

## PRIMARY SCHOOL TEACHER EDUCATION STUDENTS' FOR ENGLISH COMPETENCE IN WRITING VIEWED FROM ERROR ANALYSIS OF MAKING A COMPOSITION

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**Abstract:** *This study aims at describing kinds of error on writing done by primary school teacher education students (PGSD) of Widya Dharma University Klaten. The writers use a qualitative method with a descriptive qualitative as the technique of analyzing the data. Qualitative data have been collected by written test. The data here are collected from 23 students' work in making a composition. From the result of this study, the writers get 76 errors on writing from 23 students of primary school teacher education (PGSD) Unwidha. The writers classify kinds of error into three types, namely error based on the surface strategy taxonomy, error based on influencing language switch, and error based on students' writing skill. The writers conclude that errors made by primary school teacher education students of Widya Dharma University Klaten are mostly based on surface strategy taxonomy which total 35 errors (46.052%) consist of 13 (17.105 %) omission error; 11 (14.472%) addition error; 7 (9,21%) misformation error; and 4 (5.263%) misordering error. The second is based on students' writing skill which total 32 errors (42.105%), and the last is 9 errors (11.842%) based on influencing of language switch.*

**Keywords:** *English competence, writing, a composition, error analysis*



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## INTRODUCTION

Writing is an activity of expressing idea and opinion into a script in the form of words written to deliver a message. Commonly, whenever someone is writing a text, there is a message that delivered. The message of the author's writing can be conveyed clearly, if only the author uses clear language on their writing. The students use writing skill to communicate each other as an emotional expression. When the students write their ideas to communicate with others, they are creatively to express their emotion and do their best way and purposes. Fabb and Durant in (Umi Sholihah, 2018) state that writing means constructing because writing is not just expressing ideas or opinions freely, but the process of composing or building something. Writing is one of skills which requires the mastery of a variety cognitive, linguistic, and sociocultural competencies for second language learners (Setyoningsih, n.d.). It means writing is about an ability of producing well-formed sentence. Hyland in (Chandran et al., 2019) state that writing also requires appropriate and strategic use of language with structural accuracy and communication. Harmer (1983) has explained that authors have to focus on the purpose of their writing because it effects on what and how language used. Based on the purpose, writing can be divided into several types, such as academic writing, letters, advertisement, news, etc. In other words, the authors should make sure that the readers can understand what kind of text, how should it is look like, and what is its purpose.

Furthermore, beside have to understand about the purpose of writing, the authors also have to know the components of writing. According to (Husna, 2013), the five components of writing are developing ideas, organizing ideas, vocabulary, grammar, and mechanics. Developing ideas means students have to support ideas into the sentences to have a paragraph unity. Organizing ideas means students compose the writing in coherent ideas. A suitable vocabulary chosen is also important to make a good composition or text. A composition or text also must have a correct grammar and mechanics of language chosen.

For second or foreign language learners (ESL/EFL), writing with those five components are not easy, even it is a difficult skill. Writing is a hard skill for learners to be achieved. The learners often make some errors and mistakes in writing. They misspelled it because the differences between the pronunciation and written form of words in target language. Harris and Cunningham in (Al-Khasawneh, 2014) explain that for many ESL/EFL learners, a written production is one of the most difficult tasks. For English learners, writing is a feared activity for students because the high level of difficulty and complexity. It is in line with the opinion of (Alwasilah, 2015) who said that for teachers, writing is the most difficult language skill to teach, and also it is difficult to be acquired by students.

EA (Error Analysis) become a preferred way of SL/FL analysis to find learners' problems on composing sentences. It concentrates on the learner's

errors so it is believed as the best tools of linguistic studies. EA compares the errors made by the learners in the target language and within the target language itself (Zawahreh, 2012). So, it is an activity to reveal something of the system operating within the learner and led to a surge of the study of learner's errors.

For university students, English is a required subject that must be learned by students in all departments in first semester. The students of teacher training and education faculty, especially in primary school teacher department, required to have good English competence since English taught in elementary school. Furthermore, not all elementary schools have English teacher that make the English subject taught by a classroom teacher that is a primary school teacher itself. The students of primary school teacher education (*PGSD*) Widya Dharma University of Klaten also have difficulties in English, especially in writing an English composition or text. They make some errors in writing. In this case, the researchers analyze kinds of errors on writing of primary school teacher education (*PGSD*) students of sixth semester of Widya Dharma University Klaten in the 2020/2021 Academic Year.

### **THEORETICAL UNDERPINNING**

Writing is an encoding of a certain message to express an idea in a shape of a sequence of sentences with the correct grammatical and punctuation in written text put together in a systematic way. According to Nunan in (Afrin, 2016), grammar is set of rules in the correct ordering of words at the sentence level. Grammar reflects the meaning, genre, content, and the discourse of writing product (Wahyuningsih, 2015). Written text has a number of conventions which separate if out from speaking. A part from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation . The students probably commit errors from spelling, punctuation and style especially for students who learn English as foreign language that have strong influence of their first language. The spelling rules and punctuation maybe have chance to be mistake for students that usually use spoken English. Madson (1983: 10) says that there are great numbers of factors (in testing writing) that can be evaluated: mechanics, (including spelling and punctuation), vocabulary, grammar, appropriate content, diction (or word selection), rhetorical matters of various kinds (organization, cohesion, unity; appropriateness to the audience, topic, and occasion).

In common writing a sentence, the student often make mistake. Writing with a correct grammar is hard for second language learners. The differences between native language and target language make learners often do errors. Contrastive analysis (CA) compares structures of two languages (native language/L1 and target language/L2) to find out similarities and differences. Because L2 learning is a process of acquiring whatever items are different

from the L1, so CA can be used to improve the quality of teaching target language.

According to (Tarigan, 2011), contrastive analysis has the hypotheses as follows:

- a. The primary cause of error and difficulty in FL learning is interference from the learners' NL.
- b. The difficulties are mostly due to the differences between the two languages.
- c. The greater these differences are, the more acute the learning difficulties will be.
- d. A comparison results between those two languages are required to predict the difficulties and probabilities of errors which will occur in learning FL.
- e. The material can be correctly determined by comparing by two languages and then lessen the similarities, so materials that the students have to learn are the amount differences established by the CA.

For L2 students, it is difficult to learn the language which is different with their language. It is understandable if they often make errors because L2 is different with their L1. This problem also happens to the primary school teacher education students (PGSD) of Universitas Widya Dharma Klaten. English course is as an addition course that must be taken for all students in the first semester. Because it is not their field of study so English subject is become difficult for non-English department students. When the learners write an English composition, there are many errors appeared.

Error Analysis (EA) is a part of contrastive analysis. EA in language teaching and learning as kind of linguistic analysis to observe, analyze, and concentrates on errors or unacceptable forms produced by ESL or EFL learners, and then classify the deviations of the rules of the second languages and then to reveal the systems operated by learner. EA reveals students' learning outcomes in developing inter language system both in writing and speaking by comparing two languages. Ellis in (Çakır & Cengiz, 2016) argues that an error is a deviation form a norm of the target language, and EA decides what and how to collect samples of learner language to be used for analysis.

Error Analysis aimed to determine the sequence of teaching materials (from easier items to difficult items); to decide a creative degree of emphasis, explanation, and practice in TL; to make planning of remedial lesson and exercises; and also to select items for testing proficiency of learners. Richards (1971: 173) mention the source of error analysis as follows:

1. Interlingual transfer. It means the transfer from NL to TL.
2. Intralingual transfer. Intralingual is the transfer from TL to TL.
3. Context of learning. It is from teacher, material, and social situation (in the case of untutored TL learning).

4. Communication strategy. It includes avoidance, prefabricated patterns, cognitive and personality style, appeal to authority, and language switch.

According to Dulay, Burt, & Krasen in (Schenck & Choi, 2013), kinds of error based on the surface strategy taxonomy are omission errors, addition errors, misformation, and misordering. James argues there are four types of errors, namely omission, addition, misformation, and misordering. He also adds blend error as the category of a surface strategy taxonomy (Iqra, n.d.).

1. Omission

Omission error occurs when a learner is leaving off necessary items that must emerge in a well-performed utterance. SL/FL learners generally omit grammatical morpheme much more frequently than content word, examples in the sentences “Brian new lecturer”, “She write English well”, and “He eating lunch”.

2. Addition

It is the presence of items that should otherwise not appear in a well-performed utterance. Addition errors are the contrary of omission. Kinds of addition error are regularizations, double markings, and simple addition.

3. Misformation

Misformation is the wrong form of a structure or morpheme. The types of misformation are regularization errors, archi-form, and alternating form.

4. Misordering

Misordering error is characterized by the incorrect placement of a morpheme in an utterance. It comes systematically for both first and second language learning in construction that has already been acquired. For example: “He is all the time late”. All the time is misordered.

5. Blending

James asserts blend error is sometimes called the contamination or cross-association or hybridization error. It is also called as combining or mixing (a substance) with another so that the component parts undistinguishable from one to the other. The characteristic of blending is when two alternative grammatical forms combine each other to produce ungrammatical blending. For instance: “According to Erica” and “in Erica’s opinion”.

Many researchers investigate about students’ error in learning target language, namely (Afrin, 2016; Al-Khasawneh, 2014; Hendrawati, 2018; Iqra, n.d.; Wahyuningsih, 2015; Zawahreh, 2012). In learning foreign language, the students committed writing errors such as: use of articles, use of prepositions, subject-verb agreement, word order, spelling and fragment (Al-Khasawneh, 2014); capitalization, punctuations, and conjunction (Wahyuningsih, 2015).

## **METHOD**

This research uses a qualitative method. The data are ungrammatical sentences made by the students of sixth semester of Primary School Teacher Education of Widya Dharma University Klaten. The source of the data is the writing compositions made by the students of sixth semester of Primary School Teacher Education of Widya Dharma University Klaten. Qualitative data have been collected by written test of making a composition. The data here are collected from 23 students' work in making a composition of descriptive text. The techniques of analyzing the data in this study are:

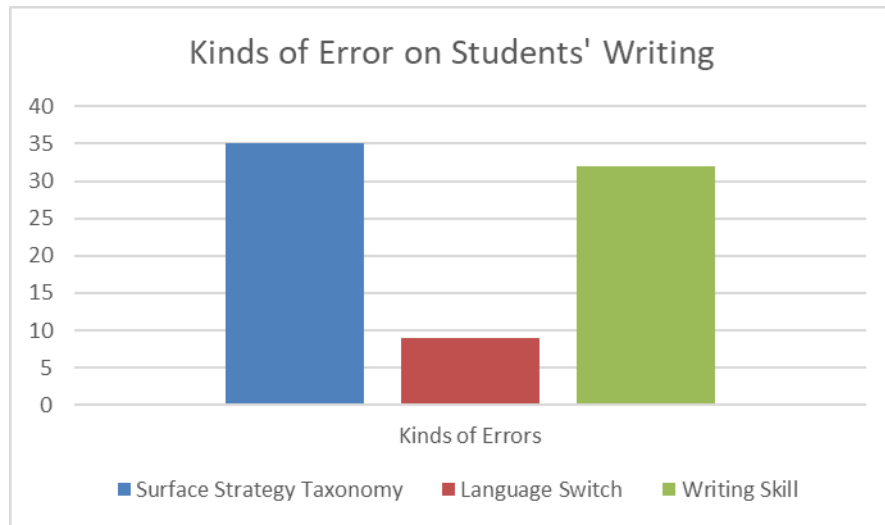
1. The writers ask students to write some sentences in a paper.
2. Collect the data from the students' writing.
3. Identify sentences which contains errors.
4. Reconstruct erroneous sentences.
5. Compare erroneous sentences and reconstruction sentences.
6. Describe kind of errors.
7. The data are classified into kind of error.

## **FINDINGS AND DISCUSSION**

The researchers got there are 26 students of Primary School Teacher Education which 23 students made some errors, two students made a good composition without any error, and one student didn't write the composition. The researchers finally list 76 errors of students' writing. The results revealed that errors made by primary school teacher education students of Widya Dharma University Klaten are mostly based on surface strategy taxonomy which total 35 errors (46.052%) consist of 13 (17.105 %) omission error; 11 (14.472%) addition error consist of 1 (1.315%) regularization and 10 (13.157%) simple addition; 7 (9,21%) misformation error consist of 4 (5.263%) archi-form and 3 (3.947%) alternating form; and 4 (5.263%) misordering error. These results are consistent with the findings of previous. Omission errors is the most error based on surface strategy taxonomy (Iqra, n.d.), the most frequent error committed by the students was the improper use of English articles (Al-Khasawneh, 2014).

The second is errors based on students' writing skill which total 32 errors (42.105%) consist of 21 (27.631%) error of capitalization, 10 (13.157%) error of punctuation, and 1 (1.315%) error of conjunction. The students make errors on using capitalization, punctuations, and conjunction indicate that their writing skill have not well yet (Wahyuningsih, 2015). Researchers also found that there are errors based on influencing of language switch that is 9 (11.842%) inappropriate vocabulary.

The sum of those data classified into three kinds of errors namely error based on surface strategy taxonomy which total 35 errors (46.052%), error based on influencing of language switch which total 9 (11.842%), and error based on writing skill which total 32 (42.105%).



**Chart 1** Kinds of Error on Students' Writing

Furthermore, the results of the present study show that omission errors, regularization of addition, simple addition, archi-form of misformation, alternating form of misformation, and misordering are the most frequent errors committed by the students. The students also make some errors in capitalization, punctuations, conjunction, unappropriated vocabularies. These results are consistent with the findings of previous studies (Afrin, 2016; Al-Khasawneh, 2014; Hendrawati, 2018; Iqra, n.d.; Wahyuningsih, 2015; Zawahreh, 2012). The most frequently error made by non-native students which cause is from poor understanding of second or foreign language grammatical structure (Al-Khasawneh, 2014; Hendrawati, 2018), do not understand the type or form of descriptive composition, do not understand the process of forming a word, have not been able to write a sentence properly and effectively, do not understand and pay attention to the meaning of sentences (Wahyuningsih, 2015), interference and negative transfer of the mother tongue rules (Martin, 2008, Ferris, 2009) in (Al-Khasawneh, 2014).

Writing errors committed by primary school teacher education students of Widya Dharma University Klaten can be understood because English subject is not their prior subject of learning, English just an additional competence for them that support their teaching competence. So, the main reason of writing errors committed by primary school teacher education students of Widya Dharma University Klaten is the lack of practicing English writing. Writing practice under guidance and encouragement could enhance the students' performance in English writing (Al-Khasawneh, 2014).

## CONCLUSION

The writers found that from 26 students of Primary School Teacher Education, there are 23 students made some errors, 2 students made a perfect composition, and one student didn't write any composition. Furthermore, from those 23 students, the researchers investigate 76 errors. There are 35 errors (46.052%) based on the surface strategy taxonomy, 9 errors (11.842%) influencing of language switch, and 32 errors (42.105%) because a low ability of writing skill. Hence, it is advisable for primary school teacher education students of Widya Dharma University Klaten to practice English writing frequently so that they can enhance their writing performance.

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