THE ABILITY ON PERSUASIVE ESSAY WRITTEN BY THE FOURTH SEMESTER STUDENTS OF IKIP-PGRI PONTIANAK

Ageung Darajat[1], Muhammad Iqbal Ripo Putra[2]
[1,2]English Education Study Program,
Faculty of Language and Art Education of IKIP PGRI Pontianak,
Jalan Ampera No.88 Pontianak 78116
[1]e-mail: ageungdarajat@ymail.com

Abstract

The objectives of this research are to find out (1) the types of errors of a persuasive essay written by the fourth semester students of IKIP-PGRI Pontianak in academic year 2015/2016; (2) the causes of the students' errors in their writing of persuasive essay. This research is descriptive and carried out in July 2015 at the fourth semester students. The sample of the research is 18 students of class B1, taken by cluster random sampling. To collect the data, the researcher uses an essay test in the form of persuasive essay written by the fourth semester students. Then, the data are analyzed by using error analysis procedure which consists of collecting the data, identifying students' errors, describing the errors, explaining the errors, and evaluating the errors. The results of the data analysis show that the errors made by the students based on surface strategy taxonomy are classified into omission, addition, misformation, misordering, and combination error. The researcher found 79 total errors consisting of 27 errors of omission, 18 errors of addition, 23 errors of misformation, and 11 errors of combination. Omission error is the most frequent errors made by the students. It is followed by misformation error, addition error, combination error, and misordering error. The factors causing errors made by students are: (1) Interlingual transfer which is caused by the interference of their mother tongue with 28 errors; (2) Intralingual transfer which is caused by the target language itself with 51 errors. The results of this research are beneficial to the process of learning English. The errors which appear in this research can be used as an additional reference to design better teaching material and to improve a technique used in teaching writing. Therefore, the students will not make the same errors.

Keywords: error analysis, surface strategy, persuasive essay

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui (1) jenis kekeliruan dari esai persuasive oleh mahasiswa semester IV IKIP-PGRI Pontianak padatahunakademik 2015/2016; (2) penyebab kekeliruan mahasiswa dalam menulis esai persuasif. Penelitian ini adalah deskriptif dan dilakukan pada bulan maret 2015 pada mahasiswa semester IV. Sampel dari penelitian ini adalah 18 mahasiswa kelas B1, diambil dengan cara cluster random sampling. Dalam hal mengumpulkan data, digunakan tes uraian dalam bentuk persuasif yang ditulis oleh mahasiswa. Kemudian, data dianalisis dengan menggunakan prosedur analisis kekeliruan yang terdiri dari pengumpulan data, mengidentifikasi kekeliruan mahasiswa, menggambarkan kekeliruan, menjelaskan kekeliruan, dan mengevaluasi kekeliruan. Hasil analisis data menunjukkan bahwa kekeliruan yang dibuat oleh mahasiswa berdasarkan surface strategy taxonomy kemudian diklasifikasikan ke dalam jenis-jenis kekeliruan, Selain itu, misformation, misordering, dan misordering error. Peneliti menemukan 79 Total kekeliruan yang terdiridari 27 errors of omission, 18

errors of addition.Selain itu, 23 error ofmis formation, dan 11 errors of combination. Omission error adalah kekeliruan yang paling sering dilakukan oleh mahasiswa. Hal ini diikuti oleh misformation error, addition error, combination error, and misordering error. Faktor penyebab kekeliruan yang dilakukan oleh mahasiswa adalah: (1) Interlingual transfer yang disebabkan oleh gangguan dari bahasa ibu mereka dengan 28 kekeliruan; (2) Intralingual transferyang disebabkan oleh bahasa target itu sendiri dengan 51 kekeliruan. Hasil penelitian ini bermanfaat bagi proses belajar bahasa Inggris. Kekeliruan yang muncul dalam penelitian ini dapat digunakan sebagai referensi tambahan untuk merancang materi pengajaran yang lebih baik dan untuk meningkatkan teknik yang digunakan dalam pengajaran menulis. Oleh karena itu, mahasiswa tidak akan membuat kekeliruan yang sama.

Kata kunci*: analisis kekeliruan, surface strategy, esai persuasif.*

INTRODUCTION

In learning English, there are four skills that should be mastered by the learners, they are: listening, speaking, reading, and writing. Listening and reading are called receptive skills, because learners do not need to produce language, they just receive and understand the language. While speaking and writing are called productive skills, because learners need to produce language. In the process of learning language, these four English skills are integrated and related to each other. Learners begin to understand the receptive skills, then move to produce productive skills. That's why we learn to speak by what we hear, and we learn to write by what we read. Therefore, these four skills must be learnt by the learners to be able to communicate well.

One of the four skills that should be mastered by the learners is writing. Writing is a productive skill and a way in communication besides speaking. Bram (1995: 7) states that to write means to try to produce or reproduce written messages. By learning writing skill people can write English well, so they can express their feelings and their thoughts in written form. Writing is important because it is used in college and in workplace. Much of professional communication is done in writing, such as proposal, reports, presentations, letters, memos, and etc. It becomes a part of the daily life of college students and professional workers. To be able to become professional workers, college students must learn to write well, because various types of career fields will require effective communication and require employees to frequently express their

thoughts and information through writing. So, if the students can master writing skill in college, effectively expressing thoughts in an organized way becomes easier.

College students are assigned to have critical thinking. To have critical thinking in writing, students need to write many different types of writing. College writing or academic writing experience will teach the students many kinds of writing process. For the example in persuasive writing, it has an introduction, a body, and a conclusion as a format. Persuasive writing helps students to develop logical arguments and develop their understanding on how writing can affect or persuade someone's thoughts or actions.

In fact, for many students it is not easy to write many different types of writing. They may find different difficulties in every process of writing, such as: difficulties in using grammatical systems; difficulties to make coherent paragraph, and difficulties in developing idea. This is because they have problems with spelling, punctuation, structure, etc. These are problems that students have caused some mistakes or errors. In the process of learning writing, making mistakes and errors are naturally made by the students.

Errors that the students make are not wicked, because learning is fundamentally a process that involves making of mistakes and errors. Making errors are natural and unavoidable part of the process of learning English. According to Strevens in Richards (1974: 4) errors should not be viewed asproblems to overcome, but rather as normal and inevitable features indicating the strategies that learners use. Strevens stated that if a regular pattern of errors could be observed in the performance of all learners in a given situation and if learners were seen to progress through this pattern his errors could be taken as evidence not of failure but of success and achievement in learning.

Therefore, an analysis is needed to analyze mistakes and errors. It is called error analysis. Taringan (1988: 273) states that error analysis is needed to know the sources of the errors, to revise the errors and to prevent the same kinds of errors, so that the students can use the language properly. This research is conducted based on that phenomenon and theories above. The writer wants to

make a research to analyze errors in students' writing skill. The researcher chooses Persuasive Essay as the writing task done by the Fourth Semester Students of IKIP-PGRI Pontianak. Furthermore, the writer hopes the result of the research will be useful for teaching and learning and gives some contribution to reduce the difficulties in learning English.

METHOD

Determining the method of the research is one of the most important things before the research begins. The method used should be in line with the aim of the research. The method used in this research is descriptive method. Descriptive method can be defined as a "research including surveys and fact finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present" (Kothari, 2004: 2). Moreover, Marczyk, DeMatteo, and Festinger states that descriptive research is "useful research to provide important information regarding the average member of a group. Specifically, by gathering data on a large enough group of people, a researcher can describe the average member, or the average performance of a member of the particular group being studied" (2005: 16 - 17). Based on the definitions above, descriptive research is a research including surveys and fact-finding enquiries to provide important information regarding the average member of a group.

The data of this research are all forms of linguistic errors produced by the Fourth Semester Students. The research was held in IKIP-PGRI Pontianak which was started on 8 July 2015.In this research, the writer took the Fourth Semester Students of IKIP-PGRI Pontianak Academic year 2015/2016 as the population. A population is the group to which the results of the study are intended to apply (Fraenkel, 2008: 103). Johnson & Larry (2004: 24) states sample is a sub-group of a population selected according to particular criteria and taken to represent the whole group. Sample must reflect the characteristics of the population in order to make the research generalized to the population. While according to Fraenkel (2008: 103), sample is a group in a research study on which information is

obtained. In this research, there are 18 students from B1 class selected as the samples.According to Fraenkel and Wallen (2008: 103) sampling refers to the process of selecting the individuals. They also state that there are some techniques to select a sample, called random and non-random sampling. Random sampling consists of simple random sampling, stratified random sampling, cluster random sampling, and two-stage random sampling. While non-random sampling consists of systematic sampling, convenience sampling, and purposive sampling. In this research, the writer used cluster random sampling techniques to choose the class to be the sample. Cluster random sampling is the selection of groups, or cluster of subjects rather than individuals (Fraenkel, 2008: 109). The writer chose five classes that are Class A1, A2, B1, B2 and SBI. Then, the writer took one class randomly by draw five classes from the Fourth Semester Students of IKIP-PGRI Pontianak in academic year 2015/2016. As the result, B1 class was selected as the sample. There are 18 students in the class, and all of them took as the sample of this research. The data of this research were collected by conducting a test in Fourth semester students. According to Freeman (1997: 41), test is devised to measure what the learner knows and does not know of the target language. By the test, the researcher wanted to know the students' errors in writing persuasive essay written by Fourth semester students.

According to Corder in Ellis (1994) there are four steps in procedure of error analysis. The researcher used the following procedures of error analysis:

1. Collecting the data

   It presents the place, time, and the way to get the data from the sample.

2. Identifying errors from the students' writing

   The stage focused to identify all the errors from the students' answer sheets by distinguishing between errors and mistakes. Mistake occurs when learners fail to perform their competence that arise as a result of competing plans, memory limitations, and lack of automaticity. Meanwhile an error is a deviation that arises because lack of competence in comprehension and production (Ellis, 1994).

3. Describing the errors

   The stage focused on classifying and describing the students' errors into omission, addition, misformation, misordering based on surface strategy taxonomy.

4. Explaining the errors

   Explanation is concerned with establishing the source of the error. This stage is the most important for second language research as it involves an attempt to establish the process responsible for L2 acquisition.

5. Evaluating the errors

   The purpose of the error analysis is to help learners learn an L2, so there is a need to evaluate errors. The stage concerned on finding whystudents made some errors.

FINDING AND DISCUSSION

   The researcher found 91 errors in this research. To explain types of the students' errors, the researcher used Taringan's categorization of surface strategy taxonomy that focuses on the surface structure change. Based on the surface strategy taxonomy, the students' errors can be classified into omission, addition, misformation, and misordering of errors. From the analysis it can be found that the errors made by the fourth semester students can be presented as follows:

Table 1. Error Classification

The Classification of Error	Number
Omission	37
Addition	21
Misformation	32
Misordering	1

Based on table 1, it can be concluded that the lowest error frequency is misordering with 1 error and the highest error frequency is omission with 37 errors.

Table 2. Omission Error of Plural Form

No.	Error Plural Form	Revision
9a	Cigarettes contain addictive substance, such as nicotine, tar, and hundreds of other dangerous Ingredients.	Cigarettes contain addictivesubstances, such as nicotine, tar, and hundreds of other dangerous Ingredients.
13a	Smoking ban is one of the way for reducing smoking and recognizing nonsmokers' right to health protection.	Smoking ban is one of the ways for reducing smoking and recognizing nonsmokers' right to health protection.

Table 3. Omission Error of Article

No.	Error Plural Form	Revision
4c	People are at great chance of disease and illness by just walking past a smoker.	People are at the great chance of disease and illness by just walking past a smoker.
16a	We should support government to give the death penalty for corruptors	We should support the government to give the death penalty for corruptors
17c	Bring to mind, passive smokers are in higher risk than active	Bring to mind, passive smokers are in higher risk than the active

Table 4. Addition Error of Article

No.	Error Plural Form	Revision
7a	I am sure that people feel uncomfortable when they are in the public transportation and a person smokes there intentionally.	I am sure that people feel uncomfortable when they are in public transportation and a person smokes there intentionally.
13c	Firstly, smoking causes the harmful effects for the health.	Firstly, smoking causes harmful effects for health.

Table 5. Addition Error of Preposition

No.	Error Plural Form	Revision
14c	If a parent approves of a child being on Facebook, it is very inappropriate.	If a parent approves a child being on Facebook, it is very inappropriate.
8b	The smoke affected my brother and caused him to get a severe headache.	The smoke affected my brother and caused him get a severe headache.

Table 6. Misformation Error of Pronoun

No.	Error Plural Form	Revision
163	For example, the child might tell where they live their address, and a lot of information that is not needed.	For example, the child might tell where he lives, his address, and a lot of information that is notneeded.
18h	They never think that their de.cision to give their own motorcycle will cause a death.	They never think that their decision to give themmotorcycle will cause a death.

Table 7. Misformation Error of Preposition

No.	Error Plural Form	Revision
17d	Smoking is an activity which have been a habit in people, especially in men folk.	Smoking is an activity which have been a habit among people, especially in men folk.
18g	To be honest, parents are the most important people to take the responsibility of the accident happened in their children	To be honest, parents are the most important people to take the responsibility of the accident happened to their children

In this research, the writer found 91 errors made by the students. Those were caused by two types of errors namely interlingual transfer and intralingual transfer. It was found 32 errors caused by interlingual transfer and 59 errors caused by intralingual transfer.

Interlingual Transfer

Error of interlingual transfer is a significant source of error. The beginning stages of learning in second language are especially vulnerable to interlingual transfer from the native language, or interference. There were several errors caused by interlingual transfer made by students:

Table 8. Interlingual Error

No.	Error Plural Form	Revision
2d	It make the numbers of smokers are increasing widely.	It makes the numbers of smokers are increasing widely.
4b	By allowing smokers to smoke in those places, we are putting others at risk of smoking related to problem.	By allowing smokers to smoke in those places, we are putting others at risk of smoking related to the problem.
5a	Many government in some countries have banned smoking in public places.	Many governments in some countries have banned smoking in public places.

12a	They make Indonesia economy worse than before.	They make Indonesia's economy worse than before.
12c	Corruption has become a tradition in here.	Corruption has become a tradition here.

The first sentence above indicates the transfer structure which is brought from the first language (Bahasa Indonesia) into target language (English). The tense of the sentence above must be simple present tense. The student has to change the verb *"make"* into *"makes"*. It occurs since the verb in Bahasa Indonesia does not have any adjustment regulation like English. The regulation of the verb transformation is crucial in English to indicate the type of the tense.

The second sentence above reflects the interference error which is made by the student by omitting article *"the"*. The sentence of BahasaIndonesia does not need the term of article. Meanwhile, in English, there are definite and indefinite article to determine the noun as countable or uncountable and a particular noun or not. In this case, the student transferred rules from his mother tongue which is interlingualtransfer problem.

The third sentence above reflects the interference error which is made by the student by omitting plural marker *"-s"* in the noun after a quantifier. The sentence of Bahasa Indonesia does not need the term of plural form. Meanwhile, in English, if the noun is more than one and as long as it is countable, there should be adjustment to make it look plural. In this case, student transferred rules from his mother tongue which is interlingual transfer problem.

The forth sentence above shows the interference which occurs because the student omitting possessive marker -*'s* in the sentence. The sentence of Bahasa Indonesia does not need the term of possessive marker to shows ownership. In this case, the student transferred rules from his mother tongue which is interlingual transfer problem.

The fifth sentence above shows the interference which occurs because the student add the preposition *"in"* before the adverb of place *"here"*. This transfer structure is got from analogy of the grammatical structure of Bahasa. The student

translate *"in here"* as *"di sini"*. Whereas, based on the rule of English the preposition *"in"* can be omitted.

Intralingual Transfer

According to Richards (1984: 6) intralingual errors refers to items produced by the learner which are not the structure of the mother tongue, but generalizations based on partial exposure to the target language. There are four categories of intralingual classification, overgeneralization, Ignorance of Rule Restriction, Incomplete Application of Rule, and False Concept Hypothesized. The following data shows the intralingual errors that influence the students' errors:

Overgeneralization

These errors arise when the learner creates a deviant structure on the basis of other structure in the target language. This is example of the error caused by overgeneralization made by the students:

a. *17c. It is causes passive smokers inhaling smoke more than active smokers.*
   The student creates a deviant structure, where the student did not make the appropriate structure in the sentence above. It involves the creation of one deviant structure in place of two regular structures. Thus, it shall be revised into the correct form. The revision of the sentence is as follows: *It causes passive smokers inhale smoke more than activesmokers.*

Ignorance of rule restriction

It involves the failure to observe the restrictions of existing structures in the application of rules to context where they do not apply. There were some errors which were caused by ignorance of rule restriction:

a. *I am sure that people feel uncomfortable when they are in thepublic transportation and a person smokes there intentionally. "The"* is a determiner. It is used before nouns to refer to particularthings, especially something that have already been mentioned. Thestudent used this determiner because this student thought that it is ahabit in English to use determiner *"the"* in front of a

nounoccasionally. However, *"public transportation"* in the sentence aboverefers to general not specific thing. Therefore, there is no need to use *"the"*. The revision of the sentence is as follows: *I am sure that people feel uncomfortable when they are in the public transportation while a person smokes there intentionally.*

b. *15c. they will get alternative, like special room for smokers, and so they don't annoy non-smokers and still can do their own business.*

There are two conjunctions in the sentence above. The student used two conjunctions because he thought that as long as the meaning understandable it is allowed. However, there is no need to used two conjunctions in the sentence above. The revision of the sentence is as follows: *They will get alternative, like special room for smokers, sothey don't annoy non-smokers and still can do their own business.*

Incomplete application of rule

These errors involve a failure when fully develop a structure. There weresome errors which were caused by incomplete application of rule:

a. *14a. it's very dangerous we don't know what people think outside.*

The second clause should be divided into clause and sub clause. Thestudent can use conjunction to separate the ideas or make it intoanother sentence. The revision of the sentence is as follows: *it's verydangerous, moreover we don't know what people think outside.*

b. *3a. though they don't kill them directly, but in words we can say thatthey kill them smoothly.*The sentence is not meaningful and grammatically incorrect, becausethe student omitting one word. To make it meaningful, it should berevised by adding *"other"* after *"in"*. The revision of the sentence isas follows:

Though they don't kill them directly, but in other words wecan say that they kill them smoothly.

190

False concept hypothesized

These errors arise from the faulty comprehension of distinctions in thetarget language.

a. *11f. we mostly find in public place that smoking is harm to others.*

The sentence above shows that the student fails in interpreting themeaning of *"harm"*. Whereas *"harm"* has to be changed into*"harmful"* to make the sentence meaningful. The revision of thesentence is as follows:

We mostly find in public place that smoking isharmful to others.

Based on the research finding, the researcher found some errors from 18 worksheets performed by the fourth semester students of IKIP-PGRI Pontianak which were sample of this research.The researcher analyzed the data by using surface strategy taxonomy,consisting of omission, addition, misformation, and misordering. It means that thedata are just analyzed based on the structures which appear in the surface. Thisresearch has given an account of the main errors made by the Fourth SemesterStudents in their written work. Based on the discussionof the findings and the examples given, it could be concluded that the students inthis research committed five common errors: plural form, preposition,punctuation, pronoun, and article. The highest error frequency is omission errors.The students omitted necessary item in their own text.

The errors performed by the students were caused by several factors which happened in their learning process. Those errors are caused by the influence of the first language and the second language. Errors caused by the influence of the first language comes from the first language interfering the target language, so it occurs when the students try to transfer the structure of Bahasa Indonesia into target language of English. Odlin, jaszcolt and Taylor (in Brown 1994: 214) found that the early stages of language learning are characterized by predominance of interlingual transfer. The researcher analyzed the source of errors through analyzing the students' answer sheet one by one. Students who performed errors because of this source generally brought their native language behavior. They translated directly from their first language into English. For example,

"Corruption has become a tradition in here" (12c). This transfer structure is got from analogy of the grammatical structure of Bahasa Indonesia. The student translates *"in here"* as *"di sini"*. Whereas, based on the rule of English the preposition *"in"*can be omitted.

The other factor that influences the learner's errors is caused by the second language itself. Brown (1994: 178) defines these causes as intralingual errors. According to Richards (1984:6), intralingual interference refers to items produced by the learners which do not reflect the structure of mother tongue, but generalizations based on partial exposure to the target language. Besides, he also states that students modality of source language may cause overlapping in students' process of language acquisition. In this research, the researcher found many students made errors from this factor. For example, *"But in fact, we can seethat many smokers smoke in public places where there is many people" (6d).* This incorrect form of *to be* was included into intralingual source of errors because the student ignored the restrictions of the use of *to be* for plural subjects.

In conclusion, errors cannot be separated from learning a language. According to Richards (1984: 25), every learner's error provides evidence of the system of the language that he is using. It means that the teacher will know the development of language learning by analyzing errors from the students' worksheet.

CONCLUSION

Based on the data analysis in chapter four, the conclusions are presented inthe following points:

1. The researcher categorizes the errors based on surface strategy taxonomy. There are four types of errors found from the students'writing. They are omission error with 37 errors, addition error with 21 errors, misformation error with 32 errors, and misordering error with 1 error.
2. The researcher found that the omission of error was the largest number of error among the other. The researcher also found that the misordering of error was the lowest number of error among the other types of errors.

3. There are two sources of errors, namely: interlingual transfer and intralingual transfer. Interlingual transfer occurs because the students generally brought their native language behavior. Based on the analysis, there were 32 errors influenced by interlingual transfer. Intralingual transfer is divided into four types. They are overgeneralization, ignorance of rule restriction, incomplete application of rule, and false concept hypothesized. Based on the analysis, there were 59 errors caused by intralingual transfer.

Based on the result of this study, it can be seen that there are 91 errors out of 18 persuasive essay found. There are four types of errors based on surface strategy taxonomy which mostly occur and rarely occur. There were various factors behind these errors. They can be resulted from interlingual factors or intralingual factors. The errors which are found in this research will be helpful for the teachers and the students to be more aware of this case. The teachers should give more attention to the most frequent errors. To reduce the errors made by the students, the teachers can determine proper teaching method and technique to deliver their lesson and also motivate the students to be aware of language rules (grammar, etc).

REFERENCES

Bram, B. 1995. *Write Well*. Yogyakarta: Kanisius.

Brown, H. Douglas. 1994. *Priciple of Language Learning and Teaching*.New Jersey: Prentince Hall Inc.

Ellis, R. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Fraenkel, J.R., &Wallen, N.E. (2008). *How To Design And Evaluate Research In Education*. New York: McGraw Hill.

Johnson &larry. *Educational Research Qualitative, Quantitative and mix approaches second edition,* Boston; Pearson Education, 2004.

Kothari, C. R. 2004. *Research Methodology Methods and Techniques 2nd ed*. New Delhi: New Age International (P) Ltd.

Larsen-Freeman, D. (1985). State of the art on input in second language acquisition. *Input in second language acquisition,* 433-444.

Marczyk, G. R., DeMatteo, D., and Frestinger, D. (2005). *Essential of research design and methodology.*Hobuken, New Jersey: John Wiley & Sons.

Richard, J, C. 1984. *Error Analysis: Perspective on Second Language Acquisition*. Essex: Longman.

Richard, J, C. 1974. *Error Analysis: Perspective on Second Language Acquisition*,London: Longman.

Tarigan, H, G.1988. *Pengajaran Pemerolehan Bahasa*. Jakarta: Depdikbud Dirjen Dikti P2LPTK.

194