An Error Analysis in Writing Short Essay Made by the First Semester Students English Department Nommensen University

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Abstrak

Menulis merupakan salah satu mata pelajaran yang diajarkan di Jurusan Pendidikan Bahasa Inggris Universitas HKBP Nommensen Medan. Sementara itu, menulis merupakan salah satu skill dalam bahasa Inggris yang sering dianggap susah oleh siswa, berdasarkan pengalaman penulis penulis masih melakukan kesalahan saat menulis esai. Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan yang dominan dan penyebab kesalahan tersebut. Penelitian ini menggunakan deskriptif kualitatif sebagai studi kasus. Data dikumpulkan dari tes siswa dan wawancara. Berdasarkan hasil penelitian, terdapat empat jenis kesalahan penggunaan tenses yang tepat dalam menulis esai pendek yang dibuat oleh mahasiswa semester satu, yaitu (1). Kelalaian (17,2%), (2). Selain itu (10%), (3). Misformation (69,1%), dan (4) Misordering (3,7%), jenis kesalahan yang dominan dalam penggunaan tenses yang tepat dalam menulis esai pendek yang dibuat oleh mahasiswa dalam menulis essay pendek adalah Misformation (69,1%). Penyebab kesalahan penggunaan tenses yang tepat dalam penulisan esai pendek adalah adanya Transfer Interlingual dan Intralingual. Dapat disimpulkan bahwa, penelitian ini menunjukkan bahwa masih terdapat kesalahan dalam penulisan esai pendek yang didominasi oleh kesalahan formasi atau kesalahan struktur kata, yang terjadi karena perpindahan antarbahasa dan intralingual atau kesalahan pada bahasa sasaran yang dimaksud.

Kata kunci: *Esai, Esai Pendek, Menulis*

Abstract

Writing is one of the subjects taught at the Department of English Education, HKBP Nommensen University, Medan. Meanwhile, writing is one of the skills in English that is often considered difficult by students. Based on the author's experience, the writer still made errors when writing essays. This study aimed to determine the dominant type of error and the cause of the error. This research uses descriptive qualitative as a case study. Data were collected from student tests and interviews. Based on the study results, there are four types of errors in using the right tenses in writing short essays made by first semester students, namely (1). Negligence (17.2%), (2). In addition (10%), (3). Misformation (69.1%), and (4) Misordering (3.7%), the dominant type of error in the use of appropriate tenses in writing short essays made by students in writing short essays is Misformation (69.1%). The cause of errors in using the right tenses in writing short essays is the presence of Interlingual and Intralingual Transfer. It can be concluded; this study shows that there are so many errors in writing short essays, which are dominated by formation errors or word structure errors, which occur due to interlingual and intralingual transfers or errors in the intended target language.

Keywords : *Essay, Short Essay, Writing*

INTRODUCTION

Language is the quintessence of distributed cognition. The function of language itself is a tool to communicate among others, as an intermediary tool to express an assumption, feeling, perspective or idea (Alakrash et al., 2021:548). The entire world has become a global village in which people speak a common language during the globalization era, i.e. English as a global language; as a result, English is now widely recognized as a global language (Silalahi, 2016:788). English has received the status of an international language. English is a common and global language usually used in scientific studies, movies, culture, technology, business, travel, etc. But according to (Rao, 2019:66), language is generally used in part of science, business, organizations or on the internet and in higher education or the tourism sector. English has a more dominant role in almost all fields in this world.

Today, many people in Indonesia want to learn English, and they study English for specific purposes like economics, politic, science, technology, etc. For Indonesian, understanding English is not easy, both in terms of vocabulary mastery, pronunciation and sentence structure (Alrajafi, 2021:3-4). English has four skills: listening and reading, also called passive skills; meanwhile, speaking and writing are also called active skills. In this study, the writer focuses on writing skills. Febriyanti & Sundari (2016:71), assumed that for students in Indonesia who learn about language, one of the four most difficult skills in writing.

Writing is one of the intermediaries to convey an idea, thought, or fact by using simple language and easy-to-understand (Durga & Rao, 2018:2). Writing is a difficult skill for many learners, even in mother language, Hadfield (in Apandi & Kusriandi, 2016:77). In writing, you, as language learners, will feel some difficulties. According to Corder (Febriyanti & Sundari, 2016:72), a mistake is a discrepancy caused by a factor (lack of memory, emotional tension, fatigue, carelessness, etc.). When pointed out, it is usually mistaken random and easily corrected by the students. An essay is a type of writing. An essay consists of several paragraphs. An essay is written about a topic, like a paragraph Oshima and Hogue (in Apandi & Kusriandi, 2016:78). A short essay is another form of essay in general. Short essays don't have differences from an essay in general.

According to Apandi & Kusriandi (2016:78), at this time, the need for short essays is increasing. It happened because most applications like job, scholarships, etc., required someone to provide a brief explanation. On the other hand, writing skills are one of the learning topics taught at the Department of English Education at HKBP Nommensen University Medan. This skill is conveyed to English students starting from the first semester to the fourth semester, in which it is hoped that students will not experience difficulties in writing. Meanwhile, based on the writer's experience in the first semester, the writer still made the same error over and over. The error is found in tenses, especially when writing a narrative using the simple past tense.

Error Analysis

According to Dulay et al., (1982:138), errors are flaws in students' writing and/or speech. An error has become a piece of the conversation or something that deviates from language learning rules. A teacher or a mother who teaches children to learn languages has assumed that making mistakes during language learning is inevitable and is common in language learning for children. In another paragraph indicate that, examining students' mistakes fulfil two primary functions: (1) it serves a data set of conclusions regarding the language's nature acquisitions process that can be created; and (2) shows teacher which curriculum creators use section of the target language are extremely difficult for students to make correctly and which types of errors most reduce students' ability to communicate effectively.

According to Dulay (1982: 136), the L2 has revealed by the error analysis incorporation that the process has driven significant shifts in education practice. When learning a language, the learner will always make an assumption about the language rules and then put those assumptions into practice or use them in actual language performances. In this case, students as language learners will experience errors in the learning process since learning another language is not just about learning their own speech.

According to (Ellis, 1997:138), error analysis has some stages in analyzing the error that students make; they are:

An example is learner language collection. The first stage in error analysis is to choose a sample of existing language learners and determine how that sample will collect.

1. Identification of Error. After collecting the sample, the next thing is to identify the piece.
2. Description of Error. Then, attention is needed to the learner's speech patterns.
3. Explanations Error. The following step explains the error after passing the stage of locating and characterizing the flaw.
4. Evaluating Error. The error evaluation stage will include consideration of the effect of the error on the intended person.

According to Brown (2000:263), an error has two sources why the error occurs, that are ;

1. Interlingual Transfer. In second language learning, language transfer from the mother tongue can be called interference and becomes the target language. An interlingual transfer is a cause of the error that comes from the mother tongue disorder.
2. Intralingual Transfer. This source is a significant factor in learning a second language. Intralingual is a source of error that comes from errors in the rules of a target language.

Essay

According to Oshima & Hogue (1988:6), instead of one or two paragraphs, an essay is a piece of writing that is numerous paragraphs lengthy. Writing essays and paragraphs are the same thing as writing about a topic. Meanwhile, in an essay, one topic can't be described in one paragraph, but a writer must divide the description of one topic into several paragraphs. The writer must remember to link each paragraph by making an introductory paragraph and a conclusion. Furthermore Savage & Mayer (2006: 10), in their book, state, an essay is an organized discussion of a topic in a series of paragraphs.

There are six types of essays that are widely known. There are; Narrative Essay, Descriptive Essay, Comparison/Contrast Essay, Cause and Effect Essay, Argumentative Essays, and Classification Essay. Each type of essay has different characteristics and objectives. In contrast, the similarity between each kind of essay has empirical properties and is directly related to the experience or background of knowledge or idea possessed by the writer.

Short Essay

The definition about short essay according to Savage & Mayer (2006:15), in their book, a short essay is lengthier than a paragraph. Still, it includes the same three essential sections as a paragraph: an introduction, a body, and a conclusion. In the next paragraph, writing a short essay is an activity to introduce students to three and four paragraphs of essay at the intermediate levels. Short essays usually have one or two body paragraphs. The introduction section is a part of developing an idea and the closing paragraph is in the last paragraph, which is a section that summarizes the ideas provided in the form of a short essay. Aside from that, short essays must follow a logical framework; short essays require special tricks to give a clear message in more concise writing.

METHOD

In this study, the writer used qualitative research as a method because the results of this study would know the dominant errors in writing a short essay committed by the students and the causes of the error in writing a short essay. The data in this study analyzed and explained according to the surface strategy taxonomy by Dulay at.al. The learner may omit important items; add less important items, misform items and misordering items.

The subject of this study took from the English Department of Nommensen HKBP University. The population of this study took from the 1st semester English Department of Nommensen HKBP University. In this study, the writer used random sampling, consisting of 68 students from groups A and B. In this study, the writer examined only 15 students, consisting of group A and group B.

In this study, the writer analyzed the errors made by the students in writing short essays. The data of this study took from the students' writing and the results of student

interviews. So in this study, the writer used tests and interviews as the instrument for collecting data. The writer analyzed the data from students' tests about writing short essays through the steps: (1) data reduction, (2) data presentation, (3) concluding/verification. After that, the writer calculated the errors from students' test with the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

P = Percentages
F = Frequency of error committed
N = Number of sample

FINDING AND DISCUSSION

After the writer collected the data, the writer analyzed the data by identifying and underlining the errors found in students' writing regarding the short essay. The students' errors are classified and grouped based on the type of error according to Dulay (1982), especially in the Surface Strategy Taxonomy section. The results of errors contained in student writing can be seen in the table below:

Table I. Kinds of Errors

NO.	Kinds of Errors	Number of Errors
1.	Error of Omission	14
2.	Error of Addition	8
3.	Error of Misformation	56
4.	Error of Misordering	3
Total		**81**

According to the chart above, there were 84 errors in students' writing when they wrote a short essay. There are four types of errors found in this case: 14 error words in an Omission, 8 error words in an Addition, 56 error words in a Misformation, and the last 3 error word Misordering, in students' writing while writing a short essay.

Table II. Percentage of Students' Error

No.	Kinds of Error	Percentage
1.	Error of Omission	17.2%
2.	Error of Addition	10%
3.	Error of Misformation	69.1%
4.	Error of Misordering	3.7%
Total		100%

After examining the chart above, it's clear that students make three types of errors while writing short essays; Omission, Addition, and Misformation. It receives 17.2% in an Omission, 10% in an Addition, 69.1% in Misformation, and 3.7 % in Misordering. According to these findings, the most common error while writing short essays is Misformation (69.1%), followed by Omission (17.2%), after Addition (10%), and the last is Misordering (3.7%).

After the writer analyzed and classified the errors made by the students, the writer interviewed them, according to the results obtained during the interview; the interlingual and intralingual transfer is the source of students' errors while writing a short essay. This was discovered through interviews with 8 of 15 students, who were asked why they made these

errors when writing a short essay. Intralingual transfer refers to a departure from the target language; meanwhile interlingual refers to a departure from the mother tongue disorder.

DISCUSSION

In this part, the results of the study that have been carried out relating to the answer to the problems statement about the types of error and the cause of the error that made by the first semester students English Department Nommensen University as the object of this study. In this study, the writer found out that the types of error that students made were Omission, Addition, Misformation, and Misordering. For the causes of the error, the writer found out that the source error came from Interlingual and Intralingual transfer.

Omission happens when students miss an item or a word that should be in a phrase or a well-formed utterance. In this situation, the student committed an error in writing short essays by omitting certain words and composing uncompleted phrase. In this study, the students produced 14 omissions because of the omission of past sentence markers such as –ed.

Addition happened when students add an item or a word that shouldn't be in a phrase or a well-formed utterance. In this situation, the student committed an error in writing short essays by adding certain words that shouldn't be added in a correct element. In this study, the students produced 8 additions where the error comes from adding –ed and double marking in a sentence.

Misformation happens when the students employ the incorrect form of a morpheme or structure in a sentence. In this situation, students made 56 errors misformation when writing a short essay. This error comes from utilizing present tense for past tense sentences, employing the incorrect form, and then using regular and irregular verbs.
Interlingual and Intralingual transfer are the important problems in learning a second language, wherein intralingual transfer can note as a source of errors that arise from deficiencies in the rules of the target language. Meanwhile, interlingual transfer is a source of errors that occur from the transfer of the mother tongue to the target language.

CONCLUSION

Based on the study finding and discussions, it can be seen:
1. When the students write short essays using the appropriate tenses, they commonly make three types of errors: Error of Omission, Error of Addition, Error of Misformation, and Error of Misordering. Where there are 14 errors (17.2%) in error of omission, 8 errors (10%) in error of addition, 56 errors (69.1%) in the error of misformation, and 3 errors (3.7%) in error of misordering. The error of misformation has become the most common error when writing short essays, with 69.1 %.
2. Based on the findings of student interviews, it has been determined that the cause of errors committed by students while writing short essays is Intralingual and Interlingual transfer, which occurs as a consequence of the rules in the target language in transfer from mother tongue.

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