ERROR ANALYSIS IN THE TRAVEL WRITING MADE BY THE STUDENTS OF ENGLISH STUDY PROGRAM

Vika Agustina
Brawijaya University of Malang, Indonesia

Esti Junining
Brawijaya University of Malang, Indonesia
esti@ub.ac.id

Abstract: This study was conducted to identify the kinds of errors in surface strategy taxonomy and to know the dominant type of errors made by the fifth semester students of English Department of one State University in Malang-Indonesia in producing their travel writing. The type of research of this study is document analysis since it analyses written materials, in this case travel writing texts. The analysis finds that the grammatical errors made by the students based on surface strategy taxonomy theory consist of four types. They are (1) omission, (2) addition, (3) misformation and (4) misordering. The most frequent errors occuring in misformation are in the use of tense form. Secondly, the errors are in omission of noun/verb inflection. The next error, there are many clauses that contain unnecessary phrase added there.

Key Words: Error, Error Analysis, Surface Strategy Taxonomy, Travel Writing

INTRODUCTION

English may not be the most spoken language in the world, but it is the official language among countries around the world. It can build and maintain the relationship among people around the world. Moreover, English has an important role in communication since the development of information, science and technology spreads widely in this globalization era. Therefore, as a global

communication tool, English must be mastered by everyone around the world. One of the countries who pay attention highly to English is Indonesia. Bautista (2006, p.130) states that starting from the early age everyone could learn English with the main objective to provide reading skills to enable Indonesians to read science-related materials in English. Later Indonesian students should learn other skills of English, such as writing, listening and speaking.

Indonesian students find many difficulties in learning English. This happens because in the learners' environment, English is not used as a daily language. No wonder that nowadays students are required to master English because in the competitive job market it is necessary to speak English and it also helps in communicating with people from different countries as a lingua franca. Therefore, the students should learn English whether it is at school or outside the classroom. The process of language learning is the time when the language learners make mistakes or error, as pointed out by Dulay et al, (1982, p.138) "People cannot learn language without first systematically committing error." Errors in communication can be inhibited towards effective communication and the decoding of messages. In second language learning, as Corder in Richards (1973, p.173) observes, the learner's errors indicate both the state of the learner's knowledge and the way in which a second language is learned. The error is natural, but errors made by the learners and native speakers are different. The structure differences between Indonesian and English could make learners produce some errors.

It is important to study error in English learning aspect nowadays. As Corder (1981, cited in Joshi, 2011, para.4) has pointed out, there is a vital difference between 'errors' and 'mistakes'. He labels 'mistakes' as 'performance errors', such as slip of pen. The learner himself can correct it later on because they are not the results of unawareness, whereas, genuine errors are ignorance of rules. The learner cannot correct it by himself. In such a case, Joshi (2011, para. 5) states that error analysis is essentially significant because, as Jack Richards refers to Corder's observation: "Learner's correct sentences

do not necessarily give evidence of the rules of the new language and the rules he has developed at given stages of his language development". This can be done only by the errors he makes. And after knowing this only one can proceed in teaching. So, errors, and its analysis both are an inevitable part of teaching & learning. Whereas error can happen in the learner's learning process, they cannot give any correction of the error they have made.

Nzama (2010, p.11) states that error analysis is useful in second language learning because it reveals to the teachers, syllabus designers and textbook writers of what the problem areas are. The teacher could design remedial exercises and focus more attention on the 'trouble shooting' areas, as it were. Corder (1967, as cited in Nzama, 2010, p.11) states that errors are visible proof that learning is taking place. He has emphasized that errors, if studied systematically, can provide significant insights into how a language is actually learned by a foreigner. He also agrees that studying students' errors of usage has immediate practical application for language teachers. In his view, errors provide feedback; they tell the teachers something about the effectiveness of his teaching. Sercombe, (2000, as cited in Nzama, 2010, p. 12) also explains that error analysis serves three purposes. Firstly, to find out the level of language proficiency the learner has reached. Secondly, to obtain information about common difficulties in language learning, and thirdly, to find out how people learn a language. From this statement it can be concluded that the study of errors should also be looked at as something positive both for learners and teachers.

There are some aspects that should be noticed in composing a good writing, such as word choices, grammar and punctuation. In this case, grammar is one important aspect that should be mastered in order to make a good structured writing. For example, the sentence "*The men are national beings*" is incorrect, the correct one is "*Men are national being*". Yule (2010, p.81) states that the process of describing the structure of phrases and sentences in such a way that is accounted for all the grammatical sequences in a language and rule out all the

ungrammatical sequences is one way of defining grammar. Language without grammar would be disorganized and would cause some communicative problems, like errors in writing. However, writing in different language is not always as easy as writing systems and these differences sometime make the learners produce errors. Therefore, it is interesting to observe the errors that appear in the travel writing texts made by the fifth semester students of English Study Program by using Surface Strategy Taxonomy theory by Dulay, Burt and Krashen (1982).

Travel writing is a mode of writing in which the purpose of the author is to tell the reader about his/her trip. Raban (1988, p.253) defines travel writing thus: As a literary form, travel writing is a notoriously raffish open house where different genres are likely to end up in the same bed. It accommodates the private diary, the essay, the short story, the prose poem, the rough note and polished table talk with indiscriminate hospitality. It freely mixes narrative and discursive writing. Those ideas of travel writing definition can be concluded that it is a mode of writing in which the writer produces literary work which records the people, events, sights, and feelings of an author who is touring a foreign place for the sake and pleasure of travel.

The researcher uses the fifth semester students of English Study Program of one State University in Malang-Indonesia by considering these following reasons. The first reason is the students already study the 4 English skills more regularly than other fields of study. The next reason is they have undergone through some English proficiency tests, namely Test of English as a Foreign Language (TOEFL) and Test of English for International Communication (TOEIC). It is supposed that they are more skillful than before having English tests. The last reason is the students of English Study Program get Creative Writing course which belongs to one of the literature courses in the fifth semester. Travel writing is one of these courses which concerns on narrative text mostly written by using past tense. However, the researcher believes that there are errors in those

travel writing texts made by the students. Therefore, the researcher analyzed the ungrammatical words or sentences in those travel writing texts. This study is intended to find out the kinds of errors in surface strategy taxonomy as well as the dominant types of the errors made by the fifth semester students of English Study Program in producing their travel writing texts.

LITERATURE REVIEW
Errors and Mistakes

It is considered important to distinguish errors from mistakes in linguistics. Distinction is always made between errors and mistakes where the former is seen as resulting from learner's lack of proper grammatical knowledge and the latter as being failed to utilize a known system correctly. In line with this, Brown (1994, p.205) defines error as "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner". Then, "a mistake refers a performance error that is either a random guess or a 'slip' in that is a failure to utilize a known system correctly" (Brown, 1994, p.205).

However, native speakers are generally able to correct themselves quickly. Such mistakes include slip of the tongue and random ungrammatical formations. On the other hand, errors are systematic in that they occur repeatedly and are not recognizable by the learner. They are a part of the learner's interlanguage, and the learner does not generally consider them as errors. They are *errors* only from teachers' and others' perspectives who are aware of the possible grammatical deviations. In conclusion, mistakes can be self-corrected with or without being pointed out to the learners but errors cannot be self-corrected.

Error Analysis

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics. These errors can be divided into three sub-categories: overgeneralization,

incomplete rule application, and the hypothesizing of false concepts, reflected a learner's competence at a certain stage and thereby differed from learner to learner (Rustipa, 2011, p.21). Dulay et al, (1982, p.141) state that "Error analysis has made a significant contribution to the theoretical consciousness-raising of applied linguistics and language practitioners. It has brought the multiple origins of learners' errors to our attention. Finally, it has succeeded in elevating the status of errors from complete undesirability to the relatively special status of research object, curriculum guide, and indicator of learning stage."

From the previous quotation, it can be concluded that error analysis is a theory developed by the researchers to dig and acknowledge the learners' problems in learning second language.

Error analysis was established in the 1960s by Stephen Pit Corder and colleagues. Error analysis was an alternative to contrastive analysis. It showed that contrastive analysis was unable to predict a great majority of errors although it has more valuable aspects that have been incorporated into the study of language transfer. A key finding of error analysis is that many errors are made by learners making faulty inferences about the rules of the new language.

Error Categories

Dulay, Burt and Krashen (1982, pp.146) categorize errors into 4, namely (1) linguistic category; (2) surface strategy; (3) comparative analysis; and (4) communicative effect. Discussion of these taxonomies is guided by two major purposes; to present error categories which rely solely on observable (rather than inferred) characteristics for their definition; and to report the findings of research conducted to date with respect to error types observed (Dulay, 1982, pp.146-173).

Linguistic Category Taxonomy

Burt and Kiparsky developed another linguistic category taxonomy into which they classified several thousand English errors made by students learning English in foreign as well as host environments (1972, cited in Dulay et al, 1982, pp.147-148). The classifications are as follows.

1. The Skeleton of English Clauses
2. The Auxiliary System
3. Passive Sentences
4. Temporal Conjunctions
5. Sentential Complements
6. Psychological Predicates

Surface Strategy Taxonomy

This category highlights the way surface structures are altered. Analyzing errors from this taxonomy holds much promise for researchers as it is concerned with identifying cognitive processes that underlie the learners' reconstruction of the new language. This also gives us consideration that students' errors are not the result of laziness or sloppy thinking but are based on some logics, as the result of the learners' use of interim principles to produce a new language (Dulay, et al,1982, pp. 154-162). Those types of errors which belong to surface strategy taxonomy are (1) omission, (2) addition, (3) misformation, and (4) misordering.

1. Omission

This type of error is characterized by the absence of an item, which must appear in a well-formed utterance. Certain linguistic forms may be omitted by the learner because of their complexity in production. Generally, there are two main kinds of omission; they are omission of content morphemes and omission of grammatical morphemes.

a. Omission of Content Morphemes

This type of omission is related to the major constituent of a sentence such as: nouns, verbs, adjectives, and adverbs. For example: *She ...him nothing*. In this sentence, the learner omits a needed verb and the third singular marker –s. It should be '*She gives him nothing*'.

b. Omission of Grammatical Morphemes

This type of omission does not carry the burden meaning. In other words, it plays a minor role in conveying the meaning of sentence. It includes noun and verb inflections (e.g. the *–s* in *birds*, the *–s* in *mother's*, the *–ed* in *looked*, the *–ing* in *laughing*, etc); preposition (in, on, at, under, etc); conjunction (and, or, but, because, if, although, etc); verb auxiliaries (is, will, can, etc); and article (a/an, the, those, these, etc). For example: *Marry is beautiful girl*. In this sentence, indefinite article before a singular countable noun is omitted. It should be '*Marry is a beautiful girl*'.

2. Addition

This type of error is characterized by the presence of an item, which must not appear in a well-formed utterance. It means that learners not only omit elements, which they regard as redundant, but they also add redundant elements.

This error type is divided into subcategories namely: double markings, regularization, and simple addition.

a. Double Markings

This error is described as the failure to delete certain items which are required in some linguistic construction but in others. For example, *He doesn't knows your name*. This sentence shows the failure of deleting third singular person marker –s where the auxiliary does is required. This sentence should be *He doesn't know your name*.

b. Regularization

There are both regular and irregular in language in which students sometimes get confused to apply the correct in certain construction. Sometimes, they apply the rule used to produce the

regular ones to those that are irregular. This type of errors is called errors of regularization. For example, *I putted my bag on the table*.

The word *putted* is the example of regularization in which the regular past tense –ed has been added to the items. It should be '*I put my bag on the table*'.

c. Simple Addition

This error is one of subcategories of addition that is neither a double marking nor regularization. For example: *We stay in over there*. The addition of preposition 'in' is not appropriate used before over. It should be '*we stay over there*'.

3. Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. This error has three subcategorized, namely: regularization, archi-forms, and alternating forms.

a. Regularization

A regular marker is used in place of an irregular one. For example, *She runned so fast*. The correct form of this sentence is *She ran so fast*.

b. Archi-Forms

The selection of one member of a class of forms to represent others in class is often made by the learners. The form chosen by the learners is called as archi-forms. For example, a learner may temporarily select just one of the English demonstrative adjective this, that, these, and those. For example (Dulay, 1982, p.161):

>   *That dog*
>   *That dogs*

c. Alternating Form

Having his vocabulary and grammar grow and by using archi-forms, the learner can choose various members of class as an alternative to choose with each other. Thus, finding demonstratives is a need, as an example: *Those dog, This cats*.

4. Misordering

This type of error is characterized by the incorrect placement of a morpheme in an utterance. For example: *What daddy is doing?* This question is incorrect. It should be '*what is daddy doing?*'

Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparison between the structure of second language acquisition errors and certain other types of constructions. These comparisons have yielded the two major error categories in this taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors and other errors (Dulay, 1982, p. 163).

1. Developmental Errors
2. Interlingual Errors
3. Ambiguous Errors
4. Other Errors

Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of the effect on the listener or reader. This taxonomy focuses on distinguishing between errors that seem to cause miscommunication (global error) and those that do not (local error) (Dulay, et. al. 1982, p.189), while Burt and Kiparsky (1974) also distinguish between global error and local error (cited in Dulay et al,1982, p.191).A global error is one which involves "the overall structure of a sentence" and a local error is one which affects "a particular constituent".

1. Global Error

Global errors are errors that affect overall sentence organization significantly hinder communication.

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2. Local Error

   Local errors are errors that affect single element (constituent) in a sentence which do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries, and the formation of quantifiers.

METHOD

Research Design

   In this research of error analysis, qualitative approach is used since it tries to analyze the data qualitatively that use words rather than number or statistic formula in making conclusion. It is to describe the data obtained from English Study Program students' literary work in the form of written texts. The type of research of this study is document analysis since it analyzes written materials, in this case travel writing texts. Ary et al, (2002, p. 442) state "Content or document analysis is a research applied to written or visual materials for the purpose of identifying specified characteristic of the materials". The researcher may take 10%-15% or 20%-25% or more if the population used as the sample.

   Furthermore, Creswell (2003, p. 18) states that alternatively, a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative, or change oriented) or both. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended, emerging data with the primary intent of developing themes from the data.

   In short, the researcher sought to establish the meaning of a phenomenon from the views of the research subjects. Creswell states (2003, p.22) the qualitative approach incorporates much more of a

literary form of writing, computer text analysis program, and experience in conducting open-ended interviews and observations.

Data Source

In this study, the researcher used twelve written texts produced by the fifth semester students of English Study Program of one State University in Malang-Indonesia which were applied as the data. The researcher chose travel writing text because it belonged to literature course and the researcher believed that the students were aware of the importance of grammar in their writing. Therefore, the researcher analyzed only the grammar, not the organization of the texts.

The sample of this study is the fifth semester students of English Study Program who took part in Creative Writing class. There are three classes of Creative Writing course. Each class consists of 40 students who come to 120 students in total and each of the students is required to write a travel text by their lecturers. The researcher asked the lecturers who teach creative writing and one of them allowed the students to be used as the research participant. Here the researcher selects the students who were available and likely to participate over semester five. The sample that the researcher took was 10% of the population. The total number of the samples were 12 out of 120 travel writing texts. Therefore twelve travel writing texts could represent the sample of the population.

Data Collection

In collecting the data, some steps were used by the researcher as follows:
1. Collecting students' work from creative writing class
   The researcher collected the data by asking the participants to send the texts of the travel writing via email.
2. Reading the texts of travel writing texts
   After receiving the texts, the researcher read it to find out the erroneous clauses.

3. Taking the erroneous clauses

   The researcher took the clauses containing erroneous phrases.
4. Underlining the erroneous phrases

   The researcher underlined the erroneous phrases in the chosen clauses.

Data Analysis

The following were the steps in analyzing the data:

1. Classifying the erroneous clauses using surface strategy taxonomy by Dulay et al, (1982) by putting them in the following table in order to make the process of analysis easier.

Table 1 Example of Table of Type of Errors

No	Code	Erroneous Clause	Corrected Clause	Type of Error			
				Om	**Ad**	**Mf**	**Mo**

2. Providing the correct clauses that should be used in the texts as the correction of the erroneous clauses. The researcher used Understanding and Using English Grammar Third Edition by Betty Azar as the reference to make the corrections reliable.
3. Drawing conclusion. Once the errors were calculated and arranged, the writer made the result of the analysis in the form of percentage.

FINDING

The data of this study were taken from Creative Writing course of the fifth semester students of Study Program of English, Faculty of Cultural Studies at one State University in Malang-Indonesia. The researcher analyzed the errors based on Surface Strategy Taxonomy theory by Dulay et al. (1982), namely omission, addition, misformation and misordering. The identified data were presented in the form of tables which are presented in appendixes.

From the identification, there were some errors found in the travel writing texts produced by the students. After analyzing and classifying the data, the researcher found 439 errors. The errors were classified based on the differences between the students' clauses and the reconstructed version.

Types of Errors

By using Surface Strategy Taxonomy theory by Dulay et al. (1982), the researcher found 439 errors in the travel writing texts made by the fifth semester students of this university. The researcher found 155 errors of Omission type (Om), 96 errors of Addition type (Ad), 172 errors of Misformation type (Mf), 16 errors of Misordering type (Mo). Thus, there were 439 errors in total.

In this section, the researcher analyzed the erroneous clauses and provided the corrections that should be used. Each type of errors was described in order to know why those were considered as errors. The following analysis concerns about omission, addition, misformation and misordering.

Omission

The researcher found 155 errors in terms of omission type. There are two main kinds of omission, they are omission of content morphemes and omission of grammatical morphemes. The researcher found four kinds omission of content morphemes, namely: verbs (v), nouns (n), adjectives (adj) and adverbs (adv). Mostly the errors occur in missing part of nouns. Secondly, the errors are in missing part of adverbs. Thirdly, the errors are in missing part of verb. Other error clauses are in adjectives missing type.

As for the omission of grammatical morphemes, the researcher found six kinds, namely: inflection (inf), verb auxiliaries (v-aux), conjunction (conj), articles (art), preposition (prep) and pronoun (pron). Mostly the errors occur in missing part of verb and noun inflection. Secondly, the errors are in missing part of verb auxiliaries. Thirdly, the errors are in missing part of articles and preposition.

Fourthly, the errors occur in missing part of conjunction. Other error clauses are in pronoun missing part. Each of them is discussed as follows.

1. Omission of Content Morphemes

The researcher found fifty one (51) errors in missing part of content morphemes.

a. Omission of Noun

The researcher found twenty nine (29) errors in terms of noun missing part. Table 1 presents the example of the data.

Table 1 Omission of Noun

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 2, line 6	Yes, I cannot stand* again	Yes, I cannot stand **it** again
2.	Student 12, line 5	There was no interesting * that appealed to me	There was no interesting **channel** that appealed to me

As attached in the example above, the errors occurred because noun was omitted in the students' clauses. For example, in datum number one, the sentence "Yes, I cannot stand again" shows that the student should put noun into the sentence to make it grammatically correct because the previous question in the writing is "What? Pee? Now?". In this case the noun it needs is an object 'it'. The correct sentence should be "Yes, I cannot stand it again". Then, the sentence "There was no interesting that appealed to me" should be "There was no interesting channel that appealed to me".

b. Omission of Adverb

The researcher found twelve (12) omission of adverb. Table 2 presents the example of the data. For example in datum number one, the clause "I almost arrived to Kuta, …" still have a continuation clause. In this case, the clause have missing part of adverb of time. The correct clause should be "When I almost arrived to Kuta, …". As

for the example number two, the correct sentence should be "There were 17 people of us", because an adverb should be used in place of a subject with 'be' and a few other verbs, especially when referring to somebody or something for the first time.

Table 2 Omission of Adverb

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 3, line 14	*I almost arrived to Kuta, …	**When** I almost arrived to Kuta, …
2.	Student 6, line 8	Me and my friends, all of us were 17 people	**There** were 17 people of us
3.	Student 12, line 21	Saturday night was very crowded and* a little stuck	Saturday night was very crowded and **there** was a little traffic jam

Another corrected sentence is in the third example, "Saturday night was very crowded and there was a little traffic jam". This sentence has similar pattern to that of the sentence number two.

c. Omission of Verb

The researcher found eight (8) errors in verb missing part. Table 3 presents the example of the data.

Table 3 Omission of Verb

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 1, line 5	I woke up with really tired	I woke up **and felt** really tired
2.	Student 1, line 21	like many war that religion as … who can not respect to other believe	like many wars which **use** religion as ...who can not respect other beliefs
3.	Student 11, line 9	We went to ... and welcome to that beach	We went to ... and **arrived** at that beach

The errors occurred because verb is omitted in those clauses. For example in datum number one, the clause "I woke up with really tired" should be "I woke up and felt really tired". In this case, the

student uses conjunction 'with' instead of 'and'. It also does not have any verb. Therefore the correct clause should use 'felt', the same verb class with 'woke'. The next error is shown in datum number two. The clause "like many war that religion as…" does not have any verb. The correct sentence should be "like many wars which use religion as…".

d. Omission of Adjective

The researcher found two (2) errors in terms of adjective. Table 4 presents the example of the data.

Table 4 Omission of Adjective

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 8, line 6	to go to the nature place	to go to the place **close to** nature

It is considered as an error if the student composed writings ungrammatically. In the example above, adjective is needed. The sentence "to go to the nature place" is ungrammatical. Instead of wrote 'natural place', the student wrote 'nature place'. Therefore, to make the sentence more grammatical, the student should put an adjective in the middle of the phrase. The correct sentence should be "to go to the place close to nature".

2. Omission of Grammatical Morphemes

The researcher found one hundred sixty nine (169) errors in missing part of content morphemes. Each kind of them is discussed in the following explanation.

a. Omission of Inflection

The researcher found fifty six (56) errors in omission of inflection. Table 5 presents the example of the data.

As shown in the table, the errors occurred because the student does not put the changing of a word form or the ending to show its grammatical function. In the example number one, an error occurs in terms of omission of verb inflection. The ending of the past

progressive form is omitted. The correct sentence of "There was someone talk beside me" is "There was someone talking beside me".

Table 5 Omission of Inflection

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 1, line 1	There is someone talk beside me	There was someone talk**ing** beside me
2.	Student 3, line 7	I step on the white sand without slipper	I stepp**ed** on the white sand without slipper
3.	Student 7, line 19	kitchen tools like plates, forks, knive, glass, and so on	kitchen tools like plates, forks, knive**s**, glass**es**, and so on

b. Omission of Verb Auxiliaries

The researcher found forty (40) errors in omission of verb auxiliaries. Table 6 presents the example of the data.

Table 6 Omission of Verb Auxiliaries

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 1, line 3	I *still confused	I **was** still confused
2.	Student 1, line 16	we *ready	we **were** ready
3.	Student 12, line 20	The weather at night thankfully *not too cold	The weather at night thankfully **was** not too cold

The errors occurred because auxiliary verb in omitted in the sentences. As shown in the example number one, the clause "I still confused" does not have any auxiliaries. Auxiliary verb 'be' (was) should be added in this clause to make it more grammatical. Therefore the correct sentence should be "I was still confused". The second and the third examples are the same. The auxiliary verb should be put after subject.

c. Omission of Article

The researcher found twenty eight (28) errors in omission of articles. Table 7 presents the example of the data.

Table 7 Omission of Article

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 1, line 6	I could saw *power plant	I could see **a** power plant
2.	Student 3, line 17	and *sparkling water there	and **the** sparkling water there
3.	Student 12, line 7	a few seconds later *footsteps disappeared	a few seconds later **the** footsteps disappeared

There are two articles in English language. The first one is indefinite article 'a/an'. The form 'a' is used before consonant sounds and the form 'an' is used before vowel sounds. Here is the example of missing part in article 'a', "I could see power plant". The correct sentence should be "I could see a power plant".

The second one is definite article 'the'. It is used for referring to somebody or something that has already been mentioned or can be understood. For example in datum number two, the clause "and sparkling water there" is ungrammatical. The correct clause should be "and the sparkling water there". In this case, the object is already understood. The next example is in the clause "a few seconds later footsteps disappeared". The correct clause should be "a few seconds later the footsteps disappeared".

d. Omission of Preposition

The researcher found twenty eight (28) errors in omission of preposition. Table 8 presents the example of the data.

Table 8 Omission of Preposition

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 2, line 2	the castle gate *Vredeburg	the castle gate **of** Vredeburg
2.	Student 10, line 11	the security hold me up in the first and *the middle gate	the security held me up in the first and **in** the middle gate
3.	Student 11, line 11	I could see what happened with them	I could see what happened **to** them

A preposition is usually used before a noun or pronoun to show places, positions or times. The first example is the phrase "the castle gate Vredeburg". This phrase omitted preposition 'of', because it is originating from a specific background in a place. Therefore the correct clause should be "the castle gate of Vredeburg". The next example is in the sentence "the security held me up in the first and the middle gate". In this case, the student composed the sentence in parallel form.

e. Omission of Pronoun

The researcher found six (6) errors in missing part of conjunction. Table 9 presents the example of the data.

Table 9 Omission of Pronoun

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 2, line 8	I also do not know*	I do not know **either**
2.	Student 5, line 21	1 kilogram of rice, eggs, mineral waters, some biscuits	1 kilogram of rice, eggs, **several** bottles of mineral water, some biscuits
3.	Student 3, line 12	one of *popular beach in the world	one of **many** popular beach**es** in the world

Pronoun is a word used in place of a noun or noun phrase. The datum number one is "I also do not know". This sentence is missing indefinite pronoun 'either' because by the present of 'also', the student meant to respond that she has the same knowledge as the other person in the writing's conversation. Therefore the sentence should be "I do not know either". The next example is in the clause "1 kilogram of rice, eggs, mineral waters, some biscuits". Mineral water is uncountable noun. Therefore the phrase should be added by indefinite pronoun and countable noun. The correct phrase should be "…several bottles of mineral water…".

f. Omission of Conjunction

The researcher found five (5) errors in omission of preposition. Table 10 presents the example of the data.

As shown in the example, the error occurs because the phrases are not properly connected. As for the first example, the phrase "shock unsteadiness" should be connected by conjunction 'and'. Therefore the phrase should be "shock and unsteadiness". The error in the second example occurs in the last two nouns. There should be an 'and' connecting the last two nouns. The correct sentence should be "I also rented tent, sleeping bag and mattress". The last example is similar to the first one. The correct sentence should be "Three boys and three girls with only two vehicles were perfect".

Table 10 Omission of Conjunction

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 6, line 16	cause of shocks unsteadiness truck and engine	because of truck and engine shock **and** unsteadiness
2.	Student 8, line 20	I also rent tent, sleeping bag, *mattress	I also rented_tent, sleeping bag **and** mattress
3.	Student 11, line 5	Three boys, *three girls with only two vehicles are perfect	Three boys **and** three girls with only two vehicles were perfect

Addition

The second type of the error is addition. The researcher found 96 error of addition type. There are 2 kinds of error found in the writings instead of 3 kinds of errors. It is because the researcher did not find any erroneous phrase in terms of regularization. Therefore the researcher shows only the two kinds of addition. They are double markings and simple addition. Here is the explanation of each error.

a. Double Markings

The researcher found nineteen (19) errors in addition type of double markings. Table 11 presents the example of the data.

Table 11 Double Markings

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 1, line 5	but I **was** enjoy with my journey	but I enjoyed my journey
2.	Student 3, line 3	was very close**d** to me	was very close to me
3.	Student 5, line 9	until the rain stop**s** to fall	until the rain stop to fall

The example number one is not correct. The clause "but I was enjoy my journey" is marked by present of verb auxiliary 'was'. If the student used simple past tense, the clause should use verb-ed instead of verb auxiliary. Therefore the correct clause should be "but I enjoyed my journey". The datum number two "was very closed to me" is also not correct. The student failed to delete the passive marker v-ed where the construct meaning is different from the student means. The correct clause should be "was very close to me'.

b. Simple Addition

The researcher found seventy nine (79) errors in missing part of content morphemes. Table 12 presents the example of the data.

Table 12 Simple Addition

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 1, line12	like **from**, Malaysia, ..., and many more	like, Malaysia, ..., and many more
2.	Student 7, line 10	In the former times, people saw many peacocks **were** finding brackish water for drink	In the former times, people saw many peacocks finding brackish water to drink
3.	Student 9, line 13	**But** it was different with this field	it was different from that field
4.	Student 11, line 19	..., **so** we have to find a parking place ...	..., we had to find a parking place ...
5.	Student 12, line 6	**Interval of** one minute later	one minute later

The first example is inappropriate. If the student wanted to mention something already understandable, the unnecessary word should be omitted. The clause "like from, Malaysia,…, and many more" is not correct. It should be "like Malaysia,…, and many more". The second example is the usage of verb auxiliary verb 'were', because it is not a past progressive sentence. Here the real form is 'which find' and the phrases are connected became 'finding'. Therefore the correct sentence should "In the former times, people saw many peacocks finding brackish water to drink".

Misformation

The researcher found one hundred seventy two (172) errors in the terms of misformation. Most of the student have done such error, therefore it can be concluded that, it happened because of their limited vocabulary. They just put the words they knew without any caution of inappropriate words or meaning. Mostly the errors occurred in terms of alternating form. Table 13 presents the example of the data.

Misformation usually occurred because the lack of learners' information or knowledge in the changing of past participle or in constructing sentences according to its tense form. As shown in the first example, the student was not consistent in writing the right verb form. Here, the student used past tense in composing the writing. Therefore the right clause should be "I slowly opened my eyes and someone greeted me". The next example is the clause "I could saw a power plant". This clause already used past modal auxiliary. Because of that, the student should use simple present verb instead of simple past verb. Therefore the correct clause should be "I could see a power plant".

The next example is the usage of past participle. The student used present verb instead of the past one. Therefore the correct sentence should be "we were also asking other friends". The fourth example has the similar kind of error to the third example.

Table 13 Misformation

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 1, line 2	I slowly **open** my eyes and that someone **greeting** me	I slowly **opened** my eyes and someone **greeted** me
2.	Student 1, line 6	I could **saw***power plant	I could **see** a power plant
3.	Student 8, line 14	We **are** also asking **to** other friends	We **were** also asking other friends
4.	Student 10, line 15	I **am** talking so much	I **was** talking so much
5.	Student 12, line 9	the sound of my door **open** and then closed again	my door **opened** and then closed again
6.	Student 12, line 14	at 18.15 we **are** ready to go	at 18.15 we **were** ready to go

The correct clause should be "I was talking so much". As for the last two examples, they have the same kind of error with the previous examples. The correct clause should be "my door opened and then closed again" and "at 18.15 we were ready to go".

Misordering

The researcher found sixteen (16) errors in terms of misordering from the text. In this type of error, the student did not write the clause in an appropriate order. Table 14 presents the example of the data.

This kind of error is characterized by the incorrect placement of a morpheme in a sentence. For example, the sentence in datum number one "Why I could be in Bali right now." is not correct. It is a positive sentence, but its order is in an interrogative one. In the text, the next sentence is the answer. Therefore the sentence is not in appropriate order. The correct one should be "Why could I be in Bali right now".

As for the last example, the clause "…so the first goal we have set" is not in right order.

Table 14 Misordering

No	Code	Erroneous Clauses	Correct Clauses
1.	Student 1, line 9	Why **I can** be at Bali right now,	Why **could I** be in Bali right now,
2.	Student 3, line 15	*Sale the clothes, ornaments, jewelries, **board surfing**, and *restaurants	They sold clothes, ornaments, jewelries, **surfing board**, and there were also restaurants
3.	Student 10, line 6	Long dirty road **pass me by** at the journey	**I passed** long dirty road at the journey
4.	Student 10, line 7	there are a lot of giant **vehicle carry load**, such as...	there were many giant **load carrier vehicles**, such as...
5.	Student 12, line 16	Because the three of us were hungry, so **the first goal** we **have set**	The three of us were hungry, so we **set the first goal**

'we have set' here is as the subject and 'the first goal' is as the object. The right pattern is, subject (noun) + verb + object (noun). Therefore 'the first goal' should be put after the 'we set'. The right sentence should be "so we set the first goal".

Tabulation of Error

Here the researcher presents the percentage of the result of the errors after discussing the finding and identifying the errors in the travel writing texts made by the students. The following table is the percentage of the error occurred.

Table 15 Percentage of Each Type of Error

Type of Error	Quantity	Percentage
Misformation	172	39.18 %
Omission	155	35.31 %
Addition	96	21.87 %
Misordering	16	3.64 %
Total	**439**	**100 %**

The total number of errors is 439. The errors that the researcher found in the students' travel writing texts are 155 errors (35.31 %) in

omission type, 96 errors (21.87 %) in addition type, 172 errors (39.18 %) in misformation type and 16 errors (3.64 %) in misordering type.

CONCLUSION

Based on the findings, this analysis finds the grammatical errors which are used in the travel writing texts produced by the students by using Dulay's theory (1982). The theory used by the researcher is Surface Strategy Taxonomy which consists of four categories of error, namely omission, addition, misformation and misordering.

From those four types, the most dominant type found in the travel writing texts is misformation. There are 172 errors out of 439 error clauses. Mostly the errors occur in the changing of past participle or in constructing sentences according to its form. 155 errors are those in omission type. Most of the noun phrases in clause construction produced by the students were omitted its noun phrase. The next error is in addition type for 96 errors. In this case, the students mostly wrote unnecessary words in most of the sentences. The last error type is misordering that occurred in 16 clauses. In this type of error, the student did not write the words in appropriate order.

It shows that in producing their travel writing, the students focused on the story of their journeys without concerning the right structure. Misformation errors occurs most frequently because the students did not use correct tenses in their writing. Therefore, the students should know the tense form used in many kinds of writing.

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