AN ERROR ANALYSIS ON ANALYTICAL EXPOSITION TEXTS WRITTEN BY THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF TEACHER TRAINING AND EDUCATION FACULTY, SEBELAS MARET UNIVERSITY IN THE ACADEMIC YEAR 2015/2016

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Abstract
This article is written based on the research which was carried out to the first year students of English Education Department of Teacher Training and Education Faculty, Sebelas Maret University in the academic year 2015/2016 which aimed at knowing: (1) the types of errors in writing analytical exposition texts, (2) the percentage of errors in writing analytical exposition texts, and (3) the causes of errors in writing analytical exposition texts written by the students. The instrument which was used in this research was in the form of writing test. The collected data were analyzed using error analysis. The result shows that there are 101 errors out of 22 analytical exposition texts. The highest frequency of errors is omission error with the percentage of 49.50% of total errors or 50 errors of 101 total errors. The lowest frequency of errors is misordering error with the percentage of 3.96% or 4 errors of 101 total errors. The sources of error are: (1) interlingual transfer, and (2) intralingual transfer. Thus, the teacher should minimize the cause of errors by considering those causes and trying to overcome students’ problems in writing.

Keywords: error analysis, surface category taxonomy, analytical exposition text

Abstrak
Artikel ini ditulis berdasarkan penelitian yang dilaksanakan terhadap mahasiswa tahun pertama Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret tahun ajaran 2015/2016 yang bertujuan untuk mengetahui: (1) tipe kesalahan dalam menulis teks analytical exposition, (2) persentase dari kesalahan dalam menulis teks analytical exposition, dan (3) penyebab kesalahan dalam menulis teks analytical exposition yang ditulis oleh siswa. Instrumen yang digunakan dalam penelitian ini adalah dalam format tes menulis. Data yang terkumpul dianalisis dengan analisis kesalahan. Frekuensi kesalahan yang paling tinggi adalah omission error, dengan presentase 49.50% dari total kesalahan atau 50 kesalahan dari 101 total kesalahan. Frekuensi kesalahan terendah adalah misordering error dengan presentase 3.96% atau 4 kesalahan dari 101 total kesalahan. Sumber kesalahan adalah: (1) interlingual transfer, dan (2) intralingual transfer. Oleh sebab itu, guru harus meminimalisasi penyebab kesalahan berdasarkan penyebab-penyebab tersebut dan mencoba memecahkan masalah yang dialami siswa dalam menulis.
English has become the first foreign language to be taught in education institution or school in Indonesia. It is learned by the students since they are in kindergarten to senior high school, even college. In elementary school level to senior high school level, English has become a compulsory subject to be taught to students. The aims of a language teaching course are very often defined with reference to the four language skills: understanding speech (listening), speaking, reading and writing (Widdowson, 2008:1).

One of the language skills which is taught in schools is writing skill. Writing can have cognitive functions in clarifying and supporting thought (Cox in Brindley, 2005: 151). In writing, learners can express their thoughts, ideas or feelings. Byrne (1993: 1) says that people do not write just one sentence or even a number of unrelated sentences in writing. People produce a sequence of sentences arranged in a particular order and linked together in certain ways. Because the sentences have to form a coherent whole or it can be called as a “text” which is readable and understandable. Writing is nothing more than thought on paper, which is considered and organized thought (Writing Skill Success in 20 Minutes a Day, 2005: vii).

Since English in Indonesia is learned as a foreign language, there must be some problems that are encountered by the learners or the students when studying it or using it in real communication. This also happens in writing, there are some problems when learners try to apply it in writing. The learners have to be able to maintain not only their abilities to use language but also their abilities to express their thoughts and to organize it in written form. It becomes more complex by the reason that English is foreign language, not their native or first language. Learners have to express their thought and to organize it in written form by considering some language rules and its components. Writing in a second language tends to be more difficult, complex, and less effective than in a first language. Weigle (2009: 35) says that second language learners tend to use many same writing processes in their second language as in their first. Therefore, there must be some errors occurred, considering different rule system between the first and the second language. People cannot learn without first systematically committing errors.
Thus, making errors is an inevitable part of learning (Dulay, Burt, & Krashen, 1982: 138).

Errors must be viewed as a process where the learners are having a learning process. That is why it is needed to study the learners’ errors. Studying the learners’ errors is needed to know what errors that learners make. Error analysis is an analytical tool that is needed to study this problem. Ellis and Barkhuizen (2009: 51) state that error analysis consists of a set of procedures for identifying, describing and explaining learner errors. Error analysis is useful to find the learners’ errors, so the teachers and also the learners know what the errors are. Thus, they can find the solution to overcome or to reduce the errors. Ellis (2003: 15) states that there are some good reasons for learning errors. First, it is useful for the language learner or the researcher. It can be used to find the answer of “why do learners make errors?”. Second, it is useful for the teachers. The teachers will know what errors learners make. Third, to the students. It is possible that making errors will help learners to learn how to self-correct the errors they make.

There are four categories that are commonly used for the descriptive classification of errors, they are: (1) linguistic category; (2) surface strategy; (3) comparative analysis; and (4) communicative effect (Dulay, Burt, & Krashen, 1982: 146).

Linguistic category taxonomies classify error according to either the language components or linguistic constituents. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary). While linguistic constituents include the elements that comprise each language component.

Surface strategy taxonomy highlights the ways surface structures. They include omission, addition (double markings, regularizations, simple addition), misformation (regularizations, archi-forms, alternating forms), and misordering. This classification of errors was used by the writer to analyze the students’ errors in this study in order to find the students’ errors.
Comparative taxonomy is based on comparison between the structure of second language errors and certain other types of construction. In comparative taxonomy, the kinds of errors are yielded into some categories: (1) developmental errors; (2) interlingual errors; (3) ambiguous errors; and (4) other errors.

Communicative effect taxonomy deals with the errors from the perspective of their effect on the listeners, or in this case more specifically, on the readers. In communicative effect taxonomy, the errors are classified into two categories: (1) global errors, overall sentence organization significantly hinder communication; and (2) local errors, single elements (constituents) in a sentence do not usually hinder communication significantly.

According to Brown (2000: 224-229), there are four sources of errors: (1) interlingual transfer; (2) intralingual transfer; (3) context of learning; and (4) communicative strategies.

Analytical exposition is a text that elaborates the idea about the phenomenon surrounding (What is Analytical Exposition?, 2015). It is to convince the readers that it is important matter to get attention, thus it gives some arguments or evidences to support the idea. It may propose or suggest pros or cons of the topic. Some experts think that this kind of text belongs to argumentation text. It is in line with the meaning of writing that writing is to express thoughts, ideas or feelings, moreover, about the phenomenon surrounding.

This research was conducted based on the phenomenon above. The writer wanted to make a research to analyze errors made by students in writing. The writer chose analytical exposition text as the writing task to be written by the students of English Education Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta in the academic year 2015/2016.

RESEARCH METHOD

In this research, the writer used error analysis as the method of study to investigate the possible errors performed by the first year students of English Education Department of Teacher Training and Education Faculty, Sebelas Maret University in the academic year 2015/2016. The research was held in March 2016.
To analyze the students’ errors, the writer used a descriptive method based on the surface strategy taxonomy. Surface strategy taxonomy is classification that has been presented by Dulay, Burt, and Krashen. This description of error classifications has been proposed by Dulay, Burt, and Krashen (1982: 146).

“Descriptive research is useful because it can provide important information regarding the average member of a group. Specifically, by gathering data on a large enough group of people, a researcher can describe the average member, or the average performance of a member, of the particular group being studied”.

(Marczyk, DeMatteo, & Festinger, 2005: 16-17)

Fraenkel, Wallen, and Hyun (2012: 15) state that descriptive studies describe a given state of affairs as fully and carefully as possible. Thus, it is in line with the aim of this research, which is trying to describe and to present the data from the students’ errors in writing, specifically in writing analytical exposition text.

There are 62 students in the first year students of English Education Department of Teacher Training and Education Faculty, Sebelas Maret University in the academic year 2015/2016. In this research, the writer took 22 students as the sample of the research. The writer used simple random sampling to take the sample. A simple random sampling is one in which each and every member of the population has an equal and independent chance of being selected (Fraenkel, Wallen, & Hyun, 2012: 94).

In this research, the writer analyzed the data by using the following procedures as suggested by Coder (in Ellis & Barkhuizen, 2009: 57): (1) collecting the data, (2) identifying errors from the students’ work, (3) describing and classifying the errors based on the errors types, (4) explaining errors based on their sources, and (5) evaluating errors.

In collecting the data, the writer used a written test as the instrument. The test was in the form of written essay test of analytical exposition text. The students were asked to write their own essay. After collecting the data, the writer identified the errors from students’ worksheet. After the errors had been identified, the writer described and classified the errors based on surface strategy.
taxonomy by Dulay, Burt, and Krashen (1982: 146) which consists of omission, addition, misformation, and misordering. After the errors had been identified and classified based on their types, the writer explained the error based on their sources, and evaluating the errors.

RESEARCH FINDING AND DISCUSSION

This study is aimed to find out errors in writing analytical exposition texts written by the first year students of English Education Department of Teacher Training and Education Faculty, Sebelas Maret University in the academic year 2015/2016.

Based on the research, the writer found that there are some errors on analytical texts written by students. From 22 worksheets as the sources of the data, the writer found 101 errors. The errors are classified into four categories based on surface strategy taxonomy which consists of omission errors, addition errors, misformation errors, and misordering errors.

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Errors</th>
<th>Number of Errors</th>
<th>Percentage of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td>50</td>
<td>49.50%</td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td>18</td>
<td>17.82%</td>
</tr>
<tr>
<td>3</td>
<td>Misformation</td>
<td>29</td>
<td>28.71%</td>
</tr>
<tr>
<td>4</td>
<td>Misordering</td>
<td>4</td>
<td>3.96%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>101</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table 1, it can be seen that omission error is the highest percentage (50 errors or 49.50% of 101 total errors), followed by misformation error (29 errors or 28.71% of 101 total errors), addition error (18 errors or 17.82% of total errors), and the lowest is misordering error (4 errors or 3.96% of total errors).

Omission error

Omission error is characterized by the absence of an item that must appear in a well-formed utterance. There can be content morpheme or
grammatical morpheme which can be omitted by the students. Based on the data, the number of omission errors is 50 or 49.50% of the total number of errors. The following sentence is one of the students’ errors in omission.

*Internet provide__ the knowledge to help study smoothly. (Worksheet G)

The sentence is incorrect, because of omission of regularization. In the sentence, the subject is in singular form, so the students should use suffix –s to the verb. The word *provide* should be *provide*. So, the sentence should be *Internet provides the knowledge to help study smoothly*.

*Many people, especially mothers -- infatuated with this program.*

There is an error in the sentence above. The sentence is incorrect-form structure because of the omission of auxiliary verb. Because the sentence is in passive form, it needs an auxiliary verb. So the correct form of the sentence can be Many people, especially mothers, are infatuated with this program.

*If Indonesian student want__ to get information... (Worksheet V)*

This sentence is also incorrect, because of omission of regularization. The subject *Indonesian student* is singular, so the verb *want* needs suffix –s. The correct sentence is *If Indonesian student wants to get information...*

*why ___ we need to study English? (Worksheet P)*

There is also an error in the sentence here. The sentence is in interrogative form. In interrogative form, there is always an auxiliary verb. The auxiliary verb can be the form of *to be* (is, am, are, was, were), *to have* (have, has, had), *to do* (do, does, did), or *modals* (can, may, will, must, etc.). In the sentence above, the subject is *we*, so the auxiliary verb to be used is *do*. The correct sentence is *why do we need to study English?*

**Addition error**

It is characterized by the presence of an item which must not appear in a well-formed utterance, or it can be simply said that addition errors are the opposite of omissions. There are three types of addition errors: double markings, regularizations, and simple addition.
In this research, the number of addition error is 18 or 17.82% of total number of errors. The details can be seen in table 2.

Table 2. The Percentage of Subtypes of Addition Error

<table>
<thead>
<tr>
<th>No.</th>
<th>Subtypes of Addition Errors</th>
<th>Number of Errors</th>
<th>Percentage of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Double markings</td>
<td>2</td>
<td>1.98%</td>
</tr>
<tr>
<td>2</td>
<td>Regularizations</td>
<td>4</td>
<td>3.96%</td>
</tr>
<tr>
<td>3</td>
<td>Simple addition</td>
<td>12</td>
<td>11.88%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>17.82%</td>
</tr>
</tbody>
</table>

From table 2, it can be seen that simple addition is the highest percentage of addition error. There are 12 errors of simple addition or 11.88% of 101 total errors. Then, it is followed by regularization error (4 errors or 3.96% of 101 total errors). While, the lowest percentage is double marking error (2 errors or 1.98% of 101 total errors). The following sentence is the example of double marking in addition error written by students in this research.

*...TV programs in Indonesia are uninappropriate to see.

There are two markers in the sentence in forming the word *appropriate*. There are two prefixes, *un-* and *in-*. The word *appropriate* in negative form is *inappropriate*. So, the correct sentence is *...TV programs in Indonesia are inappropriate to see.*

*...so the product will be selled.*

There is regularization error in the sentence. The error is in the word *selled*. The student wanted to write the past participle form of the word *sell*, but the student did the transformation of the verb incorrectly. The past participle form of the verb *sell* is *sold*. Therefore, the sentence should be *...so the product will be sold.*

*Internet is an usefull...* (Worksheet U)

In the sentence, there are two errors. One is the article error, another one is the word *usefull*. The student made error in making the word *usefull* because the student must generalize the word *usefull* as in the word *full*. The correct form must
be useful, there is only one l in the word. The sentence should be Internet is a useful...

*Besides it, English is the key to open the doors...

There is a simple addition error in the sentence. The word besides, does not need any object or pronoun after. So, the correct sentence is Besides, English is the key to open the doors...

*TV programs in Indonesia today is bad (Worksheet T)

The error in the sentence is the usage of suffix –s to show to form the plural form of the word. But, what is meant by the student must be in singular form, because the auxiliary verb in the sentence is is. Therefore, the sentence must be TV program in Indonesia today is bad

**Misformation error**

**Table 3. The Percentage of Subtypes of Misformation Error**

<table>
<thead>
<tr>
<th>No.</th>
<th>Subtypes of Misformation Errors</th>
<th>Number of Errors</th>
<th>Percentage of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regularizations</td>
<td>3</td>
<td>2.97%</td>
</tr>
<tr>
<td>2</td>
<td>Archi-forms</td>
<td>3</td>
<td>2.97%</td>
</tr>
<tr>
<td>3</td>
<td>Alternating form</td>
<td>23</td>
<td>22.77%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>29</td>
<td>28.71%</td>
</tr>
</tbody>
</table>

Misformation error is characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation error. It can be seen from table 3, in this research the writer found 29 errors or 28.71% of 101 total errors. They are classified into three subtypes: regularization (3 errors or 2.97% of 101 total errors), archi-form (3 errors or 2.97% of 101 total errors), and alternating form (23 errors or 22.77% of 101 total errors). The following sentence is the example of regularization of misformation error.

*...our environment, our family, or maybe ourselves.*

In the sentence, there is error in using reflexive pronoun. The reflexive pronoun in the sentence is meant to be ourselves. The student may be generalized
the formation of reflexive pronoun. The correct sentence is \(...our\ environment, our\ family,\ or\ maybe\ ourselves.\)

*\(...should\ be\ under\ parents's\ control\) (Worksheet Q)

There is misformation error in the sentence in the word parents’s. Student wanted to show that it is possessive form, but the student generalize the use of ‘s in that word. The noun parents in the sentence is in the plural form ending with –s. The correct form should be parents’. Therefore, the correct sentence is \(...should\ be\ under\ parents’\ control\)

*That are three reasons...

The word that in the sentence is the misformation error deals with archi-form. It is should be in the plural form in that sentence, but student used that as the demonstrative adjective even in plural form. The correct form is those. Therefore, the correct sentence is Those are three reasons...

*Internet is not always give benefits... (Worksheet U)

In the sentence, student used the auxiliary verb (to be), but the correct form should be to do form of auxiliary verb. The subject is singular, so the auxiliary verb that has to be used is does. Therefore, the correct sentence is Internet does not always give benefits...

*...used for communicate with others.

In the sentence, the student use preposition for instead of to. But, there is present form of the verb, communicate. It is the example of misformation error deals with alternating form. The correct one is should be to. Therefore, the correct sentence is ...used to communicate with others.

Misordering error

Misordering error is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this research, the writer found 4 errors or 3.96% of 101 total errors. The sample can be seen in the following example.

*How important it is in our life?
The sentence is an interrogative form. But, there is error in ordering the word in the sentence. In interrogative form, the placement of auxiliary verbs is before the subject. But the student placed auxiliary verb is after the subject. The correct order is \textit{How important is it in our life}

*...quality enough (Worksheet Q)

In the sentence, there is error in ordering the word. It is related to the use of \textit{enough}. Enough should be placed before the noun \textit{quality} in the sentence to make the correct order. So, the correct one is \textit{enough quality}.

*...some examples role of internet (Worksheet G)

There is misordering error in the sentence which is in ordering \textit{role of internet}. The correct order is \textit{...some examples of internet role}

There are four sources of errors, they are: interlingual transfer, intralingual transfer, context of learning, and communication strategies (Brown, 2000: 224-229).

One factor of the learners’ errors is interlingual interference. Interlingual transfer is due to the interference of the learners’ mother tongue or first language. Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner’s native language (Dulay, Burt, & Krashen (1982: 146).

It can be seen from the example here. *...some examples role of internet. The sentence is affected by interlingual interference. The student wants to say \textit{beberapa contoh dari peran internet}. It should be \textit{some example of the role of internet}, or \textit{some example of the internet role}. It is related to misordering of the morphemes or words. It is influenced by the first language of the student in ordering the sentence. Another example is \textit{Internet provide__ the knowledge to help study smoothly}. The sentence is incorrect because the verb \textit{provide} needs a suffix \textit{–s}. In Indonesian, there is no rule like subject-verb agreement. But in English, it is one of important rules that should be mastered by students.

The next factor is intralingual transfer. Intralingual transfer is due to the new language or the second language that the learner learned. Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions.
under which rules apply (Richards, 2014:174-178). Here is the example of over-
generalization in the data, *It have many propaganda. The student failed to
comprehend the rule of target language, which is subject-verb agreement in this
example. The student generalizes the use of have to every subject. Another
example is here, *We should limits the use of internet... the student generalizes
suffix –s in the sentence. Moreover, there is modal should in the sentence.

*Besides it, English is the key to open the doors... In this example, the
error is caused by the ignorance of rule restrictions. It is related to the student
experience that the construction after word beside must be followed by object. In
this sentence, besides in the beginning of the sentence does not need any object.

*why (...) we need to study English? In the sentence, there is omission of
the auxiliary verb. It needs and auxiliary verb because the sentence in
interrogative form. Here is the example of incomplete application of rule. The
student failed to use the complete application of rule in making interrogative
sentence.

*...in Indonesia are uninappropriate to see. The word uninappropriate
incorrect because there is double marker in the sentence. In English, the prefix un-
or in- is used to add the meaning not. The student made this kind of error because
of the false concept hypothesized.

According to Brown (2000: 224-229), there are some other factors
related to the causes of errors, they are context of learning and communicative
strategy. The source of the data in this research is in the written form essay. That
is why context of learning and communicative strategy cannot be found in this
research because the writer focuses on the usage of English language in writing,
not the usage in context or discourse. So, it can be concluded that in this research
there are two factors as the sources of errors: interlingual transfer, and intralingual
transfer. Intralingual transfer here is classified into four: over-generalization,
ignorance of rule restrictions, incomplete application of rules, and false concept
hypothesized.

CONCLUSION
Based on the result of the research, the writer concluded that there are some errors made by the first students of English Education Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta in the academic year 2015/2016. The types of errors in writing analytical exposition text are based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. Addition and misformation errors have three subtypes each type. Addition errors have double markings, regularizations, and simple addition. While misformation errors have regularizations, archi-forms, and alternating forms.

The writer found 101 total errors of the students’ worksheet, consisting of 50 omission errors or 49.50% of total errors, 29 misformation errors or 28.71% of total errors, 18 addition errors or 17.82% of total errors, and 4 misordering errors or 3.96% of total errors. Misformation errors are classified into three subtypes of error: regularizations (3 errors or 2.97% of total errors), archi-forms (3 errors or 2.97% of total errors), and alternating forms (23 errors or 22.77% of total errors). Addition errors are also classified into three subtypes of error: double markings (2 errors or 1.98% of total errors), regularizations (4 errors or 3.96% of total errors), and simple addition (12 errors or 11.88% of total errors).

The writer concluded that the highest percentage of the type of errors is omission error, followed by misformation error, addition error, and the lowest error is misordering error.

The errors made by the first year students of English Education Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta in the academic year 2015/2016 were caused by some factors: (1) Interlingual transfer which is caused by the interference of their mother tongue; (2) Intralingual transfer which is a negative transfer within the target language (in this case is English).
BIBLIOGRAPHY


