

AN ANALYSIS OF ERRORS IN WRITING SENTENCES BY THE STUDENTS (MORPHOSYNTAX STUDY)

Akmal¹, Zulkarnain Sirait²

Sekolah Tinggi Manajemen Informatika dan Komputer Royal

e-mail: akmal.shafa@gmail.com

Abstract: *This study is focus on the writing language. The researchers analyze the errors of the college students Error Analysis is the effect of the first language in addition to his or her first language. The learner may explicitly or implicitly compare his or her first language and the second language in the process of learning. While the analysis is the Interference Analysis in which the interest is the interaction between languages in contact in the speakers's language repertoire. The errors analysis was focus on two categories, namely Interlingual errors and Intralingual errors. It used the qualitative research. The researchers did an interview after doing the errors of writing language. The college students did not have really understood about the structure very well so that they often made errors in writing language.*

Keywords: *Errors, Writing Language, Interlingual, Intralingual.*

Abstrak: Penelitian ini fokus pada bahasa tulisan. Para peneliti menganalisis kesalahan mahasiswa Analisis Kesalahan adalah efek dari bahasa pertama selain bahasa pertamanya. Pelajar mungkin secara eksplisit atau implisit membandingkan bahasa pertamanya dan bahasa kedua dalam proses pembelajaran. Sedangkan analisisnya adalah Analisis Interferensi yang kepentingannya adalah interaksi antar bahasa yang bersentuhan dalam khasanah bahasa penuturnya. Analisis kesalahan difokuskan pada dua kategori, yaitu kesalahan Interlingual dan kesalahan Intralingual. Penelitian ini menggunakan penelitian kualitatif. Peneliti melakukan wawancara setelah melakukan kesalahan penulisan bahasa. Mahasiswa belum benar-benar paham tentang struktur sehingga sering melakukan kesalahan dalam bahasa tulisan.

Kata kunci: Kesalahan, Bahasa Tulisan, Interlingual, Intralingual

INTRODUCTION

Language is a tool of communication which is used by human to interact with other people in their life so that they can communicate each other. Language consists in speech, writing, and in a symbol so that they are able to understand the main ideas which they deliver when they are communicating. Becoming an English lecturer might be a wonderful job, especially when the lecturer is able to transfer their knowledge to the students whose English is the second language successfully (Akmal, 2018b; Akmal et al., 2022; Akmal & Nasution, 2021).

We often hear that people make a lot of mistakes in their past time and eventually be successful in the future. It

may be occurred in learning a language or a target language. The definition of error can be seen through the classification of errors. The classification is very important to explain the error analysis.

Many students are in the universities who did not know about the structure (grammar) in English writing. When they are given the assignment in writing, they just write what they find out on the google internet. It is one of their errors in writing especially in English. They never think that their writings are good or errors.

Language teacher focus on ways of bringing the current state of the learners into line with the knowledge of the native speaker. Deviance from the standard form

of the language is seen as the making of error. On the otherhand, in the eyes of the new current second language research what the learner knows and does in in the process of learning is interesting as a phenomenon in its own right. Hence, the term error is actually misleading because it calls our attention to the difference between the learner's system and the native speaker's system(Yuliawati et al., 2020).

Writing was not simple as the other language skills. Writing was a combinationbetween the process and the product of language. The process of writing included getting and combining ideas.writing is simply the graphic representation of the spoken language and its performance, was much more like oral performance, the only difference lying in graphic instead of auditory signals. Writing is a complicated job, more so, writing in a foreign language. In other words, writing is a complex activity involving some stages of composition completing assignment(Kharmilah & Narius, 2019; Sungkawati, 2022; Yuliawati et al., 2020).

Grammar is a basical aspect in writing. It reflected the meaning, the genre, andthe discourse of the writing product. Besides, it tended to the contents and the meaning of thewriting product. It seldom seems veryhard for the second and foreign language learners. Therules of grammar and writing are made them confusedso that the readers understand about the information of text(Sungkawati, 2022).

Error analysis showed to the study and analyze the errors made by secondor the foreign language learners especially in Indonesia which English was as the foreign language. It was useful for the remedial courses, combining appropriate using articles. It was aimed to identify, categorize, and analyze the errors were made by the students in acquiring and learning materials for teaching and learning movements, and formedthe effective learning strategies for both learners and teachers(Kharmilah &

Narius, 2019; Sungkawati, 2022; Yuliawati et al., 2020)..

METHOD

The researcher used the descriptive qualitative research in writing this study. The study explained more details the research in descriptive. In analyzing, te researchers used the filed study research. The researchers did the interview by asking the students why they have made the errors in writing the English so that the researchers would get the answers more details and completely (Adedoyin, 2020; Akmal, 2018a; Cropley, 2019).

The subjects of this study was the students of STMIK Royal who were in the last semester. The researchers took the subject 20 persons whom the researchers have ever taught. In collecting the data, the researchers gave them one assignment to make a composition in a classroom. After collecting their compositions, the researchers checked one by one them. The last, the researchers gave them some questions why they made some errors.

RESULTS AND DISCUSSIONS

In this study, the researchers got the results of research from the students of STMIK Royal. They can actually speak English well when the researchers tried to give some questions in English. When the researchers gave a composition to see their ability in written language (linguistics in writing).

These students are able to speak English, but sometimes they were confused in structure or grammar. The students also did not want to mention their names in this study. The topic was about *their holidays*. There were some sentences which were errors by a few students.

- a. They *are* at the house last week.
- b. The people *are play* the games
- c. The men *watching* the football now.
- d. The tourists *view* the Bukit Lawang
- e. Our family *lunch* together at the cafe.

- f. We focus *to* the unique view around the mountain.
- g. We *don't* know the accident last travel.

The researchers did not write all the errors which have been done by the students. The researchers just wrote a few of errors as the representative of the error sentences because they were so familiar in the errors of sentences.

If the researchers checked one by one of the errors from *a* to *g*, the sentence of *a* that the writer did not know about the *past tense* sentences. It should be written *they were at the house last week*. The writer told the story in the last time, but he did not realize that he must use the verb in past tense form. Then the number *b*. *The people are play the games*. In this sentence, the writer made two errors. If he wanted to make in past tense, he must make *played* and *tobe* must be deleted. Number *c*. *The men watching the football now*. This sentence should be made in past continuous tense because the action was being done at the past time.

Then the number of *d*. *The tourists view the Bukit Lawang*. The error was at the verb, the verb should in past verb form, it must be made *viewed*. The number of *e*. *Our family lunch together at the cafe*. In this sentence, the writer did not use the verb because he thought that the *lunch* word was a verb. In fact, *lunch*, *dinner*, *breakfast*, and *supper* were not verb, but they were only noun. So the writer must use the verb *atet* or *had* or *took* so that the sentence is correct. The number of *f*. *We focus to the unique view around the mountain*. In this sentence, the writer did not know the verb or prepositional phrase. The verb of *focus* must be followed by preposition *on*. There are some words which have partners in the prepositional phrase. The last sentence which made was *We don't know the accident last travel*. In this sentence, the writer did not really know the differences between Past Tense and Present Tense so that he wrote the adverb of time in past tense, but the word or the verb was written in present tense.

After this, researchers told about the subjects' answers. The college students gave some of reasons why they have done the errors in the writing.

The question was "did you know about the differences between Present Tense and Present Continuous Tense? Then they answered that they knew the defintion of the tenses, but they did not really know the use of tenses in the sentences use. They have described and explained the differences between Present Tense and Present Continuous Tense. Then the researchers gave them a question. The question is "How did you use the two different tenses?". So they told them that they could not explain how they used the tenses in the sentences. They knew the adverbs of time, but sometimes, they were so confused to memorize the past tense verbs forms, such as taught (teach), sang (sing), viewed (view), saw (see), watched (watch), went (go), and many more. They just knew that the continuous tense was an action which was being done at the speaking time, but they do not really understand the use in the sentence especially in writing skill.

Then they explained that the difficulties of learning English was in structure because they did not have ability to understand how to use the structure in the writing or formal language. They thought that the rules of structures were so many rules which must be remembered and applied in the educational problems especially in tenses. The tenses had many rules which must be understood and memorize about the verbs. They gave the examples about the regular and irregular verbs in present, past tense, and perfect tense. It could be seen this table below:

Table 1. Irregular and Relugar Verbs Form

Present	Past Form	Past Participle
Be (is, am, are)	Was / were	been
Go	Went	gone
Do	Did	done
Drink	Drank	drunk
Cut	Cut	cut

Sing	Sang	sung
Hear	Heard	Heard
View	Viewed	Viewed
Stay	Stayed	Stayed
See	Saw	Seen
Sleep	Slept	Slept
Eat	Ate	Eaten
Take	Took	Taken
Drive	Drove	Driven
Have	Had	Had

Source. The students writing

The table 1 described a few of verbs both in regular and irregular verbs form. The students were so confused the change because they did not memorize the verbs change in structure or in tenses. One of the students told that he was able to speak English and he also had many vocabularies which had been remembered, but he never used the grammar when he spoke English. So why he thought that English structure was very difficult. Sometimes, he forgot the rules of English grammar. He knew the words which he would write.

So the researchers asked the students why you had done the errors in writing meanwhile you were able to speak English directly. Besides the previous students, there were 5 students had the same answers. They told that they knew how to write anything in English, but they were often do but using the tenses in particularly, in writing the verbs which must be suitable in the adverbs of time. They gave the examples of words *ago*, *nowaday*, and *today*. They nearly forgot the use of adverb of time. It included the adverb of frequency which was used in present tense and past tense. They also gave the reasons why they made the errors. They expressed that sometimes, they did not see the rules of the sentences when they were given assignment to make a composition. They never thought what kinds of tenses they had to do in writing. They always forgot when they wrote the adverbs of time in *past tense*, but they made the sentences in *present tense*. The tenses were so hard to understand because there were sixteen tenses in English. They did not have ability to differ or distinguish

among the tenses although they have learnt the tenses from their *junior high school* and *senior high school*. Then they also explained that they wrote the word of *breakfast*, *lunch*, *dinner*, and *supper* which they thought that the words were as a verb so that they did not need or write another verb to complete the sentences in describing the words. It could be seen one of the errors of the students when they were writing.

Examples: e. our family *lunch* together at the cafe.

- Our family *ate lunch* together at the cafe.

If the example of point *e*, many students made an error and it could be compared with the sentence below. The second sentence of point *e* was correct because there was a verb to complete the sentence so that the sentence had a verb as a predicate. If a sentence or clause had to have a predicate. The predicate could be a to be was added an adjective/ or adverb and then the predicate could be a verb. If the sentence or clause did not have a predicate, the sentence or clause was not really in sentence or clause. It could be a compound phrase or a group of phrase.

The last question which the researchers gave to the students of STMIK Royal Kisaran; “ Do you know about the basic tenses in English?”. The students were as the researchers subjects answered the various explanations. Five students explained that they did not really know and understand about the basic tenses because the tenses were so difficult to know and there were many rules which must be memorized and learnt from the definition, patterns and the adverbs of time. Thus they got the difficulty in the definition and the use of the tenses. They just know a few of tenses, namely; present tense, present continuous tense, past tense, future tense, and perfect tense, but they were not able to explain more details about each tenses which they had mentioned just now. After the five students, the researchers asked the rest of them to know their reasons about the basic tenses. They answered that the

tenses were not easy to know and understandable. Because they thought that they knew tenses such as present tense, continuous tense, future tense and past tense. They were not able to describe the tenses which they have mentioned. They just told that the present tense was at the present and continuous was an action which being done at the speaking time. Future tense is about the planning activity and past tense was the last active which have done at the past time. Actually, they knew the tenses and the definitions of them, but they have not still yet understood more details in particularly in the function if they wanted to write the tenses in the writing skill.

CONCLUSIONS

From the results and discussions above, the researchers took some conclusions that

- a. The students could speak English and know many vocabularies in English, but they did not know the writing very well and many students thought that the writing was so difficult because the writing had to know the structures of English well and it was a formal language of English.
- b. They did not really like the structures or grammar of the English because the structures had many materials and rules strictly which needed full of concentration so that they made many errors in writing the sentences or clauses in English.
- c. Basic tenses were so necessary to understand and comprehend more deeply before the students made some sentences in a story because the story of English automatically focused on the tenses such as *simple present*, *simple continuous*, *simple past tense*, *simple future tense*, *simple perfect tense*. All of the mentioned tenses were the basic tenses in English.
- d. After understanding the tenses, the students have to memorize and master many topics in the structures of English such as *modals*, *gerund*,

passive voces sentences and many more in English because if the students had mastered in many topics in English, their English writing would be good and successful to write the formal language in a composition.

REFERENCES

- Adedoyin, O. B. (2020). Qualitative Research Methods. *Principles of Social Psychiatry: Second Edition*, 77–87.
<https://doi.org/10.1002/9780470684214.ch7>
- Akmal. (2018a). THE EFFECT OF ROLE-PLAY METHOD IN ENGLISH SPEAKING SKILL. *Journal of Science and Social Research*, 1(February), 48–52.
- Akmal. (2018b). The Effects of Directed Reading Activity Strategy (DRTA) in Descriptive Reading Texts. *Journal of Science and Social Research*, 4307(August), 116–121
- Akmal, A., & Nasution, J. (2021). Noun Phrase In Minang Language. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 7(3), 1077–1086.
<https://doi.org/10.37905/aksara.7.3.1077-1086.2021>
- Akmal, Loebis, Ii. A., & Latiffani, C. (2022). Unique Derivative Affixes In Simalungun Language. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 08((2) May), 1383–1392.
<https://doi.org/http://dx.doi.org/10.37905/aksara.8.2.1383-1392.2022> Abstract
- Cropley, A. (2019). Introduction to qualitative research methods. In *A research handbook for patient and public involvement researchers*.
<https://doi.org/10.7765/9781526136527.00012>
- Kharmilah, P., & Narius, D. (2019). Error Analysis in Writing Discussion Text Made by Students at English Department of Universitas Negeri Padang. *Journal of English Language Teaching*, 8(3), 327–335.
- Sungkawati, K. W. (2022). Grammatical

Errors Analysis in the Recount Text Writing of the Semester 3 Students of English Education Department of IAIN Takengon. *Journal of Educational Analytics*, 1(2), 135–140.
<https://doi.org/10.55927/jeda.v1i2.11>

59

Yuliawati, L., Aprillia, & Andayani, E. S. (2020). Type of Error on articles in Students' Writing. *Visi Ilmu Sosial Dan Humaniora (VISH)*, 01(02), 199–208