Error Analysis in Writing Procedure Text of The Ninth Grade Students of SMP N 4 Juwana Pati in the Academic Year 2021/2022

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Abstract

This research focused on the Analysis of the writing procedure text of ninth-grade students of SMP N 4 Juwana in the academic year 2021/2022, the objective of this research is 1) to find out the grammatical errors in the written procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022, 2) to find out the types of generic structure errors in procedure texts made by students of SMP N 4 Juwana Pati, 3) to find out the dominant errors found and make the percentage of the types of errors found in the procedural text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022, and 4) to describe the causes of the errors found in the written procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022, this research uses descriptive qualitative research method. The results of the study found 5 errors in the generic structure, namely errors in goal, errors in material, and errors in steps, for error analysis using a surface strategy taxonomy with classifications namely omission, addition, mis-formation, and mis-ordering. based on these items, the results obtained are 18 omission errors (42.85%), 17 addition errors (40.47%), and 7 misformation errors (16.66%). the results of this study obtained the percentage of total generic structure errors of 10.6% and surface strategy taxonomy errors of 89.4%. The researchers suggested, for the next researchers should carry out error analysis research with different objects and subjects.

Keywords: error analysis, procedure text

Introduction

English is a foreign language for Indonesians and is a very important language to learn, this is because English is an international language. According to Harmer (2001, p.1), English is a world language, meaning that people from all over the world use English to communicate with each other, in English requires four skills, namely reading, listening, and writing.

Writing is a very important skill that must be learned by students because by writing students can be used for many things such as sharing opinions, expressing ideas, expressing feelings., and much more Harmer (2004, p.79). In learning to write students usually make

mistakes, this is a very natural thing because students are still in the learning stage where students have limited vocabulary that they know.

when students learn to write they must know to make good sentences, but not a few students still experience errors in writing a sentence, including errors in word selection or writing errors in a word, this happens because usually students still think that grammar in language English and Indonesian are the same, even though this is a wrong thought because the grammar in English and Indonesian is very different. many students encounter errors in writing for example "shoes black" which should be "black shoes', and student misspellings example "hors" which should be "horse". According to Keshavarz (2012, p.59), there are two types of errors, the first is receptive and the second is efficient. A receptive error is a misunderstanding between the speaker's intention and the learner's understanding, and the resulting error is an error that occurs in the learner's speech.

James (1980, p.185) states that error analysis refers to identifying errors and grouping them into several types. By using error analysis, several errors can be identified and categorized into several types. Apart from that, several causes can also be identified. Therefore, learners can come up with solutions to learn a first or second language better than before. They will learn the language easily even though the system is different.

The type of text is one part of the material taught in learning English in junior high school. The types of texts taught are recount, narrative, procedure, descriptive, and report. Many students have difficulty in learning procedure text. Students are still confused about how to write procedure text. One of the difficulties faced by students in learning how to make good procedural texts is a lack of knowledge about the structure of procedural texts and good English grammar.

Objectives of the Study

the objectives of this research are:

1. To find out the grammatical errors in the written procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022.
2. To find out the type of errors in the generic structure procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022.
3. To find out the dominant errors found and make the percentage of the types of errors that appear in the procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022.
4. To describe the causes of the errors found in the written procedure text of the ninth-grade students of SMP N 4 Juwana Pati in the academic year 2021/2022.

Literature Review

Error Analysis

According to Gass and Slinker (2008, p.102), error analysis is a type of analysis that focuses on linguistics carried out by students. English is an important foreign language to learn because it is an international language, but learning English is very difficult because of grammatical differences between English and Indonesian.

According to Ellis and Barkhuizen (2005, p.51), error analysis aims to study, identify, describe and explain student errors. Errors in foreign languages are common. James (2013,

p.1) states that error analysis is the process of determining errors in a language determined by cause, nature, and effect.

Sources of Error

Ellis and Barkhuizen (2005, p.65) states that there are two sources of errors they are interlingual errors and intralingual errors.

1. Interlingual Errors
   According to Ellis and Barkhuizen (2005, p.65), interlingual language errors occur due to the influence of the mother tongue. Students are still influenced by their native language, so this is inconsistent with the target language rules.

2. Intralingual Errors
   Ellis and Barkhuizen (2005, p.65) said intralingual errors result from a student's lack of proficiency in the target language. It indicates that the students do not follow the rules of the target language and do not put the rules into practice.

Types of error

This study discusses the types of errors in the text. According to Dulay, Burt, and Krashen (1982), quoted by James (2013:104) states, the most common category used in classifying writing errors is linguistics category taxonomy and surface category taxonomy.

1. Linguistics Category Taxonomy
   Classification of language categories classifies errors according to the language component or specific language component affected by the error.

2. Surface Strategy Taxonomy
   The classification of surface strategies highlights ways of modifying surface structure (Dulay et al.,1982), quoted by James (2013, p.106). learners can ignore essential elements or add unnecessary items. Learners can skip grammatical combinations in the process of creating sentences, that is omission, addition, misformation, misordering.

Writing Skill

According to Weigle (2002, p. 5), writing is a crucial talent for people because they use it to share ideas and thoughts. Writing has a significant role as a tool for education. Following Edwards (2018, p. 33), writing is a process that naturally occurs and has distinct objectives at each level.

According to Hegarty (2000, p.1), there are two basic elements to any piece of writing, one is content, the second is message. Good writing has good organizing ideas, vocabulary, grammatical, and good sentence structure, it can be concluded writing skill is technical competence to do something well in a transaction with words in forming combination where the writer free their self from what a writer thinks, feel, and perceive as the medium to manifest grammatical system of language.

Procedure Text

1.   The Definition of Procedure Text
      According to Knap and Watkins (2005, p.157), Procedure instructions such as recipes and instructions are affected teach someone how to get something done and the steps to the procedural instructions are purpose, document, and sequence.

2.   The Structure of the Procedure Text
      Knapp and Wattkins (2005, p.158) states there are three the generic structure of procedure text:

      a. Goal

      The goal of the procedure text is to make or operate something.

      b. Material

      Material is a component or ingredient used to create something. However, the material is not always included in the procedure text. In other cases, the procedural text may not have important sections.

      c. Steps

      The steps contain the steps or sequences that you must follow to achieve the goals listed in the goal. The steps or sequences must be ordered from start to finish.

Method

Research design is part of data collection and analysis. The writers used a qualitative descriptive study in this study. According to Creswell (2009), qualitative analysis is a way for an individual or community to determine the importance of addressing social or human issues. It refers to research that requires thorough scrutiny. The object of this research is the error component in the procedural text written by the ninth-grade students of SMP N 4 Juwana. According to Saldana (2011, p.1), data from transcripts, field notes, documents, and visual materials such as; artifacts, video recordings, and internet sites.

The research data was taken from student worksheets, the authors collected data using the documentation method, namely the author borrowed student worksheets from the English teacher. The data for this study were taken from a procedure text that had been prepared by class IX students of SMP N 4 Juwana for the academic year 2021/2022. Creswell (2012: 236) states that to analyze qualitative data, we need to understand how text and images make sense. There are several steps that researchers have used to analyze data, such as:

1. Analyzing the type of error sentence

The researchers analyzed the types of sentence errors in procedural texts made by 15 students of SMP Negeri 4 Juwana for the academic year 2021/2022 using a surface strategy taxonomy.

2. Analyzing the dominant error

The researchers analyzed and finds the dominant error of each sentence in the text and finds the generic error structure in the procedure text made by 15 students of SMP Negeri 4 Juwana in the academic year 2021/2022, to make it easier for the author to use the research instrument as follows.

The researcher also used the descriptive analysis technique (percentage) based on Sudjiono (2004, p.43) to get the qualitative result which is the formula

$$P = \frac{f}{n} x 100\%$$

P: Percentage

F: frequency of occurred

n: number of cases

3. Analyzing of causes of error

The researchers analyzed the causes of errors contained in the procedure text made by class IX students of SMP Negeri 4 Juwana.

4. Drawing conclusion

After finishing analyzing data and grouping the data, the next step is to conclude. Miles and Huberman (2014) state that the conclusion is the last part that will appear after data collection is complete.

Finding and Discussion

Findings

1. The Grammatical Errors

The researchers read and analyze the grammatical errors in student's worksheets. The number of student's worksheets is 15. Of the 15 sheets, There are 42 errors found. The error details are presented in the following table 4.1:

Table 4.1 The Recapitulation of Grammatical Errors

Students' Text	Type Of Error			
	Omission	Addition	Mis-formation	Mis-ordering
text 1	3	2	1	
text 2	9	3	1	
text 3	3			
text 4	5	2	2	
text 5	1	1		
text 6		1		
text 7	2			
text 8	2			
text 9	1	1		
text 10		2	1	
text 11		1		
text 12	2	2	1	
text 13	4	2	1	
text 14				
text 15	1			
Total	18	17	7	

Based on the table above show the number of each type of error found in the procedural text written by students. Here are the results of the classification as follows:

a. Omission

The researchers get the results on the types of omission errors found in the procedural texts written by students were 18 (eighteen) words total. The data samples are as follows:

1) Fold one of the butterflies wing in a half again, make a line to make a smaller butterfly wing (text 1)

In the example sentence of the procedure text above, the is an error base on the type of error, namely omission in that sentence, there is an error in the word "wing" which should be "wings" because before the verb followed by a third form of the personal pronoun, so there must be the edition of e/es to the verb than on the sign "," it should be "and" as a function of conjunction.

b. Addition

The researchers get the results on the types of addition errors found in the procedural text written by the students were 17 (seventeen) words in total. The data samples are as follows:

1) lay the t-shirt fiat. use the rubber band after you pinch around 2 inchers of the t-shirt area (text 4)

In the example of the procedure text sentence above, there are errors based on the type of error, namely addition, in that sentence there is an error in the word "inchers" which should be "inches" due to ignorance or unintentional errors by students.

c. Misformation

The researchers get the results on the types types of misinformation errors found in the procedural text written by the students as a whole is 13 (thirteen) words. The data samples are as follows;

a. Draw a smaller one on another card stock of a different colour (text 2, text 10, text 12, text 13, text 14)

In the example sentence of the procedure text above, the is an error base on the type of error, namely misformation, in that sentence, there is an error in the word "colour" which should be "color" because the term color is American English or US English, Adjarian. Meanwhile, colour is British English or British English, this is a language rule error because what we learn is English United Kingdom (UK)
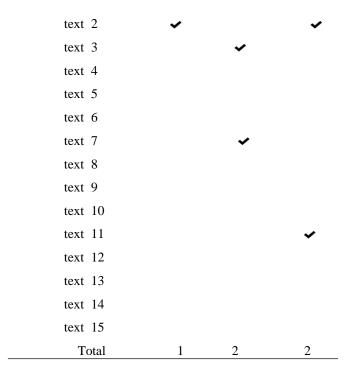
2. The Generic Structure

According to the theory, the error details are presented in the following table 4.2:

Table 4.2 Error in generic structure

Students' Text	Goal	Material	Steps
text 1			

text 2	✔		✔
text 3		✔	
text 4			
text 5			
text 6			
text 7		✔	
text 8			
text 9			
text 10			
text 11			✔
text 12			
text 13			
text 14			
text 15			
Total	1	2	2

a. Goal

The goal of the procedure text is to make or operate something data on the types of errors contained in the entire procedural text written by students are 1 of 15 procedure texts. The researchers found an objective error in the written procedure text because the researchers found, some spelling errors in the procedure text. Made by the student, this resulted in a change in the meaning of each word which caused the purpose of the procedural text itself to change, where the procedural text written by the student became an irregular arrangement of words.

b. Material

Material is a component or material used to make something. However, the material is not always included in the procedure text. In other cases, the procedure text may not have an important part. The data on the types of errors contained in the entire procedural text written by students were 2 of 15 procedural texts the researchers found material errors in the written procedure text because the researchers found that the students did not include the material they used or what they needed.

c. Steps

The steps contain the steps or sequence that you must follow to achieve the goals listed in the goals the steps or sequence must be ordered from beginning to end. the type of error data contained in the entire procedural text written by students is 2 of 15 procedural texts the research found an error in the written procedure text because of the many spelling errors made by the student, this resulted in a change in the meaning of every word that was written. cause the steps in the procedure tax they wrote are not connected

3. The Dominant Error

The researchers calculate the percentage of the type of error and then looks for the most dominant error.

1. Percentage of the total error

Among students' texts, the researchers found 5 generic structure errors and 42 writing errors from 15 procedural texts. The researchers analyzed the percentage of total generic structure and writing errors. The percentage of error can be found using the formula found in the previous chapter, by applying the formula in the previous chapter, the generic structure error percentage is 10,6%, while the writing error percentage is 89,4%. Table 4.3 below shows the percentage of total errors:

Table 4.3 The percentage of the total error

Category	Total	Percentage
Error in generic structure	5	10,6%
Type error in writing	42	89,4%
Total	65	100%

2. Percentage of the error in the generic structure

The researchers analyze the percentage of errors in the generic structure of the procedural text made by students. In determining the percentage, the percentage of errors in the generic structure can be found by dividing the number of each type of error by the total number of procedure text written by the students. by applying the above formula the researchers found the percentage of Goal errors was 20%, Material errors were 40%, and Step errors were 40%. Table 4.4 below shows the percentage of generic structure errors:

Tabel 4.4 The percentage of the generic structure

Category	Total	Percentage
Goal	1	20%
Material	2	40%
Step	2	40%
Total	5	100%

3. Percentage of the error in writing procedure text

Researchers analyzed the percentage of errors in writing procedure texts made by students. In determining the percentage, errors in writing can be found by dividing the number of each type of error by the total number of errors made by students. by applying the above formula the researchers found the percentage of omission error was 42,85%, addition error was 40,47%, the misordering error was 16,66%. Table 4.5 below shows the percentage of generic structure errors:

Tabel 4.5 The percentage of the error in writing

Category	Total	Percentage
Omission	18	42,85%

Addition	17	40,47%
Misformation	7	16,6%
Misordering	0	0
Total	42	100%

After calculating the percentage of errors, the researchers found that in the procedural text written by students, the dominant error that appeared was a writing error, namely the surface strategy taxonomy, ie omission with the highest omission percentage of 42.85% and then addition of 40.47%. While the error that appears in the genetic structure is material, and the step with the highest percentage is 40%. and the total percentage of errors obtained is 10,6% generic structure errors, and 89.4% writing errors from a total of 47 errors found

4. The Causes of Error

Based on the findings of this research conducted, the researchers found that the cause of errors in writing procedural texts made by students was the intralingual errors. The students' lack of knowledge about English can be seen from the general characteristics of the language errors studied, such as writing errors. This includes the application of imperfect language rules. This error is often referred to as an intralingual errors. The following are intralingual errors found in the procedure text made by students.
1) "fow a card stock of your chosen color in half" (text 2)

The sentence above has an error in the word "fow" and the correct sentence is fold, so that the correct sentence becomes "fold a card stock of your chosen color in half".
2) Draw a smaller one on another card stock of a different colour (text 2, text 10, text 12, text 13, text 14)

The sentence above has an error in the word "colour" and the correct sentence is fold, so that the correct sentence becomes " Draw a smaller one on another card stock of a different color ".

Discussion

In this discussion, we know that the writers analyzed errors in the writing procedure text made by the ninth graders of SMP N 4 Juwana Pati. Based on the research objectives, there are 4 research objectives, that are :

1. The grammatical error

The researchers found that the procedure text was written by the students. The researchers found 18 omission errors, 17 addition errors, and 7 misformation errors, in table 4.1.

The results of this study are also in line with the theory of James (2013, p.157) which states that there are 4 types of errors in writing, namely omission, addition, misformation, and misordering, but in this study, the researchers only found 3 types of errors, namely omission, addition, and misformation. The findings of this study also support previous research conducted by Wibowo with the title "Error Analysis in Procedure Texts Written by Class XI Students of SMA Negeri 1 Purwodadi" in this study using qualitative descriptive and obtaining omission error results were the most frequent errors made by students with a total of 197 data or 59.7%. The second is the

addition error with 72 data or 21.8%, which in this study only found 2 types of errors, namely omission and addition. Meanwhile, for this study, the researchers found 3 types of errors, namely omission, addition, and misformation with 18 data omission (42.85%), the addition of 17 data (40.47%), and 7 data misformation (16.66%).

2. The types of generic structure errors

   The researchers found 1 error in the goal, 2 errors in the material, and an error in 2 steps, according to the theory of Knapp and Wattkins (2005, p.158) which states that the procedure text must have goals, materials, and steps.

3. The dominant errors

   The researchers found that in the procedure text written by students, the most dominant error was an omission, the omission error showed the highest percentage of 42.85%. The results of this study are also in line with the theory of James (2013, p.157) which states that there are 4 types of errors in writing, namely omission, addition, misformation, and misordering, but in this study, the researchers made the most dominant errors, namely omission.

   The findings of this study, support the previous research carried out by Puteri Kharmilah, Don Narius (2019) English Department of Universitas Negeri Padang. Entitled "Error Analysis in Writing Discussion Text Made by Students at English Department of Universitas Negeri Padang", the most dominant error was omission with a percentage 50.77%, while in this study, researchers found the highest percentage was omission with a percentage of 42.85% followed by addition of 40.47% this can be a benchmark that grade 9 students have better abilities than grade 8 students in write procedure text.

4. The causes of error

   The researchers found that the cause of the error was the intralingual transfer, where students made writing errors that were motivated by students' ignorance of the sentences they were going to write. This finding supports the theory of Ellis and Barkhuizen (2005, p.65) which states that There are 2 types of errors, namely interlingual and intralingual errors.

   This finding also supports previous research carried out by Hasibuan (2019), entitled "Analysis of Writing Errors in Procedure Texts for Class VIII Madrasah Tsanawiyah Students of Medan SU Medan Academic Year 2019/2020" where in this study the causes of the highest error was the intralingual transfer. In the research conducted, the researchers concluded that the cause of writing errors made by students was intralingual error because it was found that many errors were caused by students' ignorance and spelling errors that occurred due to students cheating on the work of other students.

Conclusion

From the data analysis, the researchers found 47 errors (100%) in the total data. Based on the data, the Writers concluded this research as follows: 1) grammatical errors that appear in the procedure text written by the ninth-grade students of SMP N 4 Juwana, found three types of errors, namely omission, addition, and misformation. 2) errors in the general structure of

procedural texts made by ninth-grade students of SMP N 4 Juwana found goal errors, material errors, and steps errors. 3) errors in writing procedure text made by ninth-grade students of SMP N 4 Juwana, the more dominant, namely, omissions with the highest percentage of 42.85%, and in generic structure, the most dominant errors were material and steps with the highest percentage of 40%. 4) the cause of errors in writing procedural texts by ninth-grade students of SMP N 4 Juwana is intralingual transfer because the limitations of students in choosing the sentences to be used by the students copying the results of other students.

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115

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