

The Analysis of Students' Errors in Writing Letter as The Short Functional Text by The Tenth Graders at SMA Negeri 1 Nabire in Academic Year Of 2015/2016

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ABSTRACT

This research discusses about error analysis in writing letter as the short functional text written by the tenth graders at SMA Negeri 1 Nabire. The objective of this study is to find out the errors made by the students in writing letter. Writing is an excellent communication tool. Through writing, each person will be able to convey feelings dan ideas to others. But, almost all the students in every level of education found that writing is not easy process. English language is different with Indonesian language in its structure, phonology, and lexical meaning. That is caused the students who learn English may produce many errors in their writing. So, error analysis hasan important role to reveal kinds of error the students do most, the causes of the error, and how the students can learn from their mistakes in writing.

The design of this research is descriptive analysis. It is intended to describe about the data collected. The writer employed purposive sampling to selected the sample, it is consisted 43 students of the tenth grade at SMA Negeri 1 Nabire as the sample. In collecting data, the writer gave an an article and then the students have to gave their response about that article in an order to writing letter to the editor.

After analyzed the data, it is found that the students made errors in their writing. The students committed errors in Addition (the presence of an item which must not appear in a well-formed utterance) e.g. addition of article, pronoun, conjunction, etc which has 56 of total errors or 38,62% and this is the highest frequency of students' errors. After Addition is Omission (the absence of an item that must appear in a well-formed utterance) e.g. omission in article, verb, pronoun, etc which has 52 of total errors or 35,86%. Then, Misformation (the use of the wrong form of the morpheme or structure) e.g. misformation in using pronoun, etc which has 25 of total errors or 17,24%. The lowest frequency of errors is Misordering (the incorrect placement of a morpheme or group of morpheme in an utterance) which has 12 of total errors or 8,28%.

Key words : *Analysis, Errors, Writing, Letter*

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ABSTRAK

Penelitian ini membahas tentang analisis kesalahan dalam menulis surat sebagai teks fungsional pendek yang ditulis oleh siswa kelas X di SMA Negeri 1 Nabire. Tujuan dari penelitian ini adalah untuk mengetahui kesalahan yang dilakukan oleh siswa dalam menulis surat. Menulis adalah alat komunikasi yang sangat baik. Melalui tulisan, setiap orang akan dapat menyampaikan perasaan dan gagasannya kepada orang lain. Namun, hampir semua siswa di setiap jenjang pendidikan berpendapat bahwa menulis bukanlah proses yang mudah. Bahasa Inggris berbeda dengan bahasa Indonesia dalam struktur, fonologi, dan makna leksikalnya. Itu disebabkan siswa yang belajar bahasa Inggris dapat menghasilkan banyak kesalahan dalam tulisan mereka. Jadi, analisis kesalahan memiliki peran penting untuk mengungkap jenis kesalahan yang paling sering dilakukan siswa, penyebab kesalahan, dan bagaimana siswa dapat belajar dari kesalahan mereka dalam menulis.

Desain penelitian ini adalah deskriptif analisis. Hal ini dimaksudkan untuk menggambarkan tentang data yang dikumpulkan. Penulis menggunakan purposive sampling untuk memilih sampel yang terdiri dari 43 siswa kelas X SMA Negeri 1 Nabire sebagai sampel. Dalam mengumpulkan data, penulis memberikan sebuah artikel dan kemudian siswa harus memberikan tanggapan mereka tentang artikel tersebut dalam rangka untuk menulis surat kepada editor.

Setelah menganalisis data, ditemukan bahwa siswa membuat kesalahan dalam tulisan mereka. Siswa melakukan kesalahan dalam Penambahan (keberadaan item yang tidak boleh muncul dalam ucapan yang dibentuk dengan baik) misalnya. penambahan kata sandang, pronomina, konjungsi, dll yang memiliki 56 kesalahan total atau 38,62% dan ini merupakan frekuensi kesalahan siswa yang paling tinggi. After Addition is Omission (ketiadaan item yang harus muncul dalam ucapan yang dibentuk dengan baik) mis. penghilangan artikel, kata kerja, kata ganti, dll yang memiliki 52 kesalahan total atau 35,86%. Kemudian, Misformation (penggunaan bentuk morfem atau struktur yang salah) mis. kesalahan dalam penggunaan kata ganti, dll yang memiliki 25 dari total kesalahan atau 17,24%. Frekuensi kesalahan terendah adalah Misordering (penempatan morfem atau kelompok morfem yang salah dalam ucapan) yang memiliki 12 dari total kesalahan atau 8,28%.

Kata kunci : Analisis, Kesalahan, Penulisan, Surat

INTRODUCTION

Language is the important thing in this world. Everyone who lives in this world needs each other to continue their life. Language is our primary means of communication. It is the method through which we share our ideas and thoughts with others. According to Wibowo (2001:3), language is a system of symbols that are meaningful and articulate sound (generated by said tool)

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which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts.

Every countries have their own national languages and a variety of local languages spoken and understood by their people in different regions. English is the one of language that is used as an international language. Mastery the English language is compulsory matter because it is the global language. This means that two people who come from different countries (for example, a Mexican and a Swede) usually use English as a common language to communicate. That is why everyone needs to learn the English language, because it will help them to communicate with people from the other countries all over the world.

English language in Indonesia is taught as foreign language. English is the first foreign language as a compulsory subject that learn by students in school. There are four major skills in learning language, they are speaking, reading, listening, and writing. Those skills should be mastered by the students, so they could achieve good competence in English.

Writing is one of the four language skills which is taught in school. Writing is different from learning other skills because writing is thinking process and need much time. Writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to others. According to Harmer (2001:79), writing is a form of communication to deliver thought or to express feeling through written form.

In the second semester of tenth grade senior high school, one of the lesson must be taught is writing short functional text. Short functional text isa short text that has particular meaning and purpose. The purpose is to inform something and can be used in our daily life.

There are some kinds of short functional text. One of the short functional text is letter. Letter is the written message sent to somebody (Oxford 2008: 253). Before writing the letter, students have to know the parts of making it and the structure of the sentence must be correct, too in order to be a good letter.

Almost all the students in every level of education found that writing is not easy process. English language is different with Indonesian language in its structure, phonology, and lexical meaning. That is caused the students who learn English may produce many errors in their writing. An error is something wrong that is done when do not know any different, versus a "mistake" implies something wrong that is done when knowing better.

In this research, the writer wants to analyze the error of the students in their sentences through writing letter made by the tenth grade students of senior high school. An error analysis has an important role to reveal kinds of error the students do most, the causes of the error, and how the students can learn from their mistakes in writing. Thus, the students will not do the same error or make some errors repeatedly. So, in this research, the writer has challenge to carry out a research about error analysis in writing letter, entitled **“The Analysis of Students’ Errors in Writing Letter as the Short Functional Text by the Tenth Graders at SMA Negeri 1 Nabire in Academic Year of 2015/2016”**.

RESEARCH METHODOLOGY

This research took place in SMA Negeri 1 Nabire. The writer started to do the research on Monday, May 9th, 2016 until Saturday, May 21st, 2016. To collect the data, the researcher has to use scientific method. The design of this research is descriptive design. It described situations. The writer concluded that population is the whole subject of the research. The total number that the writer had chosen as population in this research is the students of the tenth grade of SMA Negeri 1 Nabire. That consist of ten classes, they are class X A until X J. The total population is 443 students. In this research, the writer had chosen class X A which consist 43 students as the sample of this research. The process of choosing this class is based on the sampling. In this research, the writer used an instrument. The form of the instrument is an order of writing a letter to the editor.

RESEARCH FINDING AND DISCUSSION

A. Research Finding

Analysis is a careful study of something to learn about its parts, what they do, and how they are related to each other. The first of research, the writer asked for the permission from the principle of SMA Negeri 1 Nabire to do the research. After getting the permission, the writer started to do the research.

The total number that the writer had chosen as population in this research is the students of the tenth grade of SMA Negeri 1 Nabire. That consist of ten classes, they are class X A until X J. The total population is 443 students. The writer determined the sample by using purposive sampling. The writer had chosen all of students in class X A of SMA Negeri 1 Nabire which consist 43 students as the sample. The main instrument of this research was an article and then the students must gave their response about that article. They must write their response in writing letter to the editor. The analysis of the data as mentioned in chapter III was done by the following three steps. They are: identifying the errors, classifying the errors, and scoring the errors.

B. Discussion.

1. Students' Errors

a. Students' Errors of Omission.

They are indicated by the absence of an item that must appear in well-formed utterance.

Identified in this error are:

1) Omission of article "an" and "the".

a) The examples are:

..... English international language

b) Reconstruction of the sentences:

..... English is an international language

2) Omission of pronoun "it", "our", "we", "this", and "that".

a) The examples are:

..... and can make

b) Reconstruction of the sentences:

..... and it can make

3) Omission of auxiliary verb "to be" and "can".

a) The examples are:

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..... our career success.

b) Reconstruction of the sentences:

..... our career is success.

4) Omission of conjunction “but” and “with”.

a) The examples are:

..... not limit communication

b) Reconstruction of the sentences:

..... but, it doesn't limit to communicate

5) Omission of verb “used”, “go”, “read”, “get”, and “be”.

a) The examples are:

..... it can communicate

b) Reconstruction of the sentences:

..... it used to communicate

6) Omission of noun “dialect” and “language”

a) The examples are:

..... and most the word.

b) Reconstruction of the sentences:

..... and most dialect in the world.

7) Omission of preposition “in” and “to”.

a) The example are:

..... and most the word.

b) Reconstruction of the sentences:

..... and most dialect in the world.

b. Students' Errors of Addition.

They are indicated by the presence of an item which must not appear in a well-formed utterance. Identified in this error are:

1) Addition of auxiliary verb "to be", "can", and "do".

a) The examples are:

..... I was very agree

b) Reconstruction of the sentences:

..... I very agree

2) Addition of adjective "fully", "good", and "really".

a) The examples are:

I now fully understand that

b) Reconstruction of the sentences:

Now, I understand that

3) Addition of "ing"

a) The examples are:

..... also I can speaking

b) Reconstruction of the sentences:

..... I also can speak

4) Addition of article "the".

a) The examples is:

..... with the speak English

b) Reconstruction of the sentence:

..... with speak English

5) Addition of "ed".

- a) The example is:
..... many people that are interested
- b) Reconstruction of the sentence:
..... many people that interest
- 6) Addition of pronoun “us”, and “it”.
- a) The examples are:
(1) English is the bestway for all us.
- b) Reconstruction of the sentences:
..... English is the bestway for all.
- 7) Addition of preposition “under”, “in”, and “to”.
- a) The examples are:
..... under English very important
- b) Reconstruction of the sentences:
..... English is very important
- 8) Addition of conjunction “with”
- a) The exampleis:
..... I really really like with English.
- b) Reconstruction of the sentence:
..... I really like English.
- 9) Addition of verb “impressed”, “dominate”, and “make”.
- a) The examples are:
..... impressed English is important.
- b) Reconstruction of sentences:

..... English is important.

10) Addition of word in a sentence that must not appear.

a) The examples are:

I very like it about your opinion

b) Reconstruction of the sentences:

I very like it

c. Students' Errors of Misformation.

They are indicated by the use of the wrong form of the morpheme or structure.

Identified in this error are:

1) Misformation of simple future tense.

a) The examples are:

.... I was very effect on my work in the future.

b) Construction of the sentences:

..... it will be effective on my work in the future.

2) Misformation of auxiliary verb.

a) The examples are:

He have told us

b) Construction of the sentences:

He has told us

3) Misformation of pronoun "they", "I", "your", and "our".

a) The examples are:

..... until communication with all people.

b) Construction of the sentences:

..... until they

- 4) Misformation of verbal sentence
 - a) The examples are:
..... not limit communication
 - b) Reconstruction of the sentences:
..... but, it doesn't limit to communicate
- 5) Misformation of V1 to V3.
 - a) The example is:
..... I have to know English language
 - b) Reconstruction of the sentence:
..... I have known that English language
- 6) Misformation of future continuous tense
 - a) The example is:
..... will buyed something
 - b) Reconstruction of the sentence:
..... will be buying something
- 7) Misformation of passive voice.
 - a) The example is:
This article say
 - b) Reconstruction of the sentence:
This article said
- 8) Misformation of verb.
 - a) The example is:
..... we must to able

b) Reconstruction of the sentence:

..... we must be able

d. Students' Errors of Misordering.

They are indicated by the incorrect placement of a morpheme or group of morpheme in an utterance.

1) The examples are:

I now fully understand that

2) Reconstruction of the sentences:

Now, I understand that

The summary of the errors and the percentage can be shown in table below:

Table 1.1 The Summary and Percentage of Errors

No.	Sub Categories	Errors	Percentages
1.	Auxiliary verb	55	38%
2.	Article	5	4%
3.	Pronoun	20	14%
4.	Misordering	12	8%
5.	Adjective	3	2%
6.	Simple future tense	3	2%
7.	Addition of ing	3	2%
8.	Conjunction	7	5%
9.	Noun	2	1%
10.	Verb	9	6%
11.	Preposition	12	8%
12.	Misformation of verbal sentence	2	1%
13.	Items that must not appear	7	5%
14.	Addition of "ed"	1	1%
15.	Simple present tense	1	1%
16.	Future continuous tense	2	1%
17.	Passive voice	1	1%
Total		145	100%

2. Scoring the Errors

In this step, the writer calculated percentage of the students' errors. Result of classified errors based Surface Strategy Taxonomy, it will be calculated the frequency and percentage of errors

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made by students. Calssifying the errors based on types of errors, the codes as follow: a) Omission (OM), b) Addition (AD), c) Misformation (MF), d) Misordering (MO).

Table 1.2 Scoring the Error

No	Name	Types of Errors				Total Errors
		OM	AD	MF	MO	
1	Abd	3	1	-	-	4
2	Ade	1	1	-	-	2
3	Adi	-	1	-	-	1
4	Ald	-	1	-	1	2
5	Ali	-	-	-	-	-
6	Ame	-	-	1	-	1
7	And	1	1	3	-	5
8	Ani	4	3	3	3	13
9	Bil	1	-	1	-	2
10	Deb	-	4	-	-	4
11	Del	4	1	-	-	5
12	Den	1	1	-	-	2
13	Dim	-	3	1	-	4
14	Din	-	2	-	-	2
15	Feb	-	-	-	-	-
16	Fre	2	2	-	-	4
17	Gab	-	2	-	-	2
18	Has	-	1	-	-	1
19	Jen	-	4	2	-	6
20	Jes	5	-	-	1	6
21	Jos	2	4	-	-	6
22	Kur	1	2	2	-	5
23	Mik	4	1	-	-	5
24	M.Fir	2	1	-	-	3
25	M.Haf	1	-	-	-	1
26	M.Nur	2	1	2	-	5
27	Mut	1	-	-	-	1
28	Nad	2	2	1	-	5
29	Ran	1	2	1	-	4
30	Riz	-	2	2	-	4
31	Ron	-	-	-	-	-
32	Sar	1	2	1	-	4
33	Sha	3	1	-	-	4
34	Sil	1	2	1	1	5
35	Sul	-	1	-	-	1
36	Tau	2	-	1	1	4
37	Upa	-	2	-	-	2
38	Vid	3	-	1	2	6

39	Wah	-	1	1	1	3
40	Wel	4	1	-	-	5
41	Yet	-	1	-	-	1
42	Yos S	-	1	1	1	3
43	Yos W	-	1	-	1	2
Total		52	56	25	12	145

$$\begin{aligned}
 \text{a. POM} &= \frac{\text{Total Omission}}{\text{Total Errors}} \times 100\% = \frac{52}{145} \times 100\% = 35.86\% \\
 \text{b. PAD} &= \frac{\text{Total Addition}}{\text{Total Errors}} \times 100\% = \frac{56}{145} \times 100\% = 38.62\% \\
 \text{c. PMF} &= \frac{\text{Total Misformation}}{\text{Total Errors}} \times 100\% = \frac{25}{145} \times 100\% = 17.24\% \\
 \text{d. PMO} &= \frac{\text{Total Misordering}}{\text{Total Errors}} \times 100\% = \frac{12}{145} \times 100\% = 8.28\%
 \end{aligned}$$

From the percentage above, can be concluded that the highest frequency of errors is Addition which has 56 of total errors or 38,62%. After Addition is Omission which has 52 of total errors or 35,86%. Then, Misformation which has 25 of total errors or 17,24%. The lowest frequency of errors is Misordering which has 12 of total errors or 8,28%.

3. The Analysis of the Research Result.

Based on description of the analysis above, the writer concluded that the students of XA at SMA Negeri 1 Nabire made errors in writing letter to the editor as the short functional text. It was shown from the data above, they are: 1) Errors in addition has 56 of total errors or 38,62%, 2) Errors in omission has 52 of total errors or 35,86%, 3) Errors in misformation has 25 of total errors or 17,24%, 4) Errors in misordering which has 12 of total errors or 8,28%.

There were three students who didn't make error in their writing. But, there were their mistakes. They implied something wrong that was done when knowing better. As in word "increase", but he wrote "incrase". Also in wrote "very", she wrote "verry". May, they were knowing better, but they forget in writing it.

The errors in students' writing happened because they still have any problems. The problem is lack in grammar. As in tenses, they should write in present form but they write in past form e.g. "I've read your article and it was very interesting". That tense is incorrect. The corret is "I've read your article, and it is very interesting". Sometimes, the students' forget in appear an item e.g. "English very important" (incorrect), "English is very important" (corret).

After analyzed the data, the writer concluded that the hypothesis is received. It is because the students still confused about the grammatical in writing. So, they make errors.

CONCLUSION

From the whole process of the research and based on the result of the analysis which has been analyzed and explained in the previous chapter, the writer concluded that: Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

The problem formation in this research is: What are the errors made by the students in writing letter?. The result of the research is 40 of 43 students in class X A SMA Negeri 1 Nabire made errors in their writing. They committed errors in omission, addition, misformation, and misordering. The categories are: auxiliary verb, article, pronoun, adjective, conjunction, noun, verb, preposition, passive voice, etc. Three students didn't make error, they only make mistakes in their writing e.g. forget in writing a word in English. The percentage of the errors resulted based on surface strategy taxonomy are: 1) Errors of omission is 35,86% (52 items), 2) Errors of addition is 38,62% (56 items), 3) Errors of misformation is 17,24% (25 items), and 4) Errors of misordering is 8,28% (12 items).

From the research, the researcher analyzed and concluded that the students still haven't a good understanding yet in their writing because they lack of grammar and not careful before do their test.

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