

Writing Errors in Students' Foreign Language Acquisition

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Abstract. Lewis gives some type of writing errors. Those type of errors are omission, overuse, meaning, and errors related to forms. The aim of this study is to explain kinds of writing errors, as proposed by Lewis, occurs in language acquisition of English language in elementary school level. In this research researcher mainly used the qualitative research design in the strategy of descriptive. The subject in this research is writing errors. Meanwhile, the data or object is written language related to English language which is taken from elementary students note in English subject. The students are vary from grade four to grade six. The method and technique in collecting data is *metode simak* or by reading attentively specifically in noting technique and the technique for analyzing data is *metode agih* or distributional method. Research instrument is human instrument. Based on the findings, the kinds of errors which occurs in students writing are omission type of writing errors, overuse type of writing errors, meaning type of writing errors, and related forms type of writing errors. The writing errors that mostly occurred is related forms of writing errors. In the findings, the related forms writing error which found is specifically in pronunciation and spelling.

Keywords: *Language Acquisition, Foreign Language Acquisition, Written Language, Writing Errors*

<https://ojs.unm.ac.id/eralingua>



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INTRODUCTION

Language is the key to communicate with others. Santrock in Musfiroh (2009) suggests that language is the form of communication, whether it is an utterance, written form, or symbol and all of those are based on symbolic system. The process of language, Musfiroh (2009) says that it can be known when a person is scrutinizing, speaking, reading, or writing. Those four aspects are the basic of language, in acquisition or learning. Language acquisition, as Krashen (2002:1) says, has the similarity with the process of acquiring mother language and second language acquisition. Those case is for children language acquisition. Further, Krashen suggest that the acquisition need a 'meaningful' communication in the language a person wants to acquire. It also need a natural communication where the speaker does not need to concern his/herself with the rule in language or the grammar. In that process, the acquirer need to practice his or her communicative skill. He or she can speak from the basic. It is means that the topic of the communication can be a simple matter. For example, a conversation over a greeting. The speaker and the listener can talk to each other about that. However, when the topic is already, can be said, mastered by the acquirer, the acquirer need to seeks the higher level topic to communicate. It is needed so that the acquirer can develop his or her language in language acquisition.

The case about natural communication above, it is for oral language acquisition. As for written language acquisition, it is usually coming later than the oral one. Since as we know, babies tend to cry or at the level of crying first than to play with their crayon, right? However, as Masfiroh (2009) suggested, the language acquisition of writing can be a support to oral language acquisition since after the children know or understand the written language, they can enhance their knowledge and language vocabulary in oral language. Writing is one of the way in expressing something. As it is expressing something it can reduce our worry or anxiety which is written in a research conducted by Schroder, Moran, and Moser (2016). Writing itself is a product that consist of thinking, drafting, and revising and has output of written product (Brown, 2001:335). In writing, people need to think what they want to write. They may put a purpose on why they want to write or to whom they want to write. It is then being drafted and revised by the writer him/herself.

Still discussing about writing, Langan (2008:13-15) gives three points in writing. The first one is writing as a skill, second one is writing as a process of discovery, and third one is as a way to communicate with others. Writing as a skill means that it is something that can be learned and developed. Meanwhile, as a process of discovery means that writing is a tool to help people to discover about something they want to discover, for example a research. This requires steps in it. The last means that through writing we can communicate with others. We can, for a simple example, write a message or letter to the person we want to communicate to. Through that, writing became the tool in communication.

In second language acquisition or foreign language acquisition, specifically for English language, writing is a need. As we know, the writing system in English language, not all of them, the same as its oral or spoken language. For example, there is this word of 'one' in written language. However, the oral or spoken language is

much more different than the written one, how we pronounce it is different. As a result, the children who have the basic that the oral and the written is the same, have the difficulty in learning. Some errors may occur in their writing. The errors mean as the noticeable deviation from the grammar and it reflect the skill or competency of the learner (Brown, 2000:217). Since the possibility of error in writing may occurs the correction for that error, of course, needed. In a research conducted by Thao and Anh (2017), from an interview with two teachers who teach English language in a University in Vietnam, it is said that error correction in writing can help the student to enhance their writing. The student can identify their error in writing and it help them achieve another level in writing competency and accuracy. Meanwhile, there is also this called error detection in writing using neural network models which is not directly corrected by human (Rei & Yannakoudakis, 2016) and an online English compositions revision system called pigai.org (Rui, 2017).

Error in writing could occurs whenever we are writing something. Identifying the error is not important but essential (Karim et al, 2018). In relation to errors in writing, Lewis (2002:9) gives some types of error. Those type of errors are omission, overuse, meaning, and errors related to forms. The omission is an error in omitting the article or word in writing by people who learning written language. Meanwhile, overuse is an overuse of writing in a language. The third, meaning, is the errors of writing conveying the meaning of a written language. The last one is errors related to forms which include errors of the using of verbs, spelling, pronunciation, and sentence patterns (Mantasiah et al., 2019)

The cause of the error in writing, one of them, based on the research done by Watcharapunyawong and Usaha (2013) is the interference of L1 writing structure. The learners of L2 conscious or unconsciously use L1 syntactic properties and make it as reference to study the writing system of L2. The effect of that is the error occurs in writing and it can have led the linguistic feature of L1 and L2. The study of error in writing or writing errors has been done by some other researcher before. The related studies, one of them, is the study that has been mentioned above that is by Watcharapunyawong and Usaha (2013). The study focus on the analysis of writing error caused by the interference of L1. The difference from the researcher's study is that the researcher's study focus on kind of writing error in the acquisition of English language in elementary school level. The same topic of researcher's study and Watcharapunyawong and Usaha is writing error.

In relation to the language acquisition and writing, the researcher likely has interest on how the errors in writing occurs in language acquisition, what kind of error. Based on that, the researcher formulates the aim of the study. The aim is to explain kinds of writing errors, as proposed by Lewis, occurs in language acquisition of English language in elementary school level. The English language in where the researcher does the research acts as the foreign language. That was means that this is mostly related with foreign language acquisition.

RESEARCH METHOD

Qualitative research design based on Creswell (2009:4) related to meaning and a way to answer a problem which related to meaning. The design of this research is qualitative. This research specifically in the strategy of descriptive which focus on

error analysis. The data of the research related to subject and object. The subject in this research is writing errors in students note. Meanwhile, the data or object is written language related to English language which is taken from elementary students note in English subject. The students are varying from grade four to grade six. Since the elementary school where the researcher took the data, the English subject start at grade four.

As the data need to be collected, the method for collecting data in this research is *metode simak* or by reading attentively since the researcher needs to scrutinize the data (Sudaryanto, 2015:202) by using noting technique or taking notes on what is important. Thus, in collecting the data, the researcher identifies the writing errors in students note and then the researcher writes it down in data card. In this researcher's study, language, language acquisition, and writing errors are the main aspects. Since as mentioned before, meaning related to qualitative research design and the researcher already noted that this study is qualitative research design, the instrument of this research is human instrument which means that the researcher used the researcher's knowledge, mainly, related to language, language acquisition, and writing errors to analysis the presented data.

In analyzing the data, there are two methods as suggested by Sudaryanto (2015:15). The two methods are *metode padan* and *metode agih* (distributional method). The study used *metode agih* or distributional method in analyzing the data since what the researcher wants to analyze is writing errors which focus on the language itself. In analyzing the data, the researcher will found and describe kinds of writing errors of the presented data. Lastly, the researcher will make conclusion related to the analysis of the given data.

RESULT AND DISCUSSION

The section discusses about the finding and some explanation in discussion. This section divided into four subs for omission, overuse, meaning, and forms. The detail description is as follow.

Omission type of writing errors

As described before, the omission type of writing errors is related to the omitting the written language. Below are the finding and discussion over the data collected.

Students' writing	The right word/sentence
<i>I play cat</i> (A student from class 6)	<i>I play with the cat</i>

The above data categorize in omission type of writing errors because the student omitted the writing in those sentence. The sentence or words '*I play cat*' is missing words of '*with the*'. The full sentence should be '*I play with the cat*'. The sample has some similarity with the research conducted by Amiri and Puteh (2017). In their research it related to error classification in sentence structure and articles since as seen in the sample above the sentence is missing the words '*with*' and '*the*' which is make it has the label as not have a good sentence structure. As mentioned the word '*the*', it means as it missing its article that need to be put in the sentence.

Students' writing	The right word/sentence
<i>It near Garuda elmetari scool</i>	<i>It is near Garuda elementary school</i>
<i>Zoo near kanggooro street</i>	<i>The Zoo is near Kangaroo street</i>
(Students from class 5)	

The second and third data has similarities. Those two data missing the word 'is' in its sentence. Moreover, the second data need the article 'the' to make it better. The correct sentence should be '*It is near....*' and '*The Zoo is near....*'. Similar to the above sample data, the sample data '*Zoo near kanggooro street*' missing the article 'the' in the sentence. As related it to the research done by Amiri and Puteh (2017); Kharmilah and Narius (2019); and Hikmah (2020), it is also in error which is classified in articles. It is also similar kind omission in writing error in the research done by Andansari, Sari, and Murwantono (2019) since the sentence indicate that it is required to add some linguistic elements in the sentence.

Students' writing	The right word/sentence
<i>It is a quarter four</i>	<i>It is a quarter to four</i>
<i>It is past nine</i>	<i>It is ten past nine</i>
(A student from class 5)	

The above data categorize in omission type of writing errors because the student omitted the writing in those sentence. The sentences or words '*It is a quarter four*' and '*It is past nine*' is missing words. The first sentence is missing a word between the word 'quarter' and 'four'. Meanwhile, the second sentence is missing a word between 'is' and 'past'. In related it to the note, the full sentence should be '*It is a quarter to four*' and '*It is ten past nine*'

Overuse type of writing errors

The overuse type of writing errors is the type of errors which is there is an overuse in the writing. The overuse type of writing errors found in the student's note are as follow.

Students' writing	The right word/sentence
<i>It is eight twenty-three half seven</i>	<i>It is twenty three past seven</i>
(A student from class 5)	

The above data categorize as overuse type of writing errors since the student overuse in that writing. The student is basically asking to write the time in English. However, the student uses three kinds of number which is 'eight', 'twenti three', and 'seven'. In writing time, there are only, for maximal, two kinds of number. Because of that, that sentence is overuse in writing. In related it to the note, the full sentence should be '*It is twenty-three past seven*'. The finding similar to type of error writing in a research done by Andansari, Sari, and Murwantono (2019) in the type of addition which has the characteristic to add some elements in the writing which is not needed.

Students' writing	The right word/sentence
No, I social studies not	No, I do not
No, physical education not (A student from class 5)	No, I do not

The above data are overuse data since the sentence is overuse in writing. The data should be reducing or omitted. The first one should be omitted in '*social studies*' and the second one should be omitted in '*physical education*' and to make it correct it should be added with the word '*I*'. In related it to the note, the full sentence should be '*No, I do not*' and '*No, I do not*'. The two above sample, as Sari (2019) analysis in her research about the error analysis on students' translation text, those two sample have the called grammatical error in writing. The first, '*No, I social studies not*' purely have grammatical error in the middle sentence in '*social studies*' which can be change using the word '*do*'. The second one, '*No, physical education not*' have the grammatical error in '*physical education*' and grammatical error due to incomplete sentence which is missing the word '*I*' after the word '*no*' and before the words '*physical education*' which should be change with the word '*do*'.

Meaning type of writing errors

The writing errors which related to meaning is a writing error that make the sentence or writing language has the different meaning than what meaning it should be transferred or presented. The meaning type of writing errors found in the student's note are as follow.

Students' writing	The right word/sentence
is science interesting lesson	Science is interesting lesson
Math give do you mind book your (A student from class 5)	Do you mind give me your math book?

The above two data is categorize in writing errors related to meaning since in that written language, the meaning is different from the real intended meaning. The first sentence '*is science interesting lesson*' sound like a yes/no question where the answer is only yes or no. However, the exact meaning that want to be presented is different. The exact sentence and meaning should be '*science is interesting lesson*'. Meanwhile, the second sentence sound like the math is giving book. The correct sentence for that is '*do you mind give me your math book*' which is has the different meaning as the written language presented. The findings are similar to the meaningless type in writing error conducted by Silalahi (2014) which mean that the written word or sentence does not has exact meaning or meaningless. It is also similar to misordering error in the research conducted by Kharmilah and Narius (2019) which related to the incorrect placement of the morpheme.

Students' writing	The right word/sentence
dry (A student from class 5)	dry season

The above data has the meaning which is different from the word that already written there. The word of '*dry*' means as a situation where humidity is low. The

intended correct sentence should be 'dry season' which means as a season where there is not much rain. Because of that, it is categorizing in the meaning type of writing errors.

Related forms type of writing errors

As discussed before, the related forms of writing errors are which include errors of the using of verbs, spelling, pronunciation, and sentence patterns. The related forms type of writing errors found in the student's note are as follow.

Students' writing	The right word/sentence
It nex to police stasion	<i>It is next to the police station</i>
It between the cek shop	<i>It is between the cake shop</i>
Sirt	<i>Shirt</i>
Dree sisen	<i>Dry season</i>
Shouter	<i>Shoulder</i>
(Students from class 4 and 5)	

The above data categorize as related forms type of writing errors since it consists of writing errors in its form. The above data are writing errors related forms specifically in pronunciation. The students, based on the analysis of the above data, tends to write the pronunciation of the word rather than writing the correct one. The errors are in 'nex', 'cek', 'sirt', 'dree sisen', and 'shouter'. The correct one should be 'next', 'cake', 'shirt', 'dry season', and 'shoulder'.

Students' writing	The right word/sentence
Summer sesason	<i>Summer season</i>
Fllower	<i>Flower</i>
Flagrant	<i>Fragrant</i>
(Students from class 4 and 5)	

The above data are writing errors related forms specifically in spelling. The students, based on the analysis of the above data, tends to misspell the word in their writing. The word 'sesason' should be 'season', the word 'fllower' should be 'flower', and the word 'flagrant' should be 'fragrant'. The findings have similarity with the research done by Kharmilah and Narius (2019). In their research, it is samilar with the error called misinformation error which is related to the use of the wrong form of the morpheme or structure.

CONCLUSION

In this study, the research discusses the writing errors in students' foreign language acquisition. Based on the findings and discussion, we can conclude that in foreign language acquisition of English in elementary school, the students tend to make an error in their writing. The kinds of errors which occurs in students writing are omission type of writing errors, overuse type of writing errors, meaning type of writing errors, and related forms type of writing errors. The writing errors that mostly occurred is related forms of writing errors. In the findings, the related forms writing

error which found is specifically in pronunciation and spelling. The error of that writing can caused by the interference of L1 syntactic structure.

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