CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Linguistic Errors on the Compositions Made by Second Year Students
of English Department of UNIPA Kampus Blitar

Penerapan *Square Analysis Mathematic (SAMAT)* Melalui INSTA
pada Materi Bangun Datar Segi Empat Di MTs Al Muslihuun Tlogo Blitar

Penerapan Pembelajaran *Project Based Learning* (PjBL)
dalam Upaya Meningkatkan Kemampuan Menyusun Strategi Pemebelajaran
pada Mahasiswa PPKn Universitas PGRI Adi Buana PSDKU Blitar

Deskripsi Pembelajaran Barisan dan Deret Aritmatika
dengan *Problem Based Learning* Di SMK

An Analysis of Types of Sentences Found in KangGURU
Voices in KangGURU Magazines

Penyelesaian Relasi Rekursif

Written Language Errors Viewed From Surface Strategy Taxonomy

Penerapan Model Pembelajaran Kooperatif *Think Pair Share* dengan
Media Kartu Soal pada Materi Statistika Siswa Kelas VIII-A SMPN 1 Kesamben

An Analysis of Figurative Language in City of Evil by Avenged Sevenfold

Fungsi Sosial dan Ekonomi Bank Sampah Semanding Berseri
Bagi Masyarakat Desa Banggle Kecamatan Kanigoro Kabupaten Blitar

Multiple Correlations of Students' Structure and Vocabulary Mastery Toward Their
Writing Ability of The First Year Students At MTs Maftahul Ulum Karangsono 1

Analisis Proses Berpikir Reflektif Siswa dalam Memecahkan Masalah
pada Materi Fungsi Komposisi dan Invers

Penerapan Media *GeoGebra* pada Materi Bangun Ruang Sisi Datar
pada Siswa SMP Bustanul Muta'allimin

Critical Analysis on Sound Devices and Figures of Speech of Emily Bronte's Poems

Analisis Kemampuan Pemecahan Masalah Matematika
Berdasarkan Teori Krulik dan Rudnick pada Siswa SMK

Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat-syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 − 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

   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*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

   Anderson, D.W., Vault, V.D., dan Dickson, C.E. 1993. *Problem and Prospects for the Decades*
   Ahead: Competency Based Teacher Education. Barkeley: McCutchan Publishing Co.
   Huda, N. 1991. *Penulisan Laporan Penelitian untuk Jurnal.* Makalah disajikan dalam Loka
   Karya Penelitian Tingkat Dasar bagi Dosen PTN dan PTS di Malang Angkatan XIV, Pusat Penelitian IKIP MALANG, Malang, 12 Juli.
   Prawoto, 1998. *Pengaruh Pengirformasian Tujuan Pembelajaran dalam Modul terhadap Hasil*
   Belajar Siswa SD PAMONG Kelas Jauh. Tesis tidak diterbitkan. Malang: FPS IKIP MALANG.
   Russel, T. 1993. An Alternative Conception: Representing Representation. Dalam P.J. Nlack & A. Lucas (Eds.) *Children's Informal Ideas in Science* (hlm. 62-84). London:Routledge.
   Sihombing, U. 2003. *Pendataan Pendidikan Berbasis Masyarakat.* http://www.puskur.or.id.Diakses pada 21 April 2006.
   Zainuddin, M.H. 1999. Meningkatkan Mutu Profesi Keguruan Indonesia. *Cakrawala Pendidikan.* 1 (1):45-52.

8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 26, Nomor 2, Oktober 2022

Daftar Isi

WRITTEN LANGUAGE ERRORS
VIEWED FROM SURFACE STRATEGY TAXONOMY

Herlina Rahmawati
herlinarahmawati007@gmail.com
Universitas PGRI Adi Buana Kampus Blitar

Abstrak: Membuat kesalahan adalah bagian yang tak terhindarkan dari belajar bahasa asing. Pada dasarnya, kesalahan dicadangkan untuk penyimpangan sistematis karena pembelajar masih mengembangkan pengetahuan tentang sistem aturan. Dalam upaya perbaikan strategi belajar mengajar, sudah menjadi tugas guru untuk meminimalisir kesalahan siswanya. Penelitian kualitatif deskriptif dirancang untuk memperoleh informasi mengenai arus fenomena dan diarahkan untuk menentukan sifat situasi, sebagaimana yang ada pada saat penelitian. Instrumen yang digunakan dalam penelitian ini adalah komposisi. Itu diberikan kepada mahasiswa Jurusan Bahasa Inggris UNIPA Kampus Blitar. Ada 25 komposisi yang dihasilkan oleh mahasiswa. Secara teknis, data error berdasarkan strategi permukaan dikumpulkan dari masing-masing komposisi dengan melakukan prosedur sebagai berikut. Setelah menganalisis dan menghitung kesalahan pada karangan siswa, ditemukan 4237 kesalahan dengan distribusi frekuensi yang bervariasi dari setiap jenis kesalahan. Kesalahan yang dilakukan siswa ditemukan sebanyak 79 (33,33%) adalah kesalahan penghilangan, 35 (14,77%) adalah kesalahan penjumlahan, 118 (49,79%) adalah kesalahan salah bentuk dan 5 (2,11%) adalah kesalahan. kesalahan pemesanan. Dari data yang diperoleh, jenis kesalahan yang paling dominan dilakukan oleh mahasiswa tahun kedua pada komposisi adalah kesalahan salah formasi. Mengetahui hasil analisis ini, penulis berharap dapat bermanfaat bagi siswa, guru, dan pengembang kurikulum untuk meningkatkan kemampuannya dengan baik.

Kata kunci: kesalahan, taksonomi strategi permukaan

Abstract: Making error is an inevitable part of learning a foreign language. Basically, errors are reserved for the systematic deviations due to the learner's still develop knowledge of the rule system. In the efforts of improving the learning and teaching strategies, it is the teacher's job to minimize his students' errors. Descriptive qualitative research is design to obtain information concerning the currents statues of phenomenon and directed toward determining the nature of situation, as it exists at the time of the study. The instrument was used in this research was composition. It was given to the students of English Department of UNIPA Kampus Blitar. There were 25 compositions produced by the students. Technically, the data of errors based on surface strategy were collected from each composition by conducting the following procedures. After analyzing and counting the errors on the students' compositions, it was found that there were 4237 errors with various frequency distribution of every type of error. The errors made by the students were found that 79 (33,33%) were omission errors, 35 (14,77%) were addition errors, 118 (49,79%) were misformation errors and 5

(2,11%) were misordering errors. From the data gained, the most dominant type of errors made by the second year students on the compositions was misformation error.   Knowing the result of this analysis, the writer hopes, it will be useful for students, teachers and curriculum developers to increase their capability well.

Keywords: *errors, surface strategy taxonomy*

INTRODUCTION

In recognition of an important English use to absorb and to develop science and technology. English as an international language takes an important role on all sides, especially on education.   Realizing how important English is, now in our country, it has been taught to the students from Elementary School up to University.

Indonesian learners of English, like other language learners of English, also face various problems because of the different system between Indonesian and English. In other word, the different system cause the Indonesian learners of English make errors, both morphological and syntactic errors.

In learning English, there are four language skills, speaking, reading, and writing. According to the writer, writing is the most difficult subject because not only good grammar and vocabulary that must be mastered well by the learners but they must also be able to express their idea into correct sentences.

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 learner uses his own system which is neither the system 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 two results, interference of the students` native language and their incomplete learning of that language, students often make errors both in speaking and writing. But, the writer focuses on the errors on writing because writing is more conscious effort than speaking.

Meaning of Writing

Most of the communication we do during our life is trough the medium of spoken words, but rarely, we 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. Writing is a set of activities a person does to express his ideas in written language for a community of readers to understand (Gie, 2002: 4).

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 or other" (Laver, 1981: 1). The outcome, visible language is a satisfyingly permanent record of though and feeling.

Writing and Error

Teachers of English as a second language who teach English consistently ask of how to control the writing of their students so they do not practice making errors, and how at the same time to train them to communicate them effectively in English. Writing any type of composition involves a number of complicated rhetorical and linguistic problems. The expectation of the teacher is that the students are not making more than a few errors. The error in composition may be in writing talents or linguistic performance. At each point the students may be in error. Researcher can concentrate on the grammar problem of the writing language or on the talent of using their rhetoric.

Composing task on one way of studying the students' error. Therefore, it is very helpful for teachers and researchers because a lot of errors can be examined. Errors in writing are also easier to recognize because the reader can read the printed record easily.

Although some definitions of language suggested that speech in superior to writing, the result of some studies indicates the nature

writing is similar to those in oral production. Krashen (1981: 211). He obtained an acquisition sequence very similar to those obtained by other studies that had focused on speech.

Error

Actually "errors" and "mistakes" are two different perspectives. Distinguished between error caused by factor such as fatigue and inattention; it is called "competence "and error caused from lack of knowledge of the rules of the language; it is called "competence" as stated by Chomsky in Dulay, et al (1982:139)". Corder in Dulay (1967) used the term "mistakes" which refers to performance error, and the term "errors" is reserved for the systematic deviation due to the learner's still developing knowledge of the language rule system.

Dulay, et al (1982:138) stated that errors as parts of conversation or composition that deviate from the selected norm of mature language performance. An error is a noticeable deviation from the adult grammar of the native speaker, reflecting the inter- lingual competence of the learner. So, the learner's error provides evidence of the system of language that the learner has as particular point on the course.

Error Analysis

Error analysis is a study on the nature of error. So, the learners will know what problems are faced during studying the target language. The study of error is part of

investigation process of the language learning.

According to Brown (1987:173) there are two steps of analyzing the learners` error, namely, the identification and description of errors. Identification of errors is recognizing the learners` errors by finding out the learners` oddities, description of error is a process of comparing the reconstructed sentences with the original ones that the learners have made, then describing the differences among them.

There are two kinds of error analysis. They are "traditional error analysis" and "revised error analysis". The main purpose of traditional error analysis is to get feedback for textbook writing and teaching technique improvement. By showing the learner's errors, error 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.

Revised error analysis has two main purposes, theoretical and practical purposes. The practical purpose of the revised error analysis is just the same as what traditional error analysis has. The theoretical purpose refers to an attempt to learn the first language learning process. This is to the psycholinguistics, students` language acquisition, etc.

Error and Their Significance in Teaching and Learning Language

In learning a second language, a language learner cannot avoid making errors. But, many Indonesian learners of English get better after making errors.

In relation to the term of the error, Brown (1987) defined "errors" as oddities in the inter-language of the learner, which are direct manifestation of a system within which a learner is operating ". He (1987:170) further stated "an error is a noticeable deviation from the grammar of an adult native speaker, reflecting the inter-language competence of learner".

According to Dulay (1982:138) errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected form of mature language performance. In the process of developing mastery of target language, a language learner cannot learn the language without first systematically committing errors.

There are two groups of thought in respect of learners` error (Coder, 1975:20). The philosophy of the first group maintains that error is not expected to appear. The occurrence of error is considered a failure. The first one has a different opinion. The philosophy of this group says that we live in an imperfect world, consequently errors will appear although we do our best. Error cannot be avoided therefore making an error is human.

In this study, the writer tends to follow the first philosophy because the object of this study is to study learners` errors and according to writer, to err is human.

Sources of Error

According to Brown (1987: 177-181) there are four sources of errors namely Inter-lingual Transfer, Inter-lingual Transfer Generalization, Context of Learning and Communication Strategy.

Beginners usually make inter-lingual (L1-L2) transfer. Inter-lingual transfer generalization is to overlap both types of transfer mentioned above. This refers to the classroom with its teacher and materials. Communication strategy is employment of verbal or non-verbal mechanism for communicating an idea. This source includes three sources mentioned above.

Error Types

It is hard to classify errors precisely. Every analyst has his own approach. Considering the obstacles in categorizing and classifying. Errors, in his study, the writer limits his study to linguistic category and surface strategy taxonomy. Corder (1982:36) said that this superficial classification of errors is only a starting point for systematic analysis. It is only the evidence or data for an analysis. It is usually teachers to go a bit further in their classification.

Surface Strategy Taxonomy

This category highlights the ways surface structures are altered. It concerns the identification of cognitive processes that underlie learner's reconstruction of the new language. Students' errors are considered to base on some logic, not only because of laziness or slopping thinking. The types of errors, which belong to Surface Strategy Taxonomy, are: Error of Omission, Error of Addition, Misformation and Misordering.

Error of Omission

This type of error is characterized by the absence of the item that must appear in a well-formed utterance.

a. Omission progressive "ing"
   Example: I am study.
   In this sentence the learner omits "ing".
b. Omission of regular past tense "ed".
   Example: he close it yesterday.
c. Omission of ending "s/es"
   Example: she sit on the table
   In this sentence the learner omits "s".

Error of Addition

The type of error is characterized by the presence of an item which must not appear in well-formed utterance.

a. Addition for simple past tense
   Example: Tom 'leaved' his apartment in a hurry this morning.
   In this sentence the learner adds "ed" on the word 'leave' instead of "left".
b. Addition for present perfect tense
   Example: my brother has been written some letter.
   In this sentence the learner adds "been" to the word "has written".

Misformation

Misformation error is characterized by the user of the wrong form of morpheme or structure (omit, add, and change any morphological morpheme), while in omission error is characterized by the use of item resulting error.

Example: Bon never did any work in the garden.

In this sentence the learner uses "did" instead of "does".

Misordering

Misordering error is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance

Example: he is all the time late.

"All the time late" is misordering.

METHOD

Research Design

This study is descriptive qualitative research. Generally, the characteristics of qualitative research are: 1) the data collected are soft data rich with description of words, phrases and sentences, which cannot be treated with satisficial procedures, 2) the researcher is the key instrument in the data collecting and analysis process, 3) the result are argument and description.

Subject of the Study

The subjects of the study were the first year students of English Department of UNIPA Kampus Blitar. The researcher takes the first year students by the consideration that they have studied grammar from junior high school and senior high school.

Object of the Study

The object of the study is the error analysis on composition made by the first year students of English Department of UNIPA Kampus Blitar.

Research Instrument

The instrument for collecting data was a writing test. It was given in the form of composition. On this test, the students were asked to write at least three hundred words compositions.

The test was given in the form of free title. So, the topic of writing was not determined by the writer. It was meant, students could compose easier based on their mind. On this research, the writer got 25 compositions, which would be used as instrument in this study.

Data Collection

The data was collected by using the research instrument. Accordingly, the source of the data was the subjects' essay composition test. The test was administered by researcher herself on September 06, 2022. The test was held in an appropriate room with the time allotment 60 minutes.

Data Analysis

The data analysis was taken from students' compositions. The data processing procedure was done by identifying grammatical error based on surface strategy taxonomy. The following steps show the procedure:

1. Identification of errors.
2. The total numbers of errors made by students were counted.

3. Describing the errors by comparing the original sentences
4. Reconstructed sentences based on the correct grammar.

After identifying, describing and classifying the grammatical error, the obtain frequency of each type errors was tabulated.

Table The Classification of Errors

Errors	Number	Percentage
Omission		
Addition		
Misformation		
Misordering		
Total		

To gain the percentage of errors, the researcher calculated it by using the formula:

$$\frac{\text{Number of Error}}{\text{Total Error}} \times 100\%$$

RESULT AND DISCUSSION

Based on the analysis of the students' compositions, the following results were gained. There were 237 errors found. The complete list type of errors based on surface strategy taxonomy is presented on the diagram and table.

The errors made by the students were found that 79 (33,33%) were omission errors, 35 (14,77%) were addition errors, 118 (49,78%) were misformation errors and 5 (2,11%) were misordering errors.

From the data gained, the most common type of errors made by the first year students of English Department of UNIPA Kampus Blitar was respectively misformation errors, omission errors, addition errors, then misordering errors. So, misformation error was the most

frequently occur by the first year students of English Department.

The second error was omission error. The students omitted grammatical morpheme more than the meaning of morpheme itself. The omission of grammatical morpheme is result from lack of the use of grammar. The omission of grammatical morpheme played minor role in conveying the meaning of sentence. Furthermore, the omission of meaning morpheme is resulted by the lack of vocabulary.

The third error was addition error. These errors were good indicators that some basic rules have been acquired, but that the refinements have not yet been made. It results from the all-too-faithful use of certain rule. Foe example: 'I could enjoyed', 'in there', 'I would failed', they were laughed'.

The forth error was misordering error. Misordering error occurs systematically for both L1 and L2 learners in construction. Students have written disordering errors that are word for word translation.

Table Grammatical Error in Writing

Errors	Number	Percentage
Omission	79	33,33%
Addition	35	14,77%
Misformation	118	49,78%
Misordering	5	2,11%
Total	**237**	**100%**

CONCLUSION

After taking an analysis and discussion in this preliminary survey, it can be concluded that the errors the students made can be categorized into four types of errors based on the surface strategy taxonomy. They are omission error, addition error, misformation error and misordering error. The misformation error was the most dominant type of errors. There were 118 errors (49, 79%). The previous data can be interpreted that the learners still get some problems in learning English, especially on grammatical.

SUGGESTION

Knowing the result of the analysis from the data above, this study is not only useful for consideration for writing evaluation but it also helps to develop the material or syllabus for teaching-learning process for the next period. By considering the frequency of errors types, it can be used as a little depicting in learning how to make accurate decision and what material should be emphasized. Then, the students can introspect themselves. By considering the errors which happen in the compositions, they have motivation to develop their English.

The following research can be inspired from this study. So, in order to know the development of the interim principle of students on every year level is better for the other researcher to do research on every year level. So, it will be known the development of the language system on every year level after getting process of learning. By comparing these results of analysis, the significant development on every year level can be found.

This categorization used in the research is surface strategy taxonomy. The following researcher is hoped to analyze the students' compositions by using the combinations of the other classification in order to get the complete data about the students' errors.

REFERENCES

Brown, H. Douglas. 1987. *Principle of Language Learning and Teaching*. Engle Cliff, New Jersey: Prentice Hall, Inc.

Corder, S.P. 1982. *Error Analysis and Interlanguage*. 2nd ed. New York: Oxford University Press.

Djuweni 2004. *Improving Students' Writing Trough the Use of*

Brainstorming and Concept Mapping. Malang: Universitas Islam Malang.

Dulay, Heidi, Marina Burt, and Stephen Krasher. 1982. *Language Two*. New York: Oxford University Press.

French, F. G. 1970. *Common Errors in English*. London: Oxford University press.

Fitikides, T. J. 1980. *Common Mistakes in English*. Oxford: Pergamon Press

Longman. 1978. *Dictionary of Contemporary English.* Britain: Longman Group Limited, Burnt, Mill.

Hornby A.S. 1995. *Oxford Advanced Learners Dictionary of Current English*. Oxford University Press, Gratt Britain.

Istiqomah 2006. *the frequency of Grammatical Error on Writing Composition Faced By The First Year Students of English Department.* Blitar: STKIP PGRI Blitar.

Krasher, Stephen. 1981. *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.

Oshima, Alice and Ann Hogue. 1981. *Writing Academic English*. Massachusetts: Addition Wesly Publishing Company, Inc.

Politzer, R and Ramirez A. 1982. *A Sample Linguistic Category Taxonomy. Language Two*. Comp. Heidi Dulay, Marina Burt, Stephen Krasher. New York: Oxford University Press.

Sumiyati 2003. *Lexical Errors The Phrase To Word in Writing Paragraph Made By The Second Year Students At SLTP Negeri 3 Ponggok.* Blitar: STKIP PGRI Blitar.

Tamimah, Nasiatul. 2001. *Errors in the use of English Tag Questions Made By The Second Year Students of SMK Negeri 2 Blitar.*