Analysis of Senior High School Students' Writing Errors through Surface Strategy Taxonomy

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A R T I C L E I N F O	A B S T R A C T
  	The Indonesian curriculum expects high school students to be able to write formal invitations for school or work events. These invitations should be well-structured, use appropriate language, and follow proper social etiquette, all according to the specific situation. In the early observations and interviews suggested students struggled with writing. Thus, this study aimed to analyze the types of errors found in the writing of senior high school students. This research was conducted by using descriptive qualitative method. The subjects of this study were 14 eleventh grade students in one state of the senior high schools in Sleman, Special Region of Yogyakarta. The results showed that there were two types of errors found in the students' writing based on the Taxonomy of Surface Strategies called: Omission 12 times (75%), Misinformation 4 times (25%).

INTRODUCTION

Writing is a productive skill in contrast to listening and other receptive skills. Writing is a skill that must be practiced and learned through experience. Writing skills in English are not as easy as we imagine when writing in our own language. Writing skills are a vital and indispensable part of communication for everyone. According to Ken (2009 as cited in Melja et al 2022), writing is a skill in language and is a process of expressing thoughts, feelings, ideas and arguments in the form of sentences. According to Pattel and Jain (2001 as cited in Pardosi et al 2019), writing is an important characteristic in language learning because it provides an excellent medium for changing vocabulary, spelling and sentence patterns.The ability in writing can be seen from the success of students in integrating all types of views in the writing process (Millah, 2016). According to Andrew (2014 as cited in Pardosi et al 2019), the writing system is the best solution to reduce the number of errors made by students.

Writing skills can express thoughts and ideas to achieve a specific goal and objectives. The ideas can be facts, experiences, observations, research, thoughts or analysis of a problem. The importance of writing skills in students is so that students are able to communicate with a wider public. The ability to effectively communicate and express ideas through written language, using sound structure and organization, is known as writing skills. Consequently, it is crucial to cultivate these skills in each individual as soon as possible (Parawansah & Sari, 2024). As stated in the 2013 Curriculum (K-13) for senior high school, one of the basic competencies that contains students must be able to write short functional texts in the form of formal invitations related to school activities or workplace activities, with paying attention to social functions, text structures, and linguistic elements that are appropriate to the context.

Based on preliminary observations and interviews, researchers found students' problems in writing skills, especially when writing short functional text in form of official invitation letters. In writing an official invitation letter, students must be able to apply formal language and follow the letter structure, letter content, writing the names of the sender and recipient of the letter, and the date of the letter must also be considered. Students are usually less concerned with correspondence issues. We should be more careful in choosing the right words and focus on the purpose of correspondence (Smith-Worthington and Jefferson in Singh, 2013 as cited in Putri et al 2022). Students usually only write formal invitation letters in their own words without paying attention to grammar, vocabulary, format, and writing procedures. With this, the researcher chose to analyze students' writing errors in writing formal invitation letters.

Pramitha (2018) conducted a previous related study entitled *Error Analysis of Student Invitation Card Writing Made by Class VIII Students at SMP Negeri 1 Sukodono*. In this study, the researcher intends to find out the types of errors contained in invitation cards made by students. The method used by the researcher was descriptive qualitative method with the research subjects were VIII grade students at SMP Negeri I Sukodono. The results showed that there were four types of errors found in students' writing based on the Taxonomy of Surface Strategies, namely: (1) omission 5 times (16.67%), (2) addition 11 times (36.67%), (3) Misinformation 13 times (43.33%) and (4) misordering 1 time (3.33%).

The second research conducted by Pardosi, Karo, Sijabat, Pasaribu and Tarigan (2019). The study entitled *An Error Analysis of Students in Writing Narrative Text*. In this study, the researchers intended to find out the common mistakes made by students in writing narrative texts using simple past tense in grade IX students in one private junior high school. The method used in this research was descriptive qualitative method. After the data was collected, the researchers concluded that the common mistakes students make in writing narratives using the simple past, these mistakes are misinformation, addition, omission, and misordering.

The third previous related study was conducted by Raihan (2022) with the title *An Analysis of Students' Ability in Writing Invitation Letter at Second Grade of SMAN 1 Kampar Timur*. The purpose of this study was to know the ability of students of the second grade of SMAN 1 Kampar Timur in writing invitation letters. The researcher focused on students' ability in writing invitation letter by using quantitative descriptive approach that focuses on one variable.

Moreover, this study aimed to find out the types of writing errors made by Senior High School students through Surface Strategy Taxonomy. This research focused on analyzing students' writing errors through Surface Strategy Taxonomy, where there are 4 types of writing errors namely Ommision, Additon, Misinformation and Misordering.

LITERATURE REVIEW
Writing Skill in Senior High Scool Students

Writing is one of the most important skills of the four English skills. Writing is also a productive and expressive activity. Writing is a language skill used to communicate with others indirectly or not face to face with others. Teaching writing is a process of interaction between students and teachers in the classroom that produces writing. Writing tasks can be developed quickly when students' attention and interest are recognized, when they are given many opportunities to write and when they are encouraged to be a participant or a part of a particular event. This suggests that students will be encouraged to write if the writing task motivates them and keeps them interested and responsible for it. According to Davies (1998, as cited in Novariana et al 2018), writing is essentially a creative process and as good writers must learn and strive to communicate their ideas and thoughts clearly to an unseen audience. Therefore, learners must take responsibility for their own learning if meaningful learning is to occur. furtuhermore, to be a good writer, a student needs to write a lot. Several experts have differing views on what writing is. Yakkop in Saiful (2006 as cited in Musdir et al 2018) sees it as a communicative act following specific language principles. Meyers in Saiful (2002 as cited in Musdir 2018), however, defines it as a process of finding ideas, writing them down, and refining them. Writing as expressing thoughts through words, sentences, and paragraphs. In simpler terms, writing involves transferring ideas from the mind to paper, starting with words and building them into sentences, paragraphs, and essays.

Error Analysis

Errors are natural for students in learning a second language, as English is a second language for students. According to Brown (2000 as cited in Pardosi et al 2019), errors are real departures from native speakers' grammar, reflecting learners' interlanguage ability. There are also learner errors in language performance norms, the occurrence of errors is very unavoidable in the learning process. In addition, the occurrence of errors is one part of learning and no one can learn without making mistakes. Errors may occur in the teaching and learning process. This is partly because teachers lack grammatical competence. As a result, students have different understandings or wrong perceptions which they then store in their brains.

Based on Harmer (2007 as cited in Pardose et al 2019), errors are grouped into three important parts, namely, slips (errors that students make but can be self-corrected after the error is pointed out to the student), errors (errors that students make but cannot be self-corrected by students, so they need an explanation first by the educator), attempts (when students try to express something but do not yet understand how to express it correctly). Based on the above statement, it can be concluded that if students know the rules, but make mistakes, it is called slipping. Conversely, if students do not know and make mistakes, it is called an error.

Surface Strategy Taxonomy

According to Dulay, Burt, and Kashen (1982 as cited in Ma'mun 2016) there are four types of error based on the strategy taxonomy surface, which is: (1) omission, (2) addition (3) misinformation, and (4) misordering. Surface strategy taxonomy emphasizes on the way the surface structure changes. In this case, by using this Surface Strategy Taxonomy we can provide an overview of the errors made by students. With the explanation of errors obtained through Surface Strategy Taxonomy, it will be easy to know the extent of students' ability to understand the language grammar being studied. Based on the surface strategy taxonomy, errors are classified into four types; 1) Omission: An error characterized by the absence of an element that should appear in a well-formulated utterance. 2) Addition: as the opposite of omission, characterized by the presence of an element that should not appear in a well-formulated utterance. There are three kinds of addition in this class; double marking, regularization, and simple addition. 3) Misinformation: characterized by the use of an incorrect morpheme form or structure. There are three kinds of Misinformation: regularization, archy, and alternating forms and 4) Misordering: this error is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Omission means omitting some word elements that should be needed in a sentence but do not appear in the written sentence. This type of error usually occurs in the first stage of mastering a second or foreign language. Example: Teacher not here (Teacher is not here). Addition is an error that should not be present in an utterance or writing. Example: The stars is in the sky (The stars are in the sky). Misordering is a processing error characterized by the incorrect placement of a morpheme or group of morphemes, be it word order or word writing. Example: My mother cook pasta every day (My mother cooks pasta

every day). Misinformation is an error in using the wrong form of a morpheme or structure. Example: Where he is going? (Where is he going?).

METHODOLOGY

This research uses a descriptive qualitative research method. The purpose of descriptive qualitative research is to summarize comprehensively, in other words specifically the events experienced by individuals or groups of individuals. There are a number of researchers who believe and support the fact that descriptive qualitative is a thing that can be done and an acceptable label for qualitative research design and an acceptable label for qualitative research designs. Thus, basic qualitative descriptive design is a valuable method in and of itself. According to Bodgan and Taylor in Maleong (2004 as cited in Ramadhani 2021) qualitative methodology as a research procedure that processes descriptive data in the form of written words or spoken words from people or activities that can be observed.

This data source was obtained from students in a state senior high school in Sleman, Yogyakarta. In this study, the required data sources were obtained from primary data. Primary data is the main data source in qualitative research. In this case, the researcher uses student writing texts taken through writing assignments with short functional text lessons. The short functional text in question is a formal invitation letter, need to learn formal invitation letters, students need to learn formal invitation letters so that students can create and write their own formal invitation letters, to invite or invite certain people, companies or organizations officially. There are 32 eleventh grade students. However, 14 students were analyzed due to the assignment completion requirements.

The analysis was conducted through Surface Strategy Taxonomy, According to Dulay, Burt and Krashen (1982 as cited in Hikmah 2020), there are four types of errors based on the surface strategy taxonomy. Which is Omission, Addition, Misinformation, and Misordering. In analyzing the data, the researcher used three techniques, those are (1) identifying by underlining the errors, (2) classifying the errors, and (3) coding the data found, and analyzing it using the theories from Dulay, Burt, and Krashen in Ellis (2003) and also James (1998 as cited in Hikmah 2020). The researchers also asked the expert (Hikmah, 2020) to validate the data found.

RESEARCH RESULT

This research is analyzed using Dulay, Burt, and Krashen in Ellis (2003) and also James (1998 as cited in Hikmah 2020) theory, namely Surface Strategy Taxonomy to find the types of writing errors made by senior high school students through Surface Strategy Taxonomy. After that, the total of each type of error will be calculated with the final percentage.

Table 1. Error on Surface Strategy Taxonomy

No	Surface Strategy Taxonomy	Total of Errors	Percentage (%)
1	Ommision	12	75%
2	Addition	-	-
3	Misinformation	4	25%
4	Misordering	-	-
	Total	16	100%

Table 1 clearly shows that among the total number of omission errors was 11 times. Addition errors not found. Then, misinformation errors were 4 times. Lastly, misordering errors same as addition not found. From these results, it can be show the students' problem in writing.

Ommision

Based on the percentage of data above, ommision gets the highest percentage, there are 12 times errors with 75%. The researcher found 5 ommision errors in AJ, AR, AB, and APB's writing about plural noun ommision of suffix-s, 6 ommision errors in AGD, ARN, AM, and MA's writing about article, and 1 ommision error in APB's writing about ommision of subject.

Addition and Misordering

The researcher did not find addition error and misordering error in the students' writing, this shows that students can avoid addition error and misordering error in writing formal invitation letters.

Misinformation

Based on the percentage in the table above, Misinformation error is the second most common type of error after ommision with 4 errors with 25%. Researchers found 4 errors in APB, FM, and RA.

DISCUSSION

The researcher found 75% or 12 times ommision error in students' writing. There are times ommision error in Pluran Noun Ommision of suffix-s, 6 times ommsion error in article and 1 time in ommsion of subject. Students make more mistakes on ommision error. Omitting articles contributes a lot to grammatical errors in students' writing, researchers believe that students fail to identify nouns in their own sentences because they ignore the singular and plural forms of a noun. The chances of these errors occurring are even greater when they try to construct complex sentences, they start to ignore the rules of article usage and use Indonesian structures to construct English structured sentences because they do not have sufficient knowledge of English Grammar. One possibility that occurs related to this phenomenon is because students tend to underestimate the rules for using articles in a sentence.

Ommision Suffix-s is one of the challenges for students is to form a sentence containing a possessive form, some students are still bound by the structure of the Indonesian language in which there is no morpheme such as - in English as a possessive marker. Every sentence needs a subject. The subject of a sentence is the person, place, or thing that performs the action in the sentence. Simple subjects usually contain nouns, pronouns, and can include words,

phrases, or modifier clauses. Reflecting on the explanation above and the data, the researcher found several sentences that do not have subjects.

In the data processing process, the researcher did not find addition errors or misordering errors, one of the factors was the limited writing results of students from the formal invitation letter. Furthermore, the researcher found Misinformation errors 4 times in several different students. According to Dulay, Burt & Krashen (1982 as cited in Nugraha et al 2021) the wrong structure in composing a sentence is called a Misinformation error.

CONCLUSIONS

Based on the findings and discussion of this research which were explained in the previous chapter, The results of the first research question consist of types of errors based on the Surface Strategy Taxonomy. There are four types of errors found in students' writing which are called: (1) omissions, (2) additions, (3) misinformation, and (4) misordering. Total number of omissions errors 12 times (75%). Then, the error of Misinformation 4 times (25%). Lastly, there were additon error and misordering error From the results, it can be said that addition is the highest percentage of student errors in writing formal invitation letters and misordering errors constitute the lowest percentage of errors made by students.

ADVANCED RESEARCH

This study has limitations because it only focuses on analyzing students' writing errors based on the Surface Strategy Taxonomy on student work in outline based on the percentage of each writing error that has absolutely no errors. Therefore, future research efforts are expected to try to examine more deeply the students' writing errors based on the Surface Strategy Taxonomy.

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