

ERROR ANALYSIS OF SHORT STORY BASED ON SURFACE STRATEGY TAXONOMY OF FIRST GRADE SENIOR HIGH SCHOOL IN SMAN 1 TUAL

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Abstract: The purpose of this research was to find out surface structure errors in writing short stories made by students of the first grade in SMA Negeri 1 Tual and to find out the most mistakes made by students of SMA Negeri 1 Tual based on surface strategy taxonomy. The method used in this research is the descriptive qualitative method. This research sample consists of 25 students in one class. One instrument used in this research was the essay test. In the collecting data, the researcher identified 25 short stories from twenty-five students who came from one class in the tenth grade of SMAN 1 Tual to complete the data. As a result of this research, 306 errors had occurred in the 25 short stories. It was found that superficial errors and omissions made up of the error numbers, addition made up 24%, misformation made up 31%, and misordering was 3%. The most dominant error was omission with a total of 128 errors or 42% errors made by students. The total incorrect error was 306. It consisted of four types of errors, namely 128 errors or 42% of omissions, 96 errors or 31% of misformation, 73 errors or 24% of additions and the last 9 errors or 3% misordering.

Keywords: Error Analysis, Short Story, Surface Strategy Taxonomy

1. INTRODUCTION

Language is a medium of communication that individuals employ to engage with one another. They can articulate their thoughts, emotions, opinions, and ideas using language. Setiyadi asserted that language is a collection of sounds that are arranged according to grammatical rules and have a particular meaning. Additionally, the field of education necessitates proficiency in English. The teaching and learning process in the English curriculum results in the acquisition of four skills by students. Speaking, listening, reading, and writing are among them. The researcher concentrates on the composition of text in this study. Writing is a means by which students can express their ideas, opinions, emotions, and thoughts. Writing is the act of generating ideas, committing them to paper, and refining them until they are well-articulated and comprehensible. Writing is about more than making our thoughts and ideas visible and concrete (Ghaith, 2002). Additionally, writing is a means of conveying one's ideas to the reader through written language.

According to Hammond (1991), when it comes to creating a literary composition, pupils frequently put clauses together to form sentences (Knapp & Watkins, 2005). Sentences then develop into paragraphs, and paragraphs eventually form texts. A cohesive sentence is among the primary considerations while creating a written piece. It is acknowledged that pupils cannot avoid interacting with some linguistic elements, which their instructor

will subsequently assess (Brown, 2004). Grammar is one of the primary literacy technologies, according to Knapp and Watkins (2005). The linguistic components of English are closely related and work together to produce language proficiency. Some improper sentences are created when writing abilities are required for a school exercise. Typically, they would have omitted a subject, copula, object, noun inflection, preposition, verb auxiliary, and so forth from a well-formed phrase. According to the comments, they frequently use the wrong sentence structure in their writing, which makes it harder for readers to understand what they've written. This data confirms that there are certain gaps in the ability to construct English sentences in the proper manner.

Error analysis is important while learning a foreign language. Many research show how the concept of using mistakes in the language learning process has greatly advanced the profession. This research's primary goal is to determine the kinds and frequency of errors made by senior high school students at SMA Negeri 1 Tual's first grade in English, a general subject that is taught as a foreign language. As a result, when mistakes are identified, they are categorized, assessed, and suggestions are given based on the faults. It won't be an efficient learning process if these mistakes are disregarded without being fixed. Because they don't comprehend English as a foreign language, students will develop the negative habit of employing the wrong sentence structure in the future.

The researcher aims to identify the typical errors that students in the first grade of senior high school make when composing stories considering their English language challenges. The first graders at SMA Negeri 1 Tual are the specific participants. The researcher presupposes that the students had previously conducted research and identified English as a foreign language. Students have a wealth of prior experience conversing with foreigners in English. The subsequent phase involves the researcher identifying potential recommendations for English instruction in the first grade of SMA Negeri 1 Tual. The research aimed to identify the most frequent surface structure errors in short stories written by first-grade students at SMA Negeri 1 Tual and to determine the most common errors made by students at SMA Negeri 1 Tual based on the surface strategy taxonomy.

2. LITERATURE REVIEW

2.1. The Concept of Writing

Writing is a communication act. It is the act of creating meaning by leaving marks in the shape of a graphic presentation on specific surfaces. The fourth language skill in learning English is writing. That is a procedure. When expressing ideas without sound, writing is crucial. Students can, however, use writing to express their desires. Through writing, people can learn how to interact with others even when they are not present. According to Brown (2001: 335) states that the creation of written products frequently necessitates the application of specialized skills, such as the ability to deliberate, draft, and revise, which are not inherent to all speakers. Therefore, students must write more and practice writing to become proficient writers. some writing is easier

than others. To master writing skills, writers must have a clear understanding of these linguistic features, as they pertain to how writers organize language within sentences (Knapp & Watkins, 2005, p. 33). To complete their writing, they should also be aware of the fundamentals of writing. Writers who are writing in a second language might be more irritated with the language than the content (Weigle, 2002, p. 35). It is a result of the writers' restricted language skills.

Narrative, description, exposition, and argumentation are the four primary categories into which the form of writing is typically classified. Writing can be classified into three categories: expository (informative or persuasive), narrative, and descriptive (Childs & Curtis, 1999: 29). In essence, the objective of writing is to communicate ideas and convey messages to the reader. Therefore, it is conceivable that the concepts themselves should be considered the most significant aspect of writing. The primary objective of writing may be to inform, persuade, express, or entertain. The specific objective is to address a specific writing requirement.

2.2. Error analysis

Error analysis is essential to language learning and instruction. It may be used as a tool to provide feedback to teachers so they may improve their lesson plans and instructional strategies. In addition, Truscott (1996) notes that although faults are usually obvious, error correction—particularly in grammar—causes problems (Weigle, 2002). Grammar correction discourages students more than it helps them become better grammar users. If not, some educators are unable to clarify the mistakes. Error correction will also divert attention from evaluating other crucial components of writing. To be more successful, mistake correction must thus prioritize the different sorts of errors (Hendrickson, 1981). Based on the theories above, it can be explained that error is natural and noticeable would reflect the lack of language knowledge or the learner's weakness in understanding the structural pattern.

According to Corder (1974) describes that there are three steps to collection of a sample of a learner language namely identification of error, description of error, identification of error, description of error. Therefore, there are two purposes for error analysis, according to Corder (1981: 45). The first is theoretical component of error analysis is included in the methods used to study language acquisition processes. The second is the ability of mistake analysis to direct the corrective action we must take to address an unpleasant situation for a learner or instructor is its practical application.

2.3. Short Story

short story is a fictional work. It presents a single incident in a highly focused manner, describes something during a crisis, presents individuals who are shown to be fictional, and includes a narrative with interconnected characters. According to the description given above, a short tale is a straightforward literary work that, due to its unique qualities, may be utilized as teaching material for language acquisition.

Short stories are among the literary works. "Short story is a brief work of prose narrative," states MacMillan (1985). It indicates that a short story is one that is often written in brief sentences and may be read quickly. Thus, the purpose of studying foreign languages nowadays is to acquire the ability to write in that language or to gain from the intellectual growth and mental discipline that come from doing so. The claim leads one to the conclusion that literature has long been incorporated into the instruction of other languages. Even at the time, it was a well-liked resource for language learning. Additionally, using literature may have a lot of benefits, particularly for pupils' intellectual growth and mental discipline.

2.4. Surface Strategy Taxonomy

A surface strategy taxonomy emphasizes the way surface structure is modified. Learners may omit or include essential items, misinform them, or misorder them. Nevertheless, researchers have observed that the surface components of a language are modified in a systematic and specific manner. It demonstrates that the cognitive processes that highlighted the learner's errors are a certain set of logics. Omission, Regularization, Misformation, and Misordering are the four forms of this category. The taxonomy of surface strategy is crucial for the construction of sentences, which ultimately results in a sentence. This is particularly essential for students who wish to learn. It is the method by which they can comprehend and enhance their abilities, such as those related to writing and communicating.

3. METHODS

The descriptive qualitative method was employed in this research because the findings of the study identified and analyzed the errors made by students when writing descriptive text using the surface strategy taxonomy. Creswell (2009:22) posits that qualitative research is advantageous when the research team is unaware of the critical variables to investigate. The process of descriptive qualitative research involves the collection, organization, and interpretation of data. Qualitative research will focus on the process of describing. The focus of this investigation is the grammatical errors that students make when composing descriptive text. The data collected from the students' writing would serve as the foundation for the analysis. The population of this investigation consisted of approximately 25 students in class X7. A purposive sampling technique was implemented in this investigation. Purposive sampling is a sampling technique that is implemented due to a variety of factors, including the writer's specific purpose for the sample, time constraints, and financial constraints, as per Arikunto.

The scholar employed one instrument in the test, specifically: The essay examination necessitates that the student composes a lengthy written response comprised of multiple paragraphs (William Weirsama). The essay test is a type of written examination that necessitates the examinee to compose a sentence, paragraph, or lengthier passage. The researcher required a procedure to acquire the data as a process. The procedure was complex,

specifically: The researcher had previously developed a text or instrument for the students in the first instance. The instrument/test consisted of a set of guidelines for identifying the errors in a brief story. The researcher requested permission from the English instructor to observe in class and introduce the research. Descriptive writing was employed by the researcher to elucidate the information concerning a surface strategy taxonomy that was derived from brief stories of error analysis. Subsequently, the researcher distributes the test or instrument to the students, who are then granted 60 minutes to compose a brief narrative. The researcher collected the student worksheets. Ultimately, the researcher reviewed the students' worksheets and subsequently offered an interpretation of the data. The researcher employed descriptive qualitative techniques to analyze the data. In descriptive qualitative research, three activities are employed to analyze data, as per Sugiyono (2008: 245). These activities include the reduction of data, the presentation of data, and the formulation or verification of conclusions. The researcher divides the data analysis process into three activities: data reduction, data display, and conclusion drawing, because of these statements.

4. RESULTS

4.1. Analyzing the Most Dominant Errors

Table 4.1 The Most Dominant Error in Writing Short Story

No	Kind of Error	Number of Error
1.	Omission	128
2.	Addition	73
3.	Misformation	96
4.	Misordering	9
Total		306

Table 4.1 demonstrated that there were a total of 306 defects of its type. The table outlined that the most prevalent errors in the composition of short stories were omissions, which accounted for 128 errors or 43% of the total. Misspellings, which comprised 96 errors or 32%, were the second most common error. Subsequently, the error in addition comprises 73 errors, or 24%, and the final error, miss-ordering, comprises 9 errors, or 3%. The lowest error was misordering, as indicated by the percentage above. The percentage of error addition was lower than that of error misinformation. The error rate of omission was the most significant of all errors. Therefore, the researcher determined that error omission was the most prevalent error.

5. DISCUSSION

The data analysis of four superficial-level categories was conducted using the Surface Strategy Taxonomy, which was further divided into several subcategories: omission, addition, misformation, and misordering. The omission was classified into two categories: grammatical morpheme and content morpheme. Double marking, regularization, and straightforward

addition were the three categories into which an addition was divided. The four categories of misformation were as follows: overregularization error, regularization error in the comprehension of grammar, archi-form, and alternating form. Misordering is an independent entity. In addition, the top ten categories of the linguistic level were also debated and incorporated into the superficial level to facilitate the description of students' errors. Upon obtaining the data from the students, the researcher identified the surface structure errors in their sentences using the surface strategy taxonomy.

These errors include omission, addition, misformation, and misordering. After identifying and classifying the surface structure errors in the short stories, the researcher determined the most prevalent errors (frequency and percentage) in the short stories. The researcher discovered that the most frequent errors made by pupils in short stories were based on the surface strategy taxonomy. The number of errors was 128 or 42% error in omission, 96 or 31% error in misformation, 73 or 24% error of addition, and 9 or 3% error of omission. It indicated that omission was the most prevalent error. The false concepts that were hypothesized resulted in 128 errors, which accounted for 42% of the omissions.

Dian Febri Indriani (2018). In this research, the descriptive analytic approach was employed to characterize the errors made by the students and evaluate the data using the following formula: $P = \frac{F}{N} \times 100\%$, where P = percentage of errors made, F = frequency of errors made, and N = total number of errors made by the students. The written test was where the data was extracted from. The results revealed that the pupils had committed 152 mistakes. When students were writing short stories, Miss-formation was the most common error they made—a total of 80 faults, or 53% of the total. With 28 faults, or 18%, Miss-ordering was the second most common. Next, there is a mistake in addition that makes up 16%, or 24 errors. And last, there are 20 mistakes, or 13%, in the omission error.

It also supported by Sari, Catherina Nilam Permata. (2016). Error Analysis of Second Grade Senior High School Students' Short Stories in SMA Negeri 1 Banguntapan. According to her, 457 mistakes were discovered in the study based on the seven short tales that were submitted. On the surface, it was discovered that 34% of the incorrect numbers were due to omission, 22% to addition, 39% to misformation, and 5% to misordering. Furthermore, only the top 10 categories were examined at the language level. The percentage of these top 10 categories was 77%; the article was at 21%, verb inflection at 11%, diction at 9%, tense at 7%, copula at 6%, conjunction at 5%, phrasal verb at 5%, pronoun at 5%, adverbial at 4%, and preposition at 4%. Additionally, 19% of interlingual and 81% of intralingual mistakes were detected. Three linguistic categories were selected based on irritability—which contained mistakes related to articles—verb inflection—which contained errors related to past tense verbs—and preposition—which contained errors related to to

errors—to determine the implications of the errors for instruction. It is clear from those categories that there were issues that need attention.

According to the preceding discussion, the findings of this investigation indicated that students committed the most errors through omission. A commonality between this research and two previous studies is that all students continue to make errors in the use of descriptive text when writing short stories. The phenomena suggested that the students require further comprehension of the short story writing process, as many of them continue to commit errors, particularly in the area of grammar. Consequently, the phenomena must be rectified, and they are prohibited from recurrence.

6. CONCLUSION

Writing is an activity that requires the skill to speak a good language. Students often make language mistakes or mistakes because of limited mastery of grammar. Language errors can be seen from various aspects. Error analysis is essential while learning a foreign language. Many studies show how using mistakes in language learning has dramatically advanced the profession. This research's primary goal is to determine the kinds and frequency of errors made by senior high school students at SMA Negeri 1 Tual's first grade in English, a general subject taught as a foreign language. As a result, when mistakes are identified, they are categorized and assessed, and suggestions are given based on the mistakes.

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