

# AN ERROR ANALYSIS IN THE USE OF ENGLISH FOUND IN FACEBOOK POSTING WRITTEN BY ENGLISH CHIT CHAT RHONERA'S MEMBERS DURING 2012-2013

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## Abstrak

*Dalam proses akuisisi bahasa Inggris sebagai bahasa asing, error dipandang sebagai hal tak terelakkan yang dapat dilakukan oleh learner sebagai bagian dari proses pembelajaran itu sendiri. Lebih daripada itu, analisa yang sistematis terhadap kesalahan yang dibuat oleh siswa atau Error Analysis dapat memberikan manfaat baik bagi learner dengan mengklasifikasikan jenis error sehingga siswa dapat mengetahui jenis error yg mereka buat. Penelitian ini menggunakan metode penelitian gabungan yang mengaplikasikan teks-teks percakapan dalam facebook sebagai data utama, kemudian menggunakan angka untuk menghitung data. Studi ini bertujuan untuk mengetahui jenis kesalahan dominan. Adapun pengklasifikasian dari kesalahan mengikuti kategori kesalahan Omission Errors, Addition Errors, Misformation Errors, and Misordering Errors. Hasil studi ini mengindikasikan bahwa error yang paling sering muncul adalah omission error dan misformation error.*

**Kata kunci:** *Error Analysis, Omission Errors, Addition Errors, Misformation Errors, and Misordering Errors.*

## Abstract

In the acquisition process of English language as a foreign language, an error is seen as an inevitable thing that can be done by the learners as a part of the learning process. Moreover, a systematic analysis of the mistakes made by students or Error Analysis could provide good benefits for the learners to classify the types of errors so that they can recognize what errors they made. This study uses mixed method research that applies the relevant texts in facebook conversation of English Chit Chat Rhonera as the primary data, and then uses numbers in counting the data. This study is aimed at determining the dominant type of errors, according to their categories Omission Errors, Addition Errors, Misformation Errors, and Misordering Errors. The result of the study indicates that the most frequent errors found in the English Chit Chat Rhonera are error of omission and misformation.

**Keywords:** *Error Analysis, Omission Errors, Addition Errors, Misformation Errors, and Misordering Errors.*

## Introduction

In the process of acquiring English as a second language, people tend to produce erroneous sentences. This happens because they try to perform the rules of English as the target language. There are some problems that cause erroneous sentences, such as poor input and incomplete knowledge in the target language. There will also be differences of rules in their first language which should be transferred into the rules of the target language. The erroneous sentences produced, then are considered normal as the process of learning a new language progresses (Ellis, 1997).

While trying to acquire English, people will use various ways. According to Ellis (1997:3), people can acquire a new language as a subsequent to their mother tongue or first language naturally or learning it in a classroom. When a second language is acquired naturally, this means that someone does not use any systematic guidance to acquire the language. This will be different when the language is acquired through a systematic guidance, where someone is asked to learn the rules of L2, which differ from his or her first language. This may cause erroneous sentences.

Brown (1994:279) said that knowing language rules does not mean that someone will be able to use the rules in a communicative interaction. Therefore, the learners tend to commit errors when trying to perform the rules of the second

language. This is because they will find difficulties in performing the rules since they are different from their first language. The difficulties of performing the rules of second language, which make the learners to commit errors, are the subject matter of the thesis. As the object, the writer uses chosen sentences written by the members of English Chit Chat Rhonera in their Facebook posting. They are chosen since most of them are students of English department who are learning the rules of English as a second language through a systematic guidance. However, becoming an English department students never guarantee the writings of the students free of errors.

## Method of Analysis

The type of research used in the thesis is mixed method research. A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem.

Mixed methods research is a systematic approach to addressing research questions that involve collecting, analysing and synthesising both quantitative and qualitative data in a single research project. The success of the mixed methods approach in addressing complex study questions has led increasing interest and adaptation of these methods. In parallel to the increased usage has also been the increasing refinement of methodological and pragmatic issues (Andrew and Halcomb, 2009:6).

Interpretation is important in analyzing errors. The interpretation will depend upon our correctness in interpreting the erroneous sentences the learners produce. In other words, our interpretation should meet the learners’ intentions or meanings. In this case, there are two ways of interpretation, depending upon whether we have access to the learners or not:

### 1. Authoritative Interpretation

Authoritative Interpretation is used when the learners are present. In this case, we can ask the learners of what he or she intends to say in the mother tongue and translate his or her utterance into the target language. If an error appears in the learner’s utterances, we then compare it with the reconstructed utterance called authoritative reconstruction.

### 2. Plausible Interpretation

Plausible interpretation is used when the learners are absent. In this case, we may find difficulties in describing what he or she intends to say in the target language when the learner commits errors in his or her utterance. Situational context, then is required to know what exactly the learner intends to say. It is also important to interpret the learner’s utterance on the basis of its form and its linguistic.

The importance of interpretation is to show the learner that he or she commits errors in his or her utterance. This is because sometimes the learner does not realize about the erroneous utterances or sentences he or she produces. By this process, the learner is expected to be aware of his or her erroneous sentences so that he or she can produce the correct sentences in the TL.

## Result of Data Analysis

The findings of the current study go in line with the common errors found in the Chit Chat such as error of omission and misformation performed by Participant 13 (P13) and Participant 17 (P17). This points out that Chit chat learners commit serious interlingual errors because they depend heavily on their L1. Learners commit interlingual errors more than intralingual ones. As the present study is consistent with results from the following: (1) An Indonesian preposition is not equivalent to English preposition. (2) Interference from the native language. is related directly to the problem of literal translation from Indonesian into English. The learners find problems to adjust the correct preposition when making sentences. In this case, they use the L1 system, thus such error happens. For example the words “join with” where the correct one should be “join” without “with”. The reference of L1 system is conflicting with the L2. This error should be corrected immediately by giving reinforcement to stop the error in further daily use. However, learners may take times before they get used to apply the correct patterns.

## Discussion

Incomplete application of rules is the failure to learn a complete type of structures. The other problem is the use of singular and plural form in responding the status. Here is the data



It would be misleading to suggest that learners take target L2 forms and then simplify them, since if they could adopt the forms in the first place they would have no need to modify them. Like Safik Sampurno wrote on the comment “thanks your idea” which should be written “thanks for the

idea". In this case, the learner should assimilate the nature of L2 in its fullest.

Another error appears as the regularization where the "what problem are you facing guys" said by moh sodik was supposed to be "What problems are you facing guy?". While the other comments given by Unique Be Mine is just incomplete sentences that are hard to be translated.

Over all, the nature of the sentences still carries the first language, it can be seen from the structures and the characteristic of language. The learner somehow is stuck in the middle of the English nature and the Indonesian nature. This error happens due to inadequacy of the knowledge of TL. Next, there is another data from the forum



Simple addition can be the result of regularizations and double markings as shown in the following sentence. The sentence "i wanna ask to u" is categorized as addition errors because the word "to" should be omitted. this affects the general characteristics of rule learning, such as faulty generalization, incomplete application of rule learning, and failure to learn conditions under which rules apply.

The rest of the errors are misformation errors, they are "if you has asked her for permission, before meeting her, she.....", "what should i have to fill in the blanks?" and "u had was not". Those errors are not the result of conflict with native language but the result of some problem in the acquisition of second language itself. The errors arise from the lack of congruity between the second-language learner's set of rules and those of the nature of the English language.

These errors are termed misformation errors as the direct result of the learner's attempt to create language based on their language hypotheses about the systems they are learning.

The correct ones should be "if you have asked for permission, she would not have been" and "What should I feel in the blank" to make the sentences more acceptable in the ears of native speaker.

### Conclusion

The results of the study show that there are numbers of errors committed by English learner in English Chit – Chat Rhonera during the past 2012-2013. Error happens commonly as a process of acquiring the TL. By the increasing number of data and more precise categorization of errors for more generalizability and refinement of the findings, the study reveals errors as a crucial part in learning. However, during the discussion there are some errors that seem to be repeatedly produced.

In short, all types of errors are showed up in English Chit Chat Rhonera during 2012-2013 which are Omission Errors, Addition Errors, Misformation Errors, and Misordering Errors. However, the most frequently used errors they produced are error of omission and misformation which are mostly performed by Participant 13 (P13) and Participant 17 (P17). Here are the details:

Error of Regularization	3
Error of Addition	4
Error of Misformation	13
Error of Omission	7

The result leads into a new open discussion that is stabilization, since the characteristic of the errors are more into grammatical errors which result in errors of misformation and addition. They make their own rules due to a very limited knowledge of subject verb agreement. "Stabilization refers to a state of L2 development where fluctuation has temporarily ceased. Many L2 learners are familiar with the situation where they appear to plateau, failing to develop despite their continuing efforts to do so, and then make a 'breakthrough' sometime later" (Ellis, 2008:30).

Considering the importance of English learning, there should be more reinforcement done in the area of errors. This reinforcement is in a form of correction which considers more accurate English proficiency. It was observed that some errors can be diagnosed with two or more causes requiring not just the evaluation of the linguistic context but also the pragmatic context of the errors, thus the learners will not fail to translate his sentence word by word or apply the direct Indonesian – English translation by neglecting the nature of English itself.

The difficulty in learning the English prepositions necessitates speaking and reinforcement strategies as technique to distinguish the various senses of the prepositions. These strategies and techniques call for using the preposition in context; engaging learners in authentic communication to promote their learning. It is hoped that this early exposure to the forms and functions of the English

prepositions will result in their target language without much reference to the L1.

For now, may this study be the seed of more error analysis studies that will bring benefactor of the linguists, learners and English students as the brief knowledge for the error theory.

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