

Error Analysis on the Student's Abstract

Makmun Syaifudin

Polytechnic of Indonusa Surakarta
makmunnyaifudin@poltekindonusa.ac.id

Abstract

Abstract of the research is the conclusion of the overall research. The sixth semester students from D3 Hospitality study program made some errors in writing their English abstract of the final project. The errors may lead the readers to misinterpretations of the research messages. The purposes of this study are to find out the type of errors made by the students in writing their English abstract and to find out the most frequent type of errors made by the students in writing their English abstract. This study used Descriptive analysis as the method of the study. Ten samples of abstract were analyzed, classified and categorized based on the Surface Structure Taxonomy (SST) which consists of omission, addition, misformation, and misordering. The findings of the study showed that from ten abstracts, the author found out 235 errors made by the students in their final project abstract. This number is categorized into big number since the error average of every abstract is 23,5 errors. It is found that there were 80 omission errors (34.04%), 32 Addition errors (13.61%), 84 misformation errors (50.74%), and 39 misordering errors (16.59%). From the result of the analysis, it is known that the most frequent error made by the students was misformation and the least frequent error made the students was addition. From the findings above, the author would suggest the supervisors of the students final project to check up the English abstract, moreover to the students to write better English abstract.

Keywords: abstract, error analysis, surface structure taxonomy, students.

INTRODUCTION

The students of Politeknik Indonusa Surakarta are three years Diploma students. They learn English from the first until fourth semester. Meanwhile in the sixth semester they have to work on final project and at the end they have to make an English abstract based on their final project. The final project abstract which is written in English is frequently needed to be revised because of some errors. This condition happens every year by the reports from the student's supervisor on the final projects and it is not solved yet until now. The errors are still happening until the final project is approved and collected as one of the final requirements before graduation.

Identifying the syllabus of English subjects taught in the four semesters of the students three years diploma, it focuses a lot on speaking. The materials, activities, exercises, practices and examinations are made to make students speak English fluently. Only in the fourth semester, the students learn different thing which focus more on structure, writing and listening. They have to learn them in one semester to prepare their examination on Test of English proficiency where the students have to achieve certain score as the passing grade of the English proficiency test. This condition could not make students understand all materials even the students get confused, make some errors, moreover they frequently make errors in writing abstract when they get to sixth semester and finish their final project.

Olasehinde (2002) says that making errors as a language learner is inevitable He added that errors are unavoidable and a necessary point of the learning itself.

Stark (2001: 19) explained that the teachers need to see students' errors from the positive side and better not to consider learners' failure to criticize on the grammar spot but see on the process of learning. To overcome

those problems, the lecturer needs to analyze the student's abstract of the final project to find some errors and categorize it and give correction. Realizing these conditions, the researcher who also becomes a lecturer would conduct a research on the student's abstract error analysis. This research aims at *finding out the types of error made by the students, and finding out a type of error most frequently made by the students in writing their English abstract.*

Error and Mistake

The differences between error and mistake must be obvious. Error commonly make miscommunication at the level of both spoken and written discourse and both are tending to misunderstanding. The occurrence of error is often interpreted as a clear indication of lack information and knowledge about the language. In other hand mistake does not make communication fails and can be solved by the learners themselves in most cases, in the process of learning the target language.

Definition of Error Analysis

In the level of learning and using foreign language, one of the most inhibiting factors is making mistake and error. Making error is a notification that the learners have not mastered the language being learned. Language learning as any other human learning involves making mistake and error. Brown (2000: 216) says that the mistake, misjudgment, miscalculation and erroneous assumption from an important aspect of learning of skill and acquiring information. Every student or learner tries to acquire something by making mistake and error. When the children learn their native language, they make countless mistakes with his limited linguistic knowledge. However, the children gradually manage their language production after all errors.

Since language is a process which involves making mistake and error, mistake and error are considered as the learning product. It is crucial for the English lecturer to realize that errors made by learner need to be analyzed and categorized in order to arrange learning strategy effectively. moreover, it is significant to discuss error analysis to underline the correlation of such analysis for teaching English as a foreign language.

Brown (2007: 259) asserts that error analysis is the fact that learners do make

errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors. On the other hand, James (1998: 1) argues that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

As the conclusion, error analysis is an evaluation of teaching language. The result will show the effectiveness of the teaching and learning among the lecturer and the students. The errors show the area which need to be solved and give description toward the development of learners in learning a language. Furthermore, the lecturer can arrange better teaching technique which can help learning solving their errors.

Types of Error

Errors are classified by some researchers in the literature. Corder (1981 36) categorizes the different construction among sentence. Corder describes the classification of error differently into four categories: Omission, Addition, Selection, and Ordering (Omission of some required element; Addition of some unnecessary or incorrect element; Selection of an incorrect element and ordering of elements).

On the other hand, Dulay et al (1982: 154) classify errors into four categories based on Surface structure Taxonomy. Which are omission, addition, misformation or substitution, and misordering.

METHOD

This study used qualitative research; with descriptive approach. It is a descriptive qualitative research. The data were taken from the students of hospitality study program, the last semester. There were ten samples of abstracts analyzed in this study.

Data Analysis

The descriptive analysis was occupied to analyze the data of ten abstracts. The researcher categorized the errors found in the abstract based on the Surface Structure Taxonomy; the researcher also gives the correction of the error after categorizing it as one of error types.

RESULT AND DISCUSSION

The results of this research were the types of errors made by the students and the most frequent error made by the students. From the data taken from the students abstracts, it is found that there are 235 errors. Based on the surface structure taxonomy, the errors were categorized into omission, addition, misformation, misordering.

The researcher also described and made correction of the errors on the final project's abstract made by the student of D3 Hospitality study program at Politeknik Indonusa Surakarta. The data were taken from the final project's report of the graduates in academic year 2018-2019. In analyzing the data, the researcher made correction of every error found and describes the most frequent errors type made by the students.

The errors found in the ten samples of students abstract indicate that there are all types of surface strategy taxonomy except blending. The errors made by the students are still too much because it occurs 23.5 times in average per abstract which an abstract only contends no more than 250 words. The abstract which had most frequent errors was the first abstract

entitled "The role of business center in supporting the operation of front office department at Lorin solo hotel" with the total 47 errors and the abstract which had least frequent errors was the eighth abstract entitled "Review of the implementation of standard operating procedure for guest relation officer in handling VIP guest at the sunan hotel solo" with the total 8 errors.

Misformation Errors

This type of error is the most frequent error made by students in writing their abstract. It was found 84 errors categorized as misformation errors. There are 13 misformation errors in the first abstract, 5 misformation errors in the second abstract, 14 misformation errors in the third abstract, 12 misformation errors in the fourth abstract, 10 misformation errors in the fifth abstract, 10 misformation errors in the sixth abstract, 8 misformation errors in seventh abstract, 3 misformation errors in the eighth abstract, 4 misformation errors in the ninth abstract, and 4 misformation errors in the tenth abstract.

The examples of misformation errors taken from the third abstract are "*this study is 6 months*" should be "*In this study was 6 months*" because it happened in the past, "*3 kitchen staff*" should be "*3 kitchen staffs*" because it is plural, "*the kitchen staff has*" should be "*the kitchen staffs had*" because it happened in the past.

Omission Errors

The total of omission errors are 80 errors. It is categorized as the second biggest error in this error analysis. There are 14 omission errors in the first abstract, 14 omission errors in the second abstract, 2 omission errors in the third abstract, 18 omission errors in the fourth abstract, 4 omission errors in the fifth abstract, 9 omission errors in the sixth abstract, 8 omission errors in the seventh abstract, 2 omission

errors in the eighth abstract, 3 omission errors in the ninth abstract, and 6 omission errors in the tenth abstract.

The examples of omission errors taken from the first abstract are “in support operational front office”. It is found that there are three omission errors, the word “support” should be attached by “ing”, the word “operational” should be preceded by “the” and “al” should be deleted, and the word “front office” should be preceded by “of”. The phrase of “in support operational front office” should be “in supporting the operation of front office”.

Misordering Errors

The third most frequent type of errors made by the students is misordering errors. It was found 39 errors in the ten students abstracts. The classification of errors are 8 in the first abstract, 9 errors in the second abstract, zero error in the third abstract, 4 errors in the fourth abstract, 1 error in the fifth abstract, 8 in the sixth abstract, 4 in the seventh abstract, 1 error in the eighth abstract, 2 errors in the ninth abstract, and 3 errors in the tenth abstract.

The example of misordering errors taken from the second abstract are “chicken parmesan” should be “parmesan chicken”, “restaurant Coza bistro” should be “Coza bistro Restaurant”. “operational kitchen” should be “kitchen operational”.

Addition Errors

The least frequent error type made by the students in writing English abstract is addition error. It was found 32 error in all students samples. Here are the classification of this errors in every abstract. It was found 12 addition errors in the first abstract, 3 addition errors in the second abstract, zero addition errors in the third abstract, 2 addition errors in the fourth abstract, 1 addition error in the fifth

abstract, zero addition error in the sixth abstract, 6 addition errors in the seventh abstract, 2 addition errors in the eighth abstract, 5 addition errors in the ninth abstract, and 1 addition error in the last abstract.

The examples of addition errors are taken from the seventh abstract. They are “how the implementation” should be “the implementation” because it is not a question but statement, “questionnaires” should be “questionnaire” because it is not plural, “research into this type of” should be “the type of this research” because the word *into* is not necessary in this phrase.

Table: the Abstracts Errors based on Surface Strategy Taxonomy

Abs tract	omis sion	Add ition	misfor mation	Misor dering	To tal
1	14	12	13	8	47
2	14	3	6	8	31
3	2	-	14	-	16
4	18	2	12	4	36
5	4	1	10	1	16
6	9	-	10	8	27
7	8	6	8	4	26
8	2	2	3	1	8
9	3	5	4	2	14
10	6	1	4	3	14
Tota l	80	32	84	39	23 5

CONCLUSION

The result of this study shows that the number of errors found in the abstract is categorized as a big number. There were 235 errors found in the ten samples of abstract. It is determined that every abstract had 23,5 errors in average and it possibly lead the readers to misinterpretation of the research messages. The possibility of misinterpretation by the readers has to be deleted by analyzing the errors and make the result of analysis as one of teaching materials.

The students most frequently made errors on the area of misformation which students' misused of word in the sentence related. This type of errors made because the students are lack of vocabulary and grammar. To solve misformation errors, the students has to enrich their vocabulary and develop their grammar competence. By improving both vocabulary and grammar, the students will write better English abstract and this research is significant since the result can help students writing better English abstract for their final project.

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