ERROR ANALYSIS ON ESSAY WRITING ORGANIZATION

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Abstract

This research is designed to analyze students' error on essay writing organization. The writers focus on the one category of error identifications that is organization. By conducting this research, the writers hope some development of students' ability in arranging essay. By analazing the erros, students get feed back to develop their ability. This study was conducted descriptively and qualitatively in nature. It is designed to identify and to describe kinds of errors is made by the student in essay writing organization in the EFL classroom. To achieve the goal, the writers describe in detail all the data taken from the students' works and interpreted to make an empirical generalization. This research was conducted in second grade of English department in one of the university in Cirebon. The writers use purposive random sampling. The result of findings show that 16 students stand in scale 3 which is equal with 64 %. Then, 7 students stand in scale 4 which is equal with 28 %. And the last, 2 students stand in scale 2 which is equal with 8 %. So that, the writer concluded that the students of second grade of UNSWAGATI Cirebon are adequate to fair on essay writing organization.

Key words: err*or, writing, essay organization*

INTRODUCTION

Writing is a difficult skill for many learners, even in their mother tongue Hadfield (2007:116). Furthermore, writing is different with speaking which is practiced in the development of mother tongue. Writing also has to be learnt because mostly people write something in very little time so, it needs some theory and more practice by himself or herself. In speaking, one people interact with another else to get feedback but writing activity interacts inside the writer.

Writing is an activity in language and it has vital role in history of people and its civilization. Writing is also as a tool of communication, stating the idea of the writer and also spreading another idea from different sources. Trough writing activity people will get some benefit to develop his/her ability. Writing skill is mechanist, it means that writing skill needs some efforts in practice not also as theory. Practice in writing more emphasized as students to begin to write. Students also need to combine between theory and practice in writing and how students make good organization in writing.

Writing is the last skill in learning language after listening, speaking, and reading. From those skill that students should learn, writing is the most difficult skill to be learned. There are some reasons for those problem. Writing skill need some elements inside and outside as raw material and should be processed before one start to write. Writing is one activity that students should take usually in prose or academic writing . writing exercise in writing essay is essential , how the lecturer change students habit in writing and start it in perfect way such as guidelines from both lecturer and book involve : grammar, vocabulary, language style, spelling etc.

Writing is not easy as well as some people imagine. Some people have high desire to be a writer, but unfortunately he/she is not able to do it. Processing material from outer also become serious problem for beginners. Then, expressing the idea in writing though so difficult.

Choosing topic is an important thing Lindston and Reid (1985). It helps students to develop his/her writing ability, an interesting topic is more suggested. Mostly students feel comfort or enjoy with appropriate topic and they can think deeply and students' creativity also rise up in this case. Teacher assist also give more understanding to the students. On the contrary, choosing topic from the teacher also give negative effect for the students who want to find their own topic and seem like limit students' creativity. Diction or choosing appropriate word also become serious problem. It means that students' reading habits are poor, so that students didn't have any vocabulary in their mind.

Furthermore, teacher should give suggestion on reading frequency of the students.

Highlight the difficulty in writing, writing skill mostly seemed as a hard thing. Those problem rise from internal and external factors. Mostly students in Indonesia spend little time for reading books or others sources. Hence, they only get little input or information in their mind. Furthermore, they could not develop the passage based on the topic related without enough sources. In addition, laziness also is the biggest problem in current fact. they prefer chatting to read books, we called as external factor. As we know that literacy in Indonesia is in lower level. Motivation is internal factor, but external factor give dominant influence to internal motivation such as peer influence etc. so that, teacher also as a motivator in this case.

Based on the problem and statement above, the writers would like to describe these problems by analyzing students' error on essay writing organization.

Writing

Writing is a process, not a product (Oshima and Hogue, 1993: 3). That is, arranging the words, phrases, and sentences are activities that should be done as a process continuously. Then, process need more practice but it is so quiet different with conversation. Writing is a process and need relation with some sources such as books, articles, magazines etc, while conversation need an active partner.

Accordingly, it can be conclude that writing is the hard thing to be done. Furthermore, laziness is a big problem in

this case. Some students have many idea in their brain but writing is mechanical process so that, practice or process is more emphasize than thinking only. Common problem in our teaching process is teacher focus to some aspect such as reading and grammar and ignore the others or didn't apply writing.

Teaching writing

Some skills in learning language is receipted, they are listening and reading that our brain will receipt ideas, thoughts, and memories from the outer or from the outside while productive language including speaking and writing. Productive language always needs practice such as speaking and writing. Harmer (2004:31) states that writing process is the stages that a writer goes through in order to produce something in its find written form. In other words, there are some stages in the process of writing, step by step continuously to get final result as written form. There are some steps in writing processes:

a. Planning

Arranging planning is the first step, in this section the writer has to think about purpose, audience, and grammar. The first step, the writer focus on the purpose of writing. Murray (2011: 40) states that what we write is shaped by our perception of those we are writing for and by our purpose in writing for them. It clearly point that what for we are writing should be the main focus, different place, and different people will get different needs. Secondly is audience, Murray (2011: 40) states however, it is important to consider how

problematic audience. It means that we have to think about audience who read. Moreover, not only the shaped of writing but also the choice of language. Thirdly, the writer has to consider to content. It means that writer focuses on structure of writing, sequences, ideas and arguments.

b. Drafting

Murray (2011: 153) highlight that the idea to use to use writing to move from the stage of having piles of notes to pulling them together in a piece of continuous writing. In other words, the writer has to use the idea which he/she generated in the planning as guidance. Then, this step will also help you to write down your own thought, and prevent you from reproducing others (Murray: 2011). It means that, by making draft it help the writer to run in right track as well as the guidance.

c. Editing

The way of revising and improve the first draft is called editing. As highlight by Murray: 2011 states that revising is one of the task that writers dislike most. Accordingly, this stage of writing need some finishing in the first draft, if the outlining done well, the writer allowed to go to the next step. It means that the full draft of writing is more focus to the one case. In addition, the writer may add some additions and also cut some unimportant things.

d. Final draft

Harmer (2010: 113) states that thus we may plan, draft, re-plan, etc before we produce our final version. It means that the writer has edited his draft and

making the changes that the writer thinks necessary. It seems like so many distinctions between the original plan in the first draft and the new one after changing in the editing process.

Techniques of Writing

The process of writing needs some techniques. It means that to develop writing skill the writer should master some techniques in writing in order to get intended outcomes. There are some techniques in writing:

a. Free writing

According to Brown (2001: 350) states that free writing is a technique to generate ideas, it should be used as a beginning as an initial exploration of the ideas that you have about a topic. That is, free writing is designed to help the beginners to write without worries. In this stage, the beginner writes in free way without thinking about spelling and grammar.

b. Guided writing

Hadfield (2006:119) state that guided writing involves giving learners some help with the questions. It means that the learners get some question to organize the ideas. Then, so many guidance in this case, such as giving a series of pictures, providing outlines notes or key words, and giving a model of a text as an example of writing. In addition, Brown (2001:344) states that guided writing loosens the teacher's control but still offers a series of stimulators. It means that guided writing give chances to the students to get stimulators although the teacher give the loosen.

The purposes of writing

Raimes (1983: 4) mentioned that writing has several aims which concentrate on techniques teaching learning language. The purpose of writing as follows:

a. To communicate with a reader
b. To express ideas without the pressure of face to face communication
c. To explore a subject
d. To record experiences
e. To become familiar with the conventions of written English discourse (a text)

Essay writing

An essay is a piece of writing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just as a paragraph is (Oshima and Hogue, 1993: 100). An *essay* is a short piece of writing that discusses, describes or analyses a topic. Then, Reid and Lindston (1985) explain that arranging essay start from narrowing down the topic, which is the first step of writer do to give first thing that he/she will explain in his/her essay. Secondly, method of development which containt what essay will be presented. And the last, outlining the essay which containt some steps in writing essay.

Error Analysis

Richards et.al (1985) in Sunardi Hasyim state that error analysis is the study of errors made by the second and foreign language learners. Furthermore, Hasyim (2002) highlight that Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language,

and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Another concept of error analysis is given By Brown (1980:166). He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. Crystal (1987) in Hasyim (2002) i.e. error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. According definitions above, it can be seen that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing.

METHOD OF RESEARCH

This chapter discusses the research method employed in the study to achieve the purposes of the study. It also explains a research design, participants of the research, population and sample, research instrument and data collecting technique, and analysis of the data.

Research Design

Bogdan and & Biklen in Schwartz (1995: 95) state that qualitative research is descriptive. This study conducted descriptively and qualitatively in nature. Furthermore, the analysis of the study only describes how the facts of students' error on essay writing organization. Then, (Gall, et al., 1996, p.19) state that social reality is constructed and it is constructed

differently by different individuals. It means that this research is designed to identify and to describe kinds of errors made by the student on essay writing organization in the EFL classroom. To achieve the goal, the writers describe in detail all the data taken from the students' works and interpreted to make an empirical generalization.

Participants of the Research

This research conducted in second grade of English department in one of the universities in Cirebon. The researchers used purposive sampling because of some recommendation from some lecturers of writing in the second grade that is leveling from the placement test. As result, there are some special classes. And class L was elected as sample because represents all categories of leveling. To be well organized, in this paper the data is coded such as student#1, student#2, etc.

Population and Sample

Burns and Grove (1993 : 779) states that a population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study. The study population consisted of all students in the second Year of English Program of UNSWAGATI Cirebon there are 12 classes as population. Mouton (1996 : 132) defines a sample as elements selected with the intention of finding out something about the total population from which they are taken. The sample included in this study consists of 25 students.

According to Brown, the writing component have 5 components, 1.organization, 2. Content, 3. Grammar, 4. Punctuation, 5. Style and quality of expression. But in the test the writers choose 1 element of scoring writing. That is Organization.The element of writing score assessed from one element of writing (See in table 3.4).

Table 3.4
Matrix of Assessment for Students Writing
(Brown, 2003:244)

Scale	Category	Organization
10 – 9	Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of materials shows plan (could be outlined by reader); supporting evidence give for generalization; conclusion logical and complete.
8 – 7	Good to Adequate	Adequate title, introduction, and conclusion, body of essay is acceptable, but some evidence may be lacking, some ideas, aren't fully developed; sequence is logical but transitional expressions may be absent or misused.
6 – 5	Adequate to Fair	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not br fully supported by the evidence given; problem of organization interfere.
4 – 3	Unacceptable- not college- level work	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
2 – 1	not college- level work	Absent of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer as not made any effort to organize the composition (could not the outlined by reader)

Data Analysis

Data Analysis The analysis of written essays will be derived from Corder's (1967) method on error analysis. This method has three steps: (1) collection of sample errors, (2) identification of errors and (3) description of errors. The writers analyze the data inductively and it is analyzed qualitatively through the following phases: identifying data, coding the data, categorizing the data, and interpreting the data.

RESEARCH FINDING

In this section, the researchers present and discuss the findings of the study in light of its objectives. First, the

researchers examine and classify the entire work of students then give the conclusion according to matrix of assessment for students writing. Second, identify common errors with illustrative example and also giving corrected example. To make it easy to understand the writer change or convert to the simple number those are: 10-9 = 5, 8-7=4, 6-5=3, 4-3=2, and 2-1=1.

Table 4.1 Matrix assessment for students writing

No	Name	Matrix assessment (Brown, 2003)				
		1	2	3	4	5
1	Student 1			✓		
2	Student 2				✓	
3	Student 3			✓		
4	Student 4				✓	
5	Student 5				✓	
6	Student 6			✓		`
7	Student 7			✓		
8	Student 8				✓	
9	Student 9		✓			
10	Student 10			✓		
11	Student 11			✓		
12	Student 12				✓	
13	Student 13			✓		
14	Student 14			✓		
15	Student 15			✓		
16	Student 16			✓		
17	Student 17			✓		
18	Student 18			✓		
19	Student 19			✓		
20	Student 20				✓	
21	Student 21			✓		
22	Student 22		✓			
23	Student 23				✓	
24	Student 24			✓		
25	Student 25				✓	
	Total	0	2	16	7	0
	Percentage (%)	0 %	8 %	64%	28%	0%

From the table 4.1 above, it can be seen that mostly students stand in scale 3 that is adequate to fair, they are 16 students. According to brown (2003: 244), it can be concluded that they are mediocre or scant introduction or

conclusion, problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problem of organization interfere. Then, 7 students stand in scale 4. Accordingly, they stand in good to adequate in writing essay. Furthermore, they can make adequate title, introductory paragraph and acceptable body of essay, but lack of evidence and fact and they cannot develop the idea in wide. They are able to make logical sequence but transitional expression may be absent or misused. And the last, 2 students stand in scale 4. It means that unacceptable-not college-level work. The last 2 students here seem shaky or minimally recognizable introduction, organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization. Then, Chart 4.1 describes analysis of essay organization by using different form.

Chart 4.1 Analysis of essay Organization
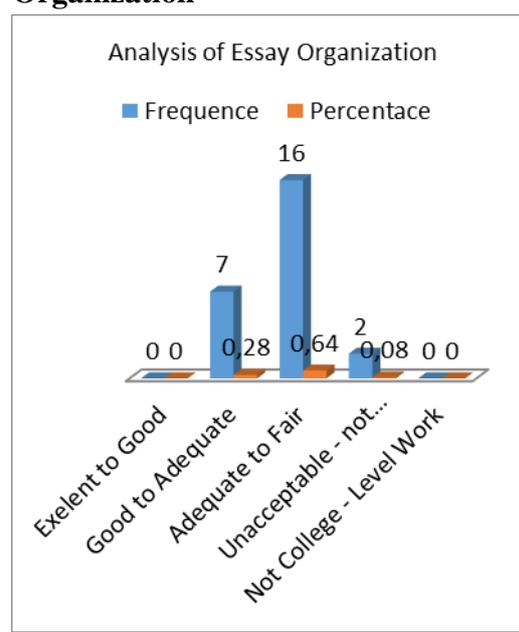
Now the researchers present the types of error that students made on organization of essay.

a. Title

Education – education for small communities

Narcotic- the danger of narcotic

Effect of final examination- the effect of final examination

b. Hook

"We know that final examination be held in elementary school until senior high school". From the previous introductory sentence here, it doesn't meet with the criteria of first sentence in introductory paragraph, that is provocative or interesting to persuade the reader to involve as reader. Here the following correction: "final exam is the only one criterion to determine students' pass although so many gaps among the school in Indonesia"

c. Information

" education for small communities need to be considered, because of the poor not mean stupid". According to information above, it can be seen that the student gives poor information, wide explanation, background of the topic and also research information more acceptable. Here the following correction: " Education become the hot issue in every government in the world. Education is human right, we have to consider the small communities that is the poor person who cannot accept appropriate education.

d. Thesis statement

"They also must to get the same with the other, because that, it's need for cooperation among all government, to ensure all small communities can get the education that is should". From the thesis statement above, the writers only analyze organization or the rules for its arrangement. Hence, it must be clear what he/she is going to discuss in the body and also avoiding question, announcement, and fact. Here the following example: "there are some ways to provide education in small communities such as : " the importance of government support to implement education for small communities".

e. Body paragraph

"education can be obtained from the school ,course and others. The school is usually given by the teacher, within the scope of the formal. If in the course, usually given by a teacher, in the scope of the informal. And this is usually only an extra hour for children. But, for the common people, to get formal education is still difficult, especially for the course." From the previous paragraph, it can be seen that the writer get the idea but the writer can not explore it with the good paragraph. The acceptable body paragraph should have: topic sentence, evidence or supporting sentence, commentary, and transition. Here the following example: "government support is really important to assist the development of the country. Develop country depended on the quality of citizen itself. Higher standard of education must be conducted in order to get the government need in many

areas such as some examples in others countries. So that, government assist has vital role in our country.

f. Concluding paragraph

" so, for the welfare of education for a small communities, the need for cooperation of all responsible governments in it, because is one aspect to yhe program of the country. The acceptable concluding paragraph should lead the reader to the topic or thesis statement. Here the following example: "every citizen absolutely need government assist in their life because the strong nation depended on the government itself and the quality the citizen.

CONCLUSION AND SUGGESTION

Based on the result of the study, the writers come to the conclusions and provide a number of considerable ideas for further research, analyzing students' error on essay writing organization as follows:

Conclusions

The major concern of this study is error analysis on essay writing organization. The obtained data from the result of students' writing in essay and it has been analyzed in the previous chapter. The followings are the findings of the research:

Firstly, the finding indicates that mostly students stand in scale 3, it means that they are adequate to fair in ability of essay organization with 64 % of percentages equal with 16 students. They are mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problem with organization interfere.

Secondly, the finding indicates that 28 % of students stand in scale 4, it means that they are good to adequate in ability of essay organization which is equal with 7 students. They are adequate to make title, introduction , and conclusion, body of essay is acceptable, but some evidence may be lacking, some ideas, aren't fully developed; sequence is logical but transitional expression may be absent or misused.

Thirdly, the result of students essay organization indicates that 2 students stand in scale 4 or equal with 8 % which is associate with unacceptable-not college-level. They are shaky or minimally recognizable introduction; organization can be barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.

And the last, there a great number of students in scale 3, and some students in scale 4, but the last 2 students stand in scale 4.

This study has given an account of the main errors on essay organization made by students on the second grade of English program in UNSWAGATI Cirebon. Based on the discussion of the findings and the example with correction given, it can be conclude that students in second grade make some mistake in essay organization those are: they cannot make appropriate title, ineffective introductory paragraph, poor of arrangement in body paragraph, lack evidence given and incomplete

concluding paragraph. Then, they felt so difficult to write because of some reasons: lack motivation and not familiar on writing.

Suggestion

This study demonstrated the result of error analysis on essay writing organization. Given the result of this study, some recommendations for further research are suggested. Based on that reasons, the researchers put their proposition to other researchers as follow:

First, the respondents for another qualitative research can be derived from those who are coming from other reasonable level of competence in their English.

Second, error analysis can be used in other components of writing essay such as: content, grammar, punctuation, style and quality of expression.

Third, for further research is suggested to give more drills to make it more familiar and become a habit.

And the last, for further research is suggested to give motivation in order to get high achievement.

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