

INVESTIGATING THE CAUSES OF ENGLISH ERRORS PRODUCED BY SENIOR HIGH SCHOOL STUDENTS IN BOJONEGORO

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Abstract: English especially in Indonesia is still considered a foreign language. This presumption makes English undeveloped in Indonesia. Even the students of senior high school that have obtained English subject since they are at junior high school are not able to master English properly and correctly because there are many errors they produce. In this research, two research questions are formulated as follows: (1) What kinds of errors are produced by senior high school students in Bojonegoro? (2) What factors cause the students to produce those errors? The researcher then puts some objectives as follows: (1) To find out what kinds of errors are produced by senior high school students in Bojonegoro? (2) To identify what factors cause the students to produce those errors? The research design which is used by the researcher is a quantitative approach, through a survey method. The results of this research show that from 84 respondents that are taken from 3 different senior high schools in Bojonegoro have tendency to produce English errors which are related to Morpho-Syntactic Errors as much as 71.4%. Then factors which cause a large number of errors are owing to Intralingual errors as much as 59.5%, namely because there is presumption in their mind that English is very difficult to study.

Keywords: *Analysis of English Errors, Classification of English Errors, Sources of English Errors*

INTRODUCTION

English is one of the international languages used to communicate in the world. Many countries recognize English as the official language in their country. There are around 61 countries from 6 continents that make English the official language both by law or de jure and by public recognition or de facto. Besides that, there are also some countries which do not use English in their daily lives, causing them to be isolated from the outside world. The existence of language differences from one country to another makes it possible to use English as a connecting language so that people can interact with each other. One country that does not use English in daily life is Indonesia. In everyday life, Indonesia uses its own language to communicate. The language used in Indonesia is Indonesian which is the national language and many regional languages such as Javanese, Sundanese, Madurese, etc. The use of English in Indonesia itself is still considered a foreign language. The presumption of English as a foreign language causes English to be rarely used to communicate. In fact, not a few of Indonesian people who can not understand English at all.

Senior high school as the highest level of secondary school education is very important as a measure of success or failure of the output of the education system in Indonesia. In relation to English subjects in senior high school, there are several factors that cause why English is not so successful in making senior high school students fluent in English. These factors are not only because senior high school students only learn English on average once a week / 2 hours in class,

it can also be caused by other factors such as language disorders, excessive generalization, and incorrect teaching techniques.

One of the reasons why this research needs to be done is to provide solutions to anyone who is learning English, especially students to find out the obstacles that have emerged. The researcher in this case wants to help explore the causes of English errors so that students can use English properly and correctly. Problems can never be solved as long as the root of the problems has not been found. With the discovery of the root problems that have served students to master English, this will contribute to the world of education. Students are expected to learn English for 12 years more fluently in speaking and writing English with errors that can be minimized.

In relation with the previous research, the researcher reviews the journal taken from Hidayah in 2013 entitled *Error Analysis on the Use of the Simple Present Tense and the Simple Past Tense in Writing Essays among TESL Colege Students* and it is found that many students make English errors related to English grammar such as compatibility between subject and predicate, tenses, groups words and vocabulary. There are several factors that cause students to make English errors, such as lack of knowledge and competence regarding English grammar, the influence of mother tongue, absorption words, and lack of English exposure.

Subsequent research by Jabeen in 2015 entitled *The Role of Error Analysis in Teaching and Learning Second and Foreign Languages* finds that the presence of second language and foreign language learners is still inaccurate in the use of English grammar and they do not know much about English grammar which they apply in their writing. This is due in large part to the grammar factor of the first language or the mother tongue they have.

Furthermore, the researcher thinks that errors are considered as part of the learning process. Those who learn English must have made errors, both grammatical errors, pronunciation mistakes, spelling mistakes, writing errors, and so on. The existence of these errors led to language experts to study error analysis. In a book entitled *Contrastive Analysis & Error Analysis*, Keshavarz (2012: 58) states that error analysis is useful for testing the ability of students in the thought process to receive knowledge of the language they learn. He further (2012: 59) argues that there are at least 3 considerations that underlie error analysis, namely; that errors are inevitable and all who learn English must make errors; errors are very important in learning; there are many factors that cause errors.

There are many types of errors in the learning process, but we must be able to distinguish between errors and mistakes. Gass & Selinker: 1993 in Keshavarz's book confirms that: "Errors are considered to be systematic, governed by rules, and appear a learner's knowledge of the rules of the target language is incomplete. Thus, they are indicative of the learner's linguistic system at a given stage of language learning. They are likely to occur repeatedly and are not recognized by the learner. Thus, only the teacher and reseacher can locate them. The errors are considered systematic or continuous, bound by the rules and seems more due to lack of knowledge possessed by

students. These errors indicate the learner's language system at the learning stage. The possibility also occurs repeatedly and is unknown to the learner. So, only teachers and researchers can find those errors.

In contrast to errors, according to Keshavarz (2012: 61) mistakes are random deviations, unrelated to any system, and instead represent the same types of performance mistakes that might occur in the speech or writing of native speakers, such as slip of the tongue or pen, false starts, lack of subject-verb agreement in a long complicated sentence, and the like. Mistakes are random deviations, unrelated to a particular system, and do not represent the same types of mistakes that might occur in the speech or writing of the original speaker, such as misspelling or mistyping, failing at the beginning, inaccurate subject and predicate in complex sentences, and its kind.

So it is very clear that errors and mistakes are not the same. Learners who make errors really does not know how to correct themselves. This is because the knowledge they have is lacking. Suppose there are learners who write English sentences like this "John is a lawyer. He going to work everyday. He goes to work at 7. He goes home at 4 ", it can be considered an error because he repeatedly writes "he going" instead of "he goes" and cannot correct the error without being told by his teacher. Whereas a mistake is where the learner just says it wrong or accidentally and he knows how it should be right, he can also improve without the help of the teacher. For example, he spoke "I am going to study, sorry i mean I am going to study". Once he mispronounces, he could immediately correct the mistake by himself.

There are many kinds of errors that may be produced by language learners, both second and foreign languages. For example, spelling errors (mashroom, successfull, deligent, etc), grammatical errors (I cooking fried rice, she have a lot of money, game was begun, John reads book everyday, etc). According to Keshavarz (2012: 89), errors are classified into 4 categories, namely orthographic errors, phonological errors, lexico-semantic errors (errors between words and meanings), and morphological-syntactic (errors between word forms and grammar). In addition to the 4 categories of errors above, Kotsyuk (2015: 393) added several categories of errors namely punctuation errors and style errors. Punctuation errors are those related to punctuation such as periods (.), Commas (,), semicolons (;), upper quotes ("), question marks (?), Exclamation points (!), and so on. For example: each sentence usually ends with a question mark (?). If there is a question sentence with an exclamation point (!) Then the sentence has an error in its punctuation. Style errors are those regarding the format that is not appropriate, for example, there is no space after the comma punctuation (I have novels,drama,and poetry) or capital letters (john has many books).

Sources of error are divided into 5 types, namely interlingual errors, intralingual errors, teacher-induced errors, language-learning strategies, and communication strategies. Interlingual errors are errors caused by the source language or language that the learner has. Interlingual errors include: (a) Carrying phonological elements from the source language. For example: Indonesians

are accustomed to saying English words without using stress or emphasis on syllables because in Indonesian itself there is no emphasis on syllables. Whereas in English, one word can have some stresses that will affect the meaning to be conveyed; (b) Morphological elements are brought from the source language. For example: “there are many student in my class”. In Indonesian, to express plural nouns it is not necessary to add inserts - s to many students. So this will usually carry over when they study English; (c) Bringing in the grammatical elements of the source language. For example: “I go to Jakarta yesterday”. In the Indonesian language, because we do not recognize tenses so there are many sentence errors like the one above; (d) The meaning of the source language carries over. For example: “I have been waiting for you for two watches”. In Indonesian, the words watch and hour have the same meaning which is "hour", but the two words actually have different meanings in English. This is also often the reason why Indonesians make errors; (e) Carrying cultural elements from the source language. For example: in Indonesian, the use of the word "father / mother" is often used together with professional titles such as teachers or doctors. So sometimes students make wrong sentences like Mr. Teacher is coming.

The second source of errors is intralingual errors. Intralingual errors are divided into 6 sub categories. The first is overgeneralization or overdoing the concept. For example: “I do not know who are you”. Because usually in direct questions we use “who are you?”, so even indirect questions are considered to have the same structure which is to be "are" before the subject of "you". This is precisely wrong, because the patterns in direct and indirect questions are not the same and cannot be generalized in general. In indirect questions, the position to be "are" must be after the subject “I do not know who you are”. The second is ignorance of rule restriction or does not care about the exception of language rules. For example: in general the change of singular to plural nouns with the rules of adding -s / -es such as students, books, watches, etc., but the rules do not apply to nouns like “fish” because the singular and plural forms are the same. The third is false analogy or incorrect analogy. For example: “I don't accept any letters from her”. The word accept has the meaning "to get something from someone else" and is used in conjunction with abstract nouns. While letters or letters are concrete nouns that should be used with “receive”, which also means "to get something from someone else". The next thing is hyperextension or excessive development. For example: “she sang beautifully”. In that sentence there are adverbs which are generally used to add meaning to verbs, but not all adverbs can be used to explain verbs that will result in errors like this “you look beautifully”. There are several verbs that cannot be modified by adverbs. The fifth is hypercorrection or excessive correction. For example: “my friend isn't afraid from dogs”. Something is wrong in the sentence and the learner is asked to correct what is wrong. Then he corrects his sentence to become “my friend doesn't afraid of dogs”. What should be wrong is only the preposition “from” needs to be replaced “of”, but he is too excessive in correcting so that something else happens instead. The last is faulty

categorization. For example: verbs that should be followed by to infinitive (Azar, 1999: 307) such as hope, plan, intend, decide, promise, agree, want, seem, expect instead are mistaken with the verb category followed by gerund (Azar, 1999: 302) such as avoid, keep, delay, discuss, consider, mention. The result will be an error like this: Inafa wants graduating on time or Ahmad avoids to get in touch with anyone.

The third source of errors is teacher-induced errors. The source of this error is caused by errors in the textbook or by the teacher himself while teaching. For example: every student has the same module book and in that book there is an explanation that if there are other verbs that follow the stop verb, then the verb that follows must be added -ing in order to follow the rules of grammar gerund (I stop smoking). However, it turns out that there are grammar rules that are not explained in the book where the verb can be followed by gerund, but it can also be followed by infinitive (I stop to smoke). So students will argue that the sentence "I stop to smoke" is wrong because students learn from incomplete textbooks. Another example is coming from a class teacher. When explaining in class, the method applied by the teacher may not be well understood by students. For example the teacher teaches speaking and says "'please come in the class, kids!'", students immediately interpret that the word come in means "enter". Coming home from school there are students who apply the words "come in" to send their friends into the car by saying "please, come in the car". The use of the words "come in" for a car is actually not right, it should use the words "get in". This error arises because the teacher does not explain the use of "come in" to students.

The fourth and fifth sources of error are language-learning strategies and communication strategies. Language learning strategies are errors that do arise because that's the way learning styles are done to reduce the level of difficulty of the language you want to learn. For example, the phrase "people in other countries has various kinds of food which is not the same as those in Iran" is pronounced into shorter sentences so that learners do not have too much difficulty in speaking. So the sentence above could have been shortened to "people in other countries have various kinds of food not the same in Iran". There is an error in the sentence, but that is the way they learn easily. Then the last source of error is communication strategies which students inevitably must be able to express what is in their minds with the limitations of the language elements they have. Typically, typical students like this don't really care whether their grammar is right or wrong because their purpose is only to communicate so that other people understand. For example: "Sorry, I late". This sentence is clearly grammatically wrong, but students seem to prioritize communication that is equally important can be understood. Another example is "A cloth for my nose". In this example, the student wants to say "handkerchief" but he tries to express it in another way which has the same meaning as what is meant and the listener already understands it.

METHODS

The research design that is used by the researcher is a quantitative approach, namely through a survey research method. Research subjects that are involved in this research are senior high school students in Bojonegoro Regency. The data source is taken 3 senior high schools in Bojonegoro Regency. From the 3 senior high schools, each class will be taken as the sample of research. In this research, the researcher uses an instrument in the form of a questionnaire sheet that is distributed and filled out by students. Then, in collecting data the researcher chooses to use source triangulation techniques. The data source that is taken in this study is from 3 different senior high schools with data collection techniques through questionnaires. In analyzing the data, the researcher displays the data in a table, then make a percentage of the data. After that, the percentage is explained in the description.

RESULTS AND DISCUSSIONS

Based on the data taken from 84 respondents of 3 different senior high schools in the district of Bojonegoro, it shows that students tend to make more English mistakes related to Morpho-Syntactic Errors as much as 71.4%, followed by English errors related to Phonological Errors 10.7%, Orthographic Errors 9.5%, Lexico-Semantic Errors 6.0%, Punctuations 2.4%, and Styles 0%. For more details, it can be seen in the following table:

No	Error Classification	Error Type	Respondents	Percentage
1	Orthographic Errors	Sound/letter errors	2	9.5%
		Homophone	4	
		Wrong use of double consonants	2	
2	Phonological Errors	No similar sounds in mother tongue (Indonesia)	1	10.7%
		Letters-based mispronunciation	3	
		Silent letters	5	
3	Lexico-Semantic Errors	Differentiating meanings	5	6.0%
4	Morpho-Syntactic Errors	Singular/plural forms	5	71.4%
		Parts of speech	8	
		Tenses	15	
		Word orders	3	
		Prepositions	11	
		Articles	6	
	Active/passive uses	12		
5	Punctuations	-	2	2.4%
6	Styles	-	0	0%
Total			84	100%

Then the findings show that 59.5% becomes the causing factor why senior high school students in Bojonegoro district still make many English errors is because of Intralingual Errors, in which English is indeed considered a language that is difficult to understand for them. Another factor that causes many English errors is due to Teacher-Induced Errors, which is 25%. The students also still have a low understanding of English explanation delivered directly by their teacher or lack of understanding of the English module they have. Then the rest is due to Interlingual Errors, Language-Learning Strategies, and Communication Strategies, namely 8.3%, 4.8%, and 2.4% respectively. For more details, it can be seen in the following table:

No	Causing Factors	Respondents	Percentage
1	Interlingual Errors	7	8.3%
2	Intralingual Errors	50	59.5%
3	Teacher-Induced Errors	21	25%
4	Language-Learning Strategies	4	4.8%
5	Communication Strategies	2	2.4%
Total		84	100%

CONCLUSIONS

From the research conducted by the researcher at 3 different senior high schools in Bojonegoro, it can be concluded that there are some English errors produced by students that hinders the development of their English skills. The most common English errors produced by them are related to Morpho-Syntactic Errors, which is 71.4%. From this errors, it turns out that the biggest contributing factor is due to Intralingual Errors, in which English is indeed considered a language that is difficult to understand for them. After knowing what errors produced by students and the factors that cause those kinds of error happen, it is very important that students should be taught the materials related to grammar more intensively in order that the errors can be reduced as many as possible. For the English teachers, they have huge responsibilities to make the students speak English with minimum errors so that the students' abilities can be improved significantly.

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