ERROR ANALYSIS ON ENGLISH DEPARTMENT STUDENTS' THESIS BACKGROUNDS

*Dita Yohana Sara Simanjuntak
**Sri Minda Murni
**Yeni Erlita

ABSTRACT

This study deals with the Error Analysis on English Department Students' Thesis Backgrounds in State University of Medan. The objective of this research are: 1. To find the types of errors are frequently found in thesis background written by graduated students of English department at State University of Medan. 2. To find the source of the errors that found in the thesis background of graduated students of English Department. Related to the object of the research, the researcher used the descriptive qualitative method. The research was conducted at Reading Room Faculty of Lamguages and Arts. The object of this research is 30 theses. The result of this research showed that there are 103 errors of Misformation that happened because the students write the sentences in present tense, while the thesis background study has to be written in past tense. The highest recapitulation showed that the most source of error is "intralingual transfer".

Keywords: *error analysis, thesis backgrounds*

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*Graduate Status
**Lecturer Status

INTRODUCTION

Background of the study

Doing a research is one of the requirements to be graduated as university students. Students are required to write thesis as a scientific writing to present the results of their research. Thesis is a dissertation on a particular subject in which one has done original research, as one presented by a candidate for a diploma or degree. Thesis has five chapters, viz. introduction, review of literature, research method, data analysis and conclusion and suggestion. In the introduction chapter, there is a background as the foundation of the research. The background of the study contains the reasons of why a researcher needs to conduct a research. On an advance level, students of university are expected to write a thesis with an appropriate grammar in writing, but in many cases, it is irrefutable that students did errors in writing sentences into a paragraph. Errors in language learning have always been the centre of attention and knowledge of grammar has become one of the most actively discussed questions in language and literacy pedagogy. Error analysis had a long history as far as second language learning is involved. The idea of the error as an effective to be avoided has been especially supported by behaviorism, being considered an obstacles to language learning.

Error itself categorized according to their features by Dulay, Burt and Krashen (1982) into six different categories: omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use ofwrong word forms, alternating use of two or more forms, and misordering. Brown proposed that the learners' errorneous version is different from the presumed target version. This highlights the ways surface structures are altered. The students may omit necessary items or add unnecessary one, they may misform the items or

disorder them. Errors can be classified into four types : omision, addition, misformation and misordering.

As the preliminary data, the researcher gave a sample which is taken from a thesis made by a graduated student of English department Harapan Waruwu. The thesis was published in 2018. From his study background, the researcher found some errors.

From the thesis of a graduated student of English department of Languages and Arts Faculty at State University of Medan, that had been analyzed, the researcher found that there are still errors on the writing of the study background. The errors were analyzed to find the errors abd the source of errors made by the student of English department at the State University of Medan.

However, the research about errors also had been done Saad (2013) has examined errors in written texts produced by pre-university students in Saudi Arabia. 32 Arabic-speaking students were asked to produce an argumentative essay that serves as the data corpus. Findings from this study revealed that students committed errors mostly related to verb tense, subject-verb agreement, spelling, sentence fragment and the use of article. Other errors such as pronoun, capitalization and word order were also observed but the occurrence was in smaller percentage. By using Surface Structure Taxonomy (SST), he found that omission is the most common type of errors found in students' essay.

Sermsook (2017) on his study also did a research with the participants of the study were 26 second year English major students in a Thai university. They were two males and 24 females whose age ranged from 20 to 22 years old. All of them have learned English as a foreign language for at least seven years. He found that the most frequently committed errors were punctuation, articles, subject-verb agreement, spelling, capitalization, and fragment, respectively. Interlingual interference, intralingual interference, limited knowledge of English

grammar and vocabulary, and carelessness of the students were found to be the major sources of the errors.

Al-Yaari (2013) did an analytical study aimed at investigating written grammatical errors committed by Arabic as second Language (ASL) learners. More specifically, it explored the reasons behind committing these errors and their effects on the daily communication of ASL learners. He found that written gramma tical errors of ASL learners are characterized by the misuse of many grammatical items.

THEORETICAL FRAMEWORK

Error Analysis

Learning a foreign language cannot be separated from conducting the errors. Error is a natural process that often happens when the students learn a new language because language learning is actually a process of trials and errors. In English learning process; first, the students commit some errors, and then they can learn from their own errors. Ridha (2012, p. 26) views EA as "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner"

Error analysis is a type of linguistic analysis that focuses on the errors learner make. It consist of comparison between the errors made in the target language and the target language itself (Khansir, 2012:1029). It can be concluded that error analysis is the process of determining incidence of unacceptable forms produced by learners and finding out the sources of errors. Errors in language learning are not only caused by learner's condition, but also the type of input itself.

Types of Error

Errors can be classified into four types: omission, addition, misformation and misording.

a) Omission

When a learner is leaving off necessary items that must emerge in a well-performed utterance, that learner is doing omission error. As an example we know that morpheme or words can be distinguished into two classes: content word (e.g. noun, verb, adjective, and adverb) and grammatical word such as noun and verb inflection (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, am,are, will, can, must etc), preposition (in, on, at, etc). language learners generally omit grammatical morpheme much more frequently than content word such as in *John new student, He speak English well, and she eating dinner.*

b) Addition

Addition errors, which are the contrary of omission, are characterized by the presence of items that should otherwise not appear in a well-performed utterance. Generally, it occurs in second language acquisition of the leaner. Regularizations, double markings, and simple addition are kind of addition error which have been examined in the speech of both first language and second language leaner.

For example:

Error form: Maya *is very very smarter* than Asti.

Correct form: Maya *is smarter* than Asti.

c) Misformation

Misformation is the error that characterized by the use if the wrong from of a structure or morpheme.`

Example:

Error form: I *see* him yesterday.

Correct form : I *saw* him yesterday.

d) Misorder

Misorder errors are characterized by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that already been acquired

Example:

Error form: He will come *evening tomorrow.*

Correct form: He will come *tomorrow evening.*

Sources of Error

To identify the errors in second language learner, the step in the analysis of erroneous learner is that of determining the source of error. Brown (2000:223) notes that the sources of the error could be divided into categories such as:

1. Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stage of learning a second language is especially vulnerable to interlingual transfer from the native language or interferences. In these early stages, before the system of the second

language is familiar, the native language is the only previous linguistic system upon which the learners can draw. In English language learning process, students still bring L1 to L2 because they are learned by the same habit formation process. L1 habits will cause errors in the L2.

2. Intralingual Transfer

Intralingual transfer (within the target language itself) is a major factor in second language learning (Brown, 2000: 224). Researchers have found that the early stages of language learning are characterized by a predominance of inference(Interlingual transfer), but once learners have begun to acquire parts of the new system, more and more intralingual transfer- generalization within the target language-is manifested. This is of course follows logically from the tenets of learning theory. As learners' progress in the second language, their previous experience and their existing subsumes begin to include structures within the target language itself.

3. Context of Learning

A third major source of error, although it overlaps both types of transfer, is the context of learning. "Context" refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rootle memorized in a drill but improperly contextualized.

4. Communication Strategies

According to Brown (2000:227), Communication strategies were defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across, but at time, these techniques can themselves become a source of error. For example: "let us work for the well done of our country". While it exhibited a nice little

twist of a humor, the sentences had an incorrect approximation of the word welfare. Likewise, word coinage, circumlocution, false cognates and fabricated patterns can all be sources of error.

However, in this research, researcher only analyse the error in interlingual transfer and intralingual transfer, because this research is analysing the product of students which has learned about writing and research, then applied it by wrote a thesis.

English and Literature Department

English Department is one of major in Languages and Arts Faculty of State University of Medan. The program provides students with a foundational understanding of the principles and issues within current approaches to language and introduces them to various aspects of the structure, use, and learning of English. Through teaching and mentoring, the program encourages the students to apply their analytical skills to their experience outside the classroom, and prepares them for employment in areas related to English language teaching and publishing, and for the pursuit of advanced degrees in linguistics.

The language program gives the English language major the essential foundations of postmodern linguistic readings as well as contextual selections in literature. The language courses are intended to provide an appropriate linguistic background for prospective teachers of English and a preparation for those planning to pursue graduate work in linguistic.

Thesis

Thesis is a dissertation on a particular subject in which one has done original research, as one presented by a candidate for a diploma or degree. Thesis has five chapters, they are: introduction, review of literature, research method, data analysis and conclusion and suggestion.

RESEARCH METHODOLOGY, ANALYSIS, DISCUSSIONS AND FINDINGS

Methodology

This study uses descriptive qualitative research, because the researcher purposes to describe the errors made by graduated students in writing their thesis background based on surface taxonomy strategy to describe the frequency of errors and to explain the dominant type of error made by the students.

Procedure of Data Collection

The documentary method was used to collect the data. The data in this study were collected from reading texts of Let's Learn English textbook for the eleventh grade students of high school which is used in second semester. There are three steps to collect data in this study; 1) Reading, 2) Identification, 3) Classification.

Procedure of Data Collection

The data of this research are the students' thesis background, the data took using random smapling. The most primitive and mechanical, each member of population is assigned a unique number. In this technique, each member of the population has an equal chance of being selected as subject. The entire process of sampling is done in a single step with each subject selected independently. The data collected from 30 thesis background study of graduated students' thesis of English department at State University of Medan in 2018 which is randomly chosen from Languages and Arts Faculty library (Reading Room).

The researcher collected the data by using following steps: classifying the error, describing the frequency of errors, describing the dominant type of error, and describing the sources of error.After collecting the data, it separated selectively based on the problem raised in the study. After the processing was done with the editing process, by recheck the obtained

data, wheter the data is good enough and was can be quickly prepared for the next process. A systematic and consistency of the data obtained, formed in a draft concept that will made into a primary basis in providing analysis.In qualitative research, the characteristic of conclusion is temporary. It can change in if the researcher doesn't discover strong evidence to support the next collecting data. However, the conclusion in the previous data can be evidenced by validity and consistency when the research, the research makes conclusion from the data display.

In short, the steps in analyzing the data are:

- The researcher selects, identify, and focuses on the data by referring to formulation of the research problem.

- Marking the errors made by the student.

- Making a summary of most errors made by students using the Surface Taxonomy Strategy.
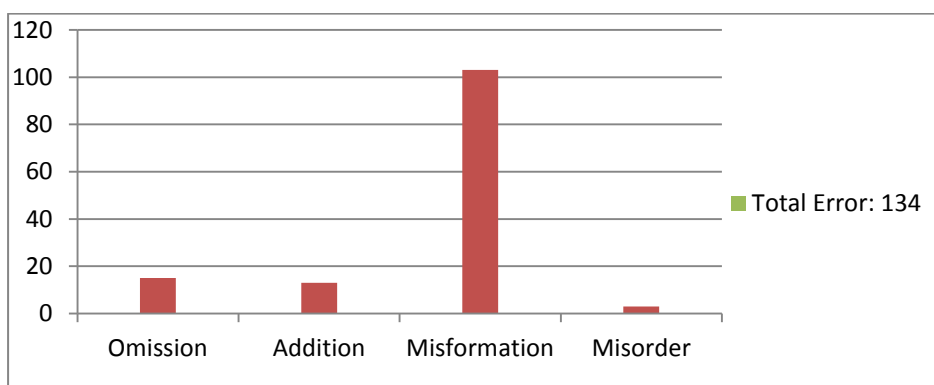
Finding

Chart 4.1 Percentages Based on Types of Error

The chart above shows that there are four types of errors (Omission, addition, misformation, and misorder) which are analyzed. Students made 13 (9,7%) errors of addition, and 15 (11,2%) errors of omission. The highest frequency of error is in using misformation with 70,9% or 103 errors, and the lowest one is the frequency of error in using misorder with 2,2% or 3 errors. Total errors is 134. Most student made errors in writing the thesis background especially in using tenses and categorized in misformation.
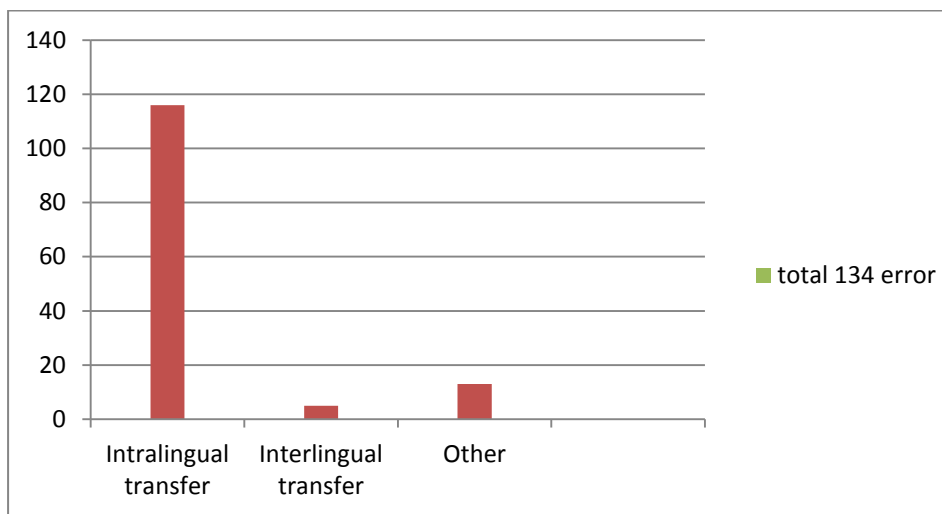

Chart 4.2 Percentage Based on Source of Error

The chart above shows that there are three source of errors that has been analyzed.There are intralingual 86,6% , other 9,71%, and interlingual transfer 3,73%.The highest frequency of error is intralingual transfer 86,56% , and the lowest frequency of error is intralingual transfer 3,73%.

Discussions

The types of errors made by students of English Department in their thesis background study are already known. Error of misformation was the most common error with 103 errors or 76,9%, the second is error of omission with 15 errrors or 11,2%, the third is error of addition with 13 errors or 9,70 % and last is error of misorder with 3 errors or 2,2%.The sources of error made by students of English Department in States

University of Medan are known. Those are intralingual transfers 86,6% , other 9,71%, and interlingual transfer 3,73%.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the data analysis, it was found that the students of English Department in State University made many errors in their thesis which is randomly chosen.

1. The types of errors made by students of English Department in their thesis background study are already known. Error of misformation was the most common error with 103 errors or 76,9%, the second is error of omission with 15 errrors or 11,2%, the third is error of addition with 13 errors or 9,70 % and last is error of misorder with 3 errors or 2,2%.

2. The sources of error made by students of English Department in States University of Medan are known. Those are intralingual transfers 86,6% , other 9,71%, and interlingual transfer 3,73%.

Suggestions

After the researcher carried out the research, she would like to give suggestions related to the result of this research. Hopefully it can be applied easily writing and learning activity and decrease the errors.

1. In writing thesis, the lecturers or the thesis advisors should encourage the students to be aware of the tenses in the background of the sudy after the research proposal changed into a thesis.

2. Some conclusions could be worth noted and worth considered from this study as recommendation to the lecturers to help the students learn better and remind them to write a thesis background in past tense after it change from proposal into a thesis.

3. The lecturer should warn the students of their common error because there is possibility that the students did not know that they made errors on writing the thesis background.

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