An Error Analysis of Students Writing Skill in Report Text: A Case Study At Ninth Grade Students of SMPN 21 Batam

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Abstract

The objective of the study was to find out, analyze and describe the types of errors made by students in writing report text based on the theory of surface strategy taxonomy by Dulay (1982). The research methodology was descriptive qualitative research. The subject in this research was ninth grade students of SMPN 21 Batam in the academic year 2021/2022. The researcher used instrument test to collect the data. The instrument of testing in this research was writing test. The researcher asked the students to choose one topic to write a report text. Then, the researcher analyzed the students error based on the theory of surface strategy taxonomy by Dulay (1982). The result showed that there were four types of studenst errors in writing report text based on the theory of surface strategy taxonomy by Dulay (1982). There were 14 students made omission, 6 students made addition (simple addition). In misformation, there were 15 students made regularization error, 1 student made archi form, 19 students made alternating form. Besides that, there were 8 students made misordering. The students made error which are marked by omitting, adding, incorrect sentence structure, and incorrect placement in the sentence.

INTRODUCTION

English is an international language, and also as a communication tool used by people in the world. English is the unifying language of the world. Wherever located, English can be used to communicate by people around the world. English is used in all aspects of life, such as politics, government, technology, economics, business, and education. Besides as international language, English is also an opportunity to be able to establish communication with foreign people, it will make it easier to get a new friend from abroad, makes it easier to communicate with foreign people while vacation in abroad, and also make it easier to get a job.

English is one of the subjects studied at school. English is learned from kindergarten, elementary, junior high school, senior high school or vocational high school, until higher education levels. English is very important in the world of education. It can increase student knowledge, broadening student insight. More ever, by English student can continue to study at the level of higher education in Indonesia or abroad.

In English, there are four skills taught at junior high school namely reading skill, writing skill, listening skill, and speaking skill. One of the English skills is writing skill. Writing skill is one of the skills that must be mastered by students. Writing is a process to express idea, write opinions or statements to organize and making a sentence. For example, writing novels, poetry, short stories, thesis, descriptive text, report text, and others.

In addition, writing have much benefits for students. Firstly, writing is a good skill to develop student in enriching vocabulary, grammar, also increase their language skill. Secondly, writing can develop student thought and creativity, such as looking for new ideas to be written in the text. Thirdly, writing can express students feeling, such as happy, sad, angry or others.

In writing, there are several problems that are often faced by students. First, lack of student vocabulary. Second, lack of student ideas in writing. Third, students got difficult in writing sentence structure properly and correctly. More ever, writing is not easy for a few students. There are three factors that can be classified as the causes of errors, they are carelessness, lack of student understanding, and less practice.

There are several categories of student error in write a sentence according to Dulay et al. (1982, p.150). First, the students made errors which are marked by the absence of certain items that should be in the word. Second category, the students made error in writing which are marked on certain items that should not appear in the sentence. Third, the student made error whose sentence structures are wrong or incorrect in the sentence. Next, the students made errors which are marked by incorrect placement in a sentence. Based on the statements above, we can conclude there are several errors when student write a sentence. One of them is about grammar. Errors happens because students do not master in familiar words, so there is an error in sentence structure. Accuracy is very important in writing a sentence, because if a text in the sentence is wrong, it can cause an error in the meaning of the sentence. Therefore, the students need to understanding about grammar before writing.

In writing, there are several types of text that are discussed in English subjects, namely procedure text, descriptive text, narrative text, recount text, and report text. One of the texts taught at junior high school is about report text. Report text is a text that describes the details of an object. The purpose of report text is to present information about something generally to the reader. Report Text is not a news text, but it contains a scientific factual text. The generic structures of report text are general classification and descriptions. Next, language features of report text using simple present tense, general nouns (e.g dog, cat, bird, etc). The characteristics of report text is using contains scientific facts, the title of the text is more general and using simple present tense.

The problems that students often faced when writing report text are difficult in compose a sentence, hard to organize the general classification and descriptions, and also hard to determine the language features of report text. First, the students are difficult to compose sentences because they are lack of vocabulary, lack of ideas, and sometimes the students can not write in English sentence. It happens because the students rarely practice in write a sentence, and the students less of interested in write a sentence, the students do not understand the placement of sentence structure, so the students hard to compose sentences properly and correctly. Second, the students hard to organize the generic structure such general classification and descriptions. It happens because the students do not understand the material about report text, the students also do not understand the placement of generic structure, so the generic structure often being reversion by the students in writing report text. Next, the students hard to determine the language features of report text. It happens because the students do not understand about grammar, the students also do not want to learn report text. Therefore, the students got errors in writing report text properly and correctly. Based on the explanation above, the researcher entitled this thesis *"An Error Analysis of Student Writing Skill in Report Text at IX Grade Students of SMPN 21 Batam"*.

METHODOLOGY

In this research, the researcher was used descriptive qualitative research, because this research focuses on the types of errors based on surface strategy taxonomy by Dulay et al. (1982, p.150). According to Walidin et al. (as cited in Fadli, 2020, p.35), qualitative research is a research method that aims to understand personal and social events by developing a comprehensive and complex picture that can be expressed in words, reporting specific opinions gathered from informants, and doing the study in a natural context. According to Suharsimi (as cited in Batubara

et al., 2021, p.13), qualitative descriptive research is to examine the situation, conditions, or other items described, and the conclusion is presented in the form of a research report. Based on the explanation, the researcher was examined the students. Then, the researcher will collect and analyze the data based on student writing report text. The purpose of this research as a research data material in thesis that is being worked by the researcher to get a Bachelor Degree.

The researcher was conducted research on 1 March 2022 at SMPN 21 Batam, which is located on Jl. Kavling Baru Nato, Kecamatan Sagulung, Kelurahan Sungai Langkai. In this research, the subjects that was researched is ninth grade students of SMPN 21 Batam. The subject that was researched is the students at IX.1 class, and there are 23 students in the class.

In this research, the researcher was used responsive test to collecting data. Responsive test is a test that only uses instructions. Responsive test can be applied to ninth grade students of junior high school, because the responsive test is already at the level of making sentences into paragraphs. Furthermore, researcher was used responsive test to examine and collect the data based on students writing report text. The researcher will use writing test as the instrument of the research. The researcher asked the students to choose one topic to writing report text. A test is valid if it actually assessment the objectives and what has been taught. In this research, the researcher was used content validity, because it is more suitable for researcher to know the test is valid or not in the test of writing report text. According to Brown (2003, p.22), content validity is a test considered valid if the teacher can identify and measure the students achieve clearly. According to Corder (as cited in Mukarromah and Suryanto, 2021, p.77), there are procedures of collecting data in error analysis:

1) Gather the students writing

The first step in collecting data is to collect the students writing with the prepared instrument. The students asked to writing a report text in a piece of paper, complete with the generic structure of report text.

2) Identify the error

Second step is identifying student error. The researcher identifying the error and evaluates the results of the writing report text acquired from the students. Then, the researcher will find the data that do not match with the grammar rules.

3) Categorize the error

In this stage, the researcher categorizes the students error based on the types of surface strategy taxonomy by Dulay et al. (1982, p.150).

After the researcher collecting data from the students, the next step researcher will analyze the data based on students writing report text. There are four technique to analysis data, they are:

1) Interpret the error

The first step that will be taken by the researcher is to interpret the errors made by students in writing report text referring to the theory of surface strategy taxonomy by Dulay et al. (1982, p.150).

2) Explain the error

Second step the researcher was explained the types of the errors made by students in writing report text based on the types of surface strategy taxonomy according to Dulay et al. (1982, p.150).

3) Analyze the error

The next step, the researcher was analyzed the errors made by the students in writing report text based on the types of surface strategy taxonomy.

4) Assess the error

In this step, the researcher was assessed and evaluated the errors made by the students in writing report text based on the types of surface strategy taxonomy.

5) Conclude the error

The last step, the researcher was concluded the types of students errors in writing report text based on surface strategy taxonomy by Dulay et al. (1982, p.150).

RESULTS AND DISCUSSION

The researcher conducted research on Tuesday, 1 March 2022. The subject of the research was ninth grade students of SMPN 21. The researcher conducted research at IX.1 Class. There were 23 students in the class. The researcher used test in writing report text to collect the data. Based on the data description, the researcher found there were classification of error based on theory surface strategy taxonomy by Dulay (1982). They were omission, addition, misformation, and misordering.

1) Omission

From 23 students, there were 14 students makes error categorized omission.

For example　　　　: Student 3

Incorrect sentence : Television is an <u>entertaiment</u> medium used by humans.

Correct sentence　 : Television is an <u>entertainment</u> medium used by humans.

　　　Based on the sentence above, the type of student error is omission. The student miswriting <u>entertainment</u> in write a report text. The student wrote <u>entertaiment</u> in the sentence. It was incorrect word, because there was missing letter "n" in the middle of word <u>entertainment</u>. The students were careless in writing report text. They did not want to recheck what they write before in their paper. The student did not understand how to write entertainment correctly and properly. The student only know what their listened, but they did not know how to spell and write in the paper. The student usually only guessing how to write the word entertainment without knowing the correct word.

2) Addition

From 23 students, there were 6 students makes error categorized simple addition.

For example　　　　: Student 5

Incorrect sentence : Type of cars they are: sports car, classic car, super car, <u>publick</u> car, etc.

Correct sentence　 : The types of cars they are: sports car, classic car, super car, <u>public</u> car, etc.

　　　Based on the sentence above, the type of student error is addition. The student miswriting <u>public</u> in write a report text. The student wrote <u>publick</u> in the sentence. There was addition suffix "-k" in the end of word <u>public</u>. The word <u>publick</u> was incorrect, because <u>public</u> did not use suffix "-k" in the end of word. Addition happened because the student did not know how to write the word correctly. The student only know word of "public" based on their listened, but they did not know how to spelling the word. Next, the student are influenced by their mother tongue. Based on student comprehension, text of "public" is used "k" in the word. Because "public" in Bahasa Indonesia used "k" in the word.

3) Misformation

　　　From 23 students, there were 15 students makes error categorized regularization error, 1 student made archi form, and 19 student made alternating form in writing report text.

a) Regularization Error

For example　　　　: Student 5

Incorrect sentence : Car <u>have</u> four wheels.

Correct sentence   : Car <u>has</u> four wheels.

Based on the sentence above, the type of student error is regularization error. The student wrote <u>have</u> in the write a report text. It was incorrect verb, because the subject "car" was singular subject. Besides that, <u>have</u> is used for plural subject. The correct verb is used <u>has</u>, because "car" was singular subject in the sentence. The student did not understand about grammar, the student only put verb and did what they want to write.

b) Archi Form

For example   : Student 4

Incorrect sentence : Cars are divided into 2, <u>namely those that are</u> used daily and supercars.

Correct sentence   : Cars are divided into 2, <u>those are</u> used daily and supercars.

Based on the sentence above, the type of student error is archi form. The student error in choosing class of determiners. The student wrote <u>namely those that</u> in write a report text. It was incorrect determiners, because determiners of <u>that</u> is used for singular noun, and <u>those</u> is used for plural noun. Based on example above, the suitable determiner is used <u>those</u>, because the student told "cars are divided into 2" it means there are more than one car in the sentence. Archi form happened because the student put all determiners (that and those) in the sentence. the student did not understand how to choose class of determiners to complete a sentence. So, the student got archi form in writing report text.

c) Alternating Form

For example   : Student 9

Incorrect sentence : Kinds of <u>merk car</u> are Toyota, Ertiga, Avanza, etc.

Correct sentence   : Kinds of <u>car brands</u> are Toyota, Ertiga, Avanza, etc.

Based on the sentence above, the type of student error is alternating form. The student error in choosing the suitable word in writing report text. The student wrote <u>merk</u> in the sentence. it was incorrect word, because the word of "merk" refers to <u>car brands</u>. The student did not understand choosing the suitable word to complete a sentence. The student still used mother tongue in writing a sentence, and they used Bahasa Indonesia in writing report text. The student did not know how to write "brands" in English, that means the student lack of vocabulary.

4) Misordering

From 23 students, there were 8 students makes error categorized misordering.

For example   : Student 14

Incorrect sentence : <u>People, with television sit in their houses, can sit and watch the president</u>.

Correct sentence   : <u>With television, people can sit and watch president in their house</u>.

Based on the sentence above, the type of student error is misordering. The student error in compiling sentence in write a report text. The student also wrote a reverse sentence in writing report text. It was misordering, because the sentence was reversion, incorrect sentence structure, and it was hard to understandable. The student did not understand how to compile sentence correctly and properly, so they felt difficult how to organize a sentence. The student did not know the grammatical rules, so they wrote a reversed sentence in writing report text. Moreover, the student less practice in write a sentence.

CONCLUSION

Based on the explanation before, the researcher used surface strategy taxonomy based on the theory of Dulay (1982) to analyze student errors in writing report text. According to Dulay (1982, p.138), errors are deficiencies side in the student's speech or writing. There are four types of error according to Dulay (1982, p.150) based on the theory of surface strategy taxonomy, they are omission, addition, misformation and misordering.

First, omission is error which are marked by the absence of certain items that should be in the sentence. Omission means there are missing letter, suffix, or word in a sentence. Based on the result, the students often made missing letter in the begin or in the middle of word. Then, the students omit suffix in the end of word in the sentence. Besides that, the students also omit the word, such subject, predicate, or certain items that should be in the sentence. Omission usually happened because the students careless in writing report text. The students were hurry in writing report text, and they did not want to recheck what they write before in their paper.

Second, addition is error which are marked by certain items that should not appear in the sentence. Addition means there are additional letter, suffix, or certain items in a sentence. Based on the result, the students often write additional letter in the middle of word. Then, the students often added suffix in the end of word in the sentence. Besides that, the students also added the word, such subject, predicate, or certain items that should not be in the sentence. Addition usually happened because the students are influenced by their mother tongue. Therefore, they only know word based on their listening, but they did not know how to write and spell the word in writing a sentence correctly.

Third, misformation is error which are marked by incorrect sentence structure. Based on the result, the students made regularization error, archi form, and alternating form in writing report text. First, regularization error is error which are marked by incorrect grammatical, such the students did error in choosing class of verb. Some students did not know the correct verb to complete a sentence, such as the use of verb "have" and "has" for singular or plural verb in writing a sentence. The students wrote "have" for singular subject and "has" for plural subject in writing a report text. Second, archi form is error which are marked by error in choosing class of determiners. The student did not know the use of "this, that, these, and those" in a sentence. The students often wrote "that" for singular noun, and "those" for plural noun. Third, alternating form is error which are marked by error in choosing the suitable word in a sentence. The students often wrote a sentence using word by word. The students also wrote a word based on their want without thinking the correct word in the sentence. It was happened because they were lack of vocabulary and ideas in writing report text. Therefore, they did not know how to choose the suitable word in write a sentence.

Misordering is error which are marked by incorrect placement in the sentence. Based on the result, the students often write a reversed subject or predicate in compiling the sentence. It was happened because they could not identify the subject or predicate in the sentence. Besides that, the students also error in writing phrases in a sentence. They felt difficult how to organize a sentence. Therefore, there was incorrect placement in the sentence, and their arrangement also was not understandable in the context.

Based on the explanation above, there were four types of students errors based on the theory of strategy taxonomy by Dulay (1982), they were omission, addition, misformation, and misordering error. Error is there was incorrect certain items in the sentence. Based on the types of errors, the students omit and added letter, word, or certain items in the sentence. The students made error in choosing class form of verb, determiners, and error in choosing the suitable word in writing a sentence. Besides that, the students also made a reversed phrases and sentence structure in writing report text.

Based on the data from the research that has been done, it can be concluded that ninth-grade students at IX.1 class of SMPN 21 Batam have various types in writing skill, especially in writing report text. The researcher has done analyzed students error in writing report text based on the theory of surface strategy taxonomy by Dulay (1982). There are four types of error according

to surface strategy taxonomy; they are omission, addition, misformation and misordering. First type of error is omission. From 23 students, there were 14 students makes error categorized omission. Second type of error is addition. From 23 students, there were 6 students makes error categorized simple addition. Third type of error is misformation. From 23 students, there were 15 students makes error categorized regularization errors, 1 student made archi form error, and 19 students made alternating form in writing report text. Next type is misordering. From 23 students, there were 8 students makes error categorized misordering in writing report text.

Based on the explanation before, the researcher concludes that writing report text is not easy for a student. The students made error in writing report text. First, the students omitted the letter in the middle or in the end of word. They omitted the word in the middle of sentence, and also omitted the certain items that should be in the sentence. Second, the students added the letter in the middle or in the end of word in the sentence. They also added word or certain items in the middle that should not appear in the sentence. Third, in the types of misformation, the students error in choosing class of verb such the use of singular and plural subject. The students also had error in choosing class of determiners such the use of this, that, these, and those. They also had error in choosing the suitable word in the sentence. They did not know how to choose verb, determiners or verb correctly. Next, in the misordering, the students made a reverse sentence and wrote incorrect sentence structure in writing report text. They were hard to compile the sentences correctly, and it was not understandable to read what they wrote in writing report text.

Based on the types of error, error was happened because they are lack of vocabulary, rarely practice in write a sentence, and they are also lack of ideas when writing report text. Besides that, the students were hard to write report text because they did not understand about report text. In addition, the students were hard to organize sentence structure correctly. It was happened because the students did not understand grammar. Therefore, it is difficult for them to organize the generic structure and determine the language features. It can be concluded that errors commonly made by the students are grammatical errors.

This suggestion is presented for the researcher, the readers, and the teachers. The suggestions are follows:

1. For the researcher

The researcher wish to know the types of students error in write a report text based on the theory of surface strategy taxonomy by Dulay (1982). The researcher may also be able to find out the types of students error using another text.

2. For the readers

The readers is hoped to be able to read another research related to errors and it can use another theory.

3. For the teachers

The teacher is hoped can examine and identify student errors. After the teacher know the student errors, the teacher is also hoped to be able to change the appropriate learning strategies for students depend on the errors they regularly made. Therefore, the students can improve students skill in writing a report text.

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