

**An Analysis Of Students' Errors In Writing Procedure Text
At SMA Negeri 9 Maluku Barat Daya**

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ABSTRACT

The purpose of this research is to examine the errors made by Tenth-Grade students in composing procedure texts at SMA Negeri 9 Weet, Maluku Barat Daya. This place was chosen because the school is the place for PPL researchers and based on previous interviews with the English teacher at the school discussing the process of students writing procedure texts. The participants in this research include 16 students in class X MIA. The aims of this study were (1) to identify the types of errors in procedure text writing, and (2) to determine the most dominant errors. This qualitative research employed a descriptive method, utilizing research instruments to collect, identify, and classify errors based on Dulay's surface strategies taxonomy. It was delineated by four categories of errors namely omission, addition, misformation, and misordering. The findings indicated that the most dominant error was Misformation with the 35 items (52.23%). The second error executed by students Omission with the 19 items (28.35%). The third error executed by students was Misordering with the 8 items (11.94%). The lowest frequency of error was Addition with the 5 items (7.46%).

Keywords: Error Analysis, Writing Skill, Procedure Text

INTRODUCTION

Learning a foreign language, particularly English, emphasizes writing as a crucial skill. Moreover, writing serves as an effective means to communicate and articulate thoughts, emotions, and viewpoints to others. According to Brown (2001), the creation of written materials typically involves processes such as brainstorming, drafting, and revising, which demand specific skills such as generating ideas, organizing them logically, using discourse markers and rhetorical conventions to ensure cohesion, refining text for clarity, editing for grammatical correctness, and producing a polished final product. Mahmoodzadeh (2012), describes error analysis as a method for identifying, categorizing, and explaining the error made by learners of a foreign language or a second language. Similarly, Sari (2017) explains that a procedural text instructs someone on how to create something, serving as a guide to

complete a task or construct an item. These texts can be sets of instructions or step-by-step methods, such as those germinating seeds.

According to the interview with the English teacher at SMA Negeri 9 Maluku Barat Daya, the teacher said, in English language teaching there needs to be repetition because students have a low understanding of English that repetition is one of methods for English teacher to educate students and cause them better comprehend the material given. If students continue to make errors, the teacher will continue to give them practice until they don't make many mistakes. The teacher also said that often found errors by students in writing procedure text even though they had learned it. For example, students are still confused to arrange procedure text properly and correctly. There are examples of cases where students make mistakes in writing procedural text, namely "pouring hot water into a glass". One student failed to recognize her mistake. The correct sentence in the procedure text should have been: "pour hot water into a glass". In the practice of writing text procedures, some students do not used the conjunction in the sentence so that it does not match the language features. The students also do not have enough vocabulary so when writing procedure texts, they make an error in grammar. Therefore, the researcher will investigate the errors made students in writing procedure text.

METHOD

This study aimed to find out the types of errors in writing procedural text and to find out the most dominant error in writing procedure text. Relating to this, the researcher employed qualitative research utilizing a descriptive method. This research to examine describe types of writing errors analyze procedure text and find the most dominant errors when writing procedure text by the students. According to Raco (2010), using qualitative methods involves gaining insight into phenomena, facts or realities.

Population is the whole object of research that defined the class of people or events as a source of data. The population also intended to apply the result of the research. Hence, the study included all 16 students from class X MIA SMA Negeri 9 Maluku Barat Daya.

The researcher used one technique to collect the data. In this study, the researcher utilized a writing a writing test as the tool to gather data on students' errors in writing procedural text. According to Anandan (2015), a test is defined as an evaluation aimed at determining the quality, performance, or reliability of something, typically before widespread adoption. The researcher requested that students write a procedural text test based on a title provided by the researcher. Three titles are: How to make a cup of coffee, How to make fried rice, and How to make pop mie.

Two raters needed the data from the research to pinpoint students' errors in procedural text writing based on surface strategy taxonomy, errors such as omission (OM), addition (AD), misformation (MF), and misordering (MO) were marked in students' texts. Following data

collection, Corder (1999) outlines the subsequent steps for analyzing errors in procedural text writing research:

1. Collecting sample data
2. Identification of errors
3. Description the errors

The researcher applied the formula adapted from Sudijono (2009). The formula is as follows:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: Percentage of students' error

F: Frequency of incorrect answer

N: Total of errors.

100%: Constant value.

FINDINGS AND DISCUSSION

Finding

The primary objective of this study is to identify the types and most dominant errors in procedural text writing. Through the analysis of results, the research uncovered three key findings, as follows:

1. Identification and classification of error

Analysis of students' written work indicated several errors in terms of addition, omission, selection and ordering. Detailed information is presented below:

- a. Error in omission

There were nineteen errors in omission, as follow:

No	Identified sentence	Type of error	Correction
1	Spon	Omission	Spoon
2	First, prepare glass, sugar <u>spon</u> and coffee	Omission	First, prepare glass, sugar spoon and coffee
3	Second, put sugar and coffe into the glass	Omission	Second, put sugar and coffee into the glass
4	Finally, ready to drink	Omission	Finally, <u>coffee is</u> ready to drink
5	Spon	Omission	Spoon
6	How to make a cup of coffe	Omission	How to make a cup of coffee
7	Coffe	Omission	Coffee
8	Finally, coffee ready drink	Omission	Finally, coffee <u>is</u> ready <u>to</u> drink
9	Last, fried rice ready to eat	Omission	Last, fried rice is ready to eat
10	Material	Omission	Materials
11	Last, coffee is ready drink	Omission	Last, coffee is ready <u>to</u> drink
12	Finally, pop mie ready to eat	Omission	Finally, pop mie <u>is</u> ready ot eat
13	How to make rice	Omission	How to make <u>fried</u> rice
14	Material	Omission	Materials
15	How to make cup of coffee	Omission	How to make <u>a</u> cup of coffee
16	Last, Pop mie ready to serve	Omission	Last, pop mie <u>is</u> ready to serve
17	Second, pour sugar and coffee into glass	Omission	Second, pour sugar and coffee <u>into</u> the glass
18	Finally, coffee ready to serve	Omission	Finally, coffee <u>is</u> ready to serve
19	Last, fried rice ready serve	Omission	Last, fried rice <u>is</u> ready <u>to</u> serve

Table 1. Omission Error

The number of errors is calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{19}{67} \times 100\% = 28.35\%$$

b. Error in Addition

There were five error of addition, as follow:

No	Identified sentence	Type of error	Correction
1	How to make a cup off coffee	Addition	How to make a cup of coffee
2	Last, coffee is ready of to drink	Addition	Last, coffee is ready to drink
3	Last, coffee is ready of to drink	Addition	Last, coffee is ready to drink
4	Finally, pop mie is ready to of eat	Addition	Finally, pop mie is ready to eat
5	Finally, coffee is ready to of drink	Addition	Finally, coffee is ready to drink

Table 2. Addition Error

The number of errors is calculated using the following formula:

$$P = \frac{P}{N} \times 100\%$$

$$p = \frac{5}{67} \times 100\% = 7.46\%$$

c. Error in misformation

There were thirty – five errors in misformation, as follow:

No	Identified sentence	Type of error	Correction
1	First, <u>warm</u> water for about 5 minutes	Misformation	First, <u>cook</u> water for about 5 minutes

2	Second, pour sugar and coffee <u>inside</u> glass	Misformation	Second, pour sugar and coffee <u>into the</u> glass
3	Third, add <u>warm</u> water <u>inside</u> glass	Misformation	Third, add <u>hot</u> water <u>into the</u> glass
4	Third, stir the coffee until <u>merata</u>	Misformation	Third, stir the coffee until <u>smooth</u>
5	First, prepare glass, spoon, sugar and coffee <u>in</u> the table	Misformation	First, prepare glass, spoon, sugar and coffee <u>on</u> the table
6	Second, pour sugar and coffee <u>inside</u> glass	Misformation	Second, pour sugar and <u>coffee</u> <u>into the</u> glass
7	Third, pour hot water <u>inside</u> glass	Misformation	Third, pour hot water <u>into the</u> glass
8	Four, <u>putar</u> the coffee	Misformation	Four, <u>stir</u> the coffee
9	<u>Water warm</u>	Misformation	<u>Hot water</u>
10	<u>One</u> , prepare glass and spoon	Misformation	<u>First</u> , prepare glass and spoon
11	<u>Two</u> , pour sugar, coffee and <u>water warm</u> in the glass	Misformation	<u>Second</u> , pour sugar, coffee and <u>hot water</u> into the glass
12	<u>Onion red</u>	Misformation	<u>Shallot</u>
13	<u>Onion white</u>	Misformation	<u>Garlic</u>
14	<u>Cabe</u>	Misformation	<u>Chili</u>
15	<u>Roiko</u>	Misformation	<u>Royco</u>
16	First, heat oil and fry <u>onion red</u> , <u>onion white</u> and <u>cabe</u> until it's tender	Misformation	First, heat oil and fry <u>shallot</u> , <u>garlic</u> and <u>chili</u> until it's tender
17	Second, add the rice, salt, <u>roiko</u> and soy sauce	Misformation	Second, add the rice, salt, <u>royco</u> and soy sauce
18	<u>One</u> , prepare a cup	Misformation	<u>First</u> , prepare a cup

19	Second, pour seasonings <u>inside</u> pop mie	Misformation	Second, pour seasonings <u>into</u> pop mie
20	<u>Onion white</u>	Misformation	<u>Garlic</u>
21	<u>Onion red</u>	Misformation	<u>Shallot</u>
22	<u>Tomat</u>	Misformation	<u>Tomato</u>
23	<u>Royko</u>	Misformation	<u>Royco</u>
24	<u>One</u> , prepare seasonings and fry in <u>warm oil</u>	Misformation	<u>First</u> , prepare seasonings and fry in <u>hot oil</u>
25	<u>Two</u> , pour the cooked rice, then keep stir for a minute	Misformation	<u>First</u> , pour the cooked rice, then keep stir for a minute
26	First, <u>cooking</u> water for about 2 minutes	Misformation	First, <u>cook</u> water for about 2 minutes
27	Second, pour <u>water warm</u> into the glass	Misformation	Second, pour <u>hot water</u> into the glass
28	<u>Water warm</u>	Misformation	<u>Hot water</u>
29	Third, pour <u>water warm</u> and wait for a minute	Misformation	Third, pour <u>hot water</u> and wait for a minute
30	<u>One</u> , prepare glass and pour sugar, coffee and hot water	Misformation	<u>First</u> , prepare glass and pour sugar, coffee and hot water
31	<u>Two</u> , stir well	Misformation	<u>Second</u> , stir well
32	Second, pour hot water <u>inside</u> pop mie	Misformation	Second, pour hot water <u>into</u> pop mie
33	<u>Onion Red</u>	Misformation	<u>Shallot</u>
34	Second, fried <u>onion red</u> and garlic	Misformation	Second, fried <u>shallot</u> and garlic
35	First, <u>cooked</u> water until hot	Misformation	First, <u>cook</u> water until hot

Table 3. Misformation Error

The number of errors is calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{35}{67} \times 100\% = 52.23\%$$

d. Error in misordering

There were eight errors in misordering, as follow:

No	Identified sentence	Type of error	Correction
1	<u>Water hot</u>	Misordering	<u>Hot water</u>
2	Second, pour <u>water hot</u>	Misordering	Second, pour <u>hot water</u>
3	<u>Water hot</u>	Misordering	<u>Hot water</u>
4	Third, pour <u>water hot</u> and wait for a couple minutes	Misordering	Third, pour <u>hot water</u> and wait for a couple minutes
5	Last, <u>rice fried</u> is ready to eat	Misordering	Last, <u>fried rice</u> is ready to eat
6	<u>Water hot</u>	Misordering	<u>Hot water</u>
7	Third, add <u>water hot</u> into the glass	Misordering	Third, add <u>hot water</u> into the glass

Table 4. Misordering Error

The number of errors is calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{67} \times 100\% = 11.94\%$$

2. The Most Dominant Error

The distribution of errors categorized by surface strategy taxonomy is illustrated in the following figure:

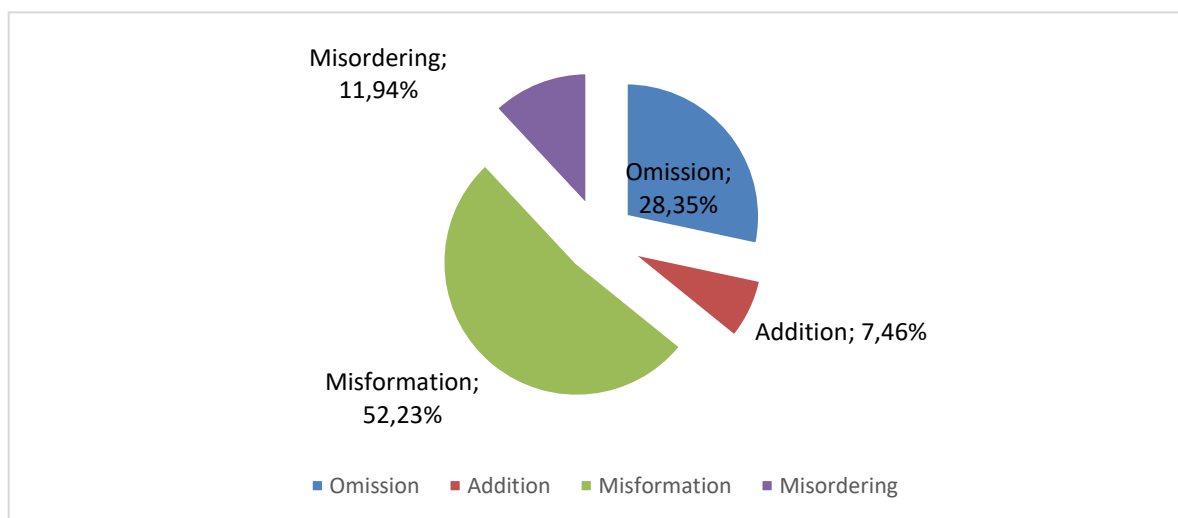


Figure 1. The Errors

Based on the research data presentation, the researcher discovered that the most dominant error percentage were: Misformation error with 35 error or 52.23%.

DISCUSSION

Based on the findings, the researcher observed that students' work exhibited various errors such as omission, addition, misformation, and misordering in subject-verb agreement in simple present tense, preposition, articles, and spelling. According to the tables provided, students frequently made errors when writing procedural text, particularly struggling with word selection. Thus, without teacher teaching strategies to help students grasp the fundamental rules of standard English, these errors may persist in their academic pursuits and beyond. Additionally, error analysis studies aid teachers in identifying problematic language areas across different instructional levels. Consequently, educators should prioritize lessons and assignments aimed at enhancing students' skills, particularly in writing.

CONCLUSION

Based on the research results, the researcher presents two conclusions as below: first, the data analysis revealed a total of 67 errors in writing procedural text; the percentages of errors are displayed as: Omission errors are 19 items, and the percentage is 28.35%. Addition errors are 5 items, and the percentage is 7.46%. Misformation errors are 35 items, and the percentage is 52.23%. Misordering errors are 8 items, and the percentage is 11.94%. Second, based on the error percentages mentioned earlier, the study identified that the most dominant error in writing procedural text among the tenth-grade students of SMA Negeri 9 Maluku Barat Daya faced some difficulties in forming procedure text, especially the most of them misformation the usage of vocabulary, and another reason is how using good grammar.

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