AN ERROR ANALYSIS OF SELF-SELECTED TOPIC IN WRITING AT THE FOURTH SEMESTER OF ENGLISH DEPARTMENT OF MUHAMMDIYAH UNIVERSITY OF MAKASSAR

(A Descriptive Quantitative Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of Education in English Department

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2019

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MOTTO

With Every Difficulty, there is a Relief

(QS: Al Insyirah)

DEDICATION

This Research is Dedicated to My beloved father (Muh.Arsyad) and My beloved mother (Amina) who always has honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support for me until I can accomplish this script

ABSTRACT

FITRIANI. 2019. " An Error Analysis of Self Selected Topic in writing at the Fourth Semester of English Department of Muhammadiyah University of Makassar (A Descriptive Quantitative Research)", the thesis of English Department Faculty of Teachers Training and Education, Makassar Muhammdiyah University of Makassar (Supervised by **Nunung Anugrawati** and **Hj.Ilmiah**)

This research aimed at finding out kind of the error on self-selected topic in writing and the causes of error on self-selected topic in writing made by the fourth semester students of English Department of Muhammadiyah University of Makassar. The error modification in this research was divided into Error Surface Strategy Taxonomy, Include: Omission, Addition, mis -formation, mis –ordering.

This research was descriptive quantitative. The population of this research was the fourth semester of English Department students of Muhammadiyah University of Makassar. The sample of this research was 19 students selected purposive sampling from the population. The instrument used in this research was writing test. The data analysis was using analyzing the students' error on self-selected topic in writing was writing test.

The findings showed that there are 53 errors made by the students. The most frequent error made by the students in their writing of self-selected topic was omission which consist of 12 errors or 22.64%. Its followed by addition that consists of 10 errors or 18.87%, the next is mis -formation which consists of 19 errors or 35.85% and the last, error in mis-ordering consists of 12 error or 22.64% and the causes of errors made by the students in their writing of self-selected topic was interlingual transfer and intralingual transfer.

Key Words: Error Analysis, Self-Selected Topic, Writing

ABSTRAK

FITRIANI. 2019. "Analisis Kesalahan Topik yang di Pilih Sendiri dalam menulis pada Semester Empat Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar (Penelitian Kuantitatif Deskriptif)", tesis jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (di bimbing oleh **Nunung Anugrawati** and **Hj.Ilmiah**)

Penelitian in bertujuan untuk menemukan jenis kesalahan pada topic yang dipilih sendiri dalam menulis dan penyebab kesalahan pada topic yang dipilih sendiri dalam menulis dibuat oleh mahasiswa semester 4 Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar. Modifikasi kesalahan dalam penelitian ini dibagi menjadi kesalahan Error Surface Strategy Taxonomy, termasuk: Omission, Addition, Mis-formation, Mis-ordering.

Penelitian ini adalah kualitatif deskriptif. Populasi peneletian ini adalah masiswa semester 4 Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar. Sampel penelitian ini adalah 19 mahasiswa dipilih secara purposive sampling dari populasi. Instrumen yang digunakan dalam penelitian ini adalah tes menulis. Analasis data menggunakan menganalisis kesalahan siswa pada topic yang dipilih sendiri dalam menulis adalah tes menulis.

Penemuan ini menunujukkan bahwa ada 53 kesalahan yang dibuat oleh siswa. Paling sering kesalahan yang dibuat oleh siswa dalam menulis topic yang pilih sendiri adalah Omission yang terdiri dari 12 kesealahan atau 22.64%. Di ikuti oleh Addition yang terdiri 10 kesalahan atau 18.87%, selanjutnya mis-formation terdiri dari 19 kesalahan atau 35.85%, dan yang terakhir, kesalahan dalam mis-ordering terdiri dari 12 kesalahan atau 22.64% dan penyebab kesalahan yang dibuat oleh siswa dalam menulis topic yang dipilih sendiri adalah interlingual transfer dan intralingual transfer.

Kata Kunci: Menganalisis Kesalahan, Topik Yang di Pilih Sendri, Menulis

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FITRIANI

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CHAPTER I

INTRODUCTION

A. Background

English as a compulsory in school and university cover four skill, namely Reading, Listening, Speaking and Writing. Especially in writing, the ability to write is not a talent one is born but the students can write well if they usually try hard. Putting ideas together in sentences means letting other people know what is the writer's mind.

Writing as one of communication skills is a means of communication that must consciously learn because no one learns to write automatically. People cannot write even a single letter of the alphabet without a conscious effort of mind and hand, and to get beyond the single letter we must be shown how to form words, how to put words together into sentences, and how to punctuate those sentences.

Writing is very different with the other skill. In writing, the writer have to use the grammatical rules to write. So, if there are mistake, the reader will different understanding. The writing involves the encoding of a message of some kinds: that is translated writers' thought into language (Byrn, 1990:1). It means that the writer transfer their thought into written form by some rule that can be understand by the reader.

Writing is not the only activity that combines words. writing is a repetitive process, namely the process of revising and rewriting. One of

them is writing free and writing revisions. Free writing directs you to about grammar, spelling, or other English mechanics. The main characteristics of free writing that are corrected by the teacher, free students from the pressure to do and allow them to express themselves more freely.

Students tend to prefer writing preferred topics or the things they know best. In other words, they can write with confidence when they are familiar with the topic. The application of self-selected topics can improve student writing achievement. However, giving freedom in the selection of topics can partly solve students' difficulties in writing. Especially related to the contents of student writing. Therefore, in this study, we intend to apply for self-selected topics.

Self-selected topics writing is an important part of the writing program because it promotes ownership, interest, and application of skills by students. Good self-selected topics writing requires a rich literature environment and strong teacher modeling to create the right context.

Many students get difficulties in constructing correct sentence. However, the structural differences between Indonesia and English cause the students get difficulties in constructing sentence. As a result, they will make sentence error. Sentence errors make writing difficult to understand by reader and even the intended meaning of the text gets lost.

Actually, making error is natural in learning process. So it is important to analyze their error. Therefore, the researcher will be used

error analysis to detect the error students. Error surface strategy taxonomy are part of the error analysis. The surface strategy taxonomy is a classification system "based on the ways in which the learner's erroneous version is a different from the presumed target version" (James, 1998:106). Under this category, errors are classified into four types: omission, addition, mis-formation and mis-ordering.

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others (Krashen, 1982:54). Omission takes place when the learner omits one of the elements of the correct sentence. Dulay (1982:156) explained that addition errors are the opposite of omissions which are characterized by the presence of an item, which must not appear, in a well formed utterance.

This kind of error occurs when the students add one or more elements, which should not exist in the correct sentence. The addition can be a morpheme or word. Krashen (1982:158-162) stated that misformation errors are characterized by "the use of the wrong structure or morpheme". There are three types of mis-formation error. He also explains that mis-ordering errors are characterized by the incorrect placement of a morpheme of group of morphemes in an utterance.

The researcher chose a self-selected topic because it was a medium to analyze the students' errors in composing sentences. University students

are often used the way of thinking and concept from their native language to express their ideas in English as well. They need to learn how to transfer their knowledge of rule concepts. Students' errors in writing self-selected topic it is a normal condition. Students will not learn if they do not make errors in the learning process, as stated by Richard (1973:95) "you can't learn without goofing". The researcher applies "Surface Strategy Taxonomy" in classifying, describing and analyzing the data.

The above explanation the researcher was interested in analyzing students' writing of self-selected topic. The researcher conducted research on the issue under title "**An Error Analysis of Self Selected Topic in Writing at the Fourth Semester of English Department of Muhammadiyah University of Makassar**".

B. Problem Statement

Based on the background and limitation of the research, there are some problems as follows :

1. What are the kinds of errors on self-selected topic in writing made by the fourth semester students of English Department at Muhammadiyah University of Makassar?

2. What are the causes of errors on self-selected topic in writing made by the fourth semester students of English Department at Muhammadiyah University of Makassar?

C. Objective of the Research

Based on the problem statement above, the objectives of the research are to find out :

1. The kinds of error made by the fourth semester students of English Department at Muhammadiyah University of Makassar on self-selected topic in writing.

2. Identify the causes of error made by the fourth semester students of English Department at Muhammadiyah University of Makassar on self-selected topic in writing.

D. Significance of the Research

After doing research, the researcher hopes that result of the research, sides are:

1. For the lecturer

This research is expected can give significant educational for the teachers or lecturers, because by knowing an error of self-selected topic in writing, the lecturer will be easier to know how to treat and give a suitable method in the process of writing.

2. For the researcher

The researcher will know about the students' errors in writing of self-selected topic and then the study could bring the researcher to a better understanding of writing skill.

3. For the students

The students can use the this result of research as information on error analysis of self-selected topic. Beside that I can show to the students how bad or how good in writing skill.

E. Scope of the Research

The scope of this research was focused an error analysis of self-selected topic in writing at the fourth semester of English Department of Muhammadiyah University of Makassar and the scope of error analysis of self-selected topic in writing focused on the error based on error surface strategy taxonomy, include: Omission, addition, mis-formation, mis-ordering and then the researcher identified the causes of error include: Interlingual transfer and Intralingual transfer

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

There are researchers conducted their research that related to this research as follows :

Bonyadi (2014) concluded that the experimentally confirmed positive effects of students' self-selected topics on their writing performances as reported in this, he also suggests EFL writing instructors to realize the idea that in some cases, a healthy dose of teacher-assigned topics would be needed if students are to learn to write effectively. That is, after students generate writings based on their self-selected topics in the early sessions of their writing classes, the teachers can gradually shift to introducing their assigned topics.

Head (2016) concluded that the use of timed free writing can be recommended as a useful classroom activity in a Japanese high school setting, although these students may benefit from more guidance during the assignment, in the form of writing topic suggestions from the teacher, compared to university level students. In addition, the use of explicit correction of student writing (in combination with content-based teacher feedback) does not appear to negatively affect student fluency scores in a context where writing accuracy is not graded. Teachers should be encouraged to correct student writing in order to allow students to identify

and learn from their errors, without fear of discouraging students from exploring their use of English.

Irwansyah (2012) found that there are 205 items errors. It consist of 60 omission errors, 48 addition errors and 97 misformation errors. It is known that the highest frequency of errors based on surface strategy taxonomy misformation errors are (47.31%), followed by omission errors are (29.26%) and addition errors are (23.41).

Sujannah *et.al*, (2017) concluded that the students taught by using self-selected topic and checklist-based peer feedback had better writing ability than those taught without using self-selected topic and checklist-based peer feedback. This means that more opportunities are provided for endeavors in improving the students' writing ability, namely by applying either self-selected topic, peer feedback provision, or combination of self-selected topic and checklist-based peer feedback as used in this study.

Zeinalpur (2014) Concluded that the differences among students' perceptions towards topic selection in writing may assist the EFL teachers in creating flexible instructional strategies. In other words, the writing instructors should try to tailor topic selection to the perceptions of the students by giving them the chance to take either their own favorite topic or the one suggested by his writing teacher.

The previous researcher above have similarity with this research. The mostly described about the self-selected topic and Error analysis in Writing. To get the data from Bonyadi, Head, Sujannah *et.al,* Zeinalpur is

the experimentally confirmed positive effects of students' self-selected topics on their writing performances. The previous researcher have same with this research, to get the data Irwansyah used writing test to analyze error in writing based on surface strategy taxonomy.

B. Some Pertinent Ideas

1. Concept of Error Analysis

a. Definition of Error

Davis and Pearse (2002: 103) state that errors are integral part of language learning and not evidence of failure to learn. Those are should be analyzed, because they give a contribution in understanding the process of language of language learning. From their errors, learners can be used to find new attempts to achieve the goal of learning. It contains information on strategies that learners use to acquire language and can play an important role in the study of foreign language.

b. Definition of Error Analysis

As Erdogan (2005:263) state that error analysis deals with the learners' performance in terms of the cognitive process they make use of recognizing or coding the input they receive from the target language.

According to Lee (2004) students expect to get feedback from their teacher and hope that it would be very helpful for them to good writers. So, by analyzing the errors, the teacher would be able to have

knowledge of what areas should be focused on and what kind of materials are emphasized in their teaching. They should be able to develop curriculum design such as remedial teaching, and select material that help students' to learn English.

c. The Kinds of Error

1) Linguistic Category Taxonomy

The types of taxonomy specifies errors in terms of linguistic categories and in terms of where error is located in the overall system of the target language. First, it indicates at what level of language the error is located: in phonology, grammar, lexis, text or discourse and if it is at grammar level, what particular grammatical does it involve? Some possibilities they list are: the auxiliary system and passive sentence complements.

2) Error Surface Strategy Taxonomy

According to Dulay *et.al* (1982:150) state that a surface strategy taxonomy highlights the ways surface structure will be altered. Learners may omit necessary items or add unnecessary ones, the may misform items or misorder item. Analyzing error from surface strategy taxonomy perspective hold much promise for researcher concerned with identifying cognitive process that underline the student's reconstruction of the new language. There are four types of errors based on the surface strategy taxonomy

a) Omission

Omission is type of errors which are "characterized by the absence of an item that must appear in a well-formed utterance" (Dulay, 1982:154)

The learner may omit grammatical morphemes in producing a sentence. They include noun and verb inflections (-s, -ed, -ing), the article (a, an, and the), the verb auxiliaries (is, will, can, may) and preposition (in, on, at, under). For example: *She lecturer new college.* (The correct sentence is *She is the lecturer of the new college.*

b) Addition

According to Dulay (1982:156) addition is a type of errors which are characterized by the presence of an item which must not appear in well formed utterance. It is the opposite of omission error. There are three types of addition errors, which have been observed in speech of both first language and second language learners. They are double markings, regularizations, and simple addition.

c) Mis-formation

Mis-formation error is a type of error that is characterized by using of the wrong from of the

morpheme or structure. For example: *The tiger catch a goat.* and *The boys is sad.* Those two sentences are not correct. The first sentence should be, *The tiger catches a goat.* The second sentence should be, *The boys are sad.* In English when the subject is singular, the verb should be verb for singular, whereas when the subject is plural, the verb should be plural subject too.

d) Mis-ordering

Mis-ordering errors are characterized by the incorrect placement of morpheme or group of morphemes in utterance. They occur systematically for both first and second language learning in construction that have already been acquired, especially in simple embedded questions. The researcher is focusing on students' error in the level of bound morpheme.

The examples are below:

What you do mean? (*You do mean* is misordering)

What Daddy is doing? (*Daddy is doing* is misordering)

The first sentence should be, *What do you mean*

The second sentence should be, *What is Daddy doing?*

3) Comparative Taxonomy

Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and

certain other types of construction. The errors are classified into developmental errors, interlingual errors, interlingual errors, ambigious errors, and unique errors.

4) Communicative effect Taxonomy

Communicative effect taxonomy with errors from the perspective of their effect and the listener or reader focuses on the distinguishing between errors that seems to cause a miscommunication and those that do not. Error that effects the overall organization of the sentence hinders successfully communication, while error that affects a single word of the sentence usually does not hinder communication

d. Methodology of Error Analysis

According to Corder as quoted by Ellis (1997:48) the steps in error analysis are follows:

1) Collection of a sample of learners language

The starting point in error analysis is deciding what example of learners' language to use for analysis and how to collect these samples.

2) Identification of Errors

A corpus of learners has been collected: these errors in he corpus have to be identified. Therefore, it is necessary to decide what constitutes an error and establish a following procedure for recognizing one.

3) Description of errors

The description of learners' errors involves a comparison between learners' idiosyncratic utterances and reconstruction of those utterances in the target language.

4) Classification into error types

Assuming that it is possible to identify and describe errors, the nest step is to try to give an explanation concerned with establishing the source of error. This stage also involves an attempt to establish the process responsible for second language acquisition.

5) Evaluation of errors

Whereas, all the preceding stages of errors analysis have involved an examination of errors from the point of view of learners who make theme. Errors evaluation involves a consideration of the effect that errors have on the person addressed.

e. The Causes of Errors

According to Brown (2007:263) there are four major sources of learners errors. They are Interlingual transfer and Intralingual transfer.

1) Interlingual Transfer

Dulay, Burt, and Krashen (1982:171) argue that the researcher usually translate the grammatical form of the learner's phrase or sentence into the learner's first language to

see if similarities exist. Interlingual errors here refer to second language errors that reflect native language structure. For example: An Indonesian student may say, *I goes to office everyday* instead of saying *I go to office everyday,* or he may say *where he go?* instead of saying *where does he go?,* for there is no equivalent of the auxiliary verb *do* or *does* in Indonesian.

2) Intralingual Transfer

Intralingual errors are those coming from the structure of the target language itself. Dulay (1982:165) calls intralingual errors as developmental errors. He also says that since children acquiring a first language, they have not experienced learning a previous language. The errors that they made cannot possibly be due to any interference from another language.

2. **Concept of Writing**

a. Definition of Writing

Writing plays an important role in language learning. It takes a long time to master since takes study and practice to depelop tis skill. According to Celce-Murcia (2001:94) 'writing is the ability to express one's idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major acievemnt'. He should

arrange his idea in the form of words, phrases, clauses, and paragraphs. So that his writing can be understood and read clearly.

Writing usually grammatically more completed than speaking. In speaking, one speaks supported by tone of voice, gesture, mimic, and context. He can correct his errors utterance by himself. While in writing, one communicates through the language itself. Written language cannot be changed once since it has been printed/written out.

Writing starts from a sample piece of writing then develops into a more complicated level in which elements of structure and vocabulary are involved. Davis-Pearse (2002:101) classify 'writing into low-level skill (handwriting or typing, spelling, constructing grammatical sentences, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, drafting, and editing)'.

b. Process of Writing

Graham and Perin (2007:20) the process of writing approach stress activities that emphasize extended opportunities for writing. writing for rail audiences, self-reflection, personalized, instruction and goals, and cycles of planning, and reviewing. Stressing personal responsibility and ownership of writing projects. Facilitating high levels of student interaction. Developing supportive writing environments, encouraging self-reflection and evaluation, and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and in some instances, more extended and

systematic instruction. The overall effect of the process writing approach was small to moderate, but significant.

There are many ideas dealing with the writing process. According to Clouse (2005:xii) there are four steps in the writing process. They are as follows:

1) Prewriting

The procedures for coming up with ideas in the absence of inspiration. If the writers sit around waiting for inspiration, the writers never get anything written, inspiration does not occur often enough for writers to depend on it.

2) Drafting

Once writers generate enough ideas during prewriting to serve as a departure point, they make their first attempt at getting those ideas own. Typically the first draft is very rough, which is why it so often is called rough draft.

3) Revising

During revising, writers rework the raw material of the draft to get in shape. This reworking is a time-consuming, difficult part of the process.

4) Editing

Because experienced readers expect the writer's writing to be free of errors, the writers must edit to find and eliminate mistakes so they do not distract or annoy the writer's reader.

c. Component of Writing

Writing is a complex skill. In building up a composition, the students have to know the five components of writing that must be integrated to make good writing so writing becomes useful and meaningful. Jacob, *et.al* (1981:31) pointed out five main components of writing. They are content, organization, grammar, vocabulary and mechanism.

1) Content

The content of writing should be clear to the readers. So that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and completed. The term usually that was known as unity and completeness, which become the characteristics of a good writing.

2) Organization

The process of organization in writing involves coherence, order to importance, general to specific, specific to general, chronological order, and spatial pattern.

3) Language use

Language use in writing involves correct language and point of grammar. In order to have a good grammar in writing, writer should attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause (adjective

and verbal clause), articles, etc. the lack of knowledge of grammar will make the content of writing vague and lead to misunderstanding

4) Vocabulary

Ones cannot write anything if she or he has nothing to express. He or she should express the ideas in form of words or vocabulary. The lack of vocabulary make someone fails to compose what he or she are going to say because she or he fells difficult to choose word appropriate vocabulary will helps the writer to compose the writing and also make readers easy to understand.

5) Mechanic

The use of mechanism is due to capitalization, punctuation, spelling appropriately. This aspect is very important since it lead readers to understand or recognize immediately what the writer means to express definitely.

d. Micro and Macro Skill Writing

Brown (2003:220) explains that micro-skills are to imitative and intensive types of writing task whereas macro-skills are related to responsive and extensive writing.

The descriptions of micro-skills are as follows:

1) Produce graphemes and orthographic patterns of English.

2) Produce writing at an efficient rate of speed to suit the purpose.

3) Produce an acceptable core of words and use appropriate word order patterns.

4) Use acceptable grammatical systems (e.g.: tense, agreement, plural, patterns, and rules).

5) Express a particular meaning in different grammatical forms.

6) Use cohesive devices in written discourse.

The descriptions of macro-skills are as follows:

1) Use the rhetoritical forms and conventions of written discourse;

2) Appropriately accomplish the communicative functions of written texts according to formant purpose;

3) Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, generalization, and exemplification;

4) Distinguish between literal and implied meanings when writing;

5) Correctly convey culturally specific references in the context of the written text;

3. Concept of Self-Selected Topic

a. Definition of Self Selected Topic

Self-selected topics have been investigated in many research studies. The topic of your choice is the topic chosen freely by students. Application of self-selected topics number of advantages. First make students understand the topic and have adequate background knowledge about the topic, they can make and develop their ideas well.

Li (2012) self-selection of topics is one of the important elements in self-regulated learning. Because self-selection of topics entails the idea the idea about "learners" understanding of their own ability, interest, and beliefs in the possibility or reaching their goals" (p.44). as a result, the students can get better achievement writing procedures. Finally, in general self-selected topic enhances the quality of their students' writing products (Shippen, Houchins, Puckett et al., 2007).

Bonzo (2008) investigated the effect of topic selection (teacher-selected topic vs students selected topics) on participants' fluency in writing. ANNOVA results of the study indicated that topic selection did influence the overall fluency (as measured with a general fluency index) of students' writing when they selected their own topics. Participant also produced a higher ratio of different words to total words when they chose their own topics than when the topics were assigned to them. The findings of the study, furthermore, indicated a strong significant correlation between fluency and grammatical complexity.

In language education self-selection of teaching material has been considered as an important issue, indeed it has been argued that selected language activities can exert a positive influence on specific aspects of language skills.

It has been argued that self-selected topics usually make fewer demands on students' processing capacity because students are likely to select familiar topic. In fact, the best way for improving students' writing has been to involve students in expressive writing activities such as journal writing or personal narratives, or to allow them choose their own writing topics (Bereiter & Scardamalia, 1982).

Gradwohl and Scumacher (1989) compered the level of children's knowledge on topics they wanted to write about (want topic), on topics they did not want to write about (don't-want topics), and on topics the teacher chose (teacher topics). The result of their study indicated the students had significantly more knowledge on the want topics than on the teacher topics. They claimed that their findings demonstrated the significant role of content knowledge on the writing process and topic choice role of content knowledge on the writing process and topic choice adding support to students self-selection of writing topics.

Self-selected topic usually make fewer demands on students' processing capacity because students are likely to select familiar topic. In fact, the best way for improving students' writing has been to involve students in expressive writing activities such as journal writing

or personal narratives, or to allow them to choose their own writing topics.

On the whole, studies on self-selection and writing skill suggest that there are some good arguments for students selecting their own topics and teacher avoiding the use prompts. Teacher at tomes might advocate for students to write about what they deem important in their own lives and they believe that thus will direct the writing in classroom.

C. Conceptual Framework
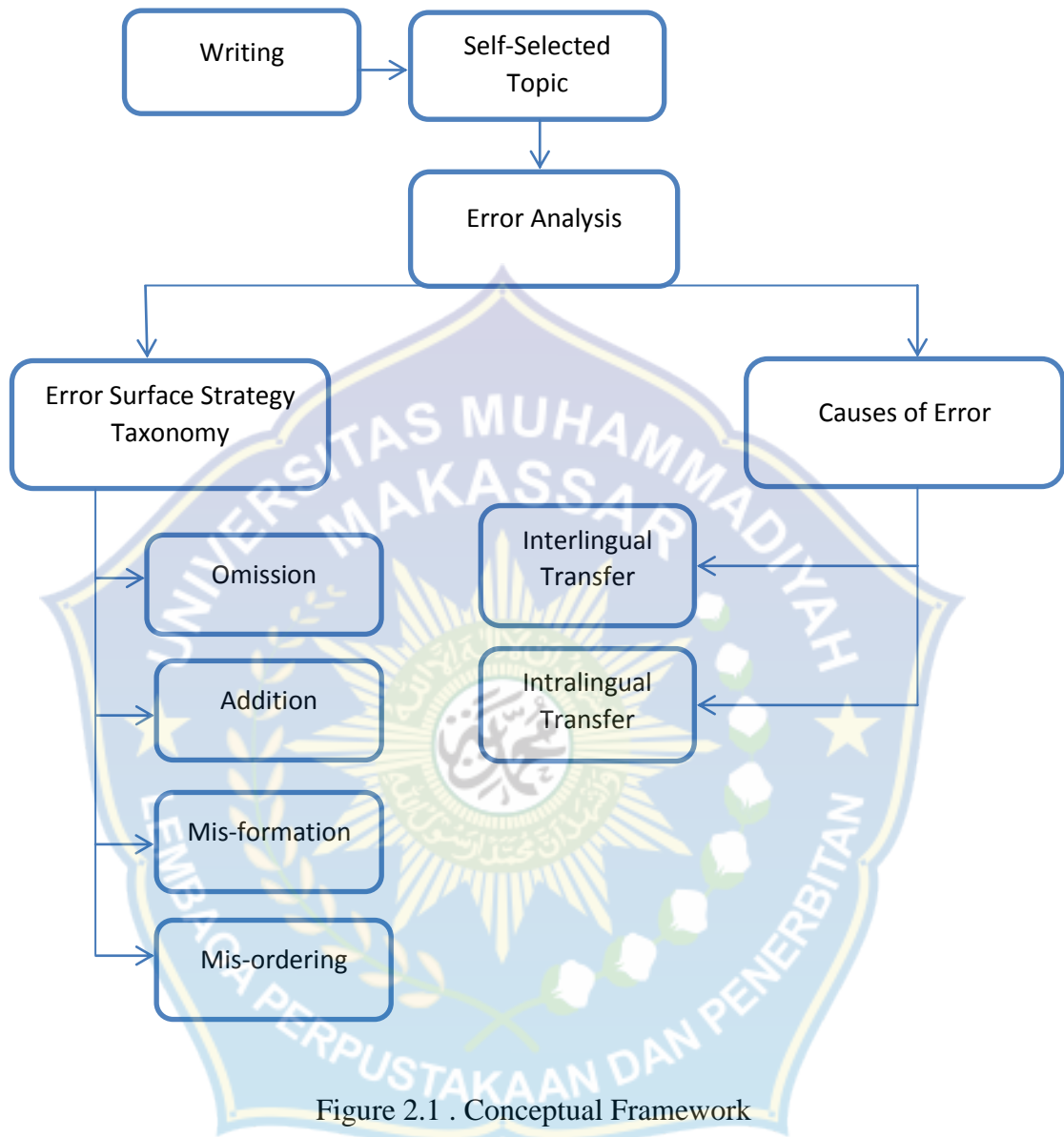
Figure 2.1 . Conceptual Framework

The conceptual framework above describes that the research which conducted by the researcher. This research was writing. Generally, the researcher analyzed self-selected topic in writing and the causes of error. So the researcher analyzed error based on error surface strategy taxonomy. Include: Omission, addition, mis-formation, mis-ordering and

then the researcher identified the causes of error include: Interlingual transfer and intralingual transfer.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In this research, the researcher used Descriptive Quantitative method. It means that, quantitative research apply number from collecting the data, describing the data, until the result of research. The researcher conducted test to the fifth semester students of English Department of Muhammadiyah University of Makassar.

B. Population and Sample

1. Population

Population of this research was the fourth semester students of English Department of Muhammadiyah University of Makassar, which consisted of 7 classes and the total of the student are 205.

2. Sample

In this research the researcher used purposive sampling technique. Arikunto (2002:127) purposive sampling technique is sampling technique which is done because limited time and finding. Marguerite *et.al*, (2006:152) purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of

the study. It means in this research, the researcher chose the subject according to the need and purpose of the research. The researcher chose class 4.G as the subject consisted of 19 students.

C. Research Variable

The variable in this research were the kinds of error and the causes of error on self-selected topic in writing made by the fourth semester students of English Department of Muhammadiyah University of Makassar.

D. Research Instrument

The researcher gave the test to the fourth semester students of English Department of Muhammadiyah University of Makassar. The researcher asked the students to write the things they know best or familiar with the topic. The students doing the test in the classroom. The researcher gave the students 60 minutes to do the best. The researcher classified an error analysis of self-selected topic based on error surface strategy taxonomy include: Omission, addition, mis-formation, mis-ordering and then the researcher identified the causes of error.

E. Data Collection

To collect the data from the task, the researcher did the procedure as follows :

1. The researcher explained to the students about the procedure of the test. The first was the researcher needed to collect the data. Therefore, before conducting the researcher already prepare an instrument or a test for the students. The instrument consisted of self-selected topic and then the researcher collected the students writing test. The last was the researcher asked the students to write the things they know best or familiar with the topic.

2. The students were given 60 minutes to do the best.

3. The researcher collected the data from the respondent.

F. **Data Analysis**

In completing the data, the next step of this research was analyzed the data, the function of data analysis was to determine the result of the research. The researcher analyzed the error of students used some technique:

1. The researcher identified the students error

If the researcher collected the data, the researcher identified the types of errors by underlining the errors make by the students.

2. The researcher classified the students error

Once identified, there were some types of error that make by students. To facilitate the analysis, the researcher classified according to each class.

3. Explanation of errors (calculating of errors)

   The next step was finding out the frequency of errors on every type of error. The calculation was conducted in every sentence. It might have more one error.

4. Evaluation Error

   The researcher obtained the percentage errors by applying the following formula:

$$P = \frac{Fx}{N} 100$$

Bungin (2005 : 133)

Where:

P   : The percentage of errors

Fx : Number of errors for each type

N   : Number of all errors

100%   : Constant numeral
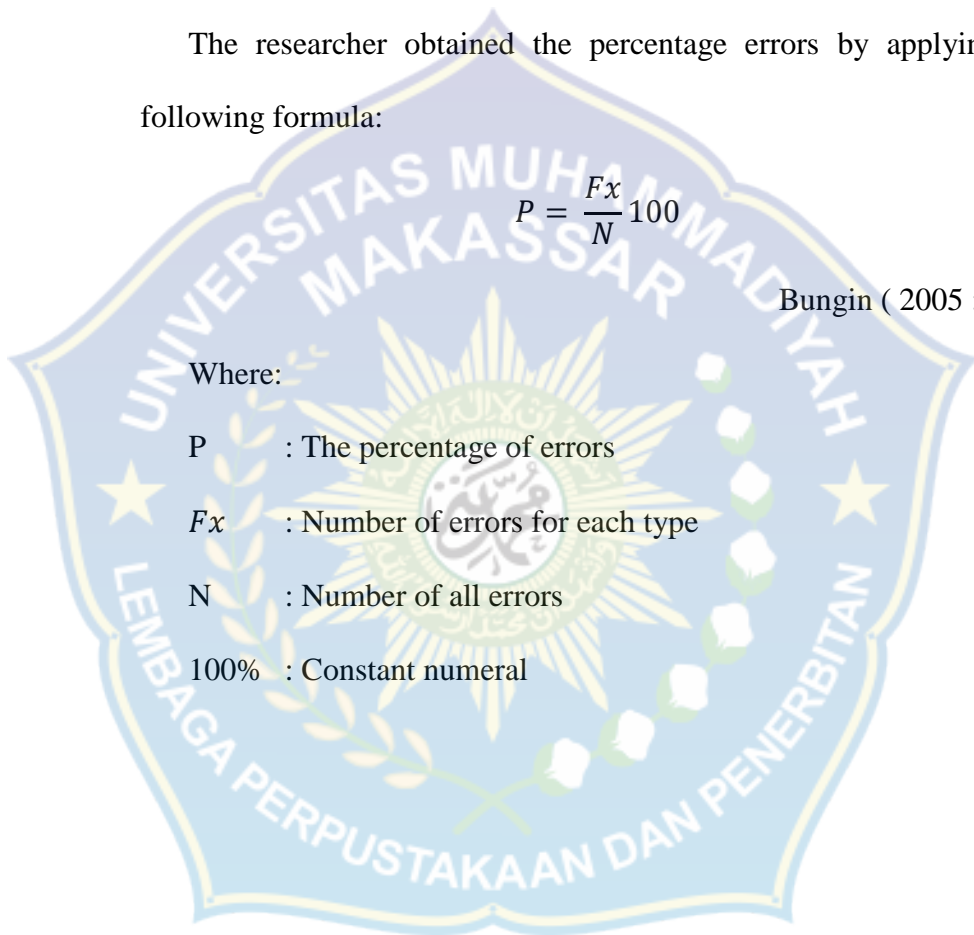
CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

    After the errors have been identified, the data was collected from students works of self-selected topic. This data collection was conducted to the fourth semester students of English department of Muhammadiyah University of Makassar in the class 4.G which consisted of 19 students. In this research, the errors made by the students in writing self-selected topic were classified based on surface strategy taxonomy. The errors were classified into four types. Include: Omission, Addition, Mis-formation, and Mis-ordering.

1. Analyzing the Kinds of Errors

    4.1 The Frequency and Percentage Type of Error

Type of Error	Frequency	Percentage
Omission	13	24.52%
Addition	10	18.86%
Mis-formation	19	35.84%
Mis-ordering	11	20.75%

Based on the table 4.1 above the frequency and percentage type of error using Surface Strategy Taxonomy, the researcher found 53 errors in the self-selected topic test made by the fourth semester. The researcher found 13 errors of omission type, 10 errors of Addition type, 19 errors of mis-formation type, 11 errors of Mis-ordering type. Thus, there were 53 errors in total.

a. **Omission**

4.2 The Frequency and Percentage of Omission Error

Type of Error	Frequency	Percentage
Omission		
a. Article	6	46.15%
b. Preposition	2	15.38%
c. To be as auxiliaries	2	15.38%
d. s/es as plural marker	2	15.38%
e. noun	1	7.69%

Based on the table 4.2 above the researcher found some errors. Those errors can be divided into 5 types of errors; omissions on article, to be as auxiliaries, s/es as plural marker, preposition and noun. The first the error occur in missing part of article. The second, the errors were in missing part of to be as auxiliaries. The

third, the errors were in missing part of s/es as plural marker. The fourth, the errors were in missing part of preposition. And the last, the errors were in missing part of noun.

1) Omission on article

The researcher found 6 errors of article. There are two article English language.

The first is article "a/an". The form "a" is used before consonant sounds and the form "an" used before vowel sounds. In this research, the example of missing part in article "an", "He has a oval face". The correct sentence should be "He has **an** oval face.

The second is article "the". It is used for referring to somebody or something that has already been mentioned or can be understood. For example "When I wake up in afternoon" . the correct sentence should be "When I wake up in **the** afternoon"

2) Omission on preposition

The researcher found 2 errors in omission of preposition. A preposition is usually used before a noun or pronoun to show places, position or times. For Example "She was born in Jakarta, 29 November 1997". The correct sentence should be "She was born in Jakarta, **on** 29 November 1997"

3) Omission on to be as auxiliaries

The researcher found 2 errors in omission of to be as auxiliaries. Omission "be" happened when "am, is, are, was, and were omitted from sentence. For example "Beside that, there **is** parking lot and FKIP building". The correct sentence should be "Beside that, there **are** parking lot and FKIP building"

4) Omission on s/es as plural marker

The researcher found 2 errors in omission of s/es as plural marker. In regular pattern, word or form which express more than one should be marked by s/es i the end of the word. For example "All the **building** which are need an access to there". The correct sentence should be All the **buildings** which are need an access to there.

5) Omission on noun

The researcher found 1 error in omission of noun. For example "Welcome our adventure captain. Named of hearts". The correct sentence should be "Welcome our adventure captain. **It** named of hearts.

b. Addition

4.3 The Frequency and Percentage of Addition Error

Type of Error	Frequency	Percentage
Addition		
a. Regularization	2	20
b. Simple Addition	7	70
c. Double Marking	1	10

Based on the table 4.3 above, the researcher found some errors. Those errors can be divided into 3 types of errors; addition on regularization, simple addition and double marking.

1) Regularization

The researcher found 2 errors in addition of regularization. Regularization which requires special rules, is indicated by the application of regular rule or an error. For example "I like to **worked** and get experience". The correct sentence should be "I like to **work** and get experience.

2) Simple Addition

The researcher found 7 errors in addition type of simple addition. Simple addition is the use of an item which should not appear in a well-formed utterance. No particular features

characterize simple addition other those characterize all addition errors. For example "Now, there are **such as spageti**, burger, pizza". The correct sentence should be Now, there are **spaghetti, burger pizza**".

3) Double marking

The researcher found 1 erorr in addition type of double marking. An error in which a concept is expressed twice when the language requires its expression only once. For example "Everything make **its contributions** to the traditional cuisine and culture". The correct sentence should be "Everything make **it contributions** to the traditional cuisine and culture"

c. Mis-formation

4.4 The Frequency and Percentage of Mis-formation Error

Type of Error	Frequency	Percentage
Mis-formation		
a. Regularization	9	47.36
b. Alternating Form	6	31.57
c. Archi Form	4	21.05

Based on the table 4.4 above, the researcher found some errors. Those errors can be divided into 3 types of errors; mis-formation on regularization, archi form and alternating form

1) Regularization

The researcher found 9 errors in regularization. Regularization is an item in which a regular marker is used in an irregular marker one. For example "I **wake up** at the afternoon 5 o'clock". The correct sentence should be "I **woke up** at the afternoon 5 o'clock"

2) Alternating Form

The researcher found 6 errors in Alternating form. The alternating form which normally occur as a result of the use of archi form that often give way to the free alternation of various members of a class with each other. For example "The most **importen** became house wife". The correct sentence should be "The most **important** became house wife"

3) Archi Form

The researcher found 4 errors in archi form. The archi form error are those that result from selecting wrong class of forms to represent others in the class. For example "**Much** teenagers are effected by globalization. The correct sentence should be "**Many** teenagers are effected by globalization".

d. Mis-ordering

4.5 The Frequency and Percentage of Mis-formation Error

Type of Error	Frequency	Percentage
Mis-formation	11	100

Based on the table 4.5 above, the researcher found 11 errors in terms of mis-ordering from the test. Mis-ordering is the kind of error is characterized by the incorrect placement of a morpheme in a sentence. For Example "She has **eye brown**. The ccorrect sentence should be "She has **brown eyes**"

2. Identify the Causes of Error

After analyzing the data, the researcher found two sources of errors. They were interlingual transfer and Intralingual transfer.

a. Interlingual Transfer

In the interlingual transfer, the errors happened if the students were still influenced by their mother tongue in writing self-selected topic. They thought that the words which they wrote to make sentences were correct. They were still influenced by their habits when making sentences using their native language (Indonesian) and the students also translate their first language sentence to the English word by word. For Example:

1. The sentence "She has eyes brown". The meaning is "Dia mempunyai mata coklat. The correct sentence should be "She has brown eyes.

2. The sentence "Unismuh is the campus swasta best". The meaning is "unismuh adalah kampus swasta yang terbaik". The correct sentence should be "Unismuh is the best private campus"

3. The sentence "I prepare myself go to campus". The meaning is "Saya mempersiapkan diri saya pergi ke kampus". The correct sentence should be "I prepare myself to go campus"

b. The sentence Intralingual Transfer

The interlingual transfer is the type of errors that is procuded by learners who do not reflect the structure of mother tongue but a generalization based on the partial exposure to the target language. For example:

1. The sentence "Beside that, there **is** parking lot and FKIP building". The meaning is "selain itu, ada tempat parkir and gedung FKIP". The correct sentence should be "Beside that, there **are** parking lot and FKIP building".

2. The sentence "We are prepare delicious food". The meaning is kami menyiapkan makanan lezat". The correct sentence should be "We prepare delicious food"

3. The sentence "It so very famous in Makassar. The meaning is "Itu sangat terkenal di Makassar". The correct sentence should be "It's so famous in Makassar".

B. DISCUSSION

1. The Kinds of Errors

Dulay *et.al* (1982:150), there are four categories to classify errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative taxonomy. In this research, the researcher used surface strategy taxonomy to classify errors.. there are four types of errors in surface strategy taxonomy as omission, addition, mis-formation, and mis-ordering.

Based on the finding on this research, the fourth semester students of English Department of Muhammadiyah University of Makassar made 53 errors in their self-selected topic writing. Each type of errors has different frequency of utterance. In their percentage if error of omission made by the students was 24.52% error of addition was 18.86% error of mis-formation was 35.84% error and error of mis-ordering was 20.75%. The result of research, the researcher found that the causes of error based on the interlingual transfer and intralingual transfer.

As we know that, the omission errors are characterized by the absence an item that must appear in well-formed utterance. In this case, the students still face problem in article, preposition be as auxiliary and others.

For example, "He has **a** oval face". The correct sentence should be "He has **an** oval face". In this case, students missed some required element. They omitted the items that should appear in the sentence. The errors made by the students in writing self-selected topic showed that the students' knowledge of the grammar aspect was low.

The student committed many errors not only in omission errors. But also addition error. As we know that addition, errors are characterized by the presence of an item which must not appear in a well-formed utterance. There are three kinds of addition errors. Namely: double marking, regularization, and simple addition. For example "Now, there are **such as** spageti, burger, pizza". The correct sentence should be "Now, **there are** spaghetti, burger, pizza". In this case, the students added some unnecessary or incorrect elements. Nevertheless, it does not mean the students had not known the vocabularies and spelling before. However, each word has its own spelling.

The students committed errors in another type of error, mis-formation error. The mis-formation error is characterized by the use of wrong form of the morpheme of the structure. In this case, the student made errors in three kinds of mis-formation error. Namely: regularization, archi form, alternating form. The students made a lot of error because they do not understand to used tenses. For example "**Much** teenagers are effected by globalization". The correct sentence should be "**Many** teenagers are effected by globalization"

The last is mis-ordering. As we know that mis-ordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example "She has **eye** brown". The correct sentence should be "She has **brown eyes".** The error in mis-ordering happened because the students put some elements or words in wrong place. The students translated Indonesian language to English by word. They were influenced by their first language (mother tongue).

2. **The Causes of Error**

After analyzing the data, the researcher founds two the causes of errors the users error. There were interlingual transfer and intralingual transfer. Interlingual transfer is caused by interlingual interference from the first language or mother tongue. Dulay *et al* (1982:171) argue that the students usually translate the grammatical from of the learner's phrase or sentence into the learner's first language to see similarities exist. For example "She has **eyes brown**". The meaning is Dia mempunyai mata coklat. The correct sentence should be :She has **brown eyes**".

Meanwhile, intralingual transfer is produced by the user who does not reflect the structure of mother tongue. Dulay *et alI* (1982:165) calls intralingual errors as developmental errors. He also says that since children acquiring a first language, they ave not experienced learning a previous language. The error they made cannot possibly be due to any interference from another language. For Example "All the **building** which **is** need an

access to there". The meaning is Semua bangunan membutuhkan sebuah akses kesana.the correct sentence should be "All the **buildings** which are need an access to there".

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. In this research, the researcher found many errors in writing self-selected topic. There were 53 errors from 19 text. The types of error made by the students based on surface strategy taxonomy were omission, addition, mis-formation, and mis-ordering. There were 24.52% errors of omission, 18.86% errors of addition, 35.84% errors of mis-formation, 20.75% errors of mis-ordering. Omission of errors can be divided into five types. There were omission of article, omission of preposition, omission of to be as auxiliary, omission of s/es as plural marker, and omission of noun. Whereas addition of errors, can be divided into three types. Those were, double marking, regularization and simple addition. Meanwhile, mis-formation error, can be divided into three types. Those were, regularization, archi form, and alternating form. The last is mis-ordering of errors.

2. The causes of students errors that the researcher found out were interlingual transfer and intralingual transfer. Intralingual transfer caused by the interlingual interference from the native language. And then, intralingual transfer is produced by the users who do not reflect the structure of the mother tongue.

The researcher conclude that the possible causes of errors were from the mother tongue, those errors resulting from the transfer of the first language (Indonesian) grammatical to the second language (English). The student still made errors in writing because they forgot the rules. Some of them did not know which word, they should use to create a good sentence and they were still influenced by their habit when making sentence using their native language (Indonesian).

B. SUGGESTION

1. Student

   In writing, the students should know the important of the sentence structure in writing and the students have to do exercise frequently to arrange good sentences. The student as learner should learn from their error and not to do the same again, if necessary they can look for information from teacher or lecturer or reviewing related book.

2. Other researcher

   The other researcher is suggested to use a better method to collected data of their research. Considering that this study has any lack and it is one of efforts in analyzing students errors, the researcher hopes that the finding of this research will be used as starting point for the future research on similar problems.

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APPENDICES

Appendix A

INSTRUMENT TEST

1. Write down their name and their your class.

2. Write down the things you know best or familiar with the topic. For example: tell about your university, your family, your parents, your friends, your daily activity, etc.

3. Write the text in one or two paragraph.

4. Do the best until 60 minutes.

Appendix B

Name   :

THE TEST

5. Write down the things you know best or familiar with the topic. For
   example tell about your university, your family, your parents, your friends,
   your daily activity, etc.

   Write down below :

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____
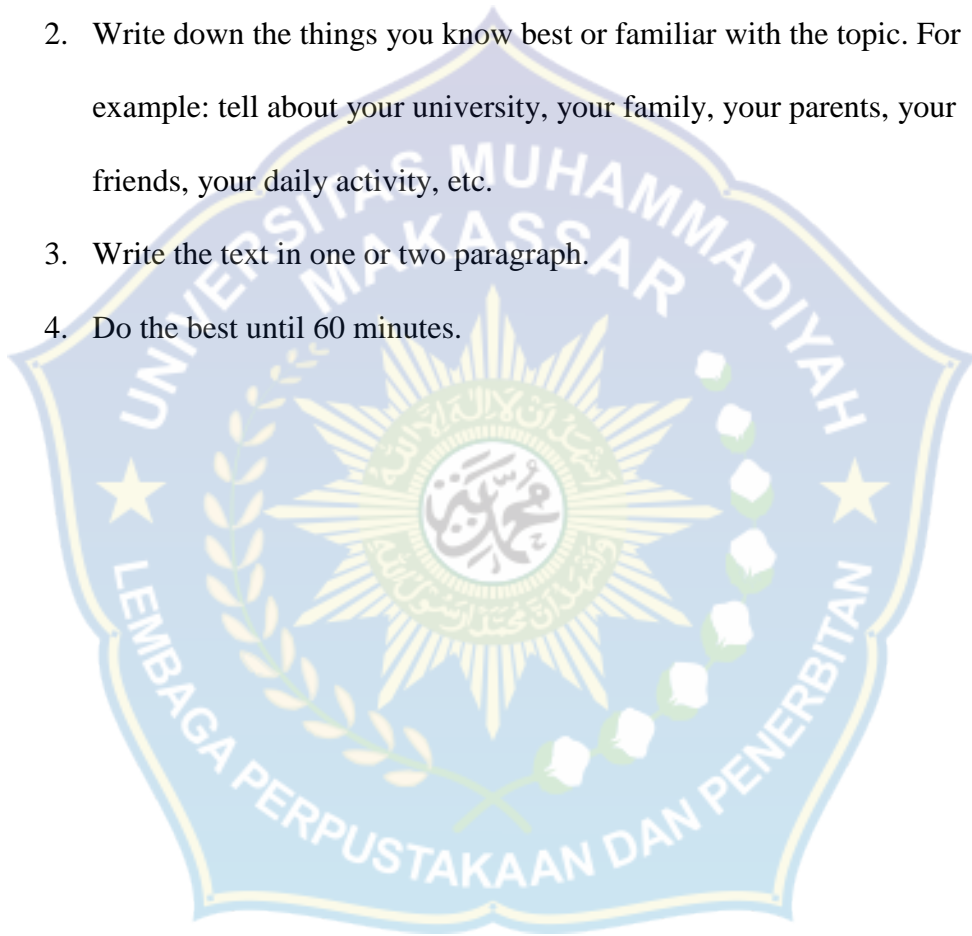
Appendix C

List of Sample

The Fifth Semester Students of English Department of Muhammadiyah
University of Makassar

(Sample of the Research)

NO	NAME	CLASS	STUDENT'S CODE
1	NURHASANAH NURDIN	4.G	NH
2	NURUL ISMI ASTUTI	4.G	NIA
3	RIFKI GANESYA	4.G	RG
4	MIFTAHUL JANNAH	4.G	MJ
5	MUTMAINNAH FEBRIYANTI	4.G	MF
6	ST. RAHMA WAHYUNI A	4.G	SRWA
7	ALDA	4.G	AL
8	MUKHLISHAH ARIF	4.G	MA
9	NURHAFIFA	4.G	NF
10	ISNAINI AZIZAH IBRAHIM	4.G	IAI
11	ENDANG	4.G	ED
12	REZKY TIARA SYFITRI S	4.G	RTS
13	SILMI AULIYAH	4.G	SA
14	NURUL AINUN RAHMI	4.G	NAR
15	ANDI MUTIARA SARI	4.G	AMS
16	KURNIA HARIS	4.G	KH
17	ANNISA ASSAMARQANDI	4.G	AA
18	NISRIN DAKENG	4.G	ND
19	ISMA DARA SAMAUL	4.G	IDS

Appendix D

Data Analysis of Errors

Type of Error

Students Code	Type of Error			
	Omission	Addition	Mis-formation	Mis-ordering
NH	Welcome our adventure captain. Named of hearts (Welcome our adventure captain. **It** named of hearts) < Noun>			
	But first, the captain will need the keys (But **the** first, the captain will need the keys) <Article>			
NIA		Now, there are **such as spaget**i, burger pizza (Now, there are **spaghetti**, burger pizza) <Simple Addition>	**Much** teenagers are effected by globalization (**Many** teenagers are effected by globalization) <Archi-form>	
			Now, there are **such as spaget**i, burger pizza (Now, there are **spaghetti**, burger pizza) <Alternating form>	
RG		I always **changed** my job (I always **change** my job) <Regularization>		

		I like to **worked** and get experience (I like to **work** and get experience) <Regularization>		
MJ	When I wake up in afternoon (When I wake up in **the** afternoon) <Article>	Every morning I **wake** up at 5 O'clock (Every morning I **woke** up at 5 O'clock) <Simple Addition>	Every morning I **wake** up at 5 O'clock (Every morning I **woke** up at 5 O'clock) <Regularization>	Then, went to the bathroom (Then, **I** went to the bathroom)
MF			My father always **advises** me to be diligent in worshiping, being **hones** and kind to others. (My father always **advised** me to be diligent in worshiping, being **honest** and kind to others. diligent) <Regularization and Alternating Form>	My name is Mutmainnah Febriyanti, born in the city of Makassar (My name is Mutmainnah Febriyanti, **I was** born in the city of Makassar) My father named Syamsul Bahri and Dewi Nasli (My father named Syamsul Bahri and **my mother named** Dewi Nasli)

SRWA	He has a oval face (He has **an** oval face) <Article>			She has **eye brown** (She has **brown eyes**)
AL		We **are prepare** delicious food (We **prepare** delicious food) <Simple Addition>		We like go to out walking everyday (we like to go out walking everyday)
MA	I was born in Sungguminasa, September 5, 1992 (I was born in Sungguminasa, **on** September 5, 1992) <Preposition>		My father **name** Arifuddin Miseng and my mother **name** is Sanifa (My father **named** Arifuddin Miseng and my mother **named** is Sanifa <Regularization>	
NF				**Mean that** happiness is not to be confused with joy (**it means that** happiness is not to be confused with joy) **Mean that** happiness is not necessarily an internal or

				external experience (**it means that** happiness is not necessarily an internal or external experience
IAI			I have several **bobbies** which one singing and listening to music (I have several **hobbies** which one singing and listening to music (Alternating Form)	
			Now I'am 19 years old and **has** entered the fifith semester in Muhammadiyah University of Makassar (Now I'am 19 years old and **have** entered the fifith semester in Muhammadiyah University of Makassar <Regularization>	
ED	Beside that, there **is** parking lot and FKIP building (Beside that, there **are** parking lot land FKIP building	It's **so very** famous in makassar (it's **so** famous in makassar) <Simple Addition>	In iqra tower **have** 18 floors (Iqra tower **has** 18 floors) <Regularization>	Unismuh **is the** campus swasta best (Unismuh **is the best** private campus)

	<Auxiliary>			
	All the **building** which **is** need an access to there (All the **buildings** which **are** need an access to there) <Plural marker and Auxiliary>	In iqra tower **have** 18 floors (Iqra tower **has** 18 floors) <Simple Addition>		
RTS	She was born in Jakarta, 29 November 1997 (She was born in Jakarta, **on** 29 November 1997) <Preposition>	But **her** bad habit also make people always judge her (But bad habit also make people always judge her) <Simple Addition>	She also **get 70jt in a day** (She also **got 70 million everyday** <Regularization and Archi-form>	Always upload her sexy photos on her instagram (**She** always upload her sexy photos on her instagram
			It was very expensive from **2jt** until **6jt** (it was very expensive from **2 million** and **6 million.** <Archi-form>	
SA			The **woman** are inspiring (The women are inspiring) <Archi-Form>	

			The most **importen** became house wife (The most **important** became house wife) <Alternating Form>	
NAR		I **wake up** at the afternoon 5 o'clock (I **woke up** at the afternoon 5 o'clock) <Simple Addition>	I **wake up** at the afternoon 5 o'clock (I **woke up** at the afternoon 5 o'clock) <Regularization>	I prepare myself go to campus (I prepare myself to go campus)
AMS	It can be among family, parents, friends (It can be among **the** family, parents, friends <Article>			Do your the best with every activities that you did (Do your the best with every activities that you **want to do**)
KH	I got many experience like it's **a** eye-opening experience (I got many experience like it's **an** eye-opening experience) <Article>		We have to create a Porto type to solve problem, which is something I **enjoy** doing. (We have to create a Porto type to solve problem, which is something I **enjoyed** doing) <Regularization>	
AA	This is one of the **photo** during eid		I took a photo, so that it became a	

	(This is one of the **photos** during eid) <Plural Marker>		beautiful **momeno** (I took a photo, so that it became a beautiful **moment**) <Alternating Form>

I went to visit the **place** to my neighbors and my friend's (**places** to my neighbors and my friend's) <Regularization> | |
| ND | | Everything make **its contributions** to the traditional cuisine and culture (Everything make **it contributions** to the traditional cuisine and culture) <Double Markings> | We have an **opputunity** to try and investigates fruits and **vegetables** (We have an **opportunity** to try and investigate fruits and **vegetables**) <Alternating Form> | |
| IDS | | | | I went to campus using motorcycle (I went to the campus **by** using motorcycle) |

Appendix E

STATISTICAL ANALYSIS

1. Type of Error

    a. Ommision   : 12

    b. Addition   : 10

    c. Misformation : 19

    d. Misordering : 12

2. Percantage

$$P = \frac{Fx}{N} 100$$

Bungin (2005 : 133

Where :

P : The percentage of errors

Fx : Number of errors for each type

N : Number of all errors

100%   : Constant numeral

    a. Omission $: \frac{12}{53}$ x 100 = 22.64%

    b. Addition $: \frac{10}{53}$ x 100 = 18.87%

    c. Misformation $: \frac{19}{53}$ x 100 = 35.85%

    d. Misordering $: \frac{12}{53}$ x 100 = 22.64%

Documentation of the Research

CURRICULUM VITAE

The researcher, **FITRIANI** was born on June 16th, 1997 in Benteng, South Sulawesi. She was the second child from the marriage of Muh.Arsyad and Amina. She began her study at SDN 29 Benteng and graduated in 2009. Then, she continued her education at SMPN 1 Segeri and graduated in 2012. Afterwards, she continued her study at SMAN 1 Segeri (SMAN 2 Pangkep) and graduated in 2015. In year 2015, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title *An Error Analysis of Self-Selected Topic in Writing at the Fourth Semester of English Department of Muhammadiyah university of Makassar.*