

AN ERROR ANALYSIS IN WRITING PERSONAL LETTER TO THE EIGHTH GRADE STUDENTS AT SMP NEGERI 1 KERAMBITAN

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ABSTRACT

This research purposed to analyze students' errors in writing personal letter. This research utilized qualitative and quantitative research method. The subjects of this research were 32 students of eighth grade and one English teacher at SMP Negeri 1 Kerambitan. The researcher collected the data by utilizing the technique of observation, interview guideline, and documentation. The data were analyzed qualitatively and quantitatively. Based on data analysis, it was found that there were five types of errors consisting omission, addition, misformation, misordering, and blends with the results respectively 10%, 2%, 13%, 0%, and 0%. The highest number of errors was misformation with the result 13%. It indicated that the students were still low in understanding in writing personal letter by the reason of the students still confused in comprehending vocabulary, grammar, and diction in English.

Keywords: error analysis, writing, personal letter

ABSTRAK

Penelitian ini bertujuan untuk menganalisis error dalam menulis surat pribadi pada siswa. Penelitian ini menggunakan penelitian kualitatif dan kuantitatif. Subjek dalam penelitian ini terdiri dari 32 siswa kelas delapan dan satu guru Bahasa Inggris di SMP Negeri 1 Kerambitan. Peneliti mengumpulkan data dengan cara menggunakan teknik observasi, interview, dan dokumentasi. Data dianalisis secara kualitatif dan kuantitatif. Berdasarkan data analisis tersebut ditemukan adanya lima jenis error yang terdiri dari penghilangan, penambahan, misformasi, misordering, dan campuran dengan hasil berturut-turut 10%, 2%, 13%, 0% dan 0%. Jumlah error tertinggi adalah misformasi dengan hasilnya 13%. Itu ditunjukkan bahwa siswa masih rendah dalam menguasai penulisan dalam surat pribadi dengan alasan dari siswa yang masih bingung dalam pemahaman kosa kata, tata bahasa dan diksi dalam Bahasa Inggris.

Kata Kunci: error analisis, menulis, surat pribadi

1. Introduction

Writing holds an important role in studying foreign languages. Writing skills required in written communication which is identified with the use of letters associated with the sounds of spoken language. Writing the letter need to be arranged according to the proper provisions are either informing a word in order to organize a sentence, a paragraph, and paragraph to a text.

The purposes for reading and writing are similar. We read and write to construct meaning. Readers deal with meaning by responding to what has been read. Writers deal with meaning by constructing text with generating ideas, organizing ideas, monitoring their thoughts problem solving, revising how to think about the ideas. This means there is a lot of competent ideas out there (Morrow, 2013:268). Becoming good writers the students are expected to be able to communicate in English especially in writing, because it is the key of aspect in writing a text and writing also means nothing more than exercise of mind involves more than producing letters associated with the sounds of spoken language.

Nowadays, the students are required to master writing skill as a tool to assess their knowledge even though in reality, a good writing is not always easy. Some students assume that writing is the most difficult language skill. Because some students are still confused about

understanding English grammars. Moreover, some students are not able to write sentence in English correctly and making errors in comprehension of the first mistake in learning target language. According to Brendsen (2011:03) states that most cases errors result from deviations and inaccuracies caused by the measuring apparatus or from the inaccurate reading of the displaying device, but also with optimal instruments and digital displays there are always fluctuations in the measured data. Error is students' low competence, it means that some students do not know about the knowledge of the language so well because they have not mastered it yet therefore it cannot be self corrected. According to James (2013:05), the primary focus of Error Analysis is on learner errors and the evidence of how learner errors could provide an understanding of the underlying process of SLL or SLA. Error analysis is also the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to find out how well someone knows a language, find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in preparation of teaching materials. According to Dulay (in James 2013:106-113) divides part of errors into 5 types involving Omission, Addition, Misformation, Misordering, and Blends.

a. Omission

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. For example "She smart speaking English." It should be, "She is smart in speaking English."

b. Addition

Addition is any usage of unnecessary items in sentences. Addition is indicated by the presence of unwanted item in sentences. This unwanted item does not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. For example "Mother does not to leave you." It should be, "Mother does not leave you."

c. Misformation

Misformation is any wrong form of certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain morphemes or structure. For example "me and you love chocolate." It should be, "I and you love chocolate."

d. Misordering

Misordering is any incorrect placement of certain morphemes in sentences. For example "she all the time fights her brother." It should be, "She fights her brother all the time."

e. Blends

Blends occur when two or more morphemes that that have the same function appear in the sentence. For example, "The only one thing I want. It should be "The only thing I want"

Writing activity requires process through a set of stage that is able to support the students thinking process. Some students are boring to memorize vocabularies, grammars or tenses. The students still assume writing skill in English is difficult. It is because writing involves some components such as spelling and needs hard thinking to write ideas into words to be good sentences and paragraph. So, the teacher must motivate students to learn and also carry out daily practices in writing while teaching in the class.

Personal letter is a communication tool to express ideas in written form. According to Purwasih Dwi (in Harni, 2018:29), a personal letter is also called as a private letter. It contains of private information about experience in the written form to be sent in a certain people. According to Adlan & Tanzili in Purwasih (2012: 9-10), letter is a piece of paper or more that used as communication tool to deliver the statement or information in written form, from one person to another. Personal letter is informal letter that contains relationship or feeling expression, such as letters to friends, letters to family, and so on. All of these letters can be

printed or handwritten. In this case, a writer creates a good letter will certainly pay attention to the ethics of the letter, both in terms of form, structure and language.

However, some students still have the problems in writing personal letter especially in expressing their idea. Some of them are still not able to understand the standard to write a personal letter well. So, the teacher has to motivate the students how to express their feelings for writing personal letter. Moreover, the students' problems in writing are the students are still not able to gather the idea to write and the students make mistakes due to lack of vocabularies, grammars and diction. The problems also can be found from three aspects consisting of the teacher, the students, and the teaching and learning technique and method. In this occasion, the researcher takes personal letter as the data that have been analyzed because, it is very close to the students' life which retells past event exploring their interesting experience or unforgettable moment around them.

2. Research Method

The methods used in this research were qualitative and quantitative research method. The location of this research was in SMP Negeri 1 Kerambitan which is located on Jalan I Wayan Bered, Kerambitan, Tabanan. The subject of this research were the eighth grade students of SMP Negeri 1 Kerambitan, There were 32 students which contains 18 male and 14 female students. The instruments used in this research were observation sheet, interview guideline, handphone and laptop. The data of this research were collected by using the technique of observation, interview, and documentation. The data of this research were analysed by using qualitative data analysis (Miles and Huberman, 1994:10) can be noticed as data reduction, data display, and conclusion and verification.

The percentage of the students' errors was calculated by using in the following formula.

$$P = \frac{f}{N} \times 100\%.$$

Notes:

P= Percentage of error

F= Total of error

N= Number of Total Error Occur

(Allan, 2004:68)

The average of the students' score was calculated by using in the following formula.

$$M = \frac{\sum x}{n}$$

Notes:

M = Mean of the students' score

$\sum X$ = The sum of the students' score

n = Total of the students' score

(Pudyaningtas 2017:30)

3. Research Findings and Discussion

3.1 Research Finding

The research data were collected from the eighth grade students of SMP Negeri 1 Kerambitan. This research used descriptive qualitative and quantitative method to find out an error analysis in writing personal letter by the eighth grade students of SMP Negeri 1 Kerambitan. The data can be seen in the following table:

Types of Error	Observation I		Observation II		Observation III		Average	
	Score	P	Score	P	Score	P	Score	P
Omission	94.30	10%	94.91	5%	96.72	15%	95.31	10%
Addition	97.22	3%	98.78	1%	98.28	1%	98.09	2%
Misformation	82.56	16%	86.84	13%	88.47	11%	85.95	13%

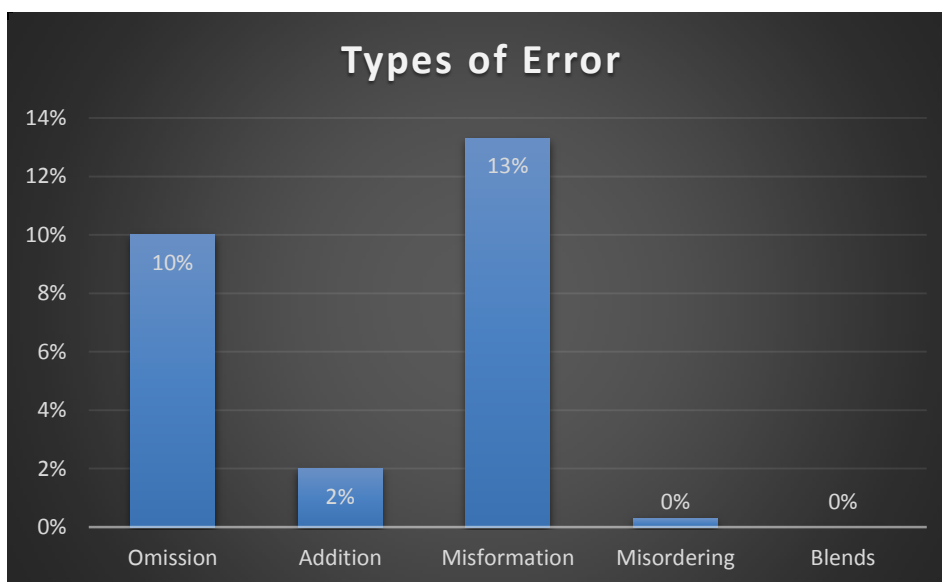
Misordering	99.11	1%	99.75	0%	100	0%	99.62	0%
Blends	99.84	0%	99.66	0%	99.84	0%	99,78	0%

Table. 1 The result of observation I, observation II, and observation III

Based on the table above, the researcher found the results of errors that analyzed by noticing the error of omission, addition, misformation, misordering, and blends. The data were collected from observation I, Observation II, and Observation III. The students were still confused in understanding grammar, using appropriate vocabulary, and diction in writing personal letter. Then, the students' writing result were still low towards the learning purposes.

3.2 Discussion

Based on the data toward Observation I, Observation II, and Observation III, It was found that the errors of omission, addition, misformation, misordering, and blends were respectively: 10%, 2%, 13%, 0%, and 0%. The dominant error was in misformation with the result of 13%. The students were still low in learning the structure of English especially in writing personal letter. Moreover, the students also were still confused when they translated words or sentences from Indonesian into English.



Gambar. 1 Types of Error

The result of this research is expected to be useful for the theories development especially for error analysis in writing personal letter. This research is also expected to be useful for the teachers and students in reducing students' error in writing personal letter.

4. Conclusion

Based on the research findings and discussion, researcher concludes that students make mistakes in writing personal letter by using the error of omission, addition, misformation, misordering, and blends. Based on the result of the analysis in writing personal letter made by students, most of them making mistakes in the vocabulary and grammar. They still had lack of tenses structure in English especially, to change verbs in past forms, to write the word incorrectly, and less vocabulary understanding.

This statement is supported by data showing 13% students make mistakes in the wrong information section. Then, students also make mistakes in other types error. They are like 10% of students making mistakes in the addition, 2% omission, 0% misordering, 0% blends. It means that

the students at SMP Negeri 1 Kerambitan have problems using vocabulary and tenses in writing personal letter.

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