

## ENHANCING THE STUDENTS' WRITING ABILITY AT STKIP MUHAMMADIYAH BULUKUMBA THROUGH LEARNING FROM ERROR METHOD

Mutmainnah Marzuki, Sayyidina Ali

Universitas Muhammadiyah Bulukumba, Bulukumba, Indonesia

*innamuthe88@gmail.com, saydinahafid@gmail.com*

Received: September 28, 2020 Revised: October 25, 2020 Accepted: November 10, 2020

### ABSTRACT

*The objective of this research were to find out the effectiveness of Learning from Error Method to enhance the writing ability and the attitude of the second semester students of English Department of University of Muhammadiyah Bulukumba toward the application of Learning from Error Method in learning writing. The research is restricted to grammatical aspect or language use. The research used Pre-experimental design. It took by using convenience-sampling technique, which chose the class 19 B that consisted of 27 students to be sample. The instrument of the research used the subjective test of writing to know the achievement of the students' writing ability. The test was having the students write a descriptive paragraph according to the title given. The questionnaire is given to know the attitude of students toward the application of learning from error method to enhance their achievement in writing ability. The result of this research shows that there is significant different between the mean score of the students' pre-test and the students' post-test. The result of the t-test indicates that the value 1.39 from the t-test is higher than the t-table 1.315. It means that learning from error method is an effective method in teaching writing. The students have positive attitude toward learning from error method. It is indicated by the result of the questionnaires given to the students, which consist of ten items.*

**Keywords:** Writing Ability, Learning from Error Method, Language Use

### INTRODUCTION

Writing has a special contribution whether for the reader or the writer itself. Martin in Axelrod said that writing has a special contribution to the way of people think. When we write, we compose meaning. We put together facts and ideas and make something new, whether in a letter home, in a college essay, or in a memo to the boss. When we write, we create a complex web of meaning in which sentences have different relationships to each other (Axelrod and Cooper, 1985:2).

Although writing has a great contribution, however it is not easy to make a good or appropriate writing. According to Heaton, in making a good and appropriate writing in English, it needs many skills. Besides language use skill (the ability to write correct and appropriate sentences) and mechanical skill (the ability to use correctly punctuation and spelling), conceptual and judgmental skill are also needed (J.B. Heaton, 1991:135).

One of the important elements in writing is the ability to use language, or commonly called grammar and structure mastery, because grammar or structure can support the meaning of what we write. Without the correct use of grammar, the reader is usually misunderstood. The consequence is that the idea of the writer is hard for the reader to consume.

Some English students and English teachers, however, generally ignore grammar or structure. There are some factors that may affect some English teachers that do not concern themselves with the grammatical aspects of teaching English, such as considering that it is not really important and that it can only make students afraid of making errors in speaking, or that there may be a lack of technique to teach the ability. The impact is that even in the smallest elements of grammar, most students such as in Senior High School do not have a strong skill on that aspect, such as the use of article, pronoun, adjective, and so on.

The above issue occurs not only for Senior High School students, but also for students from certain colleges, including students from the English Department. In fact, we understand that one of the subjects they obtain at university is structure or grammar. This may also be induced by the method of ineffectiveness used by some of the lecturers in Structure and Writing or may rely on the students themselves.

Based on the above point, the researcher tries to suggest "Learning from Error Method" that can enhance the writing skills of the students, especially Language Use skills or commonly called grammar competence.

## **LITERATURE REVIEW**

Wr Dirgeyasa (2016) the Improvement of Students' Writing Skill Achievement through Error Analysis Method. The research seeks to explain the efficacy of the process of error analysis through achievement of students in the ability to write in English and their perceptions of the Error Analysis Process (EAM) for teaching and learning writing. Classroom Action Analysis (CAR) is the mechanism used in this study. It revealed that the students have strong and optimistic impressions of the Error Analysis Approach for teaching and learning English writing skills. This means that that the EAM implementation is substantially successful in enhancing the writing performance of students.

Adnan Satariyan (2014) *Writing Skill and Categorical Error Analysis: A Study of First Year Undergraduate University Students*. This study identifies and analyzes the common written errors of Azad University of South Tehran Branch first-year students in relation to their first language (L1), the form of high school they graduated, and their media and technology exposure in order to learn English. It also specifies the categories in which the errors are committed (content, organization / discourse, vocabulary, mechanics, or syntax) and whether the percentage of errors committed and those categories vary significantly or not. There are 190 first year students involved in this study, who are asked to write an essay. In order to analyze the essay texts in terms of content, arrangement, vocabulary, mechanics, and syntax or language usage, an error analysis model adapted from Brown (200) and Gayeta (2002) is then used. The findings of the study indicate that students have greater organizational, material, and vocabulary problems and face less mechanical and syntax difficulties.

### **Error**

#### a. Definition of Error

Klassen (1995:134) as an introducer of the using of error for teaching said that error is a form of structure that a native speaker deems unacceptable because of its inappropriate use.

According to Kavaliauskien in Dirgeyasa (2016: 3) states that transfer of errors may occur because the learners are lack of the necessary information in the second language or the intentional capacity to active the appropriate second language routine. Finally, the errors made by the learners indicate the difficulties faced by the learners with certain aspect of language such as spelling, vocabulary, pronunciation, grammar, writing, etc.

Sahib (2005: 5) defined that error is a systematical deviation in which a learner has not learned something or the learners have not understood the items that are taught by teachers, that is why, they make errors in the process of learning the target language.

Based on some definitions above, the writer tries to conclude that error is a form of incorrect grammatically or structure that make a native speaker deems unacceptable because of it inappropriate use whether in orally or written language.

## b. Factors of Error

After talking about the definition of error, now we are going to talk about why errors appear in learning English.

Richard in Sahib (2005:9) says that there are some factors of the problem such as follows:

### 1. Interference

Errors result from the transfer of grammatical or syntactic elements from the source language to the target language.

### 2. Overgeneralization

Error caused by the application of target language rules to areas where they do not apply.

### 3. Performance error

Unsystematic error that occurs as the result of such things as memory lapses, fatigue, confusion, or strong emotion.

### 4. Lack of translation competence

Error that results from the natural and perhaps in available developmental sequences in the second language learning process.

### 5. Strategies of communication and assimilation

Error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form and necessary to do so.

Chomsky still in Sahib (2005:8) states that the factors of errors, relating to the learning process, could be in attention usually called performance factors or they could be the lack of knowledge of the rules of the language usually called competence factors. It means that learners make errors because they do not have enough or sufficient knowledge about what they are producing.

According to Klassen (2005:134) in behaviorism theory, errors seen as "bad habits" that had been performed. The response based on the stimulus. In this theory assumed that errors are always appear during the transitional period of learning the target language because of the influence of mother tongue (L1). While Setiadi (2006:23) says that, the process and progress in learning a target language may depend on:

#### a. How the target language differs from the mother tongue.

b. How much the mother tongue interferes with the target language?

According to him, a language is always different from others even though the language may be similar to same language. The differences between the target language and the mother tongue may be in the realm of grammars, phonology, vocabulary, syntactic and graphics. The differences in each realm may cause different problems in learning another language. The more different the target language from the mother tongue, the more problems language learner may face in learning the target language.

As far as the writer concern, based on some factors of errors expressed above. We can simply conclude that error made by the language learner in learning the target language is generally caused by the influence of mother tongue, besides other factor such as carelessness.

c. Common Error in English

According to Gocsik (2004), there are twenty most common errors in written English, those are:

- 1) No comma after introductory phrases
- 2) Vague pronoun references
- 3) No comma in compound sentence
- 4) Wrong word
- 5) No comma around non-restrictive clauses
- 6) Wrong/missing inflected endings
- 7) Wrong/missing preposition
- 8) Comma Splices
- 9) Possessive apostrophe error
- 10) Tense shift
- 11) Unnecessary shift in person
- 12) Sentences fragment
- 13) Wrong tenses or verb form
- 14) Subject-verb agreement
- 15) Last of comma in a series
- 16) Pronoun agreement error
- 17) Unnecessary commas with restrictive clauses
- 18) Run on, fused sentences
- 19) Dangling, misplaced modifier
- 20) Its/it's error

Klassen divided error generally into two types that are ‘global’ and ‘local’ error that involve nine main types of errors: punctuation, nouns, verbs, modifiers, preposition, syntax, lexical items, connectors, and style.

Classification made by Gocsik above is a specific classification while what made by Klassen is a general classification. Both Klassen and Gocsik specify in writing errors. Since this research was restricted to language use aspect of writing, the errors only categorized in seventh types of error, those are: noun, verbs, modifier, preposition, syntax, lexical items, and connectors.

#### d. Error Method

One of steps in applying this Learning from Error method is correcting the student errors. Klassen (1995) said that there has been a decided shift in the approach in analyzing errors. In Contrastive Analysis, the theoretical based of which was behaviorism; errors were seen as” bad habits” that had been formed. The response was based on the stimulus. It was assumed that interference of the mother tongue (L1) was responsible for the errors made during the transitional period of learning the target language.

In error analysis (EA) there has been a change from looking at the product (error) to the process (why student make errors). Although it is still in its infant stages, EA has been the focus of much research, which has led to changes in the attitudes towards errors, evident in a less obsessive avoidance of errors. This cognitive approach sees errors as a clue to what is happening in the mind. In this approach error seen as natural phenomenon that must occur as learning a first or second language take place, before correct grammar, rules are completely internalized.

According to the teachers are relieved to find a more realistic attitude towards errors. Errors are no longer a reflection on their teaching methods, but are, rather, indicators that learning is taking place, evidence that the mysterious language acquisition device (LAD) is working. So errors are no longer “bad” but ”good” or natural just as natural as errors that occur in learning a first language.

Addition from Ubol in Dirgeyasa (2016:4) stated that error analysis method is a systematic description and explanation of error made by learners

or users in their oral or written production on the target language. It means that error analysis is concerned with the explanation of the occurrence error and the production of their oral or written expression differs from that of native speaker or target language's norm.

Furthermore, Klassen (1995:134) says that some teachers are still facing the problem of "which" errors to correct and "how" to correct the errors. Because of the gravity of the error, the teacher should determine whether the correction is necessary. Therefore Klassen suggest that global error (wrong word order) should be corrected firstly and then the local one (error in the use of inflections or grammatical functions).

After determining which error to correct, now we are going to talk about how to correct the error as one of steps in applying the learning from error method. Gocsik suggested the way of correcting the error as follows:

- a. Label all errors by using specific terms (agreement problem, comma splice, etc.)
- b. Circle all errors (with the aim of bringing writers to labeling errors on their own)
- c. Correct or rewrite a phrase or sentences (with the aim of modeling a correct and/or eloquent style)
- d. Label an error that first on second time that it occurs, and then instruct the writer to find subsequent error of that kind in their papers.
- e. Looking for patterns of error, and note the two or three most common patterns in the summary comments (a method works well for ESL or other writers who are making many different kinds of grammatical error in their papers).

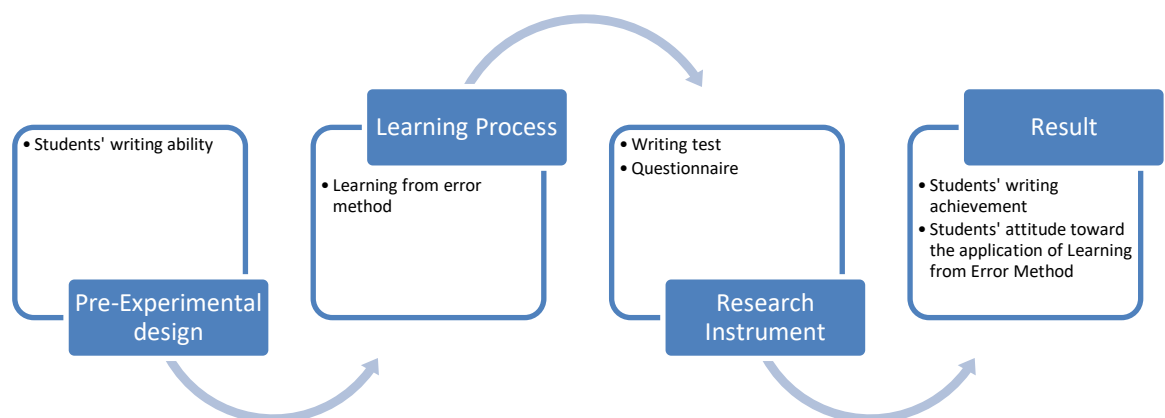
Different approach in correcting error offered by Klassen (1995:134) she suggests that in correcting we could use the following ways:

- a. Over correction, i.e., writing every correct word or expression on the student's paper.
- b. Use of abbreviations and symbols, along with arrows, circle and lines
- c. Marginal comment
- d. A combination

## RESEARCH METHOD

This research will use Pre-experimental design. The population of this research is the second semester of English Education at University of Muhammadiyah Bulukumba in 2019-2020 academic years. There are two classes namely 19 A that consist of 27 students and 19 B that consist of 28 students, so the total number of population is 55 students. It will be taken by using convenience sampling technique (Bambang, 2006: 46). This aimed to make this research easier to be conducted and it was also practical, because the researcher was able to gather the samples in one occasion. So, the researcher chose the class 19 B that consisted of 28 students to be sample. The purpose of this research is to find out of *Learning from Error* Method to enhance the writing ability of the students. The research will be restricted to the grammatical aspects, such as the use of noun, prepositions, modifiers, and so on.

The research instrument will use the subjective test of writing and the questionnaire. The test will conduct to find out the initial ability of student before this method being applied, and also to know the achievement of the students after treatment section. The test is having the students write a descriptive paragraph according to the title given. The questionnaire will give to know the attitude of the second semester students of English Department toward the application of Learning from Error Method. Those consisted of 10 items. Each item is provided with four alternatives of response categories: Strongly Agree, Agree, Disagree, and Strongly Disagree.



**Figure 1.** Research Flowchart



## RESULT AND DISCUSSION

### The Data Analysis of the Writing Test

After calculating the result of the test, the rate percentages of the students score are presented in the following table:

**Table 1.** The rate percentage of the students' score of pre-test.

No	Classification	Score	Frequency	Percentage %
1.	Excellent	9.6 – 10	-	-
2	Very Good	8.6 – 9.5	4	14.81 %
3	Good	7.6 – 8.5	6	22.22 %
4	Average	6.6 – 7.5	7	25.92 %
5	Fair	4.6 – 6.5	5	18.51 %
6	Poor	3.6 – 4.5	5	18.51 %
7	Very poor	0 – 3.5	-	-
<b>Total</b>			<b>27</b>	<b>100 %</b>

The table 1 shows that from 33 students, there are 4 (14.81 %) students got the very good score, 6 (22.22 %) students got the good score, 7 (25.92 %) students got the average score, 5 (18.15 %) students got the fair score, 5 (18.15 %) students got the poor score, and none of them got the excellent and very poor score. It means that the students have less improvement in their language use aspect of writing before the treatment.

**Table 2.** The rate percentage of the students' score of posttest.

No	Classification	Score	Frequency	Percentage %
1.	Excellent	9.6 - 10	2	7.40 %
2	Very Good	8.6 – 9.5	8	29.62 %
3	Good	7.6 – 8.5	5	18.51 %
4	Average	6.6 – 7.5	6	22.22 %
5	Fair	4.6 – 6.5	3	11.11 %
6	Poor	3.6 – 4.5	3	11.11 %
7	Very poor	0 – 3.5	-	-
<b>Total</b>			<b>27</b>	<b>100 %</b>

The table 2 shows that, there are 2 (7.40 %) students got the excellent score, 8 (29.62 %) students got the very good score, 5 (18.51 %) students got the good score, 6 (22.22 %) students got the average score, 3 (11.11 %) students got the fair score, 3 (11.11 %) students got the poor score, and none got very poor score. It means that the students could improve their language use aspect of writing after the treatment.

Now the writer presents the result of the students pre-test and post-test calculation in the following mean score table.

**Table 3.** The mean score of the students' pre-test and post-test analysis.

Types of test	Mean score
Pre-test	6.74
Post-test	7.27

The data in table 3 indicates that the mean score of the students pre-test is 6.74 while the mean score of the students post-test is 7.27. From that result, we see that the mean score of the post-test is higher than that of the pre-test.

Is the mean score of the pre-test and post-test statistically significant on the level of significant on 0.10 with the degree of freedom (df) = 26? Let us see the following table:

**Table 4.** The t-test of the students' achievement

Variable	t-test value	t-table
X1-X2	1.39	1.315

Based on the table above, the value of t-test is 1.39 is higher than t-table 1.315. It means that the result of the analysis is significance.

### The Data Analysis from the Questionnaires.

The questionnaire in this research consisted of 10 items, each items provided with four alternatives of response categories namely: Strongly Agree, Agree, Disagree, and Strongly Disagree. To analyze the result of the questionnaires given to 33 students, let us see the following table.

**Table 5:** The Rate Percentage of the Questionnaire

No	Strongly agree		Agree		Disagree		Strongly disagree	
	F	P%	F	P%	F	P%	F	P%
1	3	11.11	24	88.88	-	-	-	-
2	-	-	3	11.11	18	66.66	6	22.22
3	3	11.11	20	74.07	4	14.81	-	-
4	5	18.51	17	62.96	3	11.11	1	3.70
5	5	18.51	18	66.66	4	14.81	-	-
6	5	18.51	17	62.96	5	18.51	-	-
7	9	33.33	17	62.96	1	3.70	-	-
8	4	14.81	20	74.07	3	11.11	-	-
9	-	-	3	11.11	14	51.85	10	37.03
10	-	-	2	7.40	17	62.96	8	29.62

Notes: F: Frequency P = Percentage

- a. Item 1 the students ‘opinion that using students’ error for teaching is easy to understand. The data show that there are 3 (11.11%) students strongly agree, 24 (88.88 %) students agreed, and none of them disagree and strongly disagree.
- b. Item 2, the students ‘opinion that learning from error is boring. The data shows that from 27 students, there are 6 (22.22 %) students agree, 18 (66.66 %) students disagree, 3 (11.11 %) students strongly disagree, and none of them strongly agree.
- c. Item 3, the students ‘opinion that learning from error make students happy. The data shows that there are 3 (11.11%) students strongly agree, 20 (74.07 %) students agree, 4 (14.81 %) students disagree, and none of them strongly disagree.
- d. Item 4, the students ‘opinion that learning from error increased the students’ achievement in learning English. The data show that there are 5 (18.51%) students strongly agree, 17 (62.96 %) students agree, 3 (11.11 %) students disagree, and 1 (3.70) student strongly disagree.
- e. Item 5, the students ‘opinion that learning from error makes students diligent in learning English. The data show that there are 5 (18.51%) student strongly agree, 18 (66.66 %) students agree, 4 (14.81 %) students disagree, and none of them strongly disagree.
- f. Item 6, the students ‘opinion that learning from error are not enthusiastic. The data show that there are 5 (18.51%) student strongly agree, 17 (62.96 %) students agree, 5 (18.51%) students disagree, and none of them students strongly disagree.
- g. Item 7, the students ‘opinion that learning from error is effective technique in learning English writing. The data show that there are 9 (33.33%) students strongly agree, 17 (62.96 %) students agree, 1 (3.70 %) students disagree, and none of them strongly disagree.
- h. Item 8, the students ‘opinion that learning from error make students feel easy in learning English. The data show that there are 4 (14.81 %) students agree, 20 (74,07 %) students disagree, 3 (11.11%) and none of them strongly agree.

- i. Item 9, the students' opinion that learning from error decrease motivation in learning English. The data show that there are 3 (11.11 %) students agreed, 14 (51.85 %) students disagree, 10 (37.03%) students strongly disagree and none of them strongly agree.
- j. Item 10, the students' opinion that learning from error cannot give advantages. The data show that there are 2 (7.40 %) students agreed, 17 (62.96 %) students disagree, 8 (29.62%) strongly disagree, and none of them strongly agree.

Based on the questionnaire data above, the researcher concludes that most of the students have positive attitudes towards learning from error method. It means that the method is suitable to apply.

## **DISCUSSION**

Based on the data analysis from the students' post-test where 2 (7.40 %) students got the excellent score, 8 (29.62 %) students got the very good score, 5 (18.51 %) students got the good score, 6 (22.22 %) students got the fairly good score, 3 (11.11 %) students got the fair score, 3 (11.11 %) students got the poor score, and none got very poor score. It means that rate percentage of the post-test is higher than that of the pre-test.

The mean score of students' pre-test is 6.74, and post-test is 7.27. It means that there is a significant different between the mean score of the students' pre-test and the students' post-pos-test. The result of the t-test indicates that the value 1.39 from the t-test is higher than the t-table 1.315. It means that learning from error method is an effective method in teaching writing.

The students have positive attitude toward learning from error method. It is indicated by the result of the questionnaires given to the students, which consist of ten items.

Based on the result above the researches can conclude that the second semester students of English Department at University of Muhammadiyah Bulukumba have better achievement in language use aspect of writing than before.

**REFERENCES**

- Axelrod, B. Rise and Charles, R Coper (1985) *The St. Martin's Guide to Writing*. St. Martin's Press. Inc.
- Baya, Nur. St (2006) *Using Brainstorming Techniques to Improve the Writing Skill of the Second Grade Students of MAN Malakaji Gowa*. Thesis Makassar: UIN Alauddin.
- Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching, Fifth Edition*. The United State of America. [https://www.researchgate.net/publication/247252022\\_Principles\\_of\\_Language\\_Learning\\_And\\_Teaching](https://www.researchgate.net/publication/247252022_Principles_of_Language_Learning_And_Teaching)
- Dirgeyasa, Wy (2016). *The Improvement of Students' Writing Skill Achievement through Error Analysis Method*. European Centre Research Training and Development UK: Vol. 4, No. 3, pp.1-10, March 2016. [www.eajournals.org](http://www.eajournals.org) Accessed on 9 June 2020.
- Gay, L.R. (2006). *Education Research Competences for Analysis & Application*. Second Edition. Ohio: Bell & Howell Company. Gocsik, (2004). *Common Error in English* /www.darmouth.edu/writing/materials/tutor/problems/grammar.sh. tmc. Accessed on 15-08-2019.
- Heaton, J.B, (1991) *Writing English Language Test*, New Ysork: Longman Publisher.
- Ismail, A. Fasisal. (2004) *The Influence of Learning Styles of the Seventh Semester Students of English Department of IAIN Alauddin Makassar toward Writing Achievement*. Thesis Makassar: IAIN Alauddin.
- Klassen, J. (1995), "Using Students Error for Teaching" Krael, T. (Ed) *Creative English Teaching Forum*. Washington D.C. English Language Progress Division United States Information Agency.
- Nasriana, Andi. (2005), *Error Analysis of Indonesian Syntactic or English Sentences Made by the Years Students of SMA Negeri I Bulukumba*. Thesis Makassar: UIN Alauddin.
- Sahib, Nurfaizah, (2005) *Error Analysis in Using Tenses in Composition at the Fifth Years Students of Islamic Boarding School of An-Nahdlah Layang Makassar*. Thesis Makassar: UIN Alauddin Makassar.
- Satarian, Adnan (2014) *Writing Skill and Categorical Error Analysis: A Study of First Year Undergraduate University Students*. Dissertation Australia: University of Tasmania (UTAS). IJRECT, Vol. I-Winter 2014-No.3. <https://www.researchgate.net/publication/288592066> Accessed on 9 June 2020.
- Setiyadi, Bambang. Ag, (2006) *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu

***How to Cite (APA style):***

Marzuki, Mutmainnah, (2020, November). Enhancing The Students' Writing Ability At STKIP Muhammadiyah Bulukumba Through Learning From Error Method. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 9(2), 250-263. Retrieved from <https://journal.unismuh.ac.id/index.php/exposure/article/view/4134>