



## **ERROR ANALYSIS ON SENTENCES IN THE STUDENTS' ESSAYS OF BASIC WRITING CLASS AT ENGLISH DEPARTMENT**

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### **ABSTRACT**

The research entitled Error Analysis on Sentences in the Students' Essays of Basic Writing Class at English Department conducted to identify the kinds of error in surface strategy taxonomy. This research focus on the grammatical error committed by the students on making the kinds of sentences in their essay. The data were taken from the students' work of Basic Writing class at English Department of Pasim National University. This research used qualitative research. The result shows that the grammatical error committed by the students based on surface strategy taxonomy theory comprises into addition, omission, misformation and misordering. The error are in additional comparative form, the omission of subject and auxiliary, misformation of verb after preposition, and misordering compound noun. Thus, the students need more explanation and practice to avoid grammatical error in writing skill for the course of Basic Writing.

**Keywords: Error Analysis, Essay, Students, Basic Writing, Sentence**

### **INTRODUCTION**

English language as one of a language spoken by largest number of people across the globe has a significant role. It connects people around the world and makes possible communication between different countries. Thus, Mastering English language is needed by everyone around the globe. English language as a second language acquisition in Indonesia is also studied by the students in the university. The students learn listening, writing, grammar, and speaking skills. Students of English Department of Pasim National University find many difficulties in learning writing skill particularly for the first-semester students. They are expected to have a writing ability and master a basic skill of writing. According to Myles (2002 in Limengka and Kuntjara) second-language students might produce errors. Since English language is their second language, the students who learn writing skill for the basic writing class should be aware of making error. Furthermore, Corder (1967) stated that errors are visible proof that learning is taking place. The students of the first semester can learn how to build a well structured sentence by avoiding the same error. Therefore, the study of errors is required to improve the ability of the learner in writing skill. Error categorized into four principals according to Dulay, Burt and Krashen's surface strategy taxonomy (in James, 2013) plus a fifth that suggested by James (2013). These categories comprise into omission, addition, misformation, misordering, and blends.



Basic writing courses at English Department of Pasim National University is a course that concerns on building kinds of sentences on the essay. According to Connelly (2004) Sentence contains a subject and verb and expresses a complete thought. The students applied kinds of sentence based on the number of clauses in their paragraph. They are simple sentence, compound sentence and complex sentence and compound-complex sentence. This research focus on the students' work on building sentence in their essay and find out the grammatical error on kinds of sentences based on the number of clauses. Based on the issues, this research intends to find out kinds of errors in surface structure taxonomy on kinds sentence of the essays made by the students in Basic Writing class. Thus, It is expected that the students will avoid the same errors in the future.

## LITERATURE REVIEW

### Error Analysis

The second language learner's errors are potentially important for the understanding of the processes of second language acquisition as stated by Richards (1973) in Error Analysis Perspectives on Second Language Acquisition. Furthermore, Nourish (1983) in Sopiah (2018) exposes three types and causes of errors. 1) Carelessness. It is often closely related to lack of motivation. 2) First language interference. The learner's utterances were thought to be gradually "shape" towards those of the language he was learning. 3) Translation. This occurs unconsciously in the mind of the learners.

Dulay, Burt, Krashen's Surface Structure Taxonomy (1982 in Ellis and Barkhuizen, 2005 in Limengka and Kuntjara) proposed four categories of errors. One additional category is stated by James (1998). They are as follow :

- a. **Addition.** There is a presence of an "unwanted" item in the sentences that does not appear in a well-formed utterance. This error happened when the students did overuse certain grammatical rules of the target language such as the sentence \*He didn't to come. (Correction: He didn't come).
- b. **Omission.** There is the absence of certain item that must appear in sentences. This error usually happened in the early stages of second language acquisition such as in the sentence \*My sisters very pretty. (Correction: My sister is very pretty)
- c. **Misformation.** There is the use of wrong forms of certain morphemes or structures such as the sentence \*Me don't like (Correction : I don't like).
- d. **Misordering.** There is the incorrect placement of certain morphemes such as in the sentence \*She fights all the time her brother (Correction : She fights her brother all the time).
- e. **Blends.** Blends occurs when two or more morphemes that have the same function appear in a sentence such as in the sentence \*The only one thing I want (Correction : The only thing I want).



## Sentence

Connelly (2004) indicated that simple sentence consists of a single independent clause. Furthermore, simple sentence can have compound subjects and verbs. Wishon (2003) stated that compound sentence is sentences that are related to each other in meaning may be combined by using connectors that indicate the relationship between the two sentences. Furthermore, Complex Sentence consists of one independent clause and one or more dependent clauses. Compound-Complex Sentence include two or more independent clauses and at least one dependent clauses (Connelly, 2004)

Understanding sentence types as stated by Strauch (1998) in *Bridges to Academic Writing* divided sentence into four basic sentence types according to the number of clauses. They are as follow:

1. Simple Sentence consists of one independent clause. Example : Last semester I had an embarrassing experience with the campus police.
2. Compound Sentences contain two independent clauses. There is usually a comma and a coordinator between the clauses. Common coordinators include and, but, and so. Example : I unintentionally parked illegally, and a student cadet gave me a ticket.
3. Complex Sentences contain one independent clause and one or more dependent clauses. Example : When I saw him put the ticket on my windshield, I panicked.
4. Compound-Complex Sentence include two or more independent clauses and at least one dependent clause. Example : After she appeared on Broadway, Fran McCarg opened a jazz club in Kansas City but she never matched her early success.

## METHOD

This research used descriptive qualitative approach as Sutopo (2002:33) stated that descriptive method is done naturally objective, and factual. It applies a set of procedures used for problem solving based on the factual data. The goal of descriptive research is to describe a phenomenon and its characteristics. Furthermore, Bogdan and Biklen stated in Sugiyono (2014:21) that qualitative descriptive method is used to collect the data in the form of words or pictures rather than number. The qualitative approaches applied when the collected data were in the form of sentences. In this research, the datas were taken from the students' work in Basic Writing class in the form of written text. The writer collected, selected and then classified the data to find erroneous clauses. The writer classified the data by using Surface Strategy Taxonomy proposed by Dulay et al, (1982). In providing correct kinds of sentences, the writer used *Let's Write English* by George Wishon and *Understanding and Using English Grammar* by Betty Azar as the reference of correction.



## RESULT AND DISCUSSION

The data analysis were obtained from the students' work in Basic Writing class. The writer analyzed the error based on the error categorization from Dulay et al, (1982) and one categorization from James (2013). They are omission, addition, misformation, misordering and blends.

### A. Addition

Data 1 :

I prefer the country to the city because I'd love fresh air.

(Correction : I prefer the country to the city because **I love** fresh air)

Data 1 belongs to complex sentence because it consists of one independent clause and one or more dependent clauses.

Data 2 :

The air in the country is *more fresher* than in the city

(Correction: The air in the country is **fresher** than in the city)

The data belongs to simple sentence because it indicated that simple sentence consists of a single independent clause

The datas above belong to the categorization of addition because it is indicated by the presence of an "unwanted" item in sentences. The unwanted items do not appear in a well-formed utterance. The first data shows the usage of 'd that is not correspond in meaning and surface structure. The possibility of the meaning 'd are had or would. The second data shows the usage of the overuse of comparison. When it is only one or two syllable, it should apply -er. When it is more than two syllable, it should apply the word more.

### B. Omission

Data 1

*Very easy to use a new cell phone.*

(Correction : **It is** very easy to use a new cell phone and it is effective)

The data belongs to simple sentence because it indicated that simple sentence consists of a single independent clause

Data 2

*The country not only quiet but also fresh*

(Correction : The country **is** not only quiet but also fresh)

The data belongs to simple sentence because it indicated that simple sentence consists of a single independent clause



#### Data 3

*Second, about the suffering that is part of life*

(Correction : Second, **It is** about the suffering that is part of life)

The data belongs to simple sentence because it indicated that simple sentence consists of a single independent clause

The datas above belong to the category of omission since it is indicated by the absence of certain item that must appear in sentences. Data 1 shows the lack of subject and auxiliary and clause. Data 2 shows the lack of auxiliary. Data 3 shows the lack of subject and auxiliary.

### C. Misformation

#### Data 1

I can bring my phone when I go out and *its* fit in the hand.

(Correction : I can bring my phone when I go out and **it is** fit in the hand)

Data 1 belongs to complex sentence because it consists of one independent clause and one or more dependent clauses.

#### Data 2

After *take* a shower, I often go shopping

(Correction : After **taking** a shower, I often go shopping)

Data 2 belongs to complex sentence because it consists of one independent clause and one or more dependent clauses.

#### Data 3

The city *have* many *advantage*, but the city *have* high air pollution

(Correction : The city **has** many **advantages**, but the city **has** high air pollution)

Data 3 belongs to compound sentence because sentences that are related to each other in meaning may be combined by using connectors that indicate the relationship between the two sentences.

The datas above belong to the category of misformation since it is indicated by the use of wrong forms of certain morphemes or structures. Data 1 shows the usage of possessive adjective pronoun *its* that it is not correspond with the rest of the sentence. Data 2 shows the usage of verb form infinitive. It should be “taking”. Data 3 shows the misused of subject verb agreement for auxiliary have and singular noun marker for plural determiner many.

### D. Misordering

#### Data 1

I am listening a song and then I try to watch *series Thailand*



(Correction : I am listening a song and then I try to watch **Thailand series**)

Data 1 belongs to compound sentence because sentences that are related to each other in meaning may be combined by using connectors that indicate the relationship between the two sentences.

Data 2 :

*And also there is many things that I love from the country.*

(Correction: ...and **there is also** many things that I love from the country)

The datas above belong to the categorization of surface strategy taxonomy misordering since it is indicated by the incorrect placement of certain morphemes. The data is also has a case of error on types of addition by the presence unwanted item of 'and'.

Data 2 belongs to complex sentence because it consists of one independent clause and one or more dependent clauses.

#### E. Blends

The data is not found.

## CONCLUSION

The research concludes that in writing an essays that applied kinds of sentence of simple, compound and complex sentence, the students still commit errors in the category of Surface Strategy Taxonomy that comprises into addition, omission, misformation, and misordering. The data is not found in the category of blends. The errors happened on morpheme and structure such as the lack of subject, and auxiliary, the usage of verb after preposition, the usage of comparative form, and compound noun. Therefore, the data pointed out that the students need more explanations and practices in building sentences in their essay to avoid errors in the future.

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