

Analyzing the Students' Errors in Writing Procedure Text

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Abstract

The aims of this research include: (1) to identify the types of errors made by 12th grade of the students SMKN 2 Gowa in writing procedure text, (2) to find out the source of error, (3) to provide suggestions to avoid or reduce errors. This research used descriptive qualitative method. The instrument used in collecting the data were writing test and interview. The population of this research was the 12th grade of the students SMAN 2 Gowa culinary art major. The subject was population which consisted of 43 students. In analyzing the data, the researcher found that the students' errors in writing a procedure text. The types of errors discovered, namely verb tenses, sentence structure, connector, passive construction, subject-verb agreement, word order, articles, diction, mechanics, and unclear idea. The sources of errors include Inter-lingual, Intra-lingual transfer, context learning, and communicative strategy. The suggestions to discover the errors in writing procedure texts were about method of teaching, material, and motivation.

Keywords: *Error Analysis, Linguistics, Procedure Text*

1. Introduction

Writing procedure text is one of the basic competencies (KD 3.6 and 4.6) that become a standard part of the competency of language proficiency in English learning in schools. Also included in SMKN 2 Gowa, which of course applies K13 as well. In this course, students are expected to show or explain how to work on something or create something with sequential and correct steps. It is found that learning to write the procedure text is quite difficult for most students especially in the class Tata Boga of SMK Negeri 2 Gowa. Based on the results of the interview with a class of English teachers, researcher found that there are still a lot of students of Tata Boga who make

errors in the text-writing procedure. The problems encountered are; Spelling, tenses, and grammar feature in the text of the writing procedure. She also said that students are still less motivated to follow writing learning, students often have difficulty in developing ideas during early learning. In the writing process, students sometimes have trouble in finding the proper English vocabulary, thus increase the errors in their writing. The statement described above, by Byrn's theory (1988, p.4) categorizes the three problems faced in writing, namely linguistic, cognitive, and content. The first problem is linguistic, this relates to our shrewdness in writing the correct structure

and the form sentence is able to unite with one another and the combination of the sentences will produce text that can be well understood by the reader. The second problem is the cognitive problems associated with our mastery of the forms of language, structure, grammar useful for effective communication in writing. The third is a problem with ideas. It is related to anything that we can pour out in writing. We tend to lose ideas in the middle of writing.

Based on the explanation above, the researcher is interested in Analyzing the Students Errors in Writing Procedure Text supported by relevant theories. This research relates to analyzing errors. The research is focused on errors found in student writings especially in writing text procedures. The scope of this research, including the type of error, the sources of error, and the suggestion in dealing with the problems. This research is different from the previous studies that shows in the participant of this research and the writer will offer some suggestions for the discovered errors. This research is devoted to the students of culinary art, where they are indirectly or without realizing it, the procedure text is their daily life lesson such as to make a recipe or to read food recipes and manners at the dining table.

2. Research Methodology

This descriptive study used written test by student's 12th class in majoring Culinary Art

SMKN 2 Gowa. There are two classes (43 students) were assigned to write a procedure text in 60 minutes. The researchers selected 7 students according to the results of the student's procedure text to be interviewed about their errors in procedure text.

The process of analysis adhered the following steps (1) collection of a sample of language learner, (2) identification of errors, (3) description of errors, (4) explanation of errors, (5) error evaluation, (6) find out the difficulties of students in writing procedure text, (7) analyzing the result of the interview, and (8), advising students or teachers. Error identification and description were carried out using linguistic category taxonomy, namely: verb tense, sentence structure, word order, connector, passive construction, subject-verb agreement, articles, diction, mechanics, and unclear idea.

3. Findings and Discussions

3. 1. Findings

After collected and analyzed the data from the participants, the researcher found the classification of errors that had been done by the students. From the table 1. Indicates the errors made by participants in writing procedure text. Based on the classification of the error, it was found that there were 100 errors (see table 1). Here are the explanations of students' errors in the classification of errors by Linguistic Category Taxonomy:

Table 1 Error Types Made by Students

No.	Types of Errors	Amount
1	Verb tenses	12
2	Sentence structure	15
3	Connector	8
4	Passive construction	2
5	Subject-verb agreement	4
6	Word order	5
7	Articles	4
8	Diction	22
9	Mechanics	20
10	Unclear idea	8
Total		100

According to Brown (1980 p. 232) that the learners' errors from several possible general sources, namely: Inter-lingual transfer, Intra-lingual transfer, Context Learning, and Communicative Strategy. In analyzing the students' errors, researcher found these four sources of error after analyzing the results of processed researcher data from the subjects.

Based on the results of interviews conducted by researcher to find out the difficulties faced by students in writing procedure text, to find out the source of errors made by students, the researcher collected several suggestions or solutions to reduce or prevent students from making errors in writing procedure texts. The difficulties faced by students are problems in developing ideas, organizing ideas, difficulties in vocabulary, tenses, and grammar, different abilities of students, and limited time. Errors made by students occur due to several causes that

influence them, as explained in the previous section. Therefore, suggestions are needed to overcome these errors.

3. 2. Discussions

Based on previous explanations in the findings, according to Dulay (1982) and Rahman, Sainu, Asfah (2017), the researcher classified the error into 10 categories: errors in using verb tenses, sentence structure, connector, passive construction, subject-verb agreement, word order, articles, diction, mechanics, and unclear idea.

Some errors are found such as the vocabulary used is not precise, where the word should be verb 1, but in the results of writing some students, they use Verb 2, verb 3, or Verb-ing. There was also a wrong use of the word, in a sentence there were students who use the class of the word noun

where the word should be used is verb. Researcher also found that there were many cases of errors in the use of singular/plural and countable/uncountable nouns. The errors in word and phrase structure are divided into two categories: (1) incorrect preposition use; and (2) inappropriate adding words in phrase. The errors in sentence are divided into three categories: (1) ineffectiveness and incorrect structure; (2) missing in subject or predicate; and (3) missing prefix. According to result of the researcher's identification, there are 14 Errors students make in sentence structure. There is also a lack of connectors in the sentence that makes the sentence incomplete or even an ambiguous sentence. In the case of this error, improper use of conjunctions was also found in students' work, students used less precise hyphens for the context of the sentences they used.

Passive construction is the least error made by students. In this section, students also made errors in writing sentences without used to be in a passive sentence. The subject verb agreement error made by students is the use of to be that does not match the subject of the sentence they are using. As for example plural subjects but they use to be singular, and vice versa. The error made by students in the article section is that there is no use of the article in the right noun. As stated by Tizazu (2014) the most disruptive of the misunderstanding errors is using erroneous lexical items which is manifested in selecting a totally wrong word, wrong collocation, wrong syntactic category, wrong word forms, borrowing, and coinage. The use of capital letters is also one of the errors of students in the mechanism of writing, they did not use capital letters after a period or they did not use the capital letter accordantly

with its place, for example in the middle of a sentence. In students' work, researcher also found that many students were less attentive to punctuation, they didn't use punctuation or used punctuation out of place, making a sentence or paragraph unclear or ambiguous. The researcher found that students made several errors in unclear ideas; they did not write the title of the procedure text they made so that the reader would be confused about what the students wrote. Word order errors made by students due to the wording into an inappropriate and irregular sentence.

Sources of error are categorized into four sources, namely interlanguage transfer, intralingual transfer, learning context, and communication strategy (Brown, 1980: 223-227). The researcher found sources of errors in writing procedure texts made by students of SMKN 2 Gowa.

The first source of error is interlingual transfer, which is an error that arises due to interference from the learner's mother tongue which can also be called negative transfer. In intra-lingual transfer, the researcher found several sources of errors, namely: the emergence of errors when students apply the structures, they have studied but in new situations, students also use deviant sentence structures. The next source of error is the context of learning, the source of this error includes teaching materials, teachers, and students' social environment. Researcher found the factors that make students make errors that come from the context of learning. Many students initially underestimated and considered procedure text material to be easy, but after they learned about the structure and characteristics of procedure text from

researcher, they realized that procedure text material was not as easy as they thought. The last source of student error is Communication strategy, the factors for the occurrence of errors made by students found by researcher are several, such as student laziness in learning. This is influenced by the lack of interest and motivation of students in learning English, especially procedure text material. According to Subini (2012: 85) the factors that influence learning include health, intelligence, talent, interests, maturity, motivation, fatigue, attitudes, attention, teachers, parents, friends, and environmental conditions.

4. Conclusion

Based on the research findings and discussions in the previous chapter, it can be concluded that the types of errors discovered, namely verb tenses, sentence structure, connector, passive construction, subject-verb agreement, word order, articles, diction, mechanics, and unclear idea. The sources of errors include Inter-lingual, Intra-lingual transfer, context learning, and communicative strategy.

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