

**THE STUDENTS' ERROR IN WRITING ENGLISH AT SMK  
DIPONEGORO DEPOK SLEMAN YOGYAKARTA  
IN ACADEMIC YEARS 2015-2016**

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**Abstract:** The aim of this research was analysis the students' error in writing English at SMK DIPONEGORO, Depok, Sleman Yogyakarta. This research done through qualitative research that focused in naturalistic study. The objective in this research was to know the students' error in writing English. The result found: writing sentence using simple present, two students indicate error in Ignorance of Rule Restriction that categories of error Interlingua transfer. Writing sentence using simple past, categorized Interlingua transfer and four students' categorized error Rule Restriction, while writing sentence used simple Future, there were two students categorized in Ignorance of Rule Restriction and two students categorized in selecting word. Finally, at the end of this research is the conclusion that describe the result of the study and then suggestion is offered to students especially Indonesian students and teacher special for English teacher.

**Key word :** Errors analysis, Tenses, writing.

#### A. INTRODUCTION

There are many languages in world to do communication, by language people able to do communication well and as bright to do interaction to other in everywhere and every time, without language human cannot do anything. Recently, each country need to do relationship with other to developing their country become better, so needed one of language to use communication between one to other, so based on agreement decided

that English as international language used to communication in the world.

English is one of first foreign language in Indonesia, so English teaches starting from kindergarten till university level with the aim Indonesian able and mastery English well. In learning English, Indonesia learners face several obstacles, one of them is grammatical. they still confuse in using tense, decide which one tense must used because the

grammatical between English and Indonesia is different, so the learners must study hard to mastery English well.

There are four skills that must be master by learners namely listening, speaking, reading and writing, all of them need grammatical understanding. Writing is one of skill that used to do communications in written, people convey a message to other by writing and sending it trough post or electronic mail and then it respond by replay the message. In this activity need correct grammatical in writing to avoid miss understanding from reader, so the learners must understand about tenses and parts of speech.

In this research the writer takes research at SMK Diponegoro that situated in Seleman Yogyakarta to know how far students understanding tense and imply it in writing a sentence. The writer uses descriptive qualitative as method in taking the research which focuses in naturalistic study. The subject in this research is students of SMK Diponegoro that

consist of mechanic and garment studies program, each of them chosen ten students. In collecting the data, the writer gives some of sentence in Indonesia and asked them to translate in English. In analyzing the data, the writer sees the error of students' in writing and analysis them, than grouping in several categories of error in each sentence.

## B. LITERATURE REVIEW

### 1. Definition of Error

An act, assertion, or belief that unintentionally deviates from what is correct, right, or true can be said error. The following definitions of errors are derived from several views:

- a. Crystal (1987) 'error' is a term used in psycholinguistics referring to mistakes in spontaneous speaking or writing attributable to a malfunctioning new muscular command from brain.
- b. Richard (1985) in relation to the speech or writing of a second a foreign language learner states that the use of linguistics item (e.g. a word, a grammatical item, a speech

- act, etc) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.
- c. Error is something done wrong, (Current ; 1980)
  - d. Error is systematic deviation which consistently produced by the learner, (Norrish : 1983)
  - e. Error is systematic deviation from the accepted code, (Norrish : 1987)
  - f. Error is departure in the message intended to be conveyed, (Noss in Sukmawati,(1995:23)
  - g. Error is deviation from accuracy or correctness belief in something untrue; the holding of mistake opinion, (Ruru in Sukmawati, 1995 : 23)

From explanation about errors above, the writer concludes that what is meant by error have is the incurrent use of language system elements. Based on the statements above it can be said that error occurs if the learner has not yet learnt an item although this item has been covered in class. For example, a teacher has taught the

use of the simple past tense, but the learner still gets it wrong when he/she writes a sentence in the simple past. This problem might be caused by the way the teacher teaches (the method he/she uses, gradation of material, etc.). All these can result in the learner not learning, because he/she is not motivated by the lesson, in other words, the learner is present in the class but does not learn.

#### 1.1 Classification of Errors

A number of different categories for describing errors have been identified. Firstly, Corder (1973) classifies the errors in terms of the difference between the learners' utterance and the reconstructed version. In this way, errors fall into four categories: omission of some required element; addition of some unnecessary or incorrect element; selection of an incorrect element; and misordering of the elements. Nevertheless, Corder himself adds that this classification is not enough to describe errors. That is why he includes the

linguistics level of the errors under the sub-areas of morphology, syntax, and lexicon (Corder, 1973). Ellis (1997) maintains that “classifying errors in these ways can help us to diagnose learners’ learning problems at any stage of their development and to plot how changes in error patterns occur over time.” This categorization can be exemplified as follows:

Omission:

Morphological omission = A strange thing happen to me yesterday.

Syntactical omission = Must say also the names?

Addition:

In morphology = The books is here.

In syntax = The London

In lexicon = I stayed there during five years ago.

Selection:

In morphology = My friend is oldest than me.

In syntax = I want that he comes here.

Ordering:

In pronunciation = significant for ‘significant’; \*prulal for ‘plural’

In morphology = get upping for ‘getting up’

In syntax = He is a dear to me friend.

In lexicon = key car for ‘car key’

## 1.2 Sources of Errors

As there are many descriptions for different kinds of errors, it is inevitable to move further and ask for the sources of errors. It has been indicated in the first part of the study that errors were assumed as being the only result of interference of the first language habits to the learning of second language. However, with the field of error analysis, it has been understood that the nature of errors implicates the existence of other reasons for errors to occur. Then, the sources of errors can be

categorized

within two domains: (a) interlingual transfer, and (b) intralingual transfer.

#### a. Interlingua Transfer

Interlingua transfer is a significant source for language learners. Dictionary of Language Teaching and Applied Linguistics (1992) defines interlingua errors as being the result of language transfer, which is caused by the learner's first language.

However, this should not be confused with behavior approach of language transfer. Error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Interlingua errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexic-semantic elements of the native language into the target language.

#### b. Intralingua Transfer

Intralingua errors result from faulty or partial learning of the target language rather than language transfer. They may be caused by the influence of one target language item upon another. For example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet. When they say: \* "He is comes here", it is because the singularity of the third person requires "is" in present continuous, and "-s" at the end of a verb in simple present tense. In short, intralingua errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many ways as in the following examples: \* He made me to smile. \* I want learning English. \* The meat

smells freshly. \* Doctors always give us good advices. \* I don't know why did he go. Similarly, Richards (1974: 173) distinguishes two type of error, they are interlingua errors and intralingua error. Interlingua errors are those that are caused by the interference of the learners' mother tongue (native language), whereas, intralingua errors are those that reflect the learners' competence at a particular stage, and illustrate some of the general characteristics of language acquisition.

### 1.3 Causes of Errors

Furthermore, Richards then subdivides the intralingua or developmental errors as the causes of errors into:

#### a. Overgeneralization.

According to Jacobvist quoted by Richards (1971: 174), overgeneralization or transfer is the use of previously available strategies in new situations.

In second language learning some of these strategies will prove helpful in organizing the facts about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable - overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. Based on the above statements, we can say that the cause of error in this case is not the influence of the learners' mother tongue but it is the influence of the target language which they have already learnt, for example: "He runs fastly". In this sentence, the learner produces an error because he/she generalizes that adverbs of manner must always be formed by adding 'ly' to the adjectives.

#### b. Ignorance of Rule Restriction.

This kind of error is closely related to overgeneralization. That is the learners fail to observe the restrictions of certain structures. In this case, they apply a rule in the context of a sentence where actually it is not necessary, e. g : The man whom I saw him yesterday. The student does not know that it is impossible to mention the

person referred to by the relative pronoun by another pronoun as well.

c. Incomplete Application of Rule.

This means that the learners apply a rule in the context of a sentence, although the rule is not yet complete. The students may use a statement for a question by adding a question mark at the end of the sentence, for example: "He goes to school?"

d. False Concepts Hypothesized.

False concepts hypothesized refers to faulty rule learning at various levels. There is a class of interlingual errors which derive from faulty comprehension of distinctions in the target language. These are sometimes due to poor gradation of teaching

items some students get confused and cannot differentiate between go and come, bring and take, too and very, etc. They use the present tense instead of the present continuous tense or the other way round. This might be caused by learners not paying much attention to the difference between items. They consider too and very are the same as well as go and come, etc. Another caused of error mentioned by George (1972) is 'redundancy reduction'. The error might be made as a result of blending structure learnt early in the learning sequence, for example: "Yesterday I walk at Losary Beach." The adverbial marker 'yesterday' in this sentence is, for the learner, sufficient to indicate a time reference, and consequently the -ed is omitted from the stem of the verb; and when we add - ed means we make redundancy. This kind of thing should be paid attention to in teaching.

2. Definition of Tense

The term "tense" is derived from the Latin translation of the Greek word for "time" (Lyons, 1968: 304). The etymological meaning is not much

different from the definitions presented in many dictionaries and grammar references. Generally, most lexicographers and grammarians today define tense as the verb-form denoting time (of. Hornby and Parnwell, 1979; Urdong, 1968; Guntram 1985; swan, 1980; Hodges et al.,1990). From the common definition, it can be clearly depicted through a sequence of sentences as follows:

- He writes a letter to his sister every week
- He wrote a letter to his brother yesterday
- He will write a letter to his brother every other week.
- He will write a letter tomorrow.
- He is writing a letter at the moment
- He was writing a letter when his brother called him.

All of these sentences show the same actions; however, they are different in terms of point of time and situation. For instance, the first sentence, as the verb-form and time adverbial indicate, reveals that He writes a letter to his brother regularly (every other week) up to now. It differs from

the second sentence which uses past form. The second sentence means that He used to write regularly (every other week). Now, he doesn't write letters regularly anymore. Obviously, the shift of verb (tense) in English influence the meaning of a sentence. This is of course, diametrically different from the feature of the verbs of Indonesian. To describe when an event happens, the verb is not switched at all. It only employs time markers or time adverbials. Look at the following grammatical constructions:

- Bob menulis surat (minggu lalu).
- Bob (selalu) menulis surat.
- Bob menulis surat (tiap dua hari).
- Bob (sementara) menulis surat.

In the examples, it is clear that the verb "menulis" cannot reveal the time-point without the help of the adverbials. Although verbs in English, as stated by many linguists, refer to the time; they alone sometimes cannot carry the features of time. This is supported by a Crystal's research in Wilkins (1980: 32) which examined the co-occurrence relation existing between



various types of temporal adverbials and the tenses of English. He then concludes that the meanings not only lie in the verbs, but also sometimes in the forms of verbs and time adverbials. To sum up, the verb forms in English refer to the time. The time -markers or adverbials are sometimes required to give the fullest and sharpest senses to the sentences.

#### 2.1 The Classification of Tenses

There are different ways of classifying the number of tenses in English. It is certainly dependent upon our interpretation on what tenses are. The classification of tenses, however is commonly based on semantic interpretation and form of the verb (Hodges, et al. , 1990: 74; Frank: 1972: 52) Semantically, each tenses roughly indicates a kind of time. On the basis of this view, some grammarians present a three-tense system (present, past and future). Most grammarians, however, present a six-tense system in which they include the here tenses plus three perfect tenses (the present perfect, past perfect, past perfect).

#### C. RESEACH FINDING

In this part the writer found several errors from the students' written that categories as Students' made in writing English by using tenses, it described as bellow:

##### 1. Simple Present

In this research, the researcher gotten two sentences as bellow:

*Kita selalu bertemu di depan gedung bioskup setiap hari senin*

Correct: we always meet in front of cinema every Monday.

Based on the data that gotten by researcher, the researcher found several errors at students' written namely:

a. We are sometimes meet in front of cinema store

b. We are always meat in front of cinema build

At the sentence "a and b" categories in Ignorance of Rule Restriction. The students do not understand to decided which rule must be used, they add be "are" in writing present, they should wrote "we always meet in front of cinema every Monday" , Both of

them categorized error in “intralingua transfer”. Others errors also found in wrote “ Gedung bioskup” , student “a“ he/she wrote” cinema store” it has different meaning. Student “b” he/she wrote “Cinema Building” , it was influence in Indonesia structure, he does not understand the meaning between Indonesia and English. They should wrote “cinema” in translating “ Gedung Bioskop”. Both of them categorized as interlingua transfer.

## 2. Simple Past

The researcher gave sentence to the students in past form “Bob kemarin pergi ke kota Bandung bersama keluarga” and the researcher face several error from the students’ written.

- a. Bob yesterday go to Bandung city with their family
- b. Bob yesterday go to Bandung with her famili
- c. Bob yesterday go to Bandung city with bob family’s
- d. Bob yesterday went Bandung city with his family
- e. Bob yesterday go to Bandung city with my family

The five sentences above no one correct in writing sentence using past tense, they should wrote “Bob went to Bandung with his family yesterday”. All of sentences wrote caused influence by Indonesia structure, their error categorized in Interlingua transfer.

Other error categories in Ignorance of Rule Restriction found at sentence “a,b,c,e,” in choice verb, they used verb 1 in writing past tense. Word “pergi” they wrote “go to”, they should wrote “went” . In replacing word “ Yesterday” they should replace at the end of sentence. Their error also found in using possessive adjective, from the sentence wrote “ keluarganya” but at the sentence “a” wrote “their family”,it far away form the context, “b” wrote “her famili”, bob is a boy should wrote “his” not “her”, and there is also found miss ordering word in pronunciation, he /she wrote “famili” should wrote “family”. Sentence “e” wrote “bob family’s ”, should wrote “ bob’s family ”,

### 3. Simple future

To know how far students understanding future tense, the researcher gave sentence in Indonesia “Dia akan datang dalam waktu 30 menit” than found several errors that made by students namely:

- a. He is welcome in time 30 minut
- b. He is coming 30 minutes
- c. He will come on time 30 minutes
- d. He will arrive in time 30 minutes

All of sentences as grammatically are false; they should write “*he/she will come within 30 minutes*”. The errors categorized in Ignorance of Rule Restriction are replace at sentence “a” and “b”, to be “is” did not uses in future , they should used will. At the sentence “c and d” they made error in selecting word. The word “ dalam waktu”, they wrote on time and in time, they should wrote within. These errors categories in intralingua transfer.

## **D. CONCLUSSION AND SUGESSION**

### **Conclusion**

Based on the analyzed above, can be

conclude that students still confuse in writing sentence using tense, types of errors that the researcher found in this Research, such as errors of information, errors of omission. They wrote still influence in Indonesia structure, so target of language can not be reach.

### **Suggestions**

This section provides suggestions to the following group with regard to findings and discussion of the study. First is for the teachers. The teachers are suggested to develop better method in teaching writing in order to reduce the number of errors and fossilization that done by the students. Besides, they should integrate the grammar in other skill teaching and learning process. They are suggested to pay more attention to the particular structures that often create difficulties for the students by selecting contextual exercise on the structures which are often omitted, added, misformed, and misordered. The teachers should give clearer explanation about structure differences between Indonesian and English. Finally, is for the further

researchers. It is recommended that further researcher conduct similar studies in different context which contribute to the establishment of theories in the errors made by students of EFL.

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