CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN**

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
Terbit pertama kali April 1999

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    PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
    Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
    Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)

4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas peulis (tanpa gelar akademik), (f) pendahuluan (tanpa judul subbab) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan (tanpa judul subbab) berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.
5. Daftar rujukan disajikan mengikuti tatacara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

ERRORS ON WRITING MADE BY THE STUDENTS OF LAW FACULTY

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Abstrak: Tujuan penelitian ini adalah mengidentifikasi dan mendeskripsikan macam-macan *error* yang di lakukan oleh mahasiswa tingkat satu Fakultas Hukum universitas Narotama. Dari hasil analisis dan diskusi dapat disimpilkan bahwa *error* yang dilakukan mahasiswa dikatagorikan ke dalam 4 jenis *error* yang didasarkan pada *surface strategy taxonomy*. Yaitu: *Omission Error, Addition Error, Misformation Error, and Misordering Error*. Hasil penelitian adalah sebagai berikut: 1) *Errors of Omission (OM)* adalah 41. 36%; 2) *Error of Addition (AD)* adalah 11.11%; 3) *Misformation (MF)* adalah 46.36%; 4) *Misordering (MO)* adalah 1.23%. diluar dari ketiga error tersebut, *Misformation (MF)* memiliki *error* yang paling dominan yaitu (46.30 %)

Kata kunci: *morphological, error, and writing*

Abstract: The purposes of this research are Identifying and describing the types of errors made by the first year students of Law Faculty of Narotama University. From the result of analysis and the discussion in this preliminary survey, it can be concluded that the errors that the students made categorized into four types of errors based on the surface strategy taxonomy. They are Omission Error, Addition Error, Misformation Error, and Misordering Error. The result of the research are as follows:1) Errors of Omission (OM) are 41. 36%; 2) Error of Addition (AD) are 11.11%; 3) Misformation (MF) are 46.36%; 4) Misordering (MO) are 1.23%. Out of the three error, the misformation error was the most dominant type of errors. There were (46,30%).

Key Words: morphological, error, and writing

INTRODUCTION

As an international language, English has a very important role used to develop the sciences and technology. Many countries in the world use English as a medium of communication among people. Realizing the important function of English, Indonesian government has set its curriculum that English should be given from Junior High School up to University. Indonesian English learners, like other language learners, also face a bit serious problem because of the different systems between Indonesian and English. In other word, the different systems cause the Indonesian learners of English make errors in constructing English sentences and most of them are errors on morphological construction.

In attempting to acquire the target language, the language learners always face various problems resulting from the differences between the target language and his native language. Brown (1987: 169) said "The learners uses his own system which is neither the sys-

tem of his native language nor that of the target language but instead, falls between the two languages and is unique to a particular individual". As the result of two resources, interference of the students' native language and their incomplete learning of that language, students often make errors here and there. Students' errors on English are usually caused by the interference of the native language. According to Hendrickson (1980: 155), many language educators have proposed that foreign language teachers should expect many errors as a natural phenomenon integrating to the process of learning a second language.

Based on the background of the research above, this research wanted to answer "What are the types of errors made by the first year students of Law Faculty of Narotama University?" and the purposes of this research are "Identifying and describing the types of errors made by the first year students of Law Faculty of Narotama University." In this research, the researcher has formulated some assumptions as follows : a) the obtained errors are the manifestation of the students' real competence, b) the students are prepared to write composition. A number of studies about errors have been conducted before. Some of researchers mostly studied aspect of grammar, such as preposition, elliptic, passive voce, tag question, tenses, etc. Different from the previous studies, it is not limited to any specific aspect. This research is focused on the morphological errors. Other source of errors as communicative affect and comparative taxonomy were not analyzed in this research because it was hard to find the criteria of standard by which errors were judged.

Error

Brown (1987: 170) an error is noticeable deviation from the adult's use of words of native speaker reflecting the inter-lingual competence of the learner. In essence, an error is something unconventional which can be clearly seen when it performed by adult learner and that shows his inter-language competence. Errors analysis is researching the nature of errors. So, the learners will know what their problems are faced during researching target language. The research of error is parts of investigation process of the language learning. Brown (1987: 173) there are two steps of analyzing the learners' errors, namely, the identification and description of errors. Identification of errors is recognizing the learners' errors by finding out the learners' idiosyncrasies, description of errors is a process of comparing there constructed among them. By showing the learner's errors, errors analysis helps the teachers in 1) determining teaching materials' hierarchy, 2) determining emphasis in explanation and exercises, 3) preparing a program for remedial teaching and 4) Choosing the appropriate points to evaluate students' language mastery.

Many errors of taxonomies have been based on the linguistic item which is affected by an error. These linguistic categories taxonomies classify errors according to both the language component and the particular linguistic constituent. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexical (meaning and vocabulary) and discourse (style) are components of language. In this research, the researcher did not deal with the whole of this category since she would like to focus on errors, which belong to morphological only.

Some grammatical categories, which belong to morphology, are:

Indefinite Article

1). A/an

The form <u>a</u> is used before a word beginning with a consonant, or vowel with a consonant sound.

Examples: a book a train
    a boy   a tail
    a cat   a window

The form <u>an </u>is used before a word beginning with a vowel or a word beginning with a mute <u>h</u>.

Examples: an elephant an egg
     an uncle an eye

an island   an umbrella

Or individual letters spoken with a vowel sound.

Examples: an "X"

an SOS

2). Use of a/an

A/an is used:

Before a singular noun, which is countable when it is mentioned for the first time and represents no particular person or thing.

Examples: He needs a visa.

They live in a flat.

Before a singular countable noun, which is used as an example of a class of things.

Examples: A car must be insured.

All cars/ any car must be insured.

With a noun complement, this includes name of profession.

Examples: He is an officer.

She is a nurse.

In certain expression of quality.

Examples: a great deal of

a lot of

a couple of

With certain numbers.

Examples: a hundred

a thousand

a million

In expression of price, speed, ratio, etc

Examples: $ 3 a kilo

Four times a day

Sixty kilometers an hour

3). Omission of a/an

A/an is omitted:

a. Before plural nouns. A/an has no plural form. So the plural of *a dog* is *dogs.*

b. Before uncountable nouns

c. Before names of meals, except when these are preceded by an adjective.

Examples: We have breakfast at night.

He gave us a good dinner.

Possessive Case

1) 'S is used with singular nouns and plural nouns not ending   in S.

Examples: The children's room

A child's voice

The people's choice

Women's clothes

2) A Simple apostrophe (') is used with plural noun ending in S.

Examples: A girl's school

The students' hassle

The eagles' nest

3) Classical names ending in S are usually added the apostrophe only.

Examples: Phytagoras' Theorem

Archimedes' Law

Sophocles' Plays

4) Other names ending in S can take the apostrophe alone.

Examples: Mr. Jones's (Mr. Jones' house)

Yeats's (Yeats' poems)

Simple Past tense

1). Regular verb

a. Form

The simple past tense in regular verb is formed by adding ed.

Examples: work : worked

Study : studied

Pull   : pulled

The same form is used for all persons.

Examples: I cried

She cried

You cried

The negative of regular and irregular verbs are formed with did not (didn't) and infinitive without *to*.

Examples: They didn't study

My brother didn't work

My sister didn't sing

The interrogative of regular verbs are formed with did + subject + infinitive.

Examples: Did they study?

Did my brother work?

Did my sister sing?

b. Spelling notes

A verb that has suffix –e is used added d only.

Examples: hope : hoped

Like : liked

Joke : joked

A verb that has suffix y, y must be changed I, then I is added –ed.

Examples:carry   : carried

Study   : studied

Try   : tried

But y following a vowel does not change.

Examples: delay : delayed

Destroy : destroyed

Obey : obeyed

A verb that has suffix one consonant and three is a vowel before a consonant, so the consonants must be written double.

Examples: clap : clapped

Stop : stopped

Map : mapped

2). Irregular Verbs form

Examples:

Infinitive	Simple past
Break	broke
Bring	brought
Leave	left
Overcome	overcame
Mistake	mistook
Shine	shone

3). Use for relation of Past Events.

It is used for actions completed in the past at a definite time. It is used:

For a past action when the time is given.

Examples: I went to your house yesterday.

He died in 1830

Or when the time is asked about.

Examples: When did you meet her?

When did she buy it?

Or when the action clearly took place at a definite time even though this time is not mentioned.

Examples:

How did you get your present job?

Her mother bought this car in Surabaya.

The train was ten minutes late.

d. Comparison

There are three degrees of comparison:

Positive	Comparative	Superlative
Hot	hotter	hottest
Large	larger	largest
Big	bigger	biggest

One syllable adjective forms their comparative and superlative by adding -er or -est to the positive form:

Bright brighter brightest

Adjective ending in e is added r ant st:

Brave braver bravest

Adjectives of two or more syllables form their comparative and superlative by putting more and most before the positive.

Examples:

Useful	more useful	most useful
Famous	more famous	most famous

Adjectives of two more syllables having suffix *some, ow, le, er* and *y* they form their comparative and superlative by adding –er and -est like the rule of one syllable.

Examples:

Handsome	handsomer	handsomest
Clever	cleverer	cleverest
Narrow	narrower	narrowest
Noble	nobler	noblest
Happy	happier	happiest

There are some irregular comparisons:

Examples:

Bad	worse	worst
Far	farther	farthest
Good	better	best
Little	less	least

Writing

In this parts, the researcher explains about the meaning of writing, the function of writing and skill of writing.

Meaning of writing

Most of the communication we do during our life is through the medium of spoken words, but occasionally we will have to use the written words. Nearly all activities in life depend on both oral and written communication. When we can write well, we can communicate more fully to other. Dagter (1976: 1) said "writing is thinking on paper". There is a different opinion. Writing is one way of making meaning from experience for ourselves and others (Laver, 1981: 1). The outcome, visible language is a satisfyingly permanent record of thought and feeling.

Function of Writing

We know that the function of language in the society is for communication. Written language is one of the media used to communicate. A researcher has to keep the channel

of communication open, through her own effort, and to answer both through her choice of sentence structure and by the way the sentence are linked together and sequenced that the next produced can be interpreted on its own. A researcher, therefore, need know how to express the message in written words so that it is clearly understood in communication.

Skill of Writing

In the teaching learning process, language skill is divided into listening, speaking, reading and writing. In each of the four skills, we have linguistic units and system in the realism of vocabulary, phonology, morphology and syntax. Language learners need learn these components so they can recognize and produce grammatically correct sentence. Writing is difficult task because it requires special skills in the production. The special skills are in the choice of words, the use of structure, mechanics of writing and rhetoric. To able to choose the right words means that you must have a large number of vocabularies in which you know what all the words mean and how they should be used. The researcher can tell the reader clearly and exactly without wasting words. Willis (1985: 193) suggested us to write what we mean concisely, precisely and directly. It means a researcher has to avoid wordiness in writing by using accurate diction or terminology rather than long wordiness sentence. Besides using the right diction, to write well also means to avoid making mistakes in grammar. However, grammar is problem for many people. As a set of rules, grammar tells us what is correct and what is incorrect about using certain words. In other word, grammar provides common patterns of rule for everyone to follow and assures than people will understand each other. Mechanical correctness is another essential requirement to effective communicative in writing. For example, the correct punctuation may clarify the idea expressed in the composition

Morpheme

Morpheme is defined as the smallest meaningful elements in a language (Lehman: 1976). While Hornby (1974) defines morpheme as the smallest meaningful part into which a word can be divided. E.g.: the word 'unlikely' consists of three morphemes. It can be separated into 'un-like-ly'. Moreover, Hartman, Stork and Cristal (1973) say that morpheme is the minimal distinctive unit of grammar, and the central concern of Linguistic sometimes distinguish between lexical morphology and grammatical morpheme between free and bound morpheme, and between roots and affixes. Although these distinctions are rather superficial, they are worth discussing it only to illustrate the various ways n which morphemes differ from one another in their behavior. Lexical morphemes are forms like man, chop, wood, and axe; grammatical morphemes are forms like the, some, with, a (an), and the past tense morpheme. Lexical morphemes are nouns, verb, adjective, and adverb. While grammatical morphemes are elements like prepositions, articles conjunctions, from indicating number, gender, or tense and so on. Such classes contain relatively few members and new members are added to a language rather infrequently.

Burt and Dulay state that content morphemes carry the bulk of the referential meaning of a sentence: nouns, verb, adjective, and adverbs. They can carry the burden of meaning. On the other hand, grammatical morphemes, those little words that plays a minor role in conveying the meaning of a sentence. Free morphemes are those can stand alone as independent words, all others are sad to be bound morphemes. Dog, sad, rapid are the examples of free morpheme, while the plurals morphemes of dogs, the *ness* of sadness exemplify bound morphemes.

The lexical morpheme that constitutes the core of such words is called a root, while the grammatical morphemes that are added to a root to forms larger units are called affixes. Thus, faith is the root to which are added the affixes full, un and ness to form unfaithfulness. In quickly, quickly is a root and ly an affix.

Affixes have varying effect when they are added to roots. When s is added to dog to from dogs, the effects is to further specify dog with

respect to number of animals being referred to. Both dog and dogs are nouns, adding the plural morpheme does not change the grammatical class of the word. Similarly, suffixing the past tense morpheme to the verb chop gives us another adverb. By the addition of the proper affix, an adverb can be derived from a verb. Other affixes relate still other grammatical classes.

RESEARCH METHOD

This research is descriptive quantitative research, after the data had been collected in the forms of students errors on morphology, the data were tabulated and counted using percentage. The subjects of the research were the first year students of Law Faculty of Narotama University. The instrument of the research was writing test. In this composition test, the students were asked to write about 250 words by the topic Unforgettable experience. So, their sentences were dominated by the use of past tense.

The data was collected from the compositions made by the students. Technically, the data of errors based on the surface strategy collected from each composition by conducting the following procedure. First, each composition is read thoroughly, accurately and critically to identify the errors. Afterward, the previous identified errors were rewritten in the separate list of data for further analysis. The errors then were coded on basis of the surface strategy. Then, the types of errors were counted into percentage based on the kinds of errors. To make it easier, the researcher put italic word on each type of errors. They were tallied based on the criteria of errors based on surface strategy taxonomy. The first step in the process of analysis was identification of errors. After identifying the errors, the total number of errors made by the students was counted. Next, the researcher described the errors by comparing the original sentences with the reconstructed sentences based on the correct grammar. The last step, the researcher classified the data into morphology based on Politzer and Ramirez's model, those are: (1) indefinite article, (2) possessive case, (3) third person singular, (4) simple past tense and (5) comparative adjective. After identifying, describing and classifying the errors, the obtained frequency of morphological errors was tabulated. To gain the percentage of errors, the researcher calculated them by using the mean formula.

CONCLUSION

From the result of analysis and the discussion in this preliminary survey, it can be concluded that the errors that the students made categorized into four types of errors based on the surface strategy taxonomy. They are Omission Error, Addition Error, Misformation Error, And Misordering Error. The result of the research are as follows:1) Errors of Omission (OM) are 41. 36%; 2) Error of Addition (AD) are 11.11%; 3) Misformation (MF) are 46.36%; 4) Misordering (MO) are 1.23%. out of the three error, the misformation error was the most dominant type of errors. There were 75 (46,30%).

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