

AN ANALYSIS OF STUDENTS' ERRORS IN WRITING *SKRIPSI* AT THE STUDENTS OF ENGLISH LANGUAGE EDUCATION PROGRAM IN INSTITUT PENDIDIKAN TAPANULI SELATAN (IPTS)

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Abstract: The purpose of this research are to know: 1) the students' ability in writing *skripsi*, 2) the errors that made by students in writing *skripsi*. This research use descriptive qualitative method. The data were collected by documentation method. In technique of checking trustworthiness of data the researcher used triangulation. The results of this study are 1) the students ability in writing *skripsi* at the students of English language education program in Institut Pendidikan Tapanuli Selatan is very good, with the average score 85, 2) the students made errors in writing content is 8 (6.6%), writing organization is 0 (0%), using vocabulary is 3 (2.4%), mastering grammars is 16 (13.2%), and using mechanics is 93 (76.8%). From calculated the data, error of mechanics are the most frequent errors done by students with the percentage 76.8% and the lower percentage is vocabulary with the percentages 3 (2.4%).

Keywords: error analysis, writing, *skripsi*.

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: 1) kemampuan siswa dalam menulis skripsi, 2) kesalahan yang dilakukan siswa dalam menulis skripsi pada program pendidikan bahasa Inggris di Institut Pendidikan Tapanuli Selatan. Penelitian ini menggunakan deskriptif kualitatif. Pengumpulan data dilakukan dengan metode *documentation*. Dalam teknik keabsahan data peneliti menggunakan triangulasi. Hasil dari penelitian ini adalah 1) kemampuan siswa dalam menulis skripsi pada siswa program studi pendidikan bahasa Inggris di Institut Pendidikan Tapanuli Selatan dikategorikan sangat baik, dengan nilai rata-rata 85, 2) kesalahan yang dilakukan siswa dalam penulisan konten 8 (6,6%), penulisan organisasi 0 (0%), penggunaan kosakata 3 (2,4%), menguasai tata bahasa 16 (13,2%), dan menggunakan mekanik 93 (76,8%). Dari hasil perhitungan data, kesalahan mekanik merupakan kesalahan yang paling banyak dilakukan oleh siswa dengan persentase 76,8% dan yang paling rendah adalah kesalahan penggunaan kosakata dengan persentase 3 (2,4%).

Kata Kunci : Analisis kesalahan, menulis, *skripsi*.

I. INTRODUCTION

Writing is one of the language skill that has the important role in our daily life. Writing means an activity that is done to express about mind, feeling, idea, arguments and also opinion with the

written form. In writing process, we must use grammar correctly, combine word and the sentence becomes the good one, build the sentence by using language features of a text and so on. It makes writing becomes the complex skill in language.

Writing relates with some kinds of the text in English that is called scientific work. Scientific work is a written report obtained from writing activities by applying scientific conventions. Writing scientific papers using logical thinking and systematic language style. Scientific work can be in the form of research reports, articles, papers, journals and *skripsi*. As one of the kinds that chosen by the writer is *skripsi*.

Skripsi is one of the final assignments for students in the form of scientific papers as one of the requirements for completing studies in college at the Undergraduate level (S1) in order to obtain a bachelor's degree. *Skripsi* preparation process is done individually so that students can be independent in finding solutions to problems regarding research which is done in the *skripsi*. There are two research methods in writing *skripsi* namely, quantitative and qualitative.

In fact, most of students in English Language Education Program prefer quantitative research rather than qualitative

research. It can be seen from the observation of the writer at the students of English Language Education Program, Institut Pendidikan Tapanuli Selatan. Students' who chose quantitative research can complete their *skripsi* in a timely manner than students who did qualitative research.

Based on the writers observation, the writer got information that students had several problems in qualitative research. In fact, some of students of English Language Education Program in Institut Pendidikan Tapanuli Selatan still have errors in writing *skripsi* in qualitative research especially in background. The errors, such as following: grammar, limited vocabulary, and mechanics.

In addition, when the writer gave some question for them about their *skripsi* especially in grammar, vocabulary and etc in qualitative research. They said that they did errors in writing *skripsi*, especially in qualitative research.

The writer decided to analyze students' errors in writing *skripsi* ability. In this research the writer answered the focus of the research which are how is the students' ability in writing *skripsi* at the Students of English Language Education Program in Institut Pendidikan Tapanuli Selatan ? And what are the errors that made by the students in writing *skripsi* at the students of English

Language Education Program in Institut Pendidikan Tapanuli Selatan ?

II. METHODOLOGY OF THE RESEARCH

This research uses descriptive qualitative method. Sample was taken by using purposive sampling. In collecting the data, the writer used documentation method.

Miles and Huberman in Sugiyono (2014:40) states that in qualitative research, there are some steps that used by the researcher to analysis the data, they are: data reduction, data display and conclusion drawing or verification.

a. Data Reduction

Sugiyono (2014:405) said that, Reducing data means that summarizing, choosing the main things, focusing on things that are important, looking for themes and patterns, thus the reduced data will provide a clearer picture, and make it easier for researchers to carry out further data collection, and look for it if needed.

It means that the data reduction involves make the summary of the data that has gotten and separating the unnecessary data.

In this step, the writer focused, simplify and moved raw data into easier to manage.

b. Data Display

This technique will be done after the data has been collected, identified and classified. The data will be displayed through quantification the percentage of the students' difficulties. To quantify the difficulties students made, the writer uses percentage formula: writer uses percentage formula:

$$P = \frac{F}{N} \times 100\%$$

In which:

P = Percentage of difficulties

F = Frequency (number of difficulties)

N = Number of cases (total individual / total frequent)

c. Conclusion Drawing / Verification

Sugiyono (2014:412) says, In qualitative research it might be able to answer the formulation of the problem that formulated from the beginning, but it might be not, because it has been stated the problem and the formulation of the problem in qualitative research are still temporary and will develop after reserach is in the field.

It means that, data reduction, data display, and conclusion are continuity at the time before, during, and after data collection in a common form called analysis.

III. The Result of the Research

1. The Students' Ability in Writing *Skripsi*

In this research, the writer using indicators of writing *skripsi*, namely: content, organization, vocabulary, grammar, and mechanics to know the students' ability in writing *skripsi*.

The score recapitulation of students in writing *skripsi* ability at the students of english Language Education Program in Institut Pendidikan Tapanuli Selatan can be seen from the table below :

Table 1.
The Recapitulation of Students in Writing *Skripsi* (3 *Skripsi*)

No	Informants	Indicators of Writing					Total	Categorized
		C	O	V	G	M		
1	<i>Skripsi 1</i>	27	18	17	21	2	85	Very good
2	<i>Skripsi 2</i>	26	18	15	21	2	82	Good
3	<i>Skripsi 3</i>	27	18	18	23	2	88	Very good
Average Score (Mean Score) $\sum \frac{x}{n} = \frac{255}{3}$							85	Very good

From the table above, the writer concluded that from 3 *skripsi*, 2 *skripsi* categorized very good in writing *skripsi*, and 1 *skripsi* categorized Good. The highest score from the whole score came from *skripsi* 3 with the score were 88 (it was categorized very good) and the lowest score came from *skripsi* 2 with the score was 82 (it was categorized good).

Then, the whole score of the informants in writing *skripsi* were 255, and the average score of the students' ability in writing *skripsi* were 85, and it is categorized "**Very good**". So, from the calculation above, it can be concluded that the students' ability in writing *skripsi* at the students of English Language Education program are still very good.

2. The Error That Made By Students' in Writing *Skripsi* at the Students of English Language Education Program in Institut Pendidikan Tapanuli Selatan.

The writer calculated the errors in order to know how frequent these errors had been made by students at the English Language Education Program of Institut Pendidikan Tapanuli Selatan. The recapitulation of error can be seen on the table below:

Table 2.
The recapitulation of error

No	Percentage Totality of Writing Skripsi		Percentage
	Type	Total of error	
1	Content	8	6.6%
2	Organization	-	-
3	Vocabulary	3	2.4%
4	Grammar	16	13.2%
5	Mechanics	93	76.8%
Total		120	100%

Based on the calculation above, it can be calculated that the total errors of content are 8 or 6.6% made error in writing content. Then, the total errors of organization are 0 or 0% students not made errors in organization. Next, the total errors of vocabulary are 3, it means that 2.4% students made error in using vocabulary. Then, the total errors of grammar are 16, it means that 13.2% students made error in using grammar. The last, the total errors of mechanics are 93 or 76.8% students made error in mechanics. From calculated the data, error of mechanics are the most frequent errors done by students of English Language Education Program of Institut Pendidikan Tapanuli Selatan with the percentage 76.8%.

IV. DISCUSSION

In this research, the writer used documentation method to get the data. The writer concluded that the students ability in writing *skripsi* is good. From the whole score, the writer concluded that the students' ability in writing *skripsi* at the students of English language education program were "**very good**" with the average score are 85.

Then, after the writer analyzed the errors that made by the students in writing *skripsi*, the writer found that students of English Language Education program made errors in writing *skripsi*, there are 120 errors that is found in the research, as follow: 8 (6.6%) errors in writing content. Next, 0 (0%) errors in organization. Then, there 3 (2.4%) errors in using vocabulary. Next, 16 (13.2%) errors in using grammar. The last, 93 (76.8%) errors in mechanics.

Based on the analysis data, the writer drew the conclusion at the students of English Language Education program of Institut Pendidikan Tapanuli Selatan that they made errors in writing content, vocabulary, grammar and mechanics. However, they do not have errors in writing organizations, this is due to the existence of a guidelines *skripsi* which guides these students in

writing *skripsi*. So that the writing of *skripsi* becomes well directed. Then, the error of writing content can be caused by a lack of students in reading and understanding the content of *skripsi*.

Next, the error of vocabulary can be caused by students' lack of understanding in choosing the right word. Then, the error of grammar can be caused by mistakes in the grammar placement made by students. The last, the error of mechanics such as: spelling, punctuation, and capitalization. It showed that they pay less attention to the writing they write, that makes ambiguity and the ideas was not clear.

Based on the writer analyzed the errors students of English Language Education program, it clearly showed that the highest errors in writing *skripsi* is mechanics, especially in spelling, punctuation and capitalization.

CONCLUSIONS

The conclusion in this research are:

1. The result finding shows that the average score (mean score) of the students in writing *skripsi* is 85 and it was categorized very good.

2. In writing *skripsi*, the students made errors in writing content, vocabulary, grammar and mechanics. The biggest errors in using mechanics with the percentages of errors were 93 (76.8%) and the lowest errors in vocabulary with the percentages were 3 (2.4%).

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