1 after to infinitive in sentences such as: "Turtle run fast to raced rabbit". Students write verb 2 after to infinitive. The student should write "race". The sentence should be "Turtle ran fast to race rabbit". The students' errors are caused by the target language, because of limited classroom experience.

Errors of modal auxiliary is when the students do not write verb 1 after to infinitive in sentences such as: "She *must got* the magic plant in the dangerous place". The students write verb 2 after modal auxiliary. The student should write "get". The sentence should be "She must get a magic plant in the dangerous place". Students' errors are caused by the target language, due to limited classroom experience.

Discourse errors in students' composing narrative text are ordered into three kinds, namely cohesion errors, coherence errors, and generic structure errors. Cohesion errors happen when students make errors by utilizing 'they' to announce a solitary subject, for example, "Then, they to invite many animals for discussion about wood condition". In those sentences, personal reference "they" isn't obvious to the readers. The readers have no chance to get of realizing what the student's disposition is. 'They' can be deciphered as the frog, Tinker Bell, and a grasshopper. This is just one subject, yet the student composed 'they' rather than 'he'. Conjunction errors comprise of three sub-classifications: misuse of adversatives, misuse of additives and absence of temporal devices. In this case, students make 11 (eleven) conjunction mistakes as far as abuse of *then*, and *then*, and *suddenly*.

(1) Then, they to invite many animals for discussion about wood condition.

Then, they invited many animals to discuss wood condition.

(2) Suddenly, came an ant to helped grasshopper.

Then, an ant came to help grasshopper.

(3) And than, Glory asked to Odile.

And then, Glory asked Odile.

In students' narrative writing, the researcher found generic structure errors. Students' generic structure errors took up largely in incomplete narrative text structures. In this case, generic structural errors can be analyzed as follows:

Title: Deer

Orientation

One day, there is a deer was walking. Than, he meet squirrel was eating. He was discussion about wood condition. Because human usually destroy his home. Than, they to invite many animals for discussion about the condition of wood

Resolution

Finally, they produce a decision is for to drive away human the wild lumberjack.

In text 1, the researcher did not find any crisis in students' writing. In the text above, there is only one orientation, namely the presentation of the problem in a story, and one resolution, namely problem solving. Thus, students' error lied on the omission of complication.

### **3.3 The Dominant Errors**

The dominant errors made by the students are Omission of Bound Morpheme „s/es' as the Plural Marker, Using Verb 1 for Past Events, Using incorrect verbs 2, False Friend, Omission Errors in the form of Preposition, Using Verb 1 after to Infinitive, Using Verb1 after modal auxiliary, and Using Passive Voice form incorrectly.

### **3.4 Factors Causing Errors**

There are two main factors that cause errors in learning a foreign or second language. They are: interlingual transfer and intralingual transfer. Interlingual errors in students' writing occur because of the influence of mother tongue. However, the researcher considers that the nature of the mother tongue factor can be extended to the nature of the language learned earlier. Students often find difficulty in learning the target language because the language they learned previously interferes with their learning. As we know, the difference between the rules of the language learned earlier and the rules of the target language causes difficulties in learning the target language. In the case of learning descriptive texts, the different rules between expressions can be seen clearly. Indonesian, which was previously studied by students, does not have rules for being (or have been) or regular / irregular verbs.

The intralingual errors in students' writing occur due to several factors: First, these errors are shown in students' linguistic system in writing descriptive text of the students of seventh grade. It is caused by the process of overgeneralization. The interlanguage system of students is proven to be systematic. The sentences they produced, although grammatically are not acceptable, not just random entities. They appeared to obey certain linguistic constrains.

interlanguage related to the second language learning strategy, which means that some system components are the product of spending strategies that over generalize the L2 system

The English language, especially in the grammatical aspects of tenses, has a number of rules restrictions. In fact, students have ignored the limitations of the rules. First, students face problems with the Subject-Verb agreement. They are often confused with the use of is / are and the use of do / does. As an example

(1) *\*It have four legs.*

**It has** four legs.

Another factor causing students' errors is incomplete application of rules. It also can be said that students simplify the rules in target / second language (L2). The simplification as the reflection of the process of acquisition is shown in the sentences made by student number 2 below:

1) *\*It is dog.*

2) *\*He very strong .*

3) *\* Color black and white.*

The sentences above are incorrect. The correct sentences are:

1) It is a dog.

2) He is very strong.

3) The colors are black and white.

This error made by students reflects the process of acquisition of basic forms of language. There is a gradual replacement of the categorical rules, interference, of L1 and L2.

False concept hypothesized fails to fully comprehend the target language. This error made by students is closely related to the cognitive process of L1 influence.

1) IL: \* He **eat a eat of dog**.

NL: *Dia makan makanan anjing.*

2) IL: \* He live in **house dog**.

NL: *Dia tinggal di rumah anjing*

The errors are related to active construction that occurs in both languages. However, it is usually used in written mode rather than in verbal mode. In English, active construction is manifested through the use of *be* or  $V_0$ , or  $V + s / es$ , or *irregular verb* whereas in *Bahasa Indonesia*, the verb is simply added with prefix *me-*, *di-* and reversion of the subject-object position. Passive construction is used to emphasize the theme of the clause. In active construction, the focus is on the subject / actor / agent

#### **4. CLOSING**

The result of the reserach showed that the lexical errors included errors of spelling and false friends. Syntactical errors include errors in the use of *to be*, bound morpheme, verb tense, articles, preposition, *to infinitive*, modal auxiliary, passive voice. Discourse errors in students' writing include cohesion errors, coherence errors, and generic structure error. In cohesion error, students made two types of errors, reference error and conjunction error.

The dominant errors made by the students are Omission of Bound Morpheme *„s/es'* as the Plural Marker, Using Verb 1 for Past Events, Using incorrect verbs 2, False Friend, Omission Errors in the form of Preposition, Using Verb 1 after *to Infinitive*, Using Verb1 after modal auxiliary, and Using Passive Voice form incorrectly

There are two main factors that cause errors in learning a foreign or second language. They are: interlingual transfers and intralingual transfers. Interlingual errors in student writing occur because of the influence of mother tongue. However, the researcher considers that the nature of the mother tongue factor can be extended to the nature of the language learned earlier. Intralingual errors in student writing occur due to several factors: overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized.

#### **COMPENSATION**

With the completion of the research, first, the author would like to thank to Allah SWT, the Almighty God, for making everything possible under His holy providence. Special thanks to the Director of the Graduate Program of Muhammadiyah University and the Head of the Graduate Program of the English Department. My deepest gratitude is for Prof. Dr. Endang Fauziati, as his consultant, for guidance, support, patience and time in completing this thesis



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