ERROR ANALYSIS OF ENGLISH WRITTEN TEXT OF HIGHER-LEVEL ENGLISH FOREIGN LANGUAGE LEARNERS

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Abstract
The main purpose of this research is to analysis of errors based on surface strategy taxonomy on the students’ English written text. It aims at developing further analyzing of error analysis in second language learners. The approach of research is qualitative descriptive. The samples were taken from the written text made by 20 students in writing development skill class. The findings resulted in: the most common error occurred is omission 45.45%. The second place of frequent is mis-formation 21.81% as the score. The third is addition 19.09%. The fourth is error on mis-ordering 13.63%. The sources of errors of this research were mother-tongue influence. It was influenced by the native language which interferes with target language learning.

Keywords: Error analysis, Surface strategy, Taxonomy, Written text.
Introduction

English is an international language that is crucial to be learned. On the other words, English language is used by almost people around the world. It is used as official language in several countries and as second or foreign language among people in different country. Therefore, learning English is an essential that it must be learned by the language learners.

The English skills are listening, speaking, reading, and writing. Writing is an important skill which has to be learnt, due to it is used to communicate, people not only communicate in oral context but also in written context. According to Ramli (2013) writing is a way to express feelings, ideas, arguments, willingness and thoughts in the form of words in sentences. It means that people who learn English can express their feelings, ideas, arguments, willingness, and thoughts in written context as the result of their comprehension after read the text.

Writing skill is always as a part in English language learning syllabus. “When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them” (Harmer, 2008: 31).

Mousapour (2011: 299) said that writing must be related to the content, the language and grammatical rules. In order to avoid misunderstood, the students have to use correct sentences by creating a well written text and giving attention to the arrangement of words their composition to express their idea and to give the value of the writing to readers.

Learners need more time to write their written context as English language learner. Langan (2010:6) defines “In writing any idea that you advance must be supported with specific reasons or details”. Based on the statement, the process and result on writing must be procedural, systematical, clear, and easy to be understood by the reader. As stated by Hogue (2008: 3) academic writing requires certain skills. These skills include sentence structure (how to arrange words in a sentence), organization (how to arrange ideas in a paragraph) and grammar and punctuation.
Besides being challenged for students, the activity of writing is also a tough job for the teachers. They are demanded to devote a great deal of time and energy especially in giving feedback on students’ works. Adapted from Shih 1986 (cited in Brown, 2000),

Even though writing is crucial as elaborated above, it is still a matter in our education. A study conducted by Diharyono (1990:1) indicated that students known or had the ideas what they were going to write but they did not know how to put them into sentence. Based on pre research, it is found out that most of the students in IAIM NU Metro made o number of the grammatical error mostly occur the researcher found 124 (46.8%), In omission error, the second semester is the 49 (39.5%), In mis-formation error, the second semester is 45 (36.3%), In Addition error, the second semester is the highest one, 22 (17.7%), In mis-ordering error, the is the highest, 5 (7.7%).

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

Khan and Khan (2016: 232-233) define an error is the use of language item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. As said by Norrish in (Khan and Khan, 2016: 233) the error elaborately as a systematic deviation, when the learner has not learnt something and consistently get its wrong. Still, in Khan and Khan (2016:233), Cunning worth states that errors are systematic deviations from the norms of the language being learned. Also stated by Corder (in Khanom, 2014:40) that Errors are systematic, i.e., likely to occur recurrently and not recognized by learners. Based on elaboration, it can be resumed that error is the process of learning language that they cannot correct when they make errors. Learning error analysis provide an opportunity to us better insight into the process of learning. Hence, error is now considered as a very important tool for diagnostic in language teaching.
Erdogan (2005:263) emphasizes, “Error analysis deals with the learners’ performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language. In this research, the writer focuses on analyzing grammatical error in writing discussion text made by the second-year students. Discussion text is one of the texts that should be mastered by the students. To analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistake and error, because mistake and error are two different phenomena.

Moreover, Richard and Schmidt (in Al-Khasawneh, 2014: 89) say that language errors can be classified into two main parts: inter-lingual and intra-lingual errors. Inter-lingual errors can be detected as transfer errors caused by learners’ mother tongue merits such as lexical errors, grammatical errors, or pragmatic errors. Intra-lingual errors can be attributed to the ignorance of rule restrictions, imperfect implementation of rules, and false concepts assumed which all lead to overgeneralization. Still in AL-Khasawaneh (2014:89) Ellis states that overgeneralization errors are caused when learners provide irregular structures unlike the target language structures, whereas unawareness of rule restrictions is related to the rule implementation in improper contexts.

In Hasyim (2002: 47), Norrish classifies the causes of errors into three causes. The first is carelessness. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student’s fault if he loses interest, perhaps the materials and/or style of presentation do not suit him. The second cause of error is first language interference. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits, the old ones will interfere the new ones. It causes of error is called first language interference”. Then translation is as the third causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of errors.

Related to grammatical error, Shumaila Khan and Mohammed Riaz Khan (2016: 283) who analyzed error on English written by Saudi students of Jazan University classified the types of grammatical into the following: Verb Tense and Form, Subject-Verb Agreement, Word Order, Prepositions,
Articles, Auxiliaries, Spellings, Pronoun, Passive Voice, and Run-on Sentence. Brown suggests an error as noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learners. Errors are systematic which are characteristic of the learner’s linguistic system at a given stage of learning. The key point is that the learner is using a definite system of language at every point in his development, although it is not that of the second language. The learner’s errors are evidence of this system and are themselves systematic. Errors arise due to the imperfect competence in the target language. mistake refers to performance error that is either a random guess or a slip in that is failure to utilize a known system correctly (2007: 257-258).

James proposes that the learners’ erroneous version is different from the presumed target version. This highlights the ways surface structures are altered. The students may omit necessary items or add unnecessary one, they may mis-form the items or disorder them. Errors can be classified into four types: omission, addition, mis-formation and mis-ordering. Then, James adds blend error as the category of surface strategy taxonomy.

a) Omission
When a learner is leaving off necessary items that must emerge in a well-performed utterance, that learner is doing omission error11. As an example, we know that morpheme or words can be distinguished into two classes: content word (e.g., noun, verb, adjective, and adverb) and grammatical word such as noun and verb inflection (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, am, are, will, can, must etc.), preposition (in, on, at, etc.). language learners generally omit grammatical morpheme much more frequently than content word such as in John new student, He speak English well, and she eating dinner.

b) Addition
Addition errors, which are the contrary of omission, are characterized by the presence of items that should otherwise not appear in a well-performed utterance.12 Generally, it occurs in second language acquisition of the leaner. Regularizations, double markings, and simple addition are kind of addition error which have been examined in the speech of both first language and second language leaner.

c) Mis-formation
Mis-formation are the error that characterized by the use if the wrong from of a structure or morpheme.13 there are three type of mis-formation namely, regularization error (neglecting exception and dissemination rules to
domain where the learner don’t use the rules transformation of verb and countable or uncountable noun, for instance-fallen, rune, woman, phenomenon, criterions, etc.) arch-form (selection of one member of a class of form to represent other on the class,

d) Mis-ordering

Mis-ordering errors are characterized by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that already been acquired. For instance: He is all the time late all the time is mis-ordered.

Method

In this research, the researcher analyzes the English language learners’ errors in writing a descriptive text. A descriptive text is a text which says what a person or a thing is like. The aim of descriptive text is to describe and reveal a particular person, place, or thing. The researcher chooses descriptive text because many students do not understand well how to write this text correctly, especially the content of descriptive text, that is: identification and description.

By considering the elaboration above, the research about students’ errors in written descriptive text. The writer intends to identify what type of errors most frequently occur from learners. The researcher observed Error Analysis of Students’ Writing Descriptive Text Based on Surface Strategy Taxonomy. They had studied English writing especially writing descriptive texts on freshmen. In this research, the researcher analyzed the errors based on surface strategy taxonomy. The researcher described the errors by following surface strategy taxonomy for researcher concerned with identifying cognitive processes that underlie the learner’s reconstruction of the new language. Finished, it is key to know how many types of errors in writing to help them understand writing skill well.

Discussion

The aim of research is to identify, and to investigate the grammatical errors that frequently occur on student’s English written text. This research will be conducted in qualitative descriptive method. A qualitative research by Gay and Airasian (2000: 627) is the collection of extensive data on many variables over an extended period of time, in a naturalistic setting, in order to
gain insight not possible using other types of research. Descriptive research, according to Gay and Airasian (2000: 275) is a study to determine and describe the way things are. Therefore, this research study will concern on the data which taken from the essay test.

The participants of this research were 20 students at University of Darussalam Gontor on first term that took writing development skill mid examination. The essays they wrote, then, were collected. In analyzing data, there are five steps of error analysis (Corder, 1974 cited by Ellis and Barkhuizen, 2005: 57-67), as follow: 1) Collection of a sample of learner language, 2) Identification of errors, 3) Description of errors, 4) Explanation of errors, and 5) Error evaluation. The errors will be analyzed based on the grammatical errors proposed by Azar (2002). The data derived from students’ descriptive writings showed that there was different number of errors occurring their written. The percentage and total number of each type are figured as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Types of errors</th>
<th>Total errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>50</td>
<td>45.45 %</td>
</tr>
<tr>
<td>2.</td>
<td>Addition</td>
<td>21</td>
<td>19.09 %</td>
</tr>
<tr>
<td>3.</td>
<td>Mis-formation</td>
<td>24</td>
<td>21.81 %</td>
</tr>
<tr>
<td>4.</td>
<td>Mis-ordering</td>
<td>15</td>
<td>13.63 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>110</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Based on Table 1 above, it can be inferred that omission is the highest among the types, reaching 50 items of errors or (45.45%). On the other hand, the number of errors in addition amounts to 21 items of errors or (19.09%), the mis-formation is 24 items of errors or (21.81%), and Mis-ordering is only 15 items of errors or (13.63%). So, it can be inferred that based on surface strategy taxonomy, omission the most errors made by the students in writing descriptive texts. The researcher calculated the type of errors based on the percentage and classified the errors committed by students. Then, the types of errors are discussed here by considering the frequency and percentage of the errors based on surface strategy taxonomy.
The diagram shows that the total errors appeared in their descriptive text is 110 items, it can be inferred that the highest frequency of errors based on surface strategy taxonomy is omission 50 items of errors or 45.45%. Most students failed to complete the grammatical rules. They commit errors in terms of part of speech, such as then they missed to put linking verbs. The second place is mis-formation by accumulating 24 items of errors or 21.81%.

The third category of error is addition numbering of 21 items of errors or 19.09%. Almost similar to mis-formation, most students’ made errors in they forgot to add s/es after plural pronoun. Mis-ordering is the type of error with the lowest frequency, it only amounts 15 items of errors or 13.63%.

Based on the result of the research, the students’ errors in writing descriptive text can be classified into four types based on surface strategy taxonomy: omission, addition, mis-formation, and Mis-ordering. It can be inferred that the highest number of errors in writing descriptive is omission which consists of 50 errors or 45.45%, followed by misinformation which consists of 24 errors or 21.81%, then addition is 21 errors or 19.09% and the last is Mis-ordering which consists of 15 errors or 13.63%.

Based on the data in Chart 1, the highest students’ errors frequency is omission of verb which consist of 50 errors or 45.45% and the lowest frequency is Mis-ordering which consist of 15 errors or 13.63%. This result
is similar to the previous research on the error in the students writing done by Suhono (2016) which shows the highest frequency of students’ errors is omission 73.46% and the lowest is Mis-ordering 3.40%. Below is the table of the result based on the research by the writer and Suhono.

Table 2. Error Comparison based on writer’s research and Suhono’s.

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of errors</th>
<th>Researcher’s Percentage</th>
<th>Suhono’s Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>45.45%</td>
<td>46.8%</td>
</tr>
<tr>
<td>2.</td>
<td>Addition</td>
<td>19.09%</td>
<td>17.7%</td>
</tr>
<tr>
<td>3.</td>
<td>Misformation</td>
<td>21.81%</td>
<td>36.9%</td>
</tr>
<tr>
<td>4.</td>
<td>Mis-ordering</td>
<td>13.63%</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

In the table above, omission takes place at the highest level. Then, misinformation has placed the second level in both researches, but in the different percentage. In the current research the total number of misinformation is about 21.81%. The third is addition which consist 19.09%. the students committed addition because they failed to arrange the correct sentences. The lowest error based on Surface Strategy Taxonomy is Mis-ordering. The percentage of this type of error is only 13.63%. Takes for the sample, the sentence above “I will be teacher language Arabic”. The words teacher language Arabic in that sentence is incorrect, since it is wrong in ordered. This error is caused by the influence of first language Bahasa Indonesia. It is in line with the Ellis (2002:223-236) states that the second language learners may be confused to recognize the use the second language because of their first language’s influences.

In identifying error, the researcher must know why they make errors. As we know that the students begin learning a language from their mother tongue, Indonesian language (L1), the second language, Javanese Language (L2), and finally the foreign language, English (L3). Most of the students speak Indonesian at home. When they are at school, they speak Indonesia, Javanese, Arabic. They sometimes do difficulties in aspect grammar. Anyhow, it is their strategy to accomplish the target language they learn. Dulay, Burt and Krashen (1982) state that there are some major sources that cause the learner’s error, they are: inter lingual error, intra lingual error and context of learning. After the researcher analyzes the data, she finds two dominant sources of errors: intra lingual error and inter lingual error.
1. Interlingual Transfer

According to Richard (1974: 173), interlingual error is caused by the interference of the learner’s mother tongue, they usually transfer the system of their mother tongue into foreign language. It means that, language learners use the structure of first language in target language.

2. Intra-lingual Transfer

Intra-lingual transfer refers to items produced by the learner who does not reflect the structure of mother tongue but generalization of the target language. It is caused by negative transfer between the elements in the target language itself. If the learners have acquired the new system, more and more intra-lingual transfer is manifested. Negative intra-lingual transfer can be illustrated in these utterances.

From the table, the writer tells the order of types of errors which is the highest, the second, the third, and the lowest in percentage. Since the difference of those percentage in both researches do not reveal the one is better than the other. From the table, it can be inferred that both researches have the same order in four types of error. The highest or the first is omission. The misinformation is second place, while addition is the third place and Mis-ordering is the lowest place. It can be inferred that in both research the subjects still did many errors in writing, since they were still developing their learning.

Conclusion

The conclusions can be drawn as follows: In students’ writing, based on surface strategy taxonomy, the total errors committed by the students were 110 items of errors. Most learners committed all error types of surface strategy taxonomy. The percentage of the errors (ranked from the type of error that is mostly occurred) resulted from the students’ descriptive writing based on surface strategy taxonomy is omission consist of 50 or 45,45%, the second is misinformation that consists of 24 or 21,81%, then the third is addition consists of 21 errors or 19,09%, and the last is Mis-ordering of phrase that consists of 13 or 13,63%. It can be inferred the highest frequency of errors is omission which consist 50 errors or 45,45% and the lowest is Mis-ordering which consist 13 or 13,63%.

After analyzing the data, the errors consist of interlingual transfer. It is caused by mother language. It is considered as the major barrier of learning a
second language or foreign language. While Intralingual errors occurs during the learning process the learners have not really acquired the knowledge. It also dubbed as a developmental error. It was caused by the transition or transformation form one language to another.

References
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