

Error analysis in the middle test of Writing Post-Basic written by the third semester of English education department Universitas PGRI Madiun year 2021/2022

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ABSTRACT

Writing is one of the important English skills. The process to make good writing is difficult. There were errors in the writing process. Therefore, the researcher was interested in analyzing the kinds of errors in writing. The problem of this study is to identify the errors made by the third-semester students of English education department at Universitas PGRI Madiun in the academic year 2021/2022. A descriptive qualitative method is used to analyze this research. The researcher analyzed subject-verb agreement errors, verb tense errors, verb form errors, singular/plural noun ending errors, and word form errors. The steps to finding the data are: collecting the sources of the data, understanding the content of the writing, selecting the test which contains errors, analyzing the collected data, and drawing conclusions. The result of this research, from the lowest to the highest, is as follows: singular/plural noun ending errors (3.40%), subject-verb agreement errors (12.24%), verb form errors (13.61%), verb tense errors (30.61%), and the highest error is word form errors (40.14%). The suggestion of the researcher for the next researcher, there are still many aspects that can be analyzed from other kinds of errors and analyzing other skills of English such as reading, speaking, and listening concerned in the errors aspect.

Keywords: writing; errors; word; sentence

INTRODUCTION

Language has a fund of communication between groups of the public in the form of sound symbols produced by human speech utensils. It is one of the tools that humans use to convey ideas and thoughts in oral and written forms. In other words, language is one's tool for communicating with others. As the international language, Indonesian Students need to master English. It is useful for them to face the global era, especially in increasing science, technology, and culture. To reach it, Indonesian students must have four English skills, namely listening, speaking, reading, and writing.

Writing skill creates sentences organized in a particular order and related together in certain ways. It includes manipulating, structuring, and excitingly communicating ideas. It has been commented that writing is the most difficult of the language abilities to learn. It is quite true that writing is the least used of the four skills for regular second language users. Therefore, students have to be aided in getting started and in forming their thoughts while writing even in academics. Universitas PGRI Madiun is one of the universities that provide an English education department. The students have to master writing skills for the graduation requirement. They study writing from the first semester to the fourth semester. This lesson clarifies how to create good writing. The purpose for the student is to make a good thesis in their last semester.

In this study, the researcher found several problems and find interesting to be investigated further. Some of these problems include error problems. The errors are categorized into five categories, they are subject-verb agreement errors, verb tense errors, verb form errors, singular/plural noun ending errors, and word form errors (Schramper, 1989).

According to Kane (2000), Writing has simply positioning words on a piece of paper which consist of three stages, namely thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure). So, writing is the written creation of language in real media. While Langan (2005) said that writing is not an essential natural ability which must have a realistic attitude. As the skills like cooking, swimming, and singing, writing skills can be studied by humans. So, practicing is very important in writing skills.

According to Harmer (2004), students have more time to think and find the idea in writing, and also they can browse some words in the dictionary, grammar handouts, or other sources which help them to write. Writing also helps the students to more focus on the appropriate language so that they have the ability in solving the problem when they write.

As the natural part of language learning, error analysis (EA) has expected a boundless agreement of attention from academics in the field of second language acquisition. Learning a second language is a course disparate from learning the first language. Recently students will attach to such a new vocabulary, a new grammatical pattern, and a foreign pronunciation that varies from their first language. It will always happen although the best effort has been done, when they attempt to speak or write the target language, it is expected to them to create many errors. According to Richards (1973), error analysis is usually found in students who learn a second language. By the error analysis, the teacher can identify how well the students master a language, how a human studies a language, and find information about the problem in learning a language.

Norrish (1987) stated that error analysis may happen because the human is mastering the target language such as restriction of memory, and psychological matter, and does not master the substantial subject. On another side, the students never know their errors or they never realize that they have complete errors.

In the preliminary study, the researcher observed the class and interviewed the lecturer on writing post-basic. The lecturer explained that in their lesson, writing post basic learn about paragraph format in this whole semester. Sub-chapters of this lesson are organization, capitalization, sentence structure, and the writing process. On their middle test, the students were asked to introduce their mother in a written text. Every student has a wide variety of stories and of course some errors in their writing. Finding this, the researcher was challenged to find out what errors are made by the students after undergoing half of the semester. Then the researcher took the data from the lecturer on Writing Post-Basic in English education department. Based on the statement, the researcher analyzes error problems in writing especially in the third semester of Universitas PGRI Madiun. The researcher's motivation is to know about the student error in writing by choosing Writing Post-Basic. The researcher wanted to know the error in writing made by the students in Writing Post-Basic. So the researcher conducts the thesis entitled "Error analysis in the middle test of Writing Post-Basic written by the third semester of English education department from Universitas PGRI Madiun academic year 2021/2022".

METHOD

The qualitative method was working because the data collection was mostly analyzed in the form of descriptions and explanations. In this present research, errors in the final test of Writing Post-Basic written by the third semester of English education department Universitas PGRI Madiun in the academic year 2021/2022 are the main issues to examine. Thus, some related theories are required to find and validate the researcher's opinion. The subject of this study is the middle test of Writing Post-Basic. From the writing, the researcher analyzed the error made by the third-semester students of English education department of Universitas PGRI Madiun in the academic year 2021/2022. The researcher asked for the test file from the Writing Post-Basic teacher.

In qualitative research, the human investigator is the primary instrument for collecting and analyzing data. This research, therefore, used an instrument in conducting the research. The research instrument is the researcher himself because the researcher does not need a questionnaire. The researcher directly observed the data from the final test file.

In this study the procedures used in the data collection are reading and comprehending the middle test of Writing Post-Basic made by the third-semester students of English education department of Universitas PGRI Madiun in the academic year 2021/2022, identifying the errors in it, marking the errors found, finding and classifying the error found in the subject of research.

In analyzing the data, the researcher used qualitative theory. The researcher did some steps, including: collecting data, examining data, and describing systematically. In reference to the theory above, the procedures of analyzing data are: reading and learning all sentences from the answer test, identifying the errors, and classifying the errors into five categories (subject-verb agreement errors, verb tense errors, verb form errors, singular/plural noun ending errors, and word form errors). After finishing all the steps, the researcher drew conclusion based on the analysis result.

RESULTS AND DISCUSSION

The researcher analyzed research from data sources that the researcher gathered from the lecture of the third-semester students of the English education department Universitas PGRI Madiun in the academic year 2021/2022. The researcher analyzed the errors in every middle test of the students. Here researcher has collected data from 12 students.

These are some error examples from the analysis of each student.

1. Introducing My Mother by Student 1 (appendix I)

a. Subject-Verb Agreement Errors

This student has no error in this kind of error.

b. Verb Tense Errors

Sentence: Her father *had* passed away in 2008.

Correction: Her father passed away in 2008.

c. Verb Form Errors

Sentence: When free time, she loved *watching* TV.

Correction: When free time, she loves *to watch* TV.

d. Singular/Plural Noun Ending Errors

This student has no error in this kind of error.

e. Word Form Errors

Sentence: She was born in Surakarta, central Java, *at* 12 April 1972.

Correction: She was born in Surakarta, central Java, *on* 12 April 1972.

2. Introducing My Mother by Student 2 (appendix II)

a. Subject-Verb Agreement Errors

Sentence: But she also *speak* Indonesian.

Correction: But she also *speaks* Indonesian.

b. Verb Tense Errors

Sentence: My mother *has been* a tailor when she was young.

Correction: My mother *was* a tailor when she was young

c. Verb Form Errors

Sentence: Her name is Sri Yulianti, commonly *called* Mrs. Tin.

Correction: Her name is Sri Yulianti, commonly *is called by* Mrs. Tin.

d. Singular/Plural ending error :

This student has no error in this kind of error.

e. Word Form Errors

Sentence: She likes to fill that little *loose* time to do her other hobbies...

Correction: She likes to fill that little *spare* time to do her other hobbies...

3. My Mother by Student 3

a. Subject-Verb Agreement Errors

Sentence: She *love* sewing.

Correction: She *loves* sewing.

b. Verb Tense Errors

Sentence: Her parents *are* a farmer.

Correction: Her parents *were* a farmer.

c. Verb Form Errors

Sentence: She gets up early in the morning and *complete* her...

Correction: She gets up early in the morning and *completes* her...

d. Singular/Plural Noun Ending Errors

This student has no error in this kind of error.

e. Word Form Errors

Sentence: She was born in Ngawi *in* May 16,1978... Correction: She was born in Ngawi *at* May 16,1978...

4. Introducing My Mother by Student 4 (Appendix IV)

a. Subject-Verb Agreement Errors

Sentence: She often *sweep* outside the home...

Correction: She often *sweeps* outside the home...

b. Verb Tense Errors

Sentence: Her father and mother's mom *has* died.

Correction: Her father and mother's mom *have* died.

c. Verb Form Errors

Sentence: She often sweep outside the home, and looking for wood to *cooking*...

Correction: She often sweeps outside the home and looking for wood *to cook*...

d. Singular/Plural Noun Ending Errors

Sentence: All of sibling mother have been married....

Correction: *All of siblings* mother have been married....

e. Word Form Errors

Sentence: All of *sibling mother* *have* been married.

Correction: All of *my mother sibling* *has* been married.

5. My Mother by Student 5 (appendix V)

a. Subject-Verb Agreement Errors

This student has no error in this kind of error.

b. Verb Tense Errors

Sentence: My mother *has* died when I was a kid and my father *has* died when I was 23 years old.

Correction: My mother *died* when I was a kid and my father *died* when I was 23 years old.

c. Verb Form Errors

This student has no error in this kind of error.

d. Singular/Plural Noun Ending Errors

This student has no error in this kind of error.

e. Word Form Errors

Sentence: She *is* always fun no matter what and she *gives* me great advice.

Correction: *In that time*, she *was* always fun no matter what *happen* and she *gave* me great advice.

6. No Title by Student 6 (appendix VI)

a. Subject-Verb Agreement Errors

Sentence: She shall *practices* new recipe it.

Correction: She shall *practice* new recipe it.

b. Verb Tense Errors

Sentence: She born from parent....

Correction: She *was* born from parent....

c. Verb Form Errors

Sentence: And then she shall try *cooking* snack.

Correction: And then she shall try *to cook* snack.

d. Singular/Plural Noun Ending Errors

Sentence: ...they will work *on a* rice field and *grow rices*.

Correction: ...they will work *on a* rice field and *grow rice*.

e. Word Form Errors

Sentence: She born from parent...

Correction: She born from *a* parent...

7. Supermom by Student 7 (appendix VII)

a. Subject-Verb Agreement Errors

Sentence: Her brother *live* in Surabaya...

Correction: Her brother *lives* in Surabaya...

b. Verb Tense Errors

Sentence: And now she *stays* at home...

Correction: And now she *is staying* at home...

c. Verb Form Errors

Sentence: ...she *is prefer to cooking*...

Correction: ...she *prefers to cook*...

d. Singular/Plural Noun Ending Errors

Sentence: ...she does not want to see her child *become* difficult... Correction: ...she does not want to see her child *becomes* difficult...

e. Word Form Errors

Sentence: *And now* she stays at home as housewife...

Correction: *Right now* she stays at home as *a* housewife...

8. My Beloved Mother by

Student 8 (appendix VIII)

a. Subject-Verb Agreement Errors

Sentence: *And* in the evening she *take* a rest.

Correction: In the evening she *takes* a rest.

b. Verb Tense Errors

Sentence: But now she *had lived* in Katingan in Kalimantan.

Correction: But now she *is living* in Katingan in Kalimantan.

c. Verb Form Errors

Sentence: ...we are fishing together or *helped* her *when planting* rice. Correction: ...we are fishing together or *helping* her *to plant* rice.

d. Singular/Plural Noun Ending Errors

Sentence: My mother have a *sibling*...

Correction: My mother have *siblings*...

e. Word Form Errors

Sentence: ... she usually use it to read al qur'an or *read* another book...

Correction: ... she usually use it to read al qur'an or another book...

9. Introduce My Mother by

Student 9

(appendix IX)

a. Subject-Verb Agreement Errors

This student has no error in this kind of error.

b. Verb Tense Errors

Sentence: She *graduater is* elementary school.

Correction: She *graduated from* elementary school.

c. Verb Form Errors

Sentence: Usually my mother *used* the java language if *talk* to me but *use* the Indonesian language if *talk* with my younger sister.

Correction: Usually my mother *uses* the java language if *talking* to me but *uses* the Indonesian language if *talking* with my younger sister.

d. Singular/Plural Noun Ending Errors

This student has no error in this kind of error.

e. Word Form Errors

Sentence: *She* father name is Sukiran...

Correction: *Her* father name is Sukiran...

10. No Title by Student 10

(appendix X)

a. Subject-Verb Agreement Errors

This student has no error in this kind of error.

b. Verb Tense Errors

Sentence: ...because *my mother's* parent in that time *have no* money to continue *my mother's* education.

Correction: ...because my *mother's* parent, in that time *had not* money to continue my *mother's* education.

c. Verb Form Errors

Sentence: My mother *used* Javanese language on his daily activity.

Correction: My mother *uses* Javanese language on his daily activity.

d. Singular/Plural Noun Ending Errors

This student has no error in this kind of error.

e. Word Form Errors

Sentence: My mother used Javanese language on *his* daily activity.

Correction: My mother used Javanese language on *her* daily activity.

11. My Super Great Mom by student 11

a. Subject-Verb Agreement Errors

Sentence: When she *have* a free time...

Correction: When she *has* a free time...

b. Verb Tense Errors

Sentence: 3 months ago my mom *was celebrate* her 48th birthday in Jakarta. Correction: 3 months ago my mom *celebrated* her 48th birthday in Jakarta.

c. Verb Form Errors

Sentence: She can bring some candies after *work* to home Correction: She can bring some candies after *working* to home.

d. Singular/Plural Noun Ending Errors

This student has no error in this kind of error.

e. Word Form Errors

Sentence: I *used to call* her "Mah".

Correction: I *called* her “Mah”.

12. Introducing My Mother by

Student 12 (appendix
XI)

a. Subject-Verb Agreement Errors

Sentence: She *speak* with java language.

Correction: She *speaks* with java language.

b. Verb Tense Errors

This student has no error in this kind of error.

c. Verb Form Errors

This student has no error in this kind of error.

d. Singular/Plural Noun Ending Errors

This student has no error in this kind of error.

e. Word Form Errors

Sentence: My mother *child last from seven related*.

Correction: My mother *is the last child from seven siblings*.

To know the result of the test, the researcher made a table and a graphic of student errors in the middle test of Writing Post-Basic from the third-semester students of English education department Universitas PGRI Madiun in the academic year 2021/2022. This graphic is taken from the data analysis. The table below is the recapitulation of student errors.

Table 1
Percentage of the Error

No.	Appendix	E.I	E.II	E.III	E.IV	E.V	Total Errors
1	I	0	2	1	0	5	8
2	II	1	1	2	0	2	6
3	III	1	3	1	0	8	13
4	IV	3	5	1	2	8	19
5	V	0	1	0	0	1	2
6	VI	1	5	1	1	10	18
7	VII	2	2	3	1	1	9
8	VIII	4	3	1	1	2	11
9	IX	0	1	6	0	3	10
10	X	0	4	2	0	4	10
11	XI	1	18	2	0	3	24
12	XII	5	0	0	0	12	17
Total		18	45	20	5	59	147
Percentage		12.24%	30.61%	13.61%	3.40%	40.14%	

E.I : Subject Verb Agreement

E.II : Verb Tense Error

E.III : Verb Form Errors

E.IV : Singular/Plural Noun Ending Errors

E.V : Word Form Errors

CONCLUSION

Writing is expressing in writing ideas, opinions, thoughts, and feelings. Text is used to share expression or communication of meaning. But it is a skill that contains grammar, and vocabulary which includes word choice, spelling, incomplete sentences, punctuation, and capitalization. Writing

is one of the skills in English which is not easy to study, and some students find some errors in process of writing comprehension. Based on the numerous stages of data collection in the previous discussion, the researcher concluded that the classification of errors made by the students in their writing are subject-verb agreement errors, verb tense errors, verb form errors, singular/plural noun ending errors, and word form errors. The lowest error is singular/plural noun ending errors (3.40%). Next is subject-verb agreement errors 12.24%. Verb form errors is 13.61%. Verb tense errors is 30.61%, and the highest errors made by the students is word form errors 40.14%.

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