AN ERROR ANALYSIS ON DIALOGUE SCRIPT WRITTEN BY THE SECOND GRADE STUDENTS OF SMPN 8 SURAKARTA

Stefani Rosalia Putri C*, Sujoko
English Education Study Program
Sebelas Maret University Surakarta

Email: putricahyawati@yahoo.com

Abstract: In language learning, sometimes, the students made errors in written language. The students are difficult to master writing comprehension. They get difficulties to comprehend the grammatical system in writing English sentence. They also need to consider about the grammatical components of English that differ from Indonesian language. This article describes about errors made by the students in writing dialogue script. Thirty students from the second grade of SMPN 8 SKA were asked to write about free essay in dialogue script. All students writing are, then, analyzed in order to investigate students' errors. Based on linguistic category and surface strategy, it can be concluded that the students have difficulties in grammar (tenses, preposition, agreement, article), lexicon (vocabulary and spelling), punctuation for linguistic category and addition (double marking, regularization, simple addition), omission, misformation (regularization, archi-form, alternating form), misordering for surface strategy. Most students tend to have difficulties in spelling and omission.

Keywords: error analysis, writing, dialogue script

Writing is one of the four language skills which have to be mastered to have good English. Writing can be used as the representation of our mind to communicate with someone else. Byrne (1979: 1) states that graphic symbols are the combinations of letters which related to the sounds the people make when they speak. These symbols have to be arranged, according to certain convention, to form words, and words have to be arranged to form sentences. According to Bell and Burnaby (1984) in Nunan (1989: 36), at the sentence level, the variables include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

Writing is more complex in that it tests a person's ability to use a language and the ability to express ideas. Since writing is the activity of the writers to express their thought and organize it in written form by considering some language rules and its components, students need to understand how to make a good writing. To make a good writing, the students must be active, be brief, be clear, and be positive and specific in making an English sentence (Fruehling and Oldham, 1988: 13-19). It means the students have to understand about grammatical system in English.

In many cases, the teachers find students' problems of grammar in their writing especially those interfered from the mother tongue. It can be called interlingual error. According to Dulay (1982: 108), interlingual error that is simply refers to L_2

errors that reflect native language structure, regardless of the internal process or external condition that spawned them. Those difficulties occur because there are some different language systems between Indonesian and English. It also leads students to be more susceptible to produce errors. Not only that, the teachers also find students' problems of grammar in their writing because lack of the students' knowledge. It is called intralingual error. According to Brown (1987: 173), interlingual transfer source of error is the native transfer of items within the target language, or, put another way, the incorrect generalization of rules within the target language. Here is an example of students' error:

We jogging

From the example above, it can be identified that the sentence is influenced by the construction of Indonesian sentence. The sentence reflects the interlanguage competence of the learners in which there are two different languages rules between English (TL) and Indonesia (learner's language). The students used some Indonesian features rather than that of the English by their usage.

Beach Parangtritis

From the example above, interlingual error occur because the lack of the students' knowledge. They ignored between head and modifier. It referred to items produced by learners which reflected not the structure of the mother tongue, but also incorrect generalization rules within the target language.

To analyze students' errors in writing, error analysis can be used for identifying the source of errors made by the foreign language learners. Brown (1980: 166) defines error analysis as the processes to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.

According to Corder in Ellis (1994: 48), error analysis is significant in three ways. For teachers, error analysis is required to evaluate themselves whether they are successful or not in teaching and also to find out the sources of errors and take pedagogical precautions towards them whereas for learners, error analysis is needed to show them in what aspect in material which are difficult for them, and for research it can show how a language is acquired, what strategies the learner uses.

In order to have proper analysis of the students' language, it is needed to differentiate between errors and mistakes. Dulay and Burt (1982: 139) use error to refer to any deviation from a selected norm of language performance, no matter what characteristics of causes of the deviation might be. They say that sometimes researches distinguish between errors caused by factors such as a fatigue and in attention (performance factors), and errors resulting from lack of knowledge of the rules of the language (competence). Error is a noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner (Brown, 1987: 205). And means of mistake is a performance error that is either a random guess in that it is failure to utilize a known system correctly (Brown, 1987: 205).

The procedure of error analysis proposed by Corder in Ellis (1994: 48) includes collecting the data, identifying the students' errors, describing the errors, explaining the errors, and the last is evaluating the errors. The data were collected from the students writing on

dialogue script. Then, the writer identified the students' errors to distinguish between mistakes and errors. Then, there were two steps in describing the students' errors, first is classifying the errors. The writer used linguistic category and surface strategy. Second is calculating the percentage of errors. In linguistic category, there was language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse while constituents include the elements that comprise each language component. In surface strategy, there was addition (double marking, regularization, and simple addition), omission, misformation (regularization, archi-form, alternating form), misordering (Dulay, 1982: 146). The writer limits the language components on grammar (tenses, preposition, agreement, and article); lexicon (vocabulary and spelling); punctuation, and surface strategy.

RESEARCH METHODS

The method used in this study is descriptive method. Mardalis (2002: 26) says that the objective of descriptive study is to describe what recent phenomenon that happens. This study has some techniques, such as describing, noting, analyzing, and interpreting phenomena that recently happens. The data found by the writer, then, must be processed and interpreted to the readers. Thus, the aim of the study is trying to describe and present the data from the students' errors in writing dialogue script. In this research, the writer took 30 students of the second graders as the sample.

In this study, the researcher used a test as the instrument to collect the data. The test type which was used in assessing students' writing is composition test. It is used for knowing students competence in writing dialogue script. The writer conducted a research by giving students a writing test in class and they were asked to write about free essay based on their theme.

After collecting the data, the writer had to identify all errors in the students' worksheet. In this case, the writer can distinguish about error and mistake on the students' worksheet. And then, the writer described the data. There were classified the errors based on linguistic category and surface strategy, and then calculated the percentage of errors. Next, the writer explained the errors by establishing the sources of errors, and evaluated the errors.

The frequency of errors found in the students work is obtained from the number of errors which is divided by the total number of errors times 100%.

RESULT OF THE STUDY

After conducting the research, the writer got the data presenting students' errors in some components. The percentage of errors in each type is shown in the following table:

Table 1. The Percentage of Each Type of Errors in Linguistic Category

No.	Category		Error	Percentage
1.	Grammar	Tense	45	19.07 %
		Preposition	18	7.63 %
		Agreement	24	10.17 %
		Article	5	2.12 %
2.	Lexicon	Vocabulary	49	20.76 %
		Spelling	57	24.15 %
3.	Punctuation		38	16.10 %
	Total		236	100.00 %

Table 2. The Percentage of Each Type of Errors in Surface Strategy

No.	Category		Error	Percentage
1.	Addition	Double Marking	11	10.58 %
		Regularization	2	1.92 %
		Simple Addition	14	13.46 %
2.	Omission		34	32.70 %
3.	Misformation	Regularization	1	0.96 %
		Archi-form	5	4.81 %
		Alternating form	9	8.65 %
4.	Misordering		28	26.92 %
	Total		104	100.00 %

The table above shows that each type of students' errors identified from linguistic category, namely grammar (tenses, preposition, agreement, and article); lexicon (vocabulary and spelling); punctuation. For surface strategy, there was addition (double marking, regularization, and simple addition), omission, misformation (regularization, archi-form, alternating form), misordering. The numbers of errors in linguistic category were 236 errors. The total errors of each type of errors in grammar were 45 (19.07 %) errors in tense, 18 (7.63 %) errors in preposition, 24 (10.17 %) errors in agreement, and 5 (2.12 %) errors in article. While the numbers of errors in lexicon, there were 49 (20.76 %) errors in vocabulary and 57 (24.15 %) errors in spelling. In punctuation, there were 38 (16.10 %) errors. It can be assumed that the students still find difficulties to write spelling correctly, choose the correct or appropriate diction, and using inappropriate tense in their writing rather than the use of preposition, agreement, article, and punctuation for linguistic category. In this case, the students still were smitten with their first language and it can also occur because of the lack of the students' knowledge.

Meanwhile, the total numbers of errors in surface strategy were 104 errors. For addition, there were 11 (10.58 %) errors in double marking, 2 (1.92 %) errors in

regularization, and 14 (13.46 %) errors in simple addition. For omission, the writer found 34 (32.70 %) errors. For misformation, there were 1 (0.96 %) error in regularization, 5 (4.81 %) errors in archi-form, and 9 (8.65 %) errors in alternating form. For misordering, the writer found 28 (26.92 %) errors. It can be seen that the most students have made errors in omission and misordering rather than addition and misformation for surface strategy. In omission, the students have difficulties to complete the sentence. They omit an item that must appear in well-formed sentence. In this case, they also think that both the first language and the second language are same such as, they omit *to be* because in Indonesian, there is no *to be* to make a sentence. But, it is different with misordering. It occurred because of lack of the students' knowledge. The students didn't know the target language or sentence patterns such as head and modifier.

Based on the description above, it showed that the highest frequency of errors was spelling (57 errors or 24.15 % of the total number of data) in linguistic category, whereas in surface strategy was omission (34 errors or 32.70 % of the total number of data). Meanwhile, the lowest frequency of errors were article (5 errors or 2.12% of the total number of data) in linguistic category and regularization for misformation (1 error or 0.96% of the total number of data) in surface strategy. The following is one of the students' errors in every type of errors:

Errors in Linguistic Category
Error for Grammar in Tense
    * *Last time, I see her in canteen*
    The sentence above is not well-formed. The student used Verb 1 to make past sentence. The student should use Verb 2 in their sentences. It should be *Last time, I saw her in canteen.* This error occurred because of lack the students' knowledge. The students can't adjust to use tense with adverb of time appropriately.

Error for Grammar in Preposition
    * *My parents must go to work on other town*
    The sentence above is not well-formed. The student used 'on' before other town. He/she should use 'in' before other town. It should be *My parents must go to work in other town.* This error occurred because of the influence of mother tongue. The students failed to realize that for a smaller number of grammatical categories in Indonesian, there were large numbers to choose from English. Therefore, the students used inappropriate preposition.

Error for Grammar in Agreement
    * *Auna (girl) sit in front of his home*
    The sentence above is not well-formed. The student used wrong possessive pronoun is 'his for girl'. The sentence should be *Auna (girl) sit in front of her home.* This error occurred because of lack of the students' knowledge. The students misused possessive pronoun correctly.

Error for Grammar in Article
    * *Nia and Lita sat under an tree*
    The sentence above is not well-formed. The student used 'an' for consonant word. He/she should use 'a' for consonant word. It should be *Nia and Lita sat under the tree.* This error occurred because of the influence of their first language. The students can't distinguish in using article to vocal letters or consonant letters and singular countable form or uncountable form because in Indonesian, there is no article to distinguish between them.

Error for Lexicon in Vocabulary
    * *A friend of mine* has a …..

The sentence above is not well-formed. The student used ineffective words were not existent in English. The words which were used by the students are rarely listened in daily conversation. This error occurred because of the influence of mother tongue. The sentence should be *My friend has a .....*

Error for Lexicon in Spelling

* *We need some properties like costum*

The sentence above is not well-formed. It can occur because of the influence of mother tongue. In Indonesian, both some letter that we say and some letter that we write are same. They can't spell English word correctly. It should be *We need some properties like costume.*

Error in Punctuation

* *One day. Tina ask .....*

The sentence above is not well-formed. The student misused the punctuation such as point, comma, exclamation mark, etc. This error occurred because of lack the students' competence. The correct sentence should be *One day, Tina ask .....*

Error in Surface Strategy

Error in Addition for Double Marking

* *He did not forgot his mother*

The sentence above is not well-formed. The student adds a word *forgot* in the target language. It occurred because of lack of the students' competence. The students didn't know the sentence patterns, so they used two double V_2 in their sentence. It should be *He did not forget his mother.*

Error in Addition for Regularization

* *They have goed to the clothes store*

The sentence above is not well-formed. The student used *wrong V_2*. This error occurred because of lack of the students' knowledge. The students can distinguish between regular verbs and irregular verbs. It should be *They have gone to the clothes store.*

Error in Addition for Simple Addition

* *Will you being my girlfriend?*

The sentence is not well-formed. The student adds suffix *–ing* in the target language. It occurred because of lack the students' competence. They add an item which must not appear in their sentence because they didn't know about sentence rules in the target language. It should be *Will you be my girlfriend?*

Error in Omission

* *Dimas, ... We jogging*

This sentence is not well-formed. The student omits *are* in the sentence. It occurred because of the influence of the first language. In Indonesian, there is no *to be (is, am, are, was, were, etc)* to make a sentence. The correct form of the sentence above is *Dimas, ... We are jogging.*

Error in Misformation for Regularization

* *Yesterday, Andy found some mouses.*

The sentence above is not well-formed. The student used word *mouses*. It occurred because of lack of the students' knowledge. They didn't know rules about singular nouns and plural nouns. The correct sentence above should be *Yesterday, Andy found some mice.*

Error in Misformation for Archi-form

* *Who is these?*

The sentence above is not well-formed. The student used *these* after *is*. It occurred because of lack of the students' knowledge. The students didn't know about using demonstrative adjectives correctly. The correct sentence above is *Who is this?*

Error in Misformation for Alternating Form

* *This is my wife and .....*

The sentence above is not well-formed. The student tried to introduce *his wife (human)*. It occurred because of lack of the students' knowledge about rules of pronoun correctly. So, the correct sentence above should be *She is my wife and .....*

Error in Misordering

*..... to the beach Parangtritis

The sentence above is not well-formed. The student ignored the head and modifier in *beach Parangtritis*. It occurred because of lack of the students' knowledge in the target language about head and modifier. The correct sentence should be ..... *to the Parangtritis beach.*

CONCLUSION

The result of this study showed that there were numbers of errors made by the second grade students of SMP Negeri 8 Surakarta. There were some types of errors made by the students in their script. There were linguistic category and surface strategy. Linguistic category was divided into some types. There were grammar, lexicon, and punctuation. In grammar, there were errors in tense, preposition, agreement, and article. While in lexicon, there were vocabulary and spelling. For the surface strategy, there were addition, omission, misformation, and misordering. Addition was divided into double marking, regularization, and simple addition. While in misformation, there were regularization, archi-form, and alternating form.

There were 8 (2.30 %) mistakes and 340 (97.70 %) errors out of 348 deviations from 30 dialogue scripts. The numbers of errors in linguistic category were 236 errors. The total errors of each type of errors in grammar were 45 (19.07 %) errors in tense, 18 (7.63 %) errors in preposition, 24 (10.17 %) errors in agreement, and 5 (2.12 %) errors in article. While the numbers of errors in lexicon, there were 49 (20.76 %) errors in vocabulary and 57 (24.15 %) errors in spelling. In punctuation, there were 38 (16.10 %) errors. Meanwhile, the total numbers of errors in surface strategy were 104 errors. For addition, there were 11 (10.58 %) errors in double marking, 2 (1.92 %) errors in regularization, and 14 (13.46 %) errors in simple addition. For omission, the writer found 34 (32.70 %) errors. For misformation, there were 1 (0.96 %) error in regularization, 5 (4.81 %) errors in archi-form, and 9 (8.65 %) errors in alternating form. For misordering, the writer found 28 (26.92 %) errors. So, it can be conclude that errors in spelling and omission are the most errors which were made by the students.

The factors causing errors made by the second grade students of SMPN 8 SKA are: (1) Interlingual error which is caused by the interference of their mother tongue, (2) Intralingual error occurred because the students used incorrect generalization rules within the target language. It can also happen because of lack of the students' knowledge. Those factors are derived from the analysis of the data.

SUGGESTION

Based on the result of the study, it can be conclude that the ability of the students still found some difficulties in made a sentence especially in dialogue script. The errors that need pay attention were spelling in linguistic category and omission in surface strategy. The students and the teacher to be more give attention of this case. It can be seen by the errors which were made by the students. The teacher should improve their teaching technique to improve the students' ability in writing, especially in spelling and omission. For the students, to

minimize the same errors, they had to learn more seriously.

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