

An Error Analysis In Writing Short Essay Made By The First Semester Students English Department Nommensen University

Rosdiana Rajagukguk

Pascasarjana UHN Prodi Magister Pendidikan Bahasa Inggris

Rosdianarajagukguk62@gmail.com

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Corresponding Author :

Rosdiana Rajagukguk
E-mail :
Rosdianarajagukguk62@gmail.com

Abstract

Writing is one of the learning topics taught at the Department of English Education at HKBP Nommensen University Medan. Meanwhile, based on the writer's experience the writer still made an error when writing an essay. The aims of this study are to find out the dominant types of error and the causes of the error. This study used qualitative descriptive as a case study. the population of this study was the 1st semester students English Department of Nommensen University from groups A and B consist of 15 students. The data was collected from the students' tests and interviews. According to the result, there were four types of errors by using the appropriate tenses in writing a short essay made by the first semester students, those were (1). Omission (17.2%), (2). In Addition (10%), (3). Misformation (69.1%), and (4) Misordering (3.7%), the dominant types of error by using the appropriate tenses in writing a short essay made by the first semester students English Department Nommensen University on their short essay was Misformation (69.1%). The cause of the error by using the appropriate tenses in writing short essays was an Interlingual and Intralingual Transfer. this study indicates that there are still errors in writing short essays, which dominate by misformation errors or errors in word structure, which occurs because of interlingual and intralingual transfers or errors in the intended target language.

Abstrak

Menulis merupakan salah satu topik pembelajaran yang diajarkan di Jurusan Pendidikan Bahasa Inggris HKBP Nommensen University Medan. Sementara itu, berdasarkan pengalaman penulis, penulis masih melakukan kesalahan saat menulis esai. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan yang dominan dan penyebab kesalahan tersebut. Penelitian ini menggunakan deskriptif kualitatif sebagai studi kasus. populasi penelitian ini adalah mahasiswa semester I Jurusan Bahasa Inggris Jurusan Bahasa Inggris Nommensen University dari kelompok A dan B yang terdiri dari 15 mahasiswa. Data dikumpulkan dari tes dan wawancara siswa. Menurut hasil, terdapat empat jenis kesalahan dengan menggunakan tenses yang sesuai dalam penulisan esai singkat yang dibuat oleh mahasiswa semester pertama, yaitu (1). Kelalaian (17,2%), (2). Selain itu (10%), (3). Misformasi (69,1%), dan (4) Misordering (3,7%), jenis kesalahan yang dominan dengan menggunakan tenses yang sesuai dalam penulisan short essay yang dibuat oleh mahasiswa semester I Jurusan Bahasa Inggris Nommensen University pada short essay mereka adalah Misformation (69,1%). Penyebab kesalahan dengan menggunakan tenses yang sesuai dalam penulisan esai pendek adalah Transfer Interlingual dan Intralingual. Dapat menyimpulkan bahwa, penelitian ini mengindikasikan masih terdapat kesalahan dalam penulisan esai pendek, yang didominasi oleh kesalahan

formasi atau kesalahan dalam struktur kata, yang terjadi karena transfer interlingual dan intralingual atau kesalahan dalam bahasa target yang dituju.

PENDAHULUAN

Language is the quintessence of distributed cognition. The function of language itself is a tool to communicate among others, as an intermediary tool to express an assumption, feeling, perspective, or an idea. Language also has an essential role in learning a norm or rule in a culture. Based on (Alakrash et al., 2021:548), language has a dual nature: language is both a medium of communication and a cultural carrier. Usually, language is considered a medium for thinking and a tool to intermediary a thought from one person to another. Some people have argued that language is a key for all of us to have society because of language in general and writing, in particular, are social actions.

The entire world has become a global village in which people speak a common language during the globalization era, i.e., English as an international language; as a result. English is now widely recognized as a global language (Silalahi, 2016:788). Meanwhile, Jenkins (in Rao, 2019:66) assumed English in another phrase, "English also called an international language." English is used to communicate worldwide, and because of this, English has received the status of an international language. English is spoken as an official or semi-official language in more than 60 countries worldwide. English as a common language and global language is usually used in scientific studies, movies, culture, technology, business, travel, Etc. According to (Rao 2019:66), the language is generally used in science, business, organizations, the internet, higher education or the tourism sector. English has a more dominant role in almost all fields in this world. According to Silalahi (2016:788), from the Independence Proclamation of Indonesia on 17th August 1945, Indonesia has been maintaining a relationship with the West firstly by joining United Nations. That was the first way how can English came to Indonesia. The teaching of English in Indonesia has begun since the Independence Proclamation of Indonesia until now. Related government policies education stated that English is compulsory from middle school to high school. In fact, at the higher education level, all study programs are required to provide English courses, even if the study program has non-English educational disciplines.

Today many people in Indonesia want to learn about English, and they study English for specific purposes like economics, politic, science, technology, Etc. For Indonesians, understanding English is not easy in terms of vocabulary mastery, pronunciation, and sentence structure (Alrajafi, 2021:3-4). Like foreign language learners, we will always make some mistakes and errors in learning English. Richard and Schmidt (Febriyanti & Sundari, 2016:72), lexical, grammatical, or pragmatic errors in the mother tongue's transfer are the most common source of inter-lingual language. In intra-lingual language, an error is frequently made by someone unaware of the rules' limitations and their incorrect application.

English has four skills; listening and reading are considered passive skills, but speaking and writing are considered active abilities. In this study, the writer focuses on writing skills. Febriyanti & Sundari (2016:71) assumed that for students in Indonesia who learn about language, one of the four skills that are the most difficult is writing. Writing is characterized as a complex process that includes planning, creating, editing, and publishing printed or digital content and entails a variety of talents and functions. Writing is one of the intermediaries to convey an idea, thought, or fact using simple language and is easy-to-understand (Durga & Rao, 2018:2). Writing is a difficult skill for many learners, even in Hadfield's mother language (Apandi Kusriandi, 2016:77). Writing skills is not always easy to do as well as all people think. In writing, language learners will feel some difficulties, error, and it has come from internal or external factors, like lack of

motivation, laziness, or lack of information when you want to start writing. According to Corder (Febriyanti & Sundari, 2016:72), a mistake is a discrepancy caused by a factor (lack of memory, emotional tension, fatigue, carelessness, etc.). It's usually mistakenly random and easily corrected by the students when pointed out.

An essay is a type of writing. An essay consists of several paragraphs. An essay is written about a topic, like a paragraph in Oshima and Hogue (Apandi & Kusriandi, 2016:78). An essay has three main parts; the first part is the topic sentence, the second part is the essay's body, and the last part is the concluding sentence. A short essay is another form of essay in general. Short essays don't have differences from an essay in general. In other words, short essays are more focused on delivering a message to readers in a shorter time. Currently, this time, the need for short essays is increasing. It's happened because most applications like jobs, scholarships, etc., require someone to provide a brief explanation.

The writer conducted fields experience program at Senior High School HKBP Sidorame Medan. The study discovered that students struggle to acquire English, mainly writing. It was found when the writer gave students assignments including a narrative text and identified faults in the form of flaws in the technique for creating narrative text, tenses employed, or grammar errors. Even after the writer allowed the students to fix the mistake, the students still made the same mistake, which can be called error; this occurred due to the students' lack of understanding of the proper technique for composing narrative text

On the other hand, writing skills are one of the learning topics taught at the Department of English Education at HKBP Nommensen University Medan. This skill is conveyed to English students starting with the first semester and ending with the fourth semester. It's hoped that students will not experience difficulties in writing. Meanwhile, the writer repeatedly made the same error based on the writer's experience in the second semester. The error is found in tenses, especially when writing a narrative essay in the simple past tense. In this study, the population taken by the writer is the first semester students who will become a teacher who must have good skills in all English skills. So, it is essential to analyze errors in writing short essays. According to Apandi & Kusriandi (2016:78), a short essay is a tool to introduce an essay to students after knowing about a paragraph.

METODE PENELITIAN

Research Design

In this study, the writer used qualitative research as a research design because the study's results knew the dominant types of errors in writing a short essay by using the appropriate tenses committed by students and the causes of errors in the shorts essay. According to Sugiyono (2016: 8), the qualitative method was a research method for obtaining. In the qualitative method, the main instrument was the writer, the data gathering techniques were mixed, and the data analysis was inductive. The data in this study used Dulay et al. in surface strategy taxonomy to evaluate and interpret the data. The student can omit crucial elements; add less important ones, misform objects and misordering items.

The Subject of the Study

The subject of this study came from Nommensen HKBP University's English Department. The participants in this study were from Nommensen HKBP University's first semester English Department. The writer

used random sampling in this study, consisting of 68 students from groups A and B. The writer examined only 15 students, groups A and B, in this study.

The Source of Data

The writer of this study looked at the most common errors students made while writing short essays. The data of this study took from the students' writing and the results of student interviews. The writer analyzed the results of students' writing and interview made by the first semester English Department HKBP Nommensen University to determine what dominant errors occurred and the causes.

Instrument of Collecting Data

The study instrument was a tool that served to measure the natural and social phenomena that were observed, where all of the phenomena are called research variable (Sugiyono, 2016:222). As a result, the writer employed exams and interviews to obtain data for this study.

Technique of Collecting Data

To collect the data, the writer applied some procedures, which are:

1. The writer asked the permission of students to be the sample of this study.
2. The writer took 15 students of the English Department to consist of groups A and B.
3. The writer explained to the students as the sample by using zoom about the topic and the example about short essay and what will they do.
4. The writers gave the writing short essay test in zoom.
5. The writers collected the data from the sample and analyzed it.
6. After the writers analyzed the dominant error made by students in writing short text, the writer interviewed some students about the causes that students make.

HASIL DAN PEMBAHASAN

The results of errors contained in student writing can be seen in the table below:

Table 1 Kinds of Errors

NO.	Kinds of Errors	Number of
1	Error of Omission	14
2	Error of Addition	8
3	Error of Misformation	56
4	Error of Misordering	3
	Total	81

Based on the table 4.1, it can be explained that 81 different errors in students' writing when they wrote a short essay. There are four types of errors found in this case: 14 error words in an Omission, 8 error

words in Addition, 56 error words in a Misformation, and the last 3 error words in the Misordering, which is found in students' writing while writing a short essay

Table 2 Percentage of Students' Error

NO	Kinds of Errors	Percentage
1	Error of Omission	17,2%
2	Error of Addition	10%
3	Error of Misformation	69,1%
4	Error of Misordering	3,7%
Total		100%

Based on the Table 4.2, it can be described the percentage of students' errors as follows.

From the table previously, it can be known that students make four types of errors while writing short essays; Omission, Addition, and Misformation. It receives 17.2% in an Omission, 10% in an Addition, 69.1% in Misformation and 3.7% in Misordering.

Data Analysis of Interview

After analyzing students' errors in writing short essays, the writer interviewed 8 of the 15 students individually. This interview aims to learn the actual causes of their writing errors. Their responses are virtually identical in terms of reasons. The following is a description of the outcome of the student interview, it can be seen below:

After the writer analyzed and classified the errors committed by the students, the writer interviewed them, according to the results obtained during the interview; the intralingual and interlingual transfer are the reasons for students' errors while writing a short essay. Through interviews with 8 of 15 students, it was discovered that they made these errors when writing a short essay. Intralingual transfer refers to a departure from the target language. It occurs when the learner is unfamiliar with the right form of the target language or the language being studied can be seen below:

Mistake : We *are agree* with *bad idea* Yohannes.

Error : We *are agree* with Yohannes bad idea.

Right Form : We *were agreeing* with Yohannes bad idea.

According to the student's writing above, it can be seen that the student uses the wrong auxiliary form, which is where the error occurs in the target language.

The interlingual transfer is the cause of errors from the learner's mother tongue when the learner transfers word or sentences from the mother tongue to the target language can be seen below: (see table data analysis, student initial WD)

Mistake: *Taste the food...*

Error: *Taste the food...*

Right Form: *The food taste...* According to the student's writing, it can be seen that the student wrote the word in the wrong order or sentence form. In this case students want to say "Rasa makanan", which if translated into English becomes "The food taste". If the student writes "Taste the food" as stated in the text, it will have another meaning, namely "Mencicipin makanan", where the error in this case is an error that comes from the transfer of the learner's mother tongue to the target language.

4. Discussion

Febriyanti & Sundari (2016:71) assumed that for students in Indonesia who learn about language, one of the four skills that are the most difficult is writing. Writing is a difficult skill for many learners, even in Hadfield's mother language (Apandi & Kusriandi, 2016:77). It can be concluded that writing abilities are not always as easy to master as many people believe. When it comes to writing, language learners will encounter challenges and errors caused by internal or external reasons such as a lack of desire, laziness, or a lack of knowledge.

The experts' responses it is relevant to the findings of this study. In this part, the results of the study that have been carried out relating to the answer to the problem statement discuss the sorts of errors committed by first semester English Department Nommensen University students and the causes of such errors. In this study, the writer found out that the dominant types of error based on Dulay by using the surface strategy taxonomy (Omission, Addition, Misformation, Misordering), while writing a short essay came from Misformation (69.1%) and the causes of error while writing a short essay came from Interlingual and Intralingual transfer.

Misformation happens when the students employ a morpheme or structure incorrectly in a sentence. In this situation, students made 81 errors misformation when writing a short essay. This error comes from utilizing present tense for past tense sentences, employing the incorrect form, using the regular and irregular verb, the wrong placement of noun phrase, and error in sentence patterns.

Interlingual and Intralingual transfer are the important problems in learning a second language, wherein intralingual transfer can note as a source of errors that arise from deficiencies in the rules of the target language. Meanwhile, interlingual transfer is a source of errors that arise from the transfer of the target language's maternal tongue.

From the explanation above, the results obtained from this study can be helpful for teachers, especially when teaching about short essays or essays. Where teachers can focus more on the proper structure in a text, and the use of correct grammar, especially in short essays.

KESIMPULAN

Based on the data analysis some conclusions can be described as follow.

1. When the students write short essays by using the appropriate tenses, they commonly make four sorts of errors; Error of Omission, Error of Addition, Error of Misformation, and Error of Misordering. Where there are as many as 14 errors (17.2%) in the error of omission, 8 errors (10%) in the error of addition, 56 errors (69.1%) in the error of misformation, and 3 errors (3.7%) in the error of misordering. The error of misformation has become the most common error when writing short essays with 69.1%.
2. Based on the findings of student interviews, it has been determined that the cause of errors committed by students while writing short essays is Intralingual and Interlingual transfer, which occurs as a consequence of the rules in the target language and in transfer from mother tongue.

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