

Students Errors in Writing Procedure Text

Nur Jam'ah Hasibuan

Universitas Islam Negeri Sumatera Utara, Indonesia
jamahnur5@gmail.com

Abstract

This study aims to analyze the type errors and dominant errors of students' writing procedure text made by the eighth-grade students of Junior High School Roudatul Islamiyah, Kota Pinang District, South Labuhanbatu Regency. This study was conducted by qualitative descriptive. The participants of this study were sixty students of the eighth grade of Junior High School Roudatul Islamiyah, Kota Pinang District, South Labuhanbatu Regency. It is VIII-1 and VIII-2 which consist of sixty students. Procedure text has the purpose to tell someone what to do or how to do something. Writing procedure text is also a process. It is not easy to write procedure text, especially in tell someone or how to do something, it is needing imagination and many vocabularies to write a procedure. There is some language feature that students usually feel hard to write, most of the students make mistake in writing procedure text. The types of errors found in students writing procedure text were omission, addition, wrong selection, and miss ordering. The errors of omission are characterized by absence of an item that must appear in a well-found utterance. The errors of addition are where some element is present which should not. The errors of wrong selection are the wrong item has been chosen in place of the right one. The errors of miss ordering are the elements presented are correct but wrongly sequenced. From result of this study the dominant errors made by students are omission, the number of highest errors is (45.2%) with the total of errors is 100. The second error is addition which the percentage of error is (25.8%) with the total of errors is 57. The third error is wrong selection which percentage (19.9%) with the total of errors is 44. The lowest error is miss ordering which percentage (9.1%) with the total of the error is 20.

Keywords

students; errors;
writing; text



I. Introduction

In the world, English is as the international language. It's one media to interaction and communication. It's mean English language is the important to learned, to communicate among people. The English language is an Indo-European language in the West Germanic language group. Modern English is widely considered to be the lingua franca of the world and is the standard language in a wide variety of fields, including computer coding, international business, and higher education. When study English language we must focus to four skills in language they are, listening, speaking, reading, and writing (Suyanto, 2008).

Written expression we must focus to reading and writing. While oral expression we must focus to speaking and listening. Writing is one of the best ways to express idea, it's mean that writing is very important in study English language. Writing is a medium of human communication that involves the representation of a language through a system of physically inscribed, mechanically transferred, or digitally represented symbols.

Writing is a media to share idea, experience and knowledge. According to Brown (Brown, 2000) that the ability to write has become an indispensable skill in this global community.

Writing is one of the forms of communication, people can express their idea, opinion, experience, and information through writing. Brown (2000) states that the ability to write has become an indispensable skill in this global literature community. It takes part in many parts in our lives such as social, academic and professional fields. So, writing is the one important thing in this study, to share the knowledge by the written.

The students are expected to be able to write correctly for this purpose, particularly for junior high school students. Furthermore, the important of writing skill in determining the students' academic achievement has been stated by the government in the statement of passing competence standard of writing for junior high school students.

It is stated in competence standard that junior high school students are required to express the meaning of written simple interpersonal and transactional text formally or informally, in form of recount narrative, procedure, and daily life context. Thus, it's means that writing English skill is very essential for the junior high school students to be mastered.

To summarize the research background, this study will be concern to accomplish the following purposes to find out the types of errors made by students in writing procedure text, to find out the dominant of errors made by the students in writing procedure text made by the eighth-grade students of Junior High School Roudatul Islamiyah, Kota Pinang District, South Labuhanbatu Regency. This study was conducted by descriptive qualitative.

II. Review of Literature

2.1 Theoretical Concepts

Knowing definition of grammar, we can conclude that grammar is very essential and important to every language. It means that if students can speak a language he must know the grammar of the language. On the other hand if students does not know the grammar he will not be able to speak that language or the listeners will be confused in catching the message, so they will never be able to communicate with each other. Without learning grammar it seems impossible for the students to learn a language since the grammar tells about the language usage.

2.2 Description of Error Analysis

In learning any language, learners will always make hypotheses about the language rules and then they practice or use them in actual language performance. The rules that they use are correct if the forms they produce are acceptable in the target language, and on the other hand, they should correct the forms if they are unacceptable.

In order to make it easier for the learners to study the target language, all problems or errors facted by them should be observed, analyzed, classified to find or to reveal the solution to the problems. The study of the errors is commonly called error analysis. This error analysis should be made since errors in a language learning and teaching process are unavoidable.

Dulay et al. (1982) state that errors are the flawed side of learner speech or writing, further they explained that errors are those parts of conversation or composition that deviate from some selected norm of mature language performance. It's that if a learner makes some errors on their writing or speech, it is a deviation from their selected norm

mature language performance. Basically, they do not want to procedure a deviate writing or speech, but errors occur as flaws happened from learner's english language acquisition.

Crystal (2001) state that errors are assumed to reflect, in a systematic way, the level of competence achieved by learner while an "error" is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner.

Examine written errors made by Jordanian Students in both Arabic and English. According to them, learner made different types of errors including lack of cohesion, and coherence, and tense errors.

Gas and Selinker (2001) state an error is systematic. It is likely to occur repeatedly and is not recognized by the learner as an error.

From many explanations served above it can be concluded that error is systematic. It is called an error when it is not recognized and can not be self corrected by the speaker or the writer. They do not even know that it is not an error. Error can be caused by the lack of someone's language acquisition or the lack of prior knowledge related the utterance/writing.

The good language use should be correct in grammar and spelling. The good language use should be correct in grammar and spelling give emphasis and ease to the reader. That is why the error analysis is needed to assure whether a writing is good or not. Writers should understand what is meant by an error when they are going to indetify the error.

Thus, error analysis is the study and the analysis of the errors made by language learners which function as to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective.

2.3 Types of Error

Corder states that the types of error are divided into four categories, omission, addition, wrong selection, and ordering, that will be explained as follows:

1. Omission

These types of error are characterized by the absence of an item that must appear in a well-formed utterance.

Example: mater–matter.

2. Addition

Errors of edition where some element is present which should not.

Example: syroup–syrup.

3. Wrong Selection

Error of wrong selection where the wrong item has been chosen in place of the right one. Example: buttom–bottom.

4. Ordering

Error of ordering where the elements presented are correct but wrongly sequenced.

Example: cahce-chance.

2.4 The Causes of Error

Brown (2000:224) says that the cause of errors can be devided into 2 categories, such as:

1. Interlingual errors that is error caused by interference of the learner's mother tongue. A different class of error is presented by sentences.
2. Intralingual errors that is cause of errors resulting from complicated system of the target language itself.

Richard (1985:47) says that the intralingual errors are divided into 4 terms, they are:

1. Over-Generalization

Over-generalization happens when a learner uses a certain structure that is over-generalized in the target language. It is caused by the learner's basic experience of certain structure.

2. Ignore of Rule Restriction

Ignore of rule restriction is failure to observe the restriction of existing structures. That is the application of rules to context where they do not apply.

3. Incomplete Application of Rules

Incomplete application of rules means errors are due to the occurrence of structures whose deviancy represents the degree of development of rules required to produce acceptable utterance. The learners fail to produce a correct sentence according to the standard rule.

4. False Concepts Hypothesized

False concept hypothesized means basically errors are the result from faulty comprehension of distinction in the target language.

III. Research Method

This study was conducted by qualitative descriptive. Qualitative descriptive is a research method based on the philosophy of postpositivism used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument, the data collection technique is carried out by triangulation (combined), the data analysis is inductive/qualitative, and the research results (Asyraini et al., 2022; Octiva, 2018; Pandiangan, 2015). Qualitative research emphasizes meaning more than generalization. Qualitative descriptive research aims to describe, explain, and answer in more detail the problems to be studied by studying as much as possible an individual, a group or an event (Octiva et al., 2021; Pandia et al., 2018; Pandiangan, 2018). In qualitative descriptive, humans are research instruments and the results are written in the form of words or statements that are in accordance with the actual situation. The reason the researcher chose the qualitative descriptive research design was because the researcher wanted to describe the situation that would be observed in the field more specifically, transparently, and in depth. Qualitative descriptive steps (Octiva et al., 2018; Pandiangan et al., 2021):

1. Identifying significant problems to be solved through descriptive methods.
2. Limiting and formulating the problem clearly.
3. Determine the objectives and benefits of the research.
4. Conduct a literature study related to the problem.

The participants are all people or humans who participate or take part in an activity (Pandiangan, 2022). Taking part or involvement of people or the community by providing support for energy, thoughts, materials, and responsibilities for every decision that has been taken in order to achieve the goals that have been determined together. Subjects who are involved in mental and emotional activities physically as participants in responding to activities carried out in the teaching and learning process as well as supporting the achievement of goals and being responsible for their involvement (Pandiangan et al., 2022). The participants of this study were sixty students of the eighth grade of Junior High School Roudatul Islamiyah, Kota Pinang District, South Labuhanbatu Regency. It is VIII-1 and VIII-2 which consist of sixty students.

The data analysis method is part of the analysis process where primary data or secondary data are collected and then processed to produce conclusions in decision making

(Pandiangan et al., 2018; Tobing et al., 2018). This method is divided into two major parts based on the type of data, namely qualitative and quantitative. This research focuses to analyze the error of students writing of procedure text. Procedure text has the purpose to tell someone what to do or how to do something. Writing procedure text is also a process. It is not easy to write procedure text, especially in tell someone or how to do something, it is needing imagination and many vocabularies to write a procedure. There is some language feature that students usually feel hard to write, most of the students make mistake in writing procedure text. The types of errors found in students writing procedure text were omission, addition, wrong selection, and miss ordering. The errors of omission are characterized by absence of an item that must appear in a well-found utterance. The errors of addition are where some element is present which should not. The errors of wrong selection are the wrong item has been chosen in place of the right one. The errors of miss ordering are the elements presented are correct but wrongly sequenced.

IV. Results and Discussion

The data were identified and classified into their types of error based on surface strategy taxonomy corder. Based on that theory errors are classified into four types: omission, addition, wrong selection, and ordering.

Omission

The obtained data in students' procedure writing determined that students made errors in writing text itself. This type of omission, error of omission is characterized by the absence of an item that must be appear. There were 45 students who made 100 (45.2%) cases of omission errors. The researcher took some data of errors in omission made by the students.

1. Addition

Errors of addition means as the error that present some elements that should no be presented. In this study, there were 31 students who made 57 (25.8%) cases in addition.

2. Wrong Selection

Errors of wrong selection occurred when the students selected wrong letter in a sentence. In this study, there were 37 students who made 44 (19.9%) cases in wrong selection.

3. Ordering

Errors of ordering means as the error that present some or sequenced the items of the sentences, in this study, there were 18 students who made 11 (9.1) cases of ordering in their writing. The researcher took some data of errors in ordering made by students.

V. Conclusion

From result of this study the dominant errors made by students are omission, the number of highest errors is (45.2%) with the total of errors is 100. The second error is addition which the percentage of error is (25.8%) with the total of errors is 57. The third error is wrong selection which percentage (19.9%) with the total of errors is 44. The lowest error is miss ordering which percentage (9.1%) with the total of the error is 20.

References

- Asyraini, Siti, Fristy, Poppy, Octiva, Cut Susan, Nasution, M. Hafiz Akbar, & Nursidin, M. (2022). Peningkatan Kesadaran Protokol Kesehatan di Masa Pandemi Bagi Warga di Desa Selamat Kecamatan Biru-biru. *Jurnal Pengabdian Kontribusi (Japsi)*, 2(1), 33-36.
- Brown, H., Douglas. (2000). *Principles of Language Learning and Teaching*. London: Longman.
- Crystal, David. (2001). *An Encyclopedic Dictionary of Language and Languages*. Second Edition. London: Penguin Books.
- Dulay, H., Burt, M., & Krashen, S. (1982). *Language Two*. New York: Oxford University Press.
- Gas & Selinker. (2001). *Second Language Acquisition: An Introductory Course*. Second Edition. Hillsdale NJ: Lawrence Erlbaum Associates.
- Octiva, Cut Susan. (2018). *Pengaruh Pengadukan pada Campuran Limbah Cair Pabrik Kelapa Sawit dan Tandan Kosong Kelapa Sawit terhadap Produksi Biogas*. Tesis. Medan: Fakultas Teknik, Program Studi Teknik Kimia, Universitas Sumatera Utara. <https://repositori.usu.ac.id/bitstream/handle/123456789/12180/157022002.pdf?sequence=1&isAllowed=y>.
- Octiva, C. S., Irvan, Sarah, M., Trisakti, B., & Daimon, H. (2018). Production of Biogas from Co-digestion of Empty Fruit Bunches (EFB) with Palm Oil Mill Effluent (POME): Effect of Mixing Ratio. *Rasayan J. Chem.*, 11(2), 791-797.
- Octiva, Cut Susan, Indriyani, & Santoso, Ari Beni. (2021). Effect of Stirring Co-digestion of Palm Oil and Fruith for Biogas Production to Increase Economy Benefit. *Budapest International Research and Critics Institute-Journal*, 4(4), 14152-14160. DOI: <https://doi.org/10.33258/birci.v4i4.3521>.
- Pandia, S., Tanata, S., Rachel, M., Octiva, C., & Sialagan, N. (2018). Effect of Fermentation Time of Mixture of Solid and Liquid Wastes from Tapioca Industry to Percentage Reduction of TSS (Total Suspended Solids). *IOP Conference Series: Materials Science and Engineering*, 309, 012086. DOI: 10.1088/1757-899X/309/1/012086.
- Pandiangan, Saut Maruli Tua. (2015). *Analisis Lama Mencari Kerja Bagi Tenaga Kerja Terdidik di Kota Medan*. Skripsi. Medan: Fakultas Ekonomi dan Bisnis, Program Studi Ekonomi Pembangunan, Universitas Sumatera Utara. https://www.academia.edu/52494724/Analisis_Lama_Mencari_Kerja_Bagi_Tenaga_Kerja_Terdidik_di_Kota_Medan.
- Pandiangan, Saut Maruli Tua. (2018). *Analisis Faktor-faktor yang Mempengaruhi Penawaran Tenaga Kerja Lanjut Usia di Kota Medan*. Tesis. Medan: Fakultas Ekonomi dan Bisnis, Program Studi Ilmu Ekonomi, Universitas Sumatera Utara. <http://repositori.usu.ac.id/bitstream/handle/123456789/10033/167018013.pdf?sequence=1&isAllowed=y>.
- Pandiangan, Saut Maruli Tua, Rujiman, Rahmanta, Tanjung, Indra I., Darus, Muhammad Dhio, & Ismawan, Agus. (2018). An Analysis on the Factors which Influence Offering the Elderly as Workers in Medan. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 23(10), 76-79. DOI: 10.9790/0837-2310087679. <http://www.iosrjournals.org/iosr-jhss/papers/Vol.%2023%20Issue10/Version-8/K2310087679.pdf>.
- Pandiangan, Saut Maruli Tua, Resmawa, Ira Ningrum, Simanjuntak, Owen De Pinto,

- Sitompul, Pretty Naomi, & Jefri, Riny. (2021). Effect of E-Satisfaction on Repurchase Intention in Shopee User Students. *Budapest International Research and Critics Institute-Journal*, 4(4), 7785-7791. DOI: <https://doi.org/10.33258/birci.v4i4.2697>.
- Pandiangan, Saut Maruli Tua, Oktafiani, Fida, Panjaitan, Santi Rohdearni, Shifa, Mutiara, & Jefri, Riny. (2022). Analysis of Public Ownership and Management Ownership on the Implementation of the Triple Bottom Line in the Plantation Sector Listed on the Indonesia Stock Exchange. *Budapest International Research and Critics Institute-Journal*, 5(1), 3489-3497. DOI: <https://doi.org/10.33258/birci.v5i1.4016>.
- Pandiangan, Saut Maruli Tua. (2022). Effect of Packaging Design on Repurchase Intention to the Politeknik IT&B Medan Using E-Commerce Applications. *Journal of Production, Operations Management and Economics (JPOME)*, 2(1), 15–21. <http://journal.hmjournals.com/index.php/JPOME/article/view/442>.
- Suyanto, Kasihani K., E. (2008). *English for Young Learners*. Jakarta: Bumi Aksara.
- Tobing, Murniati, Afifuddin, Sya'ad, Rahmanta, Huber, Sandra Rouli, Pandiangan, Saut Maruli Tua, & Muda, Iskandar. (2018). An Analysis on the Factors Which Influence the Earnings of Micro and Small Business: Case at Blacksmith Metal Industry. *Academic Journal of Economic Studies*, 5(1), 17-23. <https://www.cceol.com/search/article-detail?id=754945>.