

ERROR ANALYSIS ON STUDENTS WRITING TASK OF PERSONAL LETTERS

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Abstrak : This study tries to classify and explain the many types of writing errors that were discovered in students' personal letters. The outcomes are ascertained by a qualitative data analysis employing the writing assignments of the students as the source of data. The Surface Strategy Taxonomy is used to pinpoint the errors. The researcher employs comparative analysis to divide the students into several skill levels when gathering data. The goal of this study is to identify mistakes committed by science-majoring eleventh-graders at SMAN 6 Kota Semarang, who number 36 students, in their personal letter assignment. The total of errors are 274 errors were classified in this study, with omission errors ($f=131$, 47.81%) as the most common. The second commonplace fault category was mis-formation errors ($f=127$, 46.35%). These categories were followed by addition error ($f=9$, 3.28%) and mis-order error ($f=7$, 2.55%). From the above result, we can conclude that the most prevalent mistakes among the learners is omission where they frequently eliminate sort of parts which needed in the full sentences due to the fact lack of English grammar knowledge.

Kata Kunci : Error Analysis, Surface Strategy Taxonomy, Personal Letters

INTRODUCTION

English becomes one of the international languages that takes an important part in our society. It becomes a common language that is used by people around the world, especially in academic life. The use of English for academic purposes isto make smooth communication and interact with people around the world. Based on (Saputra, 2022) Listening, speaking, reading and writing are the basic competence for English learners.

Among these four basic skills, writing has distinctive activities. Writing is the

most difficult skill in English because writing is a productive skill (Mufidah, 2022). When we are writing something we need to make sure our topic, grammatical competencies, the unity of paragraphs, the contents, the ideas of writing, and having all the written form composing to build an excellent writing. (Marita et al., 2020) stated that writing is a skill that can be used to express an idea and a feeling. It is because writing is sophisticated and requires careful thought that it has become the hardest skills to learn.

Writing takes a crucial part in English language teaching because it is a productive skill and it can help students to increase the student`s vocabulary, grammatical patterns and improve their grasps on how things are communicated and how their message is understandable in written language. Writing is an ability that should be mastered by senior high school students (Keumala & Idami, 2022). There are numerous genres, such as monologues, interpersonal and transactional discussion, and writings of specific genres such as descriptive text, narrative text, report text, procedural text, personal text, and other similar works that are claimed as types of text (Mangana, 2020). It should be learned by students in senior high school.

In accordance of Indonesian curriculum K13 Revision, senior high school students in eleventh grade should understand how to narrate an event or experience that already occurred in the personal letters. However, it has been discovered that the pupils still commit mistakes in writing personal letters. In this case, error analysis is urgently needed to investigate the root of the problem so that students` abilities can be improved. (Osmunda et al., 2022) stated that Writing skills can be done through Surface Strategy Taxonomy Method. The implementation of Surface Strategy Taxonomy Method is to improve student`s level of understanding of grammar and for making lesson plans based on students` needs.

In analyzing grammatical error using Surface Structure Taxonomy proposed by (Dulay, 1982) stated that mis-formation, mis-order, addition, and omission are the most common. To begin with, mis-formation errors occur when learners implement the incorrect form or structure. Regularization, archi-form, and alternating forms are the three types of mis-formation mistakes. Secondly, the improper placement of a morpheme or collection of morphemes in a phrase is considered as mis-order. Following that, the inclusion of an item that must not present in well-formed utterances is referred to as addition. Addition errors are classified into three types: regularization, double marking, and basic addition. Lastly, omission is the absence of a component that must be comprised of a complete statement.

The point of this research evaluates errors in English grammar using Surface Strategy Taxonomy method to analyze errors where students are given assignments to make personal letters based on their own experiences. (James & Carl, 2013) defines error analysis as the process of determining the prevalence, features, causes, and consequences of failing language. In other words, the implementation error analysis's goal is to identify the mistakes made by students.

Error analysis is a type of language analysis focusing on the errors that student make. Errors and mistakes are different from each other, (Abu shihab, 2014) stated that an error cannot be self-corrected and is produced by a learner`s insufficient knowledge of the target language, but a mistake may. It means that an error occurs when a pupil continually utilizes wrong syntax and is unable to remedy it. On the other hand, if a learner occasionally uses the erroneous form for reasons such as excitement, carelessness, lack of focus, or exhaustion, and can correct it anytime if the teacher asks,

this is referred to as a mistake.

Many scholars have already looked into this error analysis. (Rahmi Arnelia, 2021) did analysis through student problem on writing personal letter at eleven grade of MAN 4 Agam. This study discovered five areas of pupil difficulties in personal letter task, with content accounting for 18.2% of the issues. The second highest percentage was 15.4% for organizations. The student's grammar fault was 25.3%. Following that, the vocabulary problem was 23.2%. The final problem, mechanics, was 17.7%. As a result of the percentage, the most problem found among pupils was grammar. There were several reasons why students struggled to write a personal letter. There was the issue of psychology, linguistics, and cognition. According to a conversation with some pupils, the most common reason of the problem was linguistic issues.

(Saputra, 2022) Also takes research classify errors utilize Surface Strategy Taxonomy theory on academic writing. The results show that 29 errors in total from four types of error category. It comprises 17 times of omission and 5 times of misformation errors. While 5 times and 2 times occurrence from addition and mis-ordering respectively. In the meantime, the researcher discovered 14 developmental or intralingual and 6 times of ambiguous errors. It is also found that errors in unique and interlingual types, with 2 times and the latter with 7 times.

Another Researcher on error analysis (Sundari et al., 2021) whereas did an analysis on student personal writing assignments particularly on its grammatical errors. The data was gathered through a writing test utilizing a Google form. A triangulation method was used to verify the test's validity and reliability. The data was presented descriptively and evaluated using a percentage formula. Among the students made mistaken pattern structure with 12.5% of all, some of them produced 24.1% in tense errors, fault in pronoun with 9.17%, 2.5% preposition mistakes, 20% punctuation issues, and 31.66% in misspelling, according to the estimates. The most commonly grammatical error committed by students was spelling error (31.66%).

The researchers drew on the three earlier studies on error analysis in three distinct scenarios. The first researcher examined mistakes in student compositions in various formats such as Contents, Organization, Grammar faults and Vocabulary Problem. While the second researcher examined error the talent scouting students made in their writing test using the same strategy but in common such as Omission, Addition, Mis-formation and Mis-order. In other hand the third researcher takes the personal letters using google form to conduct the data. The second researcher evaluating sentences pattern error, punctuation issues, and spelling error. The use of surface taxonomy by Dulay, Burt, and Krashen's theory (1982) as the method which analyze four error categories as follow Omission, Addition, Mis-formation and Mis-ordering are treated differently between this study with the two previous.

The problem formulation for this study is based on the research background and includes the following questions: (1) what is the most frequently errors which occur in writing task (Personal Letters) and (2) What is the least errors in writing assignment (Personal Letters) which may occur? The goal of this study is to identify sort of errors which commonly found in the personal letters writing assignment, as well as the most and least frequent errors using Surface Strategy Taxonomy. The results of this study will help the lecturers to find out which kinds of grammatical error are really facing by students so there will be improvement for teaching strategy and teaching sources to improve better understanding of English grammar and English proficiency.

METHOD

Types and Research Method

This study utilizes descriptive qualitative method as the goal was to explain various error types according to surface strategy taxonomy and the data presented as words, phrases, or sentences. Based on (Keumala & Idami, 2022) qualitative study finds out an occurrence, a process, or a specific point of view from those involved in the investigation.

This study is qualitative research. This research is referred to be qualitative because it is analyzed using words. According to (Sherman & Webb, 2005) qualitative research is concerned with meaning as they appear to or are achieved by, person involved social situations. In brief, the purpose of this research is to identify the phenomenon regarding sort of errors types produced by students from their writing assignments and to find out the result based on the score that the teacher has been conducted. where the researcher uses error analysis.

Based on (Fawaid, 2022) The descriptive research methodology is applicable for this subject. Both qualitative descriptive and quantitative approaches were used in the present investigation. To collect precise and countable statistics, it was essential to employ numerical data. Since the research results needed to be supported by percentages and frequencies, this analysis adopted a quantitative technique.

Data and Data Source

The data in this field of study were gathered through writing task of personal letters at eleventh grade SMA Negeri Semarang. This research data was collected, filed and read carefully by the researcher. The collection data were classified and analyzed using Surface Strategy Taxonomy.

Research Instrument

According to (Dulay, 1982) There are four categories for assessing errors in surface strategy taxonomy, which are as follows:

1. Omission Errors

An omission error occurs when an item that should be present in a correctly formed utterance does not appear. Two types of morphemes which are Content morphemes and grammatical morphemes are more frequently omitted than other types of forms.

Content words define as the words which effect the majority of referential meaning of phrase, such as nouns, verbs, adjectives, adverbs, and so on. While grammatical or function words are small words that play only a minimal part in communicating the content of a statement. Inflectional noun and verb (suffix of -s/es, -ed, -ing), articles of a, an and the, auxiliary (to be, will/would, shall/should, can/could, and so on), and prepositions (on, in, at, etc).

2. Addition Errors

Addition errors are denoted as the existence of elements which should appear in the correct phrase. This typically occurs later in the acquisition of L2 learning process, once the learner has studied certain rules of the target language. Three types of this Addition mistakes:

a. Double Markings

This erroneous arises when a necessary component in specific linguistic expression is not deleted. Taken the example: **He didn't had/haves a car** instead of **He didn't have a car**.

b. Regularization

This fault produced when an indicator that is ordinarily added into a linguistic item is inadvertently applied to a word of a different class that does not utilize that indicator, Such as **the mouses** instead of **the mice**, **drinked** instead of **drank**

c. Simple addition

This simple addition error encompasses all addition faults. They are defining the use of words or phrases that should not be mentioned in a properly structured discourse. This error example such Budi **should sees the** doctor. Instead of Budi **should see the doctor**.

3. Mis-formation errors

4. These errors are determined by incorrect usage of morphemes or structures in the sentence. This type of errors happened when the students fault to write it properly. Formation faults are defined into three categories:

a. Regularization Errors

These errors classified as mis-formation of regular markers are employed instead of irregular forms such as **haved** instead of **had**, **mans** instead of **men**, **datums** instead of **data**, and so on.

b. Archi-forms errors

The erroneous use of fixed format pronouns for other forms, such as “His went to school yesterday” instead of “He went to school yesterday”.

c. Alternating forms error

Error of this type is generated due student’s development/additional of grammar and vocabulary Example: We will eat at the break time **when we are study** instead of We will eat at the break time **after studying**.

5. Mis-ordering errors

Sequencing errors are characterized by the incorrect placement of morphemes or groups of morphemes in an utterance. In the structures obtained, this occurs routinely for both L1 and L2 learner. For example: He is **all the time** late → **all the time** takes place in the wrong position. The correct sentence: He is late **all the time**.

Data Analysis

The instrument was using the surface strategy taxonomy developed by Dulay, Burt, and Krashen. According to (Dulay, 1982) the data from students will be analyzed based on four aspects of error analysis they are omission error, addition error, mis-formation, and mis-ordering.

Based on (Creswell, 2014) the steps in data collection are as follows: (1) determining and organizing the study, (2) gathering data through observations, interviews, documentation, and visual material, and (3) constructing a procedure for recording the findings. The data was collected by document analysis in the form of the grammatical error³⁵ eleventh-grade students majoring in Science (MIPA) 4 studies at the SMAN 6 Kota Semarang made in their writing personal letters. The researcher meticulously collected, documented, and read the students' assignments. Following the acquisition of data, the researcher classified and analyzed it using the surface strategy taxonomy theory. The findings of this study assist teachers in determining kind of grammatical errors children made, allowing for improvements in teaching technique and teaching resources to increase students' grasp of English grammar and English proficiency.

RESULT AND DISCUSSION

Result

According to obtained data specifically data on student's personal letters writing assignments, the following errors were discovered based on Surface Strategy Taxonomy approach: Omission, Addition, Mis-formation and Mis-order Error.

The results of this data analysis revealed that 35 eleventh-grade students majoring in Science (MIPA) 4 studies at the SMAN 6 Kota Semarang grouped into 3 competences level made 274 errors in total.

Table 1. Percentage Student's Competencies

	Number of students	%
Very good	10	28.57%
Good	18	51.43%
Need improvement	7	20.00%
Total	35	100.00%

Table 2. Percentage Of Errors In Group Of Student Competences Level

Students group	Omission	%	Addition	%	Misform	%	Misorder	%	Total	
									(F)	%
Very good (10)	34	12.41%	2	0.73%	21	7.66%	2	0.73%	59	21.53%
Good (18)	68	24.82%	6	2.19%	55	20.07%	4	1.46%	133	48.54%
Need Improvement (7)	29	10.58%	1	0.36%	51	18.61%	1	0.36%	82	29.93%
Sub Total	131	47.81%	9	3.28%	127	46.35%	7	2.55%	274	100.0%

It can be seen that 18 or 51.43 percent of the total number of respondents have a good writing ability, 10 or 28.57 percent are students with a very good skills in writing, and 7 or 20.00 percent are a group of need improvement students. The data show that for the three groups, the majority of students in the class have a good or above *Kriteria Ketuntasan Minimal (KKM)* score.

Statistics show that omissions are the most common mistake students make when creating personal letters drafting. The author found his 131 missing errors, which accounted for 47.18% of the total defects. An omission error occurs when an element that must appear in a well-formed utterance is omitted.

The table shows that "good students" had 48.54% percentage which means that among the two groups writing competences, they had the lowest performance in grammatical errors compared to very good with a score of 21.53% and Need improvement with 29.93 percent.

It can also be seen in the table that 10 students or 28.57 percent of the total number of respondents had a very good writing performance. This implies that they had very good language feature and understanding of letter structure/organization. On the other hand, they even though still had grammatical errors with 21.53 % score

Table 3. The Percentage of Students' Error in Omission

Students group	Content Morpheme	%	Grammatical Morpheme	%	TOTAL	
					(f)	%
Very good (10)	4	3.05%	30	22.90%	34	25.95%
Good (18)	15	11.45%	53	40.46%	68	51.91%
Need improvement (7)	4	3.05%	25	19.08%	29	22.14%
SUB TOTAL	23	17.56%	108	82.44%	131	100.00%

Evaluation of the students' writing assignments revealed that the respondents had most grammatical morpheme errors with 108 or 82.44% in omission error type and content morpheme errors such as missing nouns and verbs were 23 (17.56%) in score.

Further analysis on the table shows that the highest score of errors obtained from a good ability writing students with 53 or 40.46% coming from grammatical morpheme with detail of auxiliary omission (6), article omission (3), preposition omission (1), conjunction and punctuation with 2 and 40 errors. Below are some examples of omission mistakes by students.

Table 4. Example of Omission Mistakes

Error Types	Error Samples	Correct sentences	Analysis
<i>Omission</i>	I wish you always healthy and happy	I wish you <i>are</i> always healthy and happy	There is no auxiliary verb (to be) as main verb
	My sister will make spesial Singara	My sister will make <i>a</i> special Singara	Missing article "a" to determine singular noun
	There are a lot of preparation to take care of	There are a lot of preparations to take care of	Missing "s" to indicate countable plural noun
	I'm sure you will excited and happy	I'm sure you will <i>be</i> excited and happy	After modal must be followed by infinitive
asking me to help you with homework this Saturday nightasking me to help you with the homework <i>on</i> this Saturday night	No preposition and article "the"
	Cannot wait	<i>I</i> cannot wait	Missing subject of sentence
	What great news!	What <i>a</i> great news!	Missing article a in exclamative

			sentence
	Your performance definitely deserves a lot of praise	Your performance definitely deserves a lot of praises	The plural noun should be added "s"
	Just let me know if you are free next month	Just let me know if you are free <i>for</i> next month	No preposition
	you should thank God for giving you....	you should thank <i>to</i> God for giving you....	No preposition "to"

Table 5. The Percentage of Students' Error in Addition

Student Group	Doube Maerkin gs	%	Regularizati on	%	Simple additio ns	%	TOTAL	
							(F)	%
Very good (10)	2	22.22 %	0	0.0 %	1	11.11 %	3	33.33 %
Good (18)	2	22.22 %	0	0.0 %	3	33.33 %	5	55.56 %
Need Improvement (7)	1	11.11 %	0	0.0 %	0	0	1	11.11 %
SUB TOTAL	5	55.56 %	0	0.0 %	4	44.44 %	9	100.0 %

Table presented that there were only a few addition errors, one of which is two of double marking errors, 3 of simple addition errors, and 0 of regularization error for a group of good students. This implies that most of students committed a second least frequent error of their personal letters writing task. The following examples showcasing addition errors made by students.

Table 6. Addition Errors

ErrorTypes	Error Samples	Correct sentences	Analysis
Double marker	hopefully this year we canget together again and chat again	hopefully this year wecan get together and chat again	ineffective double adverb
	I hope you're doing good since our last meeting wasin 9th graders of Junior high school	I hope you're doing good since our last meeting in 9th graders of Junior high school	too many verbs for one conjunction
	I hope your day has been going well for you	I hope your day has been going well	The word ' for you ' is not needed
Simple	I miss you the most my lovely grandfather	I miss you, my lovelygrandfather	The word the most is not necessary
addition	-	-	for this sentence. Word "the most" can

			be replaced with adverb of degree
	nobody is here to wake up me in early morning for study.	nobody here wakes up me early in the morning for study.	The word 'to be' is not necessary in this sentence

Table 7. The Percentage of Students' Error in Misformation

Students group	Regular ization	%	Archi- forms	%	Altern ating forms	%	TOTAL	
							(F)	%
Very good (10)	0	0.00%	0	0.00%	20	15.75%	20	15.75%
Good (18)	0	0.00%	0	0.00%	54	42.52%	54	42.52%
Need improvement (7)	0	0.00%	0	0.00%	53	41.73%	53	41.73%
SUB TOTAL	0	0.00%	0	0.00%	127	100.00%	127	100.00%

It can be seen in the table addition errors consisted of regularization, archi-forms and alternating forms. Among 3 group of competences had 0 score at regularization and Archi-forms. On the other hand, majority students had many errors in alternating forms with 127 in total.

Evidently, these errors in alternating forms were reflected in the student's writing assignment of these 20 very good students. These students made the least number of errors than other two groups. Applying the wrong verb from in tenses made more errors than others contribute 10 or 50.00%. There were also discovered errors in spelling with 5 or 25.00%. While conjunction, auxiliary, capitalization errors were made by students with 1 or 5% for each.

Furthermore, it can be seen in the writing assignment of these 18 good students, that in terms of capitalization, made 15 or 27.78 percent. They frequently write the first personal pronoun "I" into a small letter. Additionally, misspelling errors were also found in their personal letters task with 10 in total. Wrong verb utilization in tense were still contributed significant errors in this student's category.

Additionally, the 'need improvement' respondent groups had the second lowest performance with 53 errors found. Errors in spelling were the most frequent type of this errors as commonly encountered by L2 students. The following table showing us misformation errors produced by students.

Table 8. Mis-Formation Errors

Error Types	Error Samples	Correct sentences	Analysis
Alternating forms	I hope this letter finds yo in the best of spirits	I hope this letter finds you in the best of spirits	spelling error of yo, missing letter- u
	Sorry I've been busy with my ekstra curricular activities lately	Sorry I've been busy with my extracurricular activities lately	spelling error of ekstra, correct word is extra
	i also participated	I also participated	I should be in

	in it	in it	capital letter
	It's hard to practice but I'm happy to be able to share my hobby	It's hard to practice but I'm happy to be able to spend my hobby	Inappropriate choice of verb
	It's been a very long time since we last meet	It's been a very long time since we last met	incorrect use of verb in tenses
	Here you will difinitely know Wisnu	Here you will definitely know Wisnu	Misspelling error
	I am so glad to have had the time to write you his letter	I am so glad to have had the time to write you this letter	Misspelling error
	I will visit you daring the sekchool vacation	I will visit you during the school vacation	Misspelling error
	Let's make pelen foar holiday together	Let's make a plan for holiday together	Misspelling error
	Are you doing great in new Zealand?	Are you doing great in New Zealand?	Name of country should be in capital letter
	It will be cool if you came	It will be cool if you Come	Conditional sentence type 1, use present tense
	How is you school life?	How is your school life?	incorrect use of pronoun
	You seen to be	You seem to be...	Inappropriate choice of verb

Table 9. Percentage of Students' Error in Misorder

Students group	Sentence Pattern	%	TOTAL	
			(F)	%
Very good (10)	2	28.57%	2	28.57%
Good (18)	4	57.14%	4	57.14%
Need improvement (7)	1	14.29%	1	14.29%
SUB TOTAL	7	100.00%	7	100.00%

As illustrated in the table, among three group of writing student abilities, the 'good' respondents had the most frequent errors with 4 or 57.14 percent while the least were contributed with the need improvement level of student in 1 error. A deeper analysis on the table shows that, respondents made errors in ordering of phrasal noun with identifiers. Misplacement of conjunction were sometimes discovered in this writing task. The following table showing us mis-order errors made by students.

Table 10. Mis-Order Errors

Error Types	Error Samples	Correct sentences	Analysis
Missorder	You seen to be having holidays nice time in New York	You seem having nice holidays in New York	adjective as modifier of noun
	We will all enjoy.....	We all will enjoy	adverb misplacement

Discussion

As previously mentioned, data on errors in writing tasks were collected from 35 from eleventh grade students attending Science (MIPA) 4 classes at public senior high school in Semarang, Indonesia. Students were asked to draft personal letter sentences on preferred topics. The student's results were grouped into three category writing ability based on well-completed-structure, feature of language such content and topics. All paragraphs written by students were analyzed according to the rules of Surface Strategy Taxonomy proposed by (Dulay, 1982). This taxonomy classifies training errors into four categories: omission, addition, misformation, and disorder errors. A total of 274 errors were identified in this study, with the most common error category being omission errors ($f=131$, 47.81%). The second most common error category was misformation errors ($f=127$, 46.35%). These categories were followed by addition error ($f=9$, 3.28%) and disorder error ($f=7$, 2.55%).

A review of the relevant literature reveals that there are several studies on English academic writing error analysis, and that some of these studies used surface strategy taxonomies, as was the case in this study. A 2022 university study by Heru reported that students made 17 omission errors (58.62%), 5 misformation errors (17.24%), and 5 addition errors (17.24%) and disorders (6.90%). The results of the study are similar to those of this study in terms of error frequency but different in order. Maria and Ni Putu (2022) reported 39 omission errors (39.8%), 29 addition errors (29.6%), and 12 disorder errors (12.2%) identified and 18 misformation errors (18.4%). In another study conducted different method of strategy taxonomy students in 2022, Sundari discovered 120 grammatical errors with spelling errors (31.66%), 29 tenses errors (24.17%), 24 punctuation errors (20.0%), 15 sentence pattern errors (12.5), 11 pronoun errors (9.17%), and 3 preposition errors (2.5%) in student work.

Based on the available data, the researcher's study has found that the results are comparable to the previous study in terms of error frequency and order, but differ in terms of percentage values. However, in this study, the researcher further investigates by categorizing students' writing abilities level to substantiate the initial hypotheses. Taking the hypotheses, it is commonly understandable that students with high score made least grammatical errors rather than other skill level. According to data found stated that "very good" student made least error which only 59 out of 274 in total compared to other student level with 133 errors for "good" students and 82 for "need improvement" scale. However, it is differently when the result is detailly taken based on type of errors. Students who have high competence in English made the least only at omission and mis-formation error type.

CONCLUSSION

Based on the finding and discussion above, the researcher finds out errors made

by students in their Personal Letter task with total of errors are 274 errors were identified in this study, with the most common error category being omission errors (f=131, 47.81%). The second most common error category was mis-formation errors (f=127, 46.35%). These categories were followed by addition error (f=9, 3.28%) and mis-order error (f=7, 2.55%). From the result above we can conclude that the most commonly mistakes made by students is the omission type, in which they frequently eliminate required elements in English language due to they are lack of understanding grammar pattern

This study is supposed to point the way for English teachers, particularly in writing, to consider the most common errors made by students so that teachers may determine which areas still require work. Moreover, this research can be a base for further research about grammatical errors and writing to make analysis in statistic - descriptive.

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