STUDENTS' ERROR ANALYSIS IN WRITING ENGLISH COMPOSITION OF "MY SELF DESCRIPTION"

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ABSTRAK

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Dalam penelitian ini, peneliti mengungkapkan kesimpulan secara menyeluruh melalui pengumpulan data. Objek penelitian adalah hasil karangan 24 mahasiswa AAS Surakarta pada tahun akademik 2017/2018. Dalam mengumpulkan data, penulis menggunakan metode dokumentasi. Dalam menganalisis kesalahan, ada beberapa langkah, yaitu identifikasi kesalahan, klasifikasi kesalahan, deskripsi kesalahan, menjelaskan kesalahan lalu tabulasi data. Data akhirnya ditabulasi untuk mengetahui frekuensi kesalahan yang dilakukan oleh mahasiswa. Dari hasil penelitian, menunjukkan bahwa ada beberapa kesalahan yang ditemukan pada hasil karangan mahasiswa dalam aspek tata bahasa, ejaan, dan tanda baca. Dalam tata bahasa, ada 72 data atau 47,37% yang terdiri dari beberapa kesalahan kelas kata, misalnya pada kata sandang (29 data atau 40,28%), kata kerja (22 data atau 30,55%), kata depan (10 data atau 13,89%), kata benda (9 data atau 12,5%) dan kata ganti (2 data atau 2,78%). Dalam pengejaan, ada 50 data atau 32,89%, sedangkan dalam tanda baca ada 30 data atau 19,74%. Sedangkan kesalahan paling dominan ditemukan pada hasil karangan mahasiswa adalah pada aspek tata bahasa terutama pada aspek kata sandang.

Kata kunci: *Kesalahan, Menulis, Tata Bahasa, Ejaan, Tanda Baca*

1. INTRODUCTION

In English, writing is a productive skill or can be said it has the nature of producing. Nunan (2003: 88) states that writing as the mental work in inventing any ideas, thinking about how to express them, and then organizing them into statements and paragraphs clearer to the readers. Therefore, it shows the purpose of writing is that the writing made can be read and understood by other people who have the same understanding of the certain language used. Then, writing skills is a way of communicating, because in that sense there appears an impression of sending and receiving meanings or messages.

In writing, it is necessary to have ideas and expressions of ideas that are continuous and logical by using certain vocabulary, spelling, punctuation, and grammar or language rules used, so they can describe or present information that is expressed most clearly. That is why writing skills require continuous practice. Teaching writing skills can provide benefits to train and encourage the students to express themselves freely in writing. Teaching writing is a productive skill that requires the ability of the students to express ideas, ideas, messages, feelings, and imagination and use the right language. In teaching and learning activities, teacher lets the students to express their experiences, ideas, and opinions systematically and creatively in written form.

Writing is one of the competency standards in lessons or English courses in schools/ colleges. In practice, students may often complain that writing tasks are very difficult. Writing skills are one of the most important academic skills for students (Dalsky and Tajino, 2007). Lectures' assignments, in general, are in writing forms such as writing essays, research papers, letters, reports, and papers. Writing it turned out to be a problem for the students. In fact, mastery of the material is the basic goal of the teaching and learning process. Mastery of material is also often used as a primary consideration to measure the success or failure of the effectiveness of teacher/lecturer.

Writing ability is an important thing that must be mastered by the students. By writing, students can improve their quality in college. The process of making quality students can be initiated by fostering and developing the ability to write sentences, essays, or paragraphs in English. In writing English, Lee (2013) says that these difficulties are mainly experienced by students of English as a second language (ESL) as well as English for Foreign Languages (EFL). As EFL students, Indonesian students certainly face these difficulties such as errors in writing English. In fact, in a class with the students who have different levels of English proficiency, it will cause its own difficulties to measure whether students are at the same intensity in their understanding.

Blumner (2008: 21) explains that a lack of writing is in the language and writing techniques. Beginner writers perhaps experience some difficulties such as errors in a language which include problems of attractiveness, suitability, spelling, punctuation, choice of words, completeness, demanding, sentence effectiveness, and paragraph cohesiveness.

Richard et al., (2002: 184) defines an error is the use of a word, speech act or grammatical items which it seems imperfect and significant of an incomplete learning. Errors can arise because the students perhaps do not know the rules of the target language that they learned. While error analysis provides information about the students' error which in turn helps the teachers to give feedback even correct the students' errors. It also improves the effectiveness of their teaching. It is to give feedback about the students' types, sources of errors of the students, so that the teacher gets the betterment quality of English in her/his teaching and learning process.

According to Harmer (2001: 79) the most important reason for teaching writing that is a basic language skill. The students need to know about writing's special conventions (punctuation, paragraph construction, etc.) that part of the teacher job to give them a skill. Therefore, English writing skill is really needed and must be improved for EFL learners to know their potential academic competence especially in writing skill. In writing activity, the students/learners must master several things in writing such as grammar, punctuation, and spelling.

Spelling, grammar, and punctuation are important in writing. MacMillan (2017) states that grammar explains the forms and structure of words (morphology) and how they are arranged in sentences (syntax). In other words, grammar provides the rules for the common use of both spoken and written language. A grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units (Coghill, 2003). Therefore, grammar set the arrangement of sentences, phrases, and words in a certain language. Punctuation is a form of a symbol that is useful for making the sentence arrangement to be regular and to give pressure or tone or intonation to a sentence. It helps convey the precise meaning of a sentence and in fact, can even change the meaning. Punctuation has symbols has various forms. Each form has its own function. While spelling is the choice and arrangement of letters that form words. Writing English with correct grammar, punctuation, and spelling are key in written communication.

In writing, the purposes are various, such as to tell or retell pieces of information in the form of narratives, descriptions, or to convert information into new texts, such as expository or argumentative writing. Nordquist (2018) states that in English grammar, a simple present tense is a form of the verb that refers to an action or event that is ongoing or that regularly takes place in the present time. In English grammar, there are seven accepted functions of the usage of the simple present form of verbs, they are to express permanent states, general truths, habitual actions, live commentary, performative actions, past time or historic present, and future time. Simple present tense perhaps is the easiest and most important tense to learn in English, and it is usually the first step of everyone's English language learning journey (Lingq, 2019). One topic in the simple present tense is descriptive text. Beare (2019) defines that learning to write personal descriptions is important to provide information about ourself or others.

There is a previous research related to this research. A research is written by Fitria (2018) entitled "Error Analysis Found in Students' Writing Composition of Simple Future Tense". The research shows that the students' error in writing composition of simple future tense consists of three aspects of writing, they are grammar, punctuation and spelling. In grammar, there are errors in some points of class word like in noun (21 data or 36, 84%), determiner/article (2 data or 3, 51%), pronoun (1 data or 1, 75%), preposition (15 data or 26, 32%) and verb (18 data or 31, 58%), then the most dominant error in grammar aspect is noun. Second, in punctuation (16 data or 17, 20%). Third, in spelling (20 data or 21, 51%). Based on the "frequency of each aspect of error writing shows that the most dominant error made in the students' writing composition is in grammar as 57 data or 61, 29 %.

Based on the explanation above, the researcher is interested to conduct the research entitled "Students' Error Analysis in Writing English Composition of "My Self-Description". In this research has objective to find out the kind of errors written by the students and to determine the most dominant kind of error written by the students of STIE AAS Surakarta in academic year 2017/2018.

2. RESEARCH METHOD

This research uses a descriptive qualitative approach. In this study, researchers revealed the conclusion thoroughly through data collection. According to Moleong (2011: 6), qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research, such as behavior, perception, motivation, action and by way of description in the form of words and language, in a special natural context and by utilizing some various natural methods. Related to descriptive research, the research is without making comparison or connecting with other variables (Sugiyono, 2012: 13).

The object of the research is the students' writing composition which taken from 24 students of STIE AAS Surakarta in academic year 2017/2018. The students' writing composition means the result of the student's composition in writing simple present tense, especially in the topic "My Self-Description".

In collecting the data, the writer uses the documentation method in this research. The documentation method relates to all of the documents which can be a textbook, newspaper, letter, piece of paper, e-mail, note, etc. In this study, the writer analyzes the students' writing in the descriptive text as the data. Furthermore, the writer analyzes the document to find the errors written by the students in their descriptive text.

The are some steps in analyzing the errors, they are the identification of error, classification of error, description of the error, explanation the error then tabulation (Ellis (1994: 57). Then, the data are tabulated to know the frequency of errors that are made by the students. The description is as follows:

a. Identification of errors. The researcher identifies the students' errors in their writing of recount text includes the using of a proper noun, descriptive words, simple past tense, and the time connective.

b. Classification of error. The researcher classifies the errors into some categories. Besides, describing error is to identify the differences of disordering of word between students' writing and the reconstructed of the target language.

c. Explanation of errors. The researcher explains the source or the kind of error written by the students. The researcher tries to figure out the kind error by predicting it.

d. Tabulation of errors. The researcher draws the errors into a table based on the classification of errors to tabulate the number of errors written by the students, then the researcher determines the most dominant errors in the students' writing composition.

Data analysis from the results of the assessment of students' writing composition by using descriptive statistical analysis techniques by looking for averages (mean). Sutrisno (2000) states that to find an average can use the following formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:
P: Percentage/average value
F: Frequency of writing errors/number of the student scores
N: Total number of language errors/number of the students

From the formula above, the researcher makes a decision from the results of descriptive analysis about what kind of errors that consist of three aspects like grammar, punctuation, and spelling, then determine the most dominant error found in the students' writing English composition.

3. FINDINGS AND DISCUSSION

3.1 Findings

The findings of this research are to find out the kind of error analysis found in students' writing composition and to find out the most dominant kind of error analysis found in students' writing composition of descriptive text. These writing errors are then classified into 3 aspects mistakes in writing, they are grammar, punctuation, and spelling. In the students' writing composition, there are some errors in grammar, punctuation, and spelling as follows:

3.1.1 Grammar (Grammar)

Grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning (Swan, 2005). In English, grammar consists of 8 parts (part of speech) for example Noun, Verb, Adjective, Adverb Pronoun, Preposition, Conjunction, and Interjections. In writing English composition, there are some errors in the aspect of grammar written by the students especially in determiner/article, noun, verb, preposition and pronoun, as follow:

In the example of paragraph 2:
Wrong   :   I play Badminton 2 times a **weeks**.
Correct   :   I play Badminton 2 times a **week**.

In the example of paragraph 2:
Wrong   :   I have two **cat** in my home.
Correct   :   I have two **cats** in my home.

In the example above shows that there are some errors in the aspect of grammar. In paragraph 2 above shows there is an error in part of speech noun. The indefinite article "a" may not be required with the plural noun "weeks" in this sentence. It is considered to remove the article, or changing the noun to the singular. It must be written "week". While in the next sentence, the singular noun "cat" follows a number other than "one". It is considered to change the noun to the plural noun. It must be written "cats".

In the example of paragraph 10:
Wrong   :   I graduate **of** high school one of Jatisrono.
Correct   :   I graduate **from** high school one of Jatisrono.

In the example of paragraph 18:
Wrong   : I have a hobby my hobby is listening music.
Correct   : I have a hobby my hobby is listening **to** music.

In the example of paragraph 21:
Wrong   :   I work **for** pay my college.
Correct   :   I work **to** pay my college.

In the example above shows that there are some errors in the aspect of grammar. In paragraph 1 above shows, there is an error in part of speech preposition. In paragraph 10 appears that the preposition "of" may be incorrect in the context of this sentence. It is considered to change preposition "from". In paragraph 18 above appears that there is missing preposition after the word "listening". It is considered to add the preposition "to". It should be written "listening to". While in paragraph 21 above appears that the preposition "for" may be incorrect in the context of this sentence. It is considered to change preposition "to".

In the example of paragraph 10:
Wrong   : I am the first of two childern. I have young sister
Correct   : I am the first of two childern. I have **a** young sister

In the example of paragraph 18:
Wrong   :   …i'm really like watching drama korea.
Correct   :   … i'm really like watching **a/the** drama korea.

In the example of paragraph 20:
Wrong   : "Fadhilah" is first or foremost, because I am first child.
Correct   :   "Fadhilah" is first or foremost, because I am **the** first child.

In the example above shows that there are some errors in the aspect of grammar. In paragraph 1 above shows, there is an error in part of speech article. In paragraph 10 above appears that an article is missing before the phrase "young sister". It is considered to add the article "a". In the example paragraph 18 appears that an article is missing before the phrase "drama". It is considered to add the article "a" or "the". While in paragraph 20 above appears that an article is missing before the word "first" It is considered to add the article "the". It should be written "the first".

In the example of paragraph 12:
Wrong   :   After **graduate** from elementary school,…
Correct   : After **graduating** from elementary school,…

In the example of paragraph 15:
Wrong   :   I like sleep, play with my cousin's child and meet up with my friend.
Correct   : I like **to** sleep, play with my cousin's child and meet up with my friend.

In the example of paragraph 16:
Wrong   : My favorite Jazz musicians **is** Raisa Andriana, Indra L and Eva Celia.

Correct   :   My favorite Jazz musicians **are** Raisa Andriana, Indra L and Eva Celia.

In the example of paragraph 22:
Wrong   :   My characteristics **is** black hair, high, handsome, thin, atc.
Correct   :   My characteristics **are** black hair, high, handsome, thin, atc.

In the example above shows that there are some errors in the aspect of grammar. In paragraph 1 above shows, there is error in part of speech verb. In the example of paragraph 12 shows that the verb "graduate" may be in the wrong form after the subordinating conjunction "after". It is considered to change it in the gerund form (V-*ing*). It must be written, "graduating". In the example of paragraph 15 appears that the verb "sleep" should be in the *to*-infinitive form. It is considered to add the word "to" to be "to sleep". While in paragraph 16 and 22 above show that the singular verb "is" does not appear to agree with the plural subject "musicians" and 'characteristics". It is considered to change the verb form (especially to be) for the subject-agreement. It should be written 'are". Therefore, it should be written "musicians are" and "characteristics are".

In the example of paragraph 16:
Wrong   :   **Me** and my brother have the same hobby of playing music especially guitar.
Correct   :   **I** and my brother have the same hobby of playing music especially guitar.

In the example of paragraph 18:
Wrong   :   …she is so beautiful and can make me really love **she.**
Correct   :   … she is so beautiful and can make me really love **her.**

In the example above shows that there is an error in the aspect of grammar especially in a pronoun. In the example paragraph 16 appears that using inappropriate the object pronoun "Me" in a subjective position. It is considered to change it into subject pronoun "I" in this sentence. While, in the example paragraph 18 appears that the pronoun 'she" is in the wrong form in the context of this sentence because it is a subject pronoun. It is considered to change the pronoun into "her" as an object pronoun.

3.1.2 Spelling

Spelling is the spelling or rules of how to describe sounds (words, phrases, and sentences, etc.) in written form and the use of punctuation. Spelling is also related to the arrangement and completeness of letters forming words/phrases correctly. Spelling is related to the arrangement and completeness of the letters forming the word/phrase correctly. In writing English essays, there are a number of errors in spelling, for example:

In the example of paragraph 2:
Wrong   :   My **hoby** is Playing Badminton.
Correct   :   My **hobby** is Playing Badminton.

In the example of paragraph 5:
Wrong   :   But it's just a distraction and not **everyday** as an additional allowance.
Correct   :   But it's just a distraction and not **every day** as an additional allowance.

In the example of paragraph 8:
Wrong   :   I am new a student at the university **collage**…
Correct   :   I am new a student at the university **college**…

In the example of paragraph 13:
Wrong   :   From **child hood** I like English.
Correct   :   From **childhood** I like English.

In the example above shows that there is an error in the aspect of grammar especially in spelling. In paragraph 2 shows that the word "hoby" is not in the dictionary, perhaps the spelling is incorrect or

miswriting. It is considered to change the other word to prevent future alerts. It should be written into "hobby". In paragraph 8 above shows that the word "collage" does not seem to fit in this context of the sentence. It is considered to replace it with a different and appropriate word. It should be written "college". In paragraph 5 and 13 above shows that the word "everyday" and "child hood" may be used incorrectly. It is considered to determine the appropriate usage for this context. The word "everyday" should be added a space between the word "every" and "day" or must be written "every day", and the word "child hood" should be deleted a space between "child" and "hood" or must be written "childhood".

3.3.3 Punctuation

Punctuation is most commonly used includes: period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis. In writing English composition, there are several errors in the aspect of punctuation written by the students, as follow:

In the example of paragraph 3:
Wrong   :   Hello my name is Apriska.
Correct   :   Hello**,** my name is Apriska.

In the example of paragraph 6:
Wrong   :   In this last paragraph I will tell you about my dreams and hopes.
Correct   :   In this last paragraph**,** I will tell you about my dreams and hopes.

In the example of paragraph 10:
Wrong   :   She is fourth grade elementary school.
Correct   :   She is fourth-grade elementary school.

In the example above shows that there are some errors in the aspect of punctuation. In paragraph 3 appears that there is missing a punctuation mark after the interjection "Hello". It is considered to add a comma after it. In paragraph 6 above appears that there is missing a comma after the introductory phrase "In this last paragraph". It is considered adding a comma after it. It should be "In this last paragraph,…". While in the example paragraph 10 appears that "fourth grade" is missing hyphen. It is considered to add the hyphen. It should be written "fourth-grade".

3.2 Discussion

Error analysis shows that contrastive analysis fails to predict most learner errors, even though important aspects have been linked to the study of language transfer. The key finding of error analysis is that many learner mistakes are produced by learners by making false inferences about the rules of the new language being studied. In addition, error analysis distinguishes systematic "errors" and non-systematic "mistakes". Errors arise because learners do not / do not know the rules of the target language, while mistakes occur because the learners actually already know the rules, but there are slips of mind or tongue slips when showing communicative performance.

This research is to find out the kind of error analysis found in the students' writing composition in the aspect of grammar, punctuation, and spelling and to find out the most dominant kind of error analysis found in students' writing composition of entitled "My Self-Description". Below the table of the result of students' writing composition, as follows:

Table 1. Frequency of Error in Students' Writing Composition

ASPECT	ERROR					SPELLING	PUNCTUATION
	GRAMMAR						
	Determiner /Article	Verb	Preposition	Noun	Pronoun		
	29	22	10	9	2		

	40.28 %	30.55 %	13.89 %	12.5 %	2.78 %	50	30
TOTAL	72						
%	**47.37 %**					**32.89 %**	**19.74 %**

From the table above, it shows that the students' error in writing composition of simple present tense consists of three aspects of writing, they are in grammar, punctuation, and spelling. In the aspect of grammar, there are 72 data or 47.37 %, which consist of some errors in class words (part of speech) such as in determiner/article (29 data or 40.28 %), verb (22 data or 30.55 %), preposition (10 data or 13.89 %), noun (9 data or 12.5 %) and pronoun (2 data or 2.78 %). In spelling, there are 50 data or 32.89 %, while in punctuation there are 30 data or 19.74 %. Each description of the students' writing composition as below:

First, in the grammar aspect. Grammar aspect is the highest rank of the error analysis type found in students' writing composition. In this research, there are some errors in class words (part of speech) such as in the verb, determiner/article, preposition, noun, and pronoun. In verb, the students have many errors in writing, 1) Subject-Verb Agreement. the singular verb "is" does not appear to agree with the plural subject "musicians" and 'characteristics". It is considered to change the verb form (especially to be) for the subject-agreement. It should be written 'are". 2) Gerund form. Some verbs usually are written in gerund form Verb-ing. For example, the verb "graduate" may be in the wrong form after the subordinating conjunction "after". It is considered to change it in the gerund form (V-ing). It must be written, "graduating". 3) To-infinitive. For example, the verb "sleep" should be in the to-infinitive form. It is considered to add the word "to" to be "to sleep".

Second, in punctuation aspect. Punctuation is the set of marks/signs which used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clauses (Nordquist, 2019). Punctuation aspect is the second rank of the error analysis type found in students' writing composition. In this research, there are some errors in writing, 1) Punctuation mark. For example, some words/phrases are missing a punctuation mark after the interjection "Hello". 2) Comma. Using a proper comma makes the meaning of sentences clear by grouping and separating words, phrases, and clauses. Besides that, in some examples shows that there are many missing a comma after the introductory phrase In this paragraph, After that, etc. Then, it is should be added by a comma after it. 3) Hyphen. There are some words/phrases are missing hyphen, such as in "fourth-grade", etc.

Third, in the spelling aspect. Spelling aspect is the third rank of the error analysis type found in students' writing composition. In this research, there are some errors in writing certain words appropriately. 1) Miswriting words or incorrect spelling words, therefore some words do not seem to fit in the context of the sentence. It should be replaced by the appropriate word (correct diction). The word "hoby" and "collage" is not in the dictionary. Miswriting of the certain words, some words also are considered to change the appropriate usage in the context such as the words everyday, chilhood, part-time, etc should be added a space between the middle of a word.

4. CONCLUSION

The error refers to student mistakes in terms of understanding. So, the error that appears here is not because students experience technical factors such as 'slip of the tongue 'but the errors that appear here are the errors that illustrate that students have not recognized, known, and understood the pattern of the language used. While error analysis is a study and analysis carried out by learning a foreign language or a second language. There are some errors found in the students writing composition in the aspect of grammar, spelling, and punctuation. From the result of the study shows that the students' error in writing composition of simple present tense consists of three aspects of writing, they are in grammar, punctuation, and spelling. In the aspect of grammar, there are 72 data or 47.37 %, which consist of some errors in class words (part of speech) such as in determiner/article (29 data or 40.28 %), verb (22 data or 30.55 %), preposition (10 data or 13.89 %), noun (9 data or 12.5 %) and pronoun (2 data or 2.78 %). In spelling, there are 50 data or 32.89 %, while in punctuation there are 30 data or 19.74 %.

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