MISTAKES AND ERROR ANALYSIS OF COHESIVE FEATURES IN ARGUMENTATIVE ESSAY OF FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF JAMBI UNIVERSITY[i]

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ABSTRACT

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The aim of this research is to describe the types of lexical and grammatical mistakes and errors that were committed by students in argumentative essay. In conducting this research, the researcher used descriptive research. There were twenty students as the subject of this research. To collect the data, the researcher conducted three tests in which the students were asked to write three argumentative essays. In analyzing data, the researcher applied some theories that are relevant to this research. These theories are theory of cohesive features, theory of error analysis, and theory of writing. From the result of the test, the researcher found that there were four types of errors namely misformation in using antonym, misformation in using personal pronoun and misformation in using possessive pronoun and omission of additional connective or conjunction. Meanwhile, the researcher found nine types of mistakes namely misformation in using personal pronoun, misformation in using possessive pronoun, misformation in using demonstrative reference, misformation in using additional conjunction, misformation in using cause effect conjunction, omission of additional conjunction, omission opposite conjunction, omission of cause effect conjunction, misformation in using noun substitution

Keywords: Error Analysis, Cohesive Features, Argumentative Essay

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INTRODUCTION

In the field of language teaching and learning, writing is considered a highly demanding language skill. Qualified writing is expected to meet certain standards. The aspects are focus, organization, support and elaboration, style and convention. At this point, it is worth noting Bowen and Cali's identification of the aspects of writing (n.d, p. 2) that contributes to the clear, fluent, and effective communication of ideas in writing. Some multiple issues that must be had in the writing such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization are stated by Rass (2001, p. 30).

Cohesion is one of the important aspects to achieve good writing. According to According to Salkie (2001), cohesion is an important textual aspect to achieve qualified writing. This aspect of cohesion is built by some features, namely grammatical and lexical cohesion.

The first feature that contributes to achieve cohesiveness in a text is lexical cohesion. Salkie (2001) suggests that lexical cohesion can be achieved through four ways, namely repetition, synonym, superordinate, and opposite (p. 10). The first way to achieve lexical cohesion is repetition. Repetition refers to the method of repeating important word in a text.

The second feature is substitution. According to Salkie (2001) substitution means the replacement of one word by another word that has already been used (p. 48). There are three types of substitution, namely noun substitution, verb substitution and clause substitution.

The third feature is Ellipsis. According to Salkie (2001), ellipsis means leaving out words or phrase to avoid repetition in certain context (p. 68). Similar with substitution, ellipsis is also divided into three kinds, namely noun ellipsis, verb ellipsis and clause ellips.

The fourth type is reference. Halliday and Mattiesen (2004) define reference means the act of using language to refer to something in a text in order to get the full meaning (p. 549). Reference is divided into three types, namely personal reference, demonstrative reference and comparative reference.

The last type of cohesive feature is connectives. Connectives are divided into four kinds; they are addition connectives, opposition connectives, causal connectives, and time connectives.

Considering the importance of cohesion in writing a qualified text, the researcher was interested in paying attention in the use of appropriate cohesive features especially in the argumentative essay. Darling (2003) proposes that argumentative is a kind of essay that counts heavily on the appropriate use of cohesive features (p. 2).

In this research, the researcher chose the students of Jambi University, particularly the semester five students of English Department, as the subject of the research. The researcher had done pilot interviews with three lecturers who are in charge of writing classes in English Department of Jambi University. Their statements had confirmed the researcher's presumption that the use of cohesive features was a difficult spot on which students often make

errors or mistakes. Based on their opinion, it was caused by amount of cohesive features. Consequently, the students were difficult to understand those features.

Moreover, the researcher also interviewed five fifth semester students of English Department of Jambi University about cohesive features. For them, it is difficult to use cohesive features appropriately. The sentences below – those were written by students of semester five –show that students used wrong cohesive features:

1)*There is **someone** has hobby such as sport. **They** think sport can be useful for health.*

2) *Many people do some hobbies that actually they do not like with **this** hobby.*

Based on the three sentences above, those showed that student failed to access correct features of cohesive. The reason was since there are many features of cohesive; it is difficult for them to understand. The students hade to understand the rules for each feature, such as ellipsis, conjunction, references, conjunction, and lexical cohesion.

The achievement in the writing also became the reason to conduct this research. In general, the students' ability in writing was still low. There were fifty five students who took writing IV. The students were divided into two parallel classes. Each class was taught by different lecturer. Based on the student's result, among fifty five students, only four students got A, five got B+, eleven got B, twenty got C, seven got D+, and the rest got D.

Considering the given facts, the researcher was interested to find out the answer of the two main problems, they were:

1)   what are the types of mistakes and errors in using lexical features in the essays of fifth semester students of English Department of Jambi University?

2)   What are the types of mistakes and errors in using grammatical features in the essays of fifth semester students of English Department of Jambi University?

To answer these problems, the researcher used Error analysis. Before further going to the description of error analysis, it was necessary to make distinction between the two terms mistake and errors which are almost similar in meaning. According to James (1998) mistake refers to the unsystematic error in which is related to the learner's performance. Meanwhile, error is defined as systematic error of the learner which relates to the learner's competence (pp. 78-79).

According to Brown (2000) error analysis means observing, analyzing, classifying to expose something of system operating within the learner, led to surge of study of learner's errors. Both of linguists have different stages in error analysis (p. 218)

According to Ellis (1997), there are four stages in doing error analysis. The first stage is identifying error. In this stage, there is comparison between sentences that were produced by learner and the correct sentences in target language. The second stage is describing error. It can be done by

classifying learner's error. The third stage is explaining error. At this stage, learners' errors are explained why they occur. In other word, it concerns on the analysis of causes error. The last stage is evaluating error. It focuses on which errors are categorized as serious error or not. (p. 15)

According to James (1998), error and mistake are categorized as deviance (p. 83). Since they are classified in the same category, types of error and types of mistakes are also similar. In this research, the researcher used type of errors and mistake based on the surface category

According Ellis (1997), there are three types of error. First type is omission (p. 19). The author further stated that omission means leaving out an item that is needed to make the sentence correct. Second type is misformation. He defined that misinformation is replacing one grammatical form by another grammatical form. Last type is misordering. He defined that misordering means putting the word in wrong order.

So, by analyzing error and mistake in using cohesive features gave benefit for the lecturers. First, it described the types and the causes of errors in using cohesive features. Second, it gave information about errors which frequently occur in the students' essay

METHOD

This research was basically conducted by using descriptive approach. The researcher took the fifth semester students of English Department of Jambi University in Academic Year 2011/2012 as the subject of the research. The total of the fifth semester students were fifty five. To collect the data, the

researcher used writing test for three times. By using theory of error analysis, the researcher analyzed the data of error in using cohesive features. In the first step, the researcher identified errors and mistakes. In the second step, the researcher defined and classified the errors and mistakes. Having identified, classified the errors and mistakes into their groups, the researcher made lists of errors in percentage on the table

FINDING AND DISCUSSION

The finding of this research contains the type of errors and mistakes and also the percentage for each types of errors and mistakes.

The researcher found four types of errors. First is error in using antonym. Second in error in using personal pronoun. Third is error in using possessive pronoun. Last is error in using error in using additional conjunction.

First type was error in using antonym. In this case, the student used wrong vocabulary. The type of this error is misformation. These errors can be seen in the following example:

Student 6 (E1):

"Freedom that is owned by artist will give *bad* things and no *advantages*. Those *bad* things are increasing pornography case example in films, pictures and even in songs. (Paragraph: 1, line: 3-4)

In this case, the student used word which is not antonym of one word. It is "bad things" as antonym of "advantages". Actually, "Bad things" is antonym of "good things". So, the correct antonym for "advantages" is disadvantages".

This type of error became the second major of error. The percentage of these errors was 16.67%.

Second type and third type were error in using personal pronoun and possessive pronoun. They became the first major of in which the percentage of errors was 33.33%.

In these cases, the students used plural personal pronoun for singular noun in their three essays. Directly, they also used plural possessive pronoun for singular noun. The type of these errors are misformation in using personal pronoun and misformation in using possessive pronoun. It can be seen in following example:

Student 1 (E1):

"*Someone* goes to Internet café only to play games or spend *their* time with play station. *They* spend thousand rupiahs for it. The other people maybe ask "why *they* do this?" *They* will say that it is *their* hobby. *They* feel satisfied because of it. Whereas, *they* should use their time for browsing information." (Paragraph: 4, line: 2-6)

The fourth type of error was omission of exemplifying conjunction. The student omitted exemplying conjunction such as example, like, such as. It can be seen in the following example:

Students 6 E (1):

"Now, many artists do impolite things, (¢) hot models, playing bad films, dancing hot dance, singing impolite songs, etc.

This error became second major error. The percentage of this error was 16.67%.

The researcher found nine types of mistakes. First was misformation in using personal pronoun. Second was misformation in using possessive pronoun. Third was misformation in using demonstrative reference. Forth was misformation in using additional conjunction. Fifth was misformation in using cause effect conjunction. Sixth was omission of additional conjunction. Seventh was omission opposite conjunction. Eight was omission of cause effect conjunction. Last was misformation in using noun substitution

First was misformation in using personal pronoun. In this case, the students used plural personal pronoun to refer to singular noun. It can be seen in the following example:

Student 7: E (1):

"Secondly, materials and popularity become the second reason. As we know, it will be difficult for artist to be popular and rich. They have to explore their talent by following tight training." (Paragraph: 3, Line: 2-3)

The percentage of these mistakes was 27.77%. It became the first major of mistakes.

Second was misformation in using possessive pronoun. In this case, the student used plural possessive pronoun to refer to singular noun. It can be seen in the following example:

Student 1 (E1):

"*Someone* goes to Internet café only to play games or spend *their* time with play station. They spend thousand rupiahs for it. The other people maybe ask "why they do this?" They will say that it is *their* hobby. They feel satisfied because of it. Whereas, they should use *their* time for browsing information." (Paragraph: 4, line: 2-6)

The percentage of these mistakes was 27.77%. It also became the first major of mistakes.

Third is misformation of using demonstrative reference. The student used singular demonstrative reference to refer to plural noun. The percentage is 5.55%. It can be seen in the following example:

Student 8E (3)

"In film, artists wear sexy clothes when they are playing in a film. They also do kissing scene. In songs, singers also wear sexy clothes, dance hot dancing, and sing naughty song. This case is example of freedom that gives negative values." (Paragraph: 2, Line: 4-6)

Forth was misformation in using additional conjunction. The percentage of this mistake was 5.55%. In this type, the student used wrong conjunction for additional sentences. The example of this mistake can be seen as follows:

Student 9 E (1)

"Firstly, it gives knowledge *not only* about culture *but* about social values" (Paragraph: 2, Line: 1)

In the datum above, the student used incorrect pairs for conjunction "not only". She used conjunction "but". Referring to the table of indicator of errors and mistakes, the type of this mistake is misformation. The correct pair is "but also".

Fifth was misformation in using cause effect conjunction. The percentage of this mistake was 5.55%. It can be seen in the example below:

Student 15 E (1)

"Reading Fiction is based on imagination. People can find astonishing things in fiction books (¢) magic, unicorn, dwarf, castle, witched, and many more that never exist in the real life." (Paragraph: 2, Line: 1-3

The using of conjunction "and" in this sentence was categorized as mistake. This sentence was identified as cause effect sentence. The first clause is as cause; meanwhile the second clause is as effect. To link up the two clauses, according to Salkie (2001:89), the learner must use cause effect conjunction such as "because".

Sixth was omission of additional conjunction. The percentage of this mistake was 5.55%. The mistake can be seen in the following sentence:

Student 10 E (1)

"They cannot stop read it, they feel curious about the story." (Paragraph: 2, Line: 2)

The sentence above was identified as cause effect sentence. According to Salkie, cause effect sentence need cause effect conjunction in order to achieve correct sentence. But, in this sentence, the researcher did not found cause effect conjunction. She omitted cause effect conjunction –it is "because." Omitting cause effect conjunction make the sentence is not cohesive.

Seventh was omission opposite conjunction. The percentage of this mistake was 5.55%. This mistake can be seen in the sentence below:

Student 11 E (3)

"Of course, her reason to show professionalism by playing in film is accepted. (¢) The problem is her film only shows her sensuality. It differs from the genre of film. It is horror film." (Paragraph: 3, Line: 4)

The datum above was categorized as mistake. The sentence above was identified as opposite sentence. According to Salkie (2001:90), basic meaning of opposite sentence is contrary to expectation. In this sentence, the researcher did find opposite conjunction. She omitted opposite conjunction "but."

Eight was omission of cause effect conjunction. The percentage of this mistake was 5.55%. It can be seen in the datum below:

Student 15 E (1)

"Reading Fiction is based on imagination. People can find astonishing things in fiction books (¢) magic, unicorn, dwarf, castle, witched, and many more that never exist in the real life." (Paragraph: 2, Line: 1-3)

According to Ellis, omission means leaving out an item that is needed to make the sentence correct. In this case, she omitted exemplifying conjunction

Last was misformation in using noun substitution. The percentage of this mistake was 5.55%. It became the minor mistake. It can be seen in the following sentences:

Student 11 E (1)

"There are two opinions about reading fiction. First, some people said reading fiction is good activity in spare time. Second, some strongly disagree with the first opinion. They think that it is only wasting time and useless activity. I agree with the first ones. There are some reasons that can support my opinion. (Paragraph: 1)

The using of conjunction "ones" in this sentence was categorized as mistake. He used noun substitution "ones" to refer to "opinion." Based on the rules of noun substitution "ones" is used to refer to plural noun. Meanwhile in this sentence, she used "ones" to refer to singular noun. The correct substitution is "one."

Based on the result, the researcher noted some points. First, there was similar result about the percentage of errors and mistakes in using cohesive features. Firstly, the highest percentage of errors and mistakes were errors and mistakes in using references. Comparing between errors and mistakes, the percentage of mistakes in using references was higher than percentage of errors. Errors were found in six essays of two students. Meanwhile, mistakes

were found in ten essays. It meant that the students, actually, had knowledge about the rules of references. Because of performance factor such as tired, carelessness, and so on, these mistakes occurred. According to James (1998), mistakes mean problematic criterion to apply in practice while errors reflect incompetence or a defect in one's knowledge (p. 78-79). In other words, errors are caused by the lack of competence or failure in mastering the rule of a language while mistakes are caused by performance factor or carelessness in applying the rule

Secondly, second major errors and mistakes were errors and mistakes in using conjunction. The percentage of mistakes in using conjunction was higher than percentage of errors in using conjunction. These mistakes were found in five essays, meanwhile these errors were found in three essays. In doing errors, the student did not have knowledge the rules of conjunction specifically exemplifying conjunction. She omitted additional conjunction for three times in her three essays. According to James, errors relate to the competence factor. In doing mistakes, the students, actually, had knowledge about the rules of conjunction. But, performance factors such as tired, carelessness influenced them in applying correct rules. James also stated that mistakes are caused by performance factors

Thirdly, the percentage of errors and mistakes of two features of cohesive, namely lexical cohesion and substitution became the minor error and mistakes. In using lexical cohesion specifically antonym, the researcher found errors only in the three essays of one student. These errors became the

minor error. It was caused by the limited of vocabulary. The student failed in accessing appropriate antonym for "advantages".

Second point discussed the comparison between percentage of errors in using cohesive features and percentage of mistakes in using cohesive features. Based on the result, the researcher noted that the percentage of mistakes in using cohesive features is higher than percentage of errors. It showed there were only few students that do not have knowledge about cohesive features. Most students, actually, had good knowledge about cohesive features. There was still probability these mistakes can be errors. If they did not use cohesive features carefully, they would make the similar mistakes for several times.

CONCLUSION

After having the percentage of mistakes and errors, the researcher noted some conclusion. Firstly, there was one feature of cohesive that became major errors and major mistakes. It meant that the learner needs more explanation about this feature –it wass reference. Secondly, the same feature of cohesive also became the second major of error and mistakes. It was conjunction. Thirdly, there was one feature that contained errors only. It was lexical feature specifically opposite word. Last, there was only one feature that contained mistakes only. It is noun substitution

Second conclusion was the types of errors and mistakes. First was the type of errors in using cohesive features. In the lexical level, the researcher found only one type of error. It was misformation in using antonym. It

showed that the student has limited vocabulary, so she failed to access the appropriate antonym for another word. Meanwhile, in the grammatical level, the two types of cohesion features (references and connectives) were used in the wrong form. First feature was references. The researcher found that students used wrong personal reference and wrong possessive pronoun. These errors were called misformation.   The second feature was connective word. The researcher noted that the student committed error in using connective word. The type of this error was called omission.

Second was the type of mistakes in using cohesive features. The researcher found three cohesive features that contained mistakes. First was reference. There were three types of mistake in using reference. First was misformation in using personal pronoun. Second was misinformation in using possessive pronoun. Last was misformation in using demonstrative reference. Second feature was conjunction. The researcher found five types of mistakes in using conjunction. First was misformation in using additional conjunction. Second was omission cause effect conjunction. Third was misformation in using cause effect conjunction. Four was omission opposite conjunction. Last was omission additional conjunction. Last feature was substitution. There was only one type of mistake in using noun substitution. It was misformation in using noun substitution.

According to the findings and discussions illustrated above, this research gave some implication. First, presenting the percentage of error and mistakes, actually, indicated that there were some errors and mistakes that

need further attention from the lecturer. By knowing the percentage of these errors and mistakes, the writing lecturers and grammar lecturers had to collaborate to improve the students' competence in using grammatical cohesion feature which feature that really needs improvement firstly. It was can be done by revising the syllabus. Second, presenting the types of error and mistakes meant that the lecturers can use this information also in revising the syllabus and in changing the strategy of teaching learning process. Third, these findings also provided some suggestions for both writing lecturers and the students. Those suggestions would be discussed in the next subchapter.

SUGGESTIONS

Having finished conducting the research, there were some suggestions that might be useful for both lecturers and the students. These suggestions were proposed as follows:

1. It was important for the writing lecturers to remind the student about the importance of cohesion in their writing. The students must use appropriate and correct feature in their writing.

2. Lecturers must help students to enlarge their vocabularies. It can be done by engaging student in some vocabularies activities such as playing games before writing.

By collaborating with the grammar lecturers, the writing lecturers have to revise the syllabus. They have to give big portion in introducing cohesive features in order to the students can use them correctly and appropriately.

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