**AN ERROR ANALYSIS IN THE SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT ON WRITING SHORT ESSAY. A Case Study in English Education Department of IAIN Sultan Maulana Hasanuddin Banten A.Y. 2016/2017.** Paper of English Education Department at Faculty of Tarbiyah and Techers’ Training of The State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten., 2017.

***Keywords: Error Analysis, Types of Error, The Causes of Error***

This study conducted to (1) Know the types of error that most commonly made by students on writing short essay using Dulay’s theory. (2) Investigate the causes of error generally happened to students based on James’s theory.

The method used in this study was qualitative. The subject of this study is 27 students of English Education Department of IAIN Sultan Maulana Hasanuddin Banten A.Y. 2016/2017 , Class E. To get more objective data, The writer used test and interview on the process of collecting the data.

The result of this study showed that the highest error made by the second semester students of English Education Department of IAIN Sultan Maulana Hasanuddin Banten A.Y. 2016/2017 is error based on surface strategy taxonomy. This error was found 51.1% from the total errors. However, another error are also found. Error based on linguistic category as the second one under the percentage 25%. The third place was error based on communicative effect on 12.2% and and the lowest finding is error based on comparative taxonomy on 11.7%. Meanwhile, the causes of error which was found in this study are intralingual error, interlingual errors and induced error. The highest cause of the errors is intralingual error and induced error as the second, and interlingual error as the lowest. In short, the errors often happened in the surface aspect on composing sentence and it inferred that student often deliberate or ignores the target language rules and has false analogy.

1. **Introduction**

Language is the embodiment of human desire to keep in touch each other and expressing the ideas. In other words, language is a tool for communication. Like James D. William wrote “Language is a paramount, we use it to define who we are and to shape our place in life. We use it to learn, to socialize, to dream, to think, etc. throughout history, language has served as a bond to bring people together into single societies and to preserve their customs, culture, law and stories. We also use language to get this done”.[[1]](#footnote-2) In expressing ideas, people need language to make it understood by others whether it spoken or written.

English is one of the most used language in the world for communication purposes. English is not only used as spoken language but also used as written form in technology, commerce and education fields, etc.

Writing in English is the harder one in English skills. Besides we have to know well the sentence grammatically, we also have to be able represent our ideas clearly. Writing is not only making a sentences which have no inter-connection each other or without mind the linguistic aspect in its process. But writing is the process of pouring a whole writers’ ideas into meaningful pieces.

 There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

 An essay is one of writing product. “An essay made up of a group paragraphs about one subject. –it has three main parts: the topic sentence, the body, which is made up of supporting sentences, and the concluding sentence.”[[2]](#footnote-3) A short essay is an embodiment of common essay. Actually, a short essay isn’t different of common essay. It has the organization like essay too. In the other word, short essay gives the message to the reader briefly in shorter from. The need of short essay has been increasing.

 There are some problems dealing with students’ short essay writing. The error commonly made by English learner on writing short essay were in its organizations and grammatical. The influencing of mother tongue style on writing short essay and the difficulties in applying the rules of the language in writing may cause the students to make errors. Knowing the problem, it is important to make a research to find out the type of error and the possible cause of error that they made.

1. **Literature Review**
	1. **Error Analysis**

Before discussing about Error Analysis, it is important to know the definition of Error. Error in Language learning has been so arguable an issue that many linguist attempted to define it. Errors, according to Dulay et al., are those parts of conversation or composition that deviate from some selected norm of mature language performance.[[3]](#footnote-4) In relation to the term of error, Brown defines that errors are idiosyncrasies in the inter-language of the learner is operating. In other words, errors occur when one produces language, either spoken or written, using rules that deviate from what adult native speaker expect to be correct, and that, errors are influenced by mother tongue interference.[[4]](#footnote-5) An error, “a noticeable deviation from the adult grammar of a native speaker, reflect the competence of the learner.”[[5]](#footnote-6) Error may caused by lack of knowledge about the target language (English) or the incorrect hypothesis about it. It is certain that is a serious thing that must be analyzed.

From the explanation above it can be concluded that error is a deviation caused by the lack of competence of the learner which happens consistently.

Error analysis is a procedure in the research. There are some steps in error analysis. Error analysis is both an ancient activity and the same time a comparatively new one.[[6]](#footnote-7) Still Douglas, “the fact that learners do make errors and that these errors can be observed, analyze, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis.”[[7]](#footnote-8) It can be summed up that error analysis is a means a study to analyze and classify errors in language production by comparing the form of target language that a learner produces to the standarized form of target language itself.

Different line with Brown, Corder stated that the theoretical aspect of error analysis is a part of the methodology of investigating the language learning process.[[8]](#footnote-9) On yhe other hand, error analysis consists of a set of procedures or identifying, describing, and explaining learner errors.

In short, error analysis believes that learners’ error are not only in the learning process but also deals with L1. So, the researcher tries to conclude that error analysis is a way of looking at errors made by foreign learner of the target language.

* 1. **Types of Error**

An errors are commonly made by student could be distinguished as various types, According to Dulay, there are four types of error.[[9]](#footnote-10) They are

*Error based on Linguistic category* These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause: and within a clause, which constituent is affected, e. g. the noun phrase, the auxiliary, the verb.

Ex : ~~Eropa~~ →Europe (this example of misspelling from linguistic category)

*Error based on surface strategy taxonomy* highlights the way surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones: they may *misformation*  items or *misorder* them.

Ex : ~~I a doctor~~ → I am a doctor (am should be added)

*Error based on comparative taxonomy* based on comparison between the structure of second language errors and certain others types of constructions.

Ex: ~~Dedi go to school~~ → Dedi goes to school

*Error based on communicative effect taxonomy* focus on distinguishing between errors that seem to cause miscommunication and those that don’t.

Ex: (if) not take this bus, we will come late for school.

* 1. **The Causes of Error**

James in his book, Error In Language Learning and Use: *Exploring error analysis* Classified the causes of error into four categories.[[10]](#footnote-11) They are:

*Interlingual error* (Mother-tongue influence): These kinds of errors are influenced by the native languages which interfere with target language learning. It is seen as a process in which learners use their knowledge of the first language in learning a second language. Learners translate word by word idiomatic expressions, vocabulary and even the grammatical rules of the learners’ first language into the second language.

*Intralingual error*: These types of error are caused by the target language (TL) itself. Apart from recourse to L1 transfer, the learners in ignorance of a TL form on any level and any class can do either of two things: either they can set about learning the needed item, engaging their learning strategies, or they can try to fill the gap by resorting to communication strategies.

*Communication strategy-based errors* : This kind of error comes from the students’ experience. James (1994) finds that the learners in the classroom used the L1 transfer strategy much more than the acquirers.

*Induced errors* : These errors are the result of being misled by the way in which the teachers give definitions, examples, explanations and arrange practice opportunities. In other words, the errors are caused mostly by the teaching and learning process.

1. **Objective**

The primary concern of this study is to explore the kinds of errors made by second semester students of English education department and make a ranking of error commonly made and to investigate the possible causes of the error itself.

1. **Methodology**

The steps of conducting this research are as follow:

*Collecting data*: the data was taken trough writing test and interview. The form of the test is writing test. The students were asked to make a short essay. The students write based on provided topic.

*Classifying or identifying the error*: the researcher identified what type of error made by the students based on Dulay’s theory.

*Ranking the error*: after classifying error, the type of error was ranked by giving the percentage of the frequency of occurrence.

*Explaining error*: after that there was a list which consists of explanation of the error. The writer give another explanation from the result of interview to know the cause of the error.

The subject of this research was second semester students of English education department A.Y. 2016/2017 which consists of 27 students.

1. **Result**
	1. **The Result Of First Research Aim**

The Error that most commonly made by students of English Education Department of IAIN Sultan Maulana Hasanuddin Banten A.Y. 2016/2017

Based on the calculation above, it can be explained that the total *Errors Based On Linguistic Category* is 45 errors under the percentage 25%, *Based On Surface Strategy Taxonomy* is 92 errors under the percentage 51%, *Based on Comparative Taxonomy* is 21 errors under the percentages 12%, and *Based On Communicative Effect* is 22 errors under percentages 12%. From the calculation of the data, *Error Based On Surface Strategy Taxonomy* is the most frequent errors committed by second semester students of English Education Department of IAIN Banten A.Y. 2016/2017 on writing short essay with the percentage 51%. Moreover, it is followed by *Errors Based On Linguistic Category* with the percentage 25%, and the lowerst are *Based On Comparative Taxonomy* and *Based On Communicative Effect* with the percentage 12%.

* 1. **The Result Of Second Research Aim**

From the result of interview, can be summed up that intralingual error became the most factor causes students’ error in writing short essay with 5 respondents from 8. The second place attempted by induced error with 2 respondents from 8, and the last is interlingual error with 1 repondent from 8.

* 1. **Discussion**

As data description above, the writer would like to interpret the result of test and interview based on the types of error and possible causes which has been clearly explained in preceding chapter. These are following interpretation of the data.

* + 1. **Types and percentages of errors made by students**

*Error based on Linguistic category*

These linguistic categories taxonomy classifies errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), discourse (style). The total error based on linguistic category is 45 errors under the percentage 25%. These kinds of error occur when learner missplaced one unity phrases into well-formed or writing incorrect spelling. In this error, the writer found: “*refresh my briant*” it should be “*refresh my brain*”. The second one was “*By smock to student*” it should be “*by smock to student*”.

*Error based on Surface Strategy Taxonomy*

A surface strategy taxonomy highlights the way surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones: they may *misformation*  items or *misorder* them.The total error based on surface strategy taxonomy is 92 errors under the percentage 51.1% . one of signs of this error occurs were marked by the deviation of plural form in the sentence. In this error, the writer found: “*four childs*”, it should be “*four children*”. The absent of an item that must appear also became one of characteristic this error. For example: “*I sitting in class TBI*” , it should be “*I am sitting in class TBI*” or “*I was sitting in class TBI*”.

Error Based on Comparative Taxonomy

Total error based on comparative taxonomy is 21 under the percentage 11.7%. On students’ writing, the example of this writing which found by the writer : “*I can fluent my speak*”, it should be “*I can speak fluently*”. This false sentence is typically influenced by other language that learner had. It can be seen from the grammar of that sentence. Finally, They fail to modify English structure.

*Error based on Communicative Effect*

This typical error marked by the incorrect placement of verb, or there is no appropriate connector among the independent sentence. In this error, the writer found: “*I come from Serang I am 20 years old*”, it should be “*I come from Serang and I am 20 years old*”. Total error based on communicative effect is 22 under the percentage 12.2%.

* + 1. **The causes of error made by students**

From the result of interview, it can be summed up that intralingual error became the most factor causes students’ error in writing short essay with 5 respondents from 8.

*Intralingual error* are the deviation from the target language (TL) itself. Apart from recourse to L1 transfer, the learners in ignorance of a TL form on any level and any class can do either of two things: either they can set about learning the needed item, engaging their learning strategies, or they can try to fill the gap by resorting to communication strategies.

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In other words, the errors are caused mostly by the teaching and learning process. And the last is interlingual error with 1 res

pondent from 8. This error is influenced by the native languages which interfere with target language learning. It is seen as a process in which learners use their knowledge of the first language in learning a second language.

1. **Conlusion And The Suggestion**
	1. **conclusion**

Based on the background of the study, theoretical framework, and the data analysis in the preceding chapters, this final chapter carries out the conclusion of this study:

1. The writer concluded that the error most commonly made or committed by second semester students of English Education Department of IAIN Banten A.Y. 2016/2017 is error based on surface strategy taxonomy. it placed 51.1% of the total errors. However, another errors are also found. Error based on linguistic category under the percentage 25%, the third place was error based on communicative effect on 12.2% and the lowest finding is error based on comparative taxonomy on 11.7%. In sum, the first statement of problem of the writer in chapter I has answered.
2. After making some analysis toward the result of the test to find the types of error and its percentage, the writer interviewed some students to know the causes of error they made. The writer found 5 of 8 students claimed that intralingual error became the general causes of their errors on writing short essay, 2 of 8 students’ answer are concluded that induced error became the causes, and 1 of 8 students argued interlingual error became the most factor causes their error. From the result of interview, the writer concluded that intralingual error became the highest causes of errors made by student on writing short essay.
	1. **Suggestion**

In line to the conclusion of this study, some suggestions are revealed by the writer. The writer hopes these suggestions could improve both learning and teaching process wherever English is taught especially in IAIN Sultan Maulana Hasanuddin Banten to be better way.

1. For the teacher or lecturer
2. On the conclusion, the writer has already explained that the highest errors finding is error based on surface strategy taxonomy. It happens when students did deviation of the English grammatical structure. The writer expects to the lecturer or teacher to pay attention in every single word of the sentence that student made when write some texts. By doing so, the error might be disappeared.
3. Because of error could be corrected, the writer hopes to the lecturer or teacher would give more attractive way in teaching writing and more exercises to students by writing spontaneously on impromptu topic. It will enhance and sharpen students’ writing skill especially on writing short essay in order to improve their English.
4. For the students
5. The students ought to put more effort and instill motivation in learning English. However, students are the decision maker of themselves. Whether they want to be better English learner or only stuck on backward.
6. The data showed that error could happen because student often deliberate or ignore the target language rules and has false analogy when composing sentence. So the student should more focus on the whole text that they made.
7. For other

The writer is obviously realized that this study has much weakness. So, she expected to another writers to do further and depth investigation towards this topic. So that they could find more research findings related this problem.

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