CHAPTER I

INTRODUCTION

1.1 Background of The Study

Language is the quintessence of distributed cognition. The function of language itself is a tool to communicate among others, as an intermediary tool to express an assumption, feeling, perspective, or an idea. Language also has an essential role in learning a norm or rule in a culture. Based on (Alakrash et al., 2021:548), language has a dual nature: language is both a medium of communication and a cultural carrier. Usually, language is considered a medium for thinking and a tool to intermediary a thought from one person to another. Some people have some argument that language is a key for all of us to have society because of this language in general and writing, in particular, are social actions.

The entire world has become a global village in which people speak a common language during the globalization era, i.e., English as an international language; as a result. English is now widely recognized as a global language (Silalahi, 2016:788). Meanwhile, Jenkins (in Rao, 2019:66) assumed English in another phrase, "English also called an international language." English is used to communicate worldwide, and because of this, English has received the status of an international language. English is spoken as an official or semi-official language in more than 60 countries worldwide. English as a common language and global language is usually used in scientific studies, movies, culture, technology, business, travel, Etc. According to (Rao 2019:66), the language is

generally used in science, business, organizations, the internet, higher education or the tourism sector. English has a more dominant role in almost all fields in this world.

According to Silalahi (2016:788), from the Independence Proclamation of Indonesia on 17ᵗʰ August 1945, Indonesia has been maintaining a relationship with the West firstly by joining United Nations. That was the first way how can English came to Indonesia. The teaching of English in Indonesia has begun since the Independence Proclamation of Indonesia until now. Related government policies education stated that English is a compulsory subject from middle school to high school. In fact, at the higher education level, all study programs are required to provide English courses, even if the study program has non-English educational disciplines.

Today many people in Indonesia want to learn about English, and they study English for specific purposes like economics, politic, science, technology, Etc. For Indonesian, understanding English is not easy, both in terms of vocabulary mastery, pronunciation, and sentence structure (Alrajafi, 2021:3-4). Like foreign language learners, we will always make some mistakes and errors in learning English. Richard and Schmidt (Febriyanti & Sundari, 2016:72), lexical, grammatical, or pragmatic errors in the mother tongue‟s transfer are the most common source of inter-lingual language. In intra-lingual language, an error is frequently made by someone unaware of the rules‟ limitations and their incorrect application.

English has four skills; listening and reading are considered passive skills, but speaking and writing are considered active abilities. In this study, the writer

focuses on writing skills. Febriyanti & Sundari (2016:71) assumed that for students in Indonesia who learn about language, one of the four skills that are the most difficult is writing.

Writing is characterized as a complex process that includes planning, creating, editing, and publishing printed or digital content and entails a variety of talents and functions. Writing is one of the intermediaries to convey an idea, thought, or fact using simple language and is easy-to-understand (Durga & Rao, 2018:2). Writing is a difficult skill for many learners, even in Hadfield"s mother language (Apandi & Kusriandi, 2016:77). Writing skills is not always easy to do as well as all people think. In writing, language learners will feel some difficulties, error, and it has come from internal or external factors, like lack of motivation, laziness, or lack of information when you want to start writing. According to Corder (Febriyanti & Sundari, 2016:72), a mistake is a discrepancy caused by a factor (lack of memory, emotional tension, fatigue, carelessness, etc.). It's usually mistakenly random and easily corrected by the students when pointed out.

An essay is a type of writing. An essay consists of several paragraphs. An essay is written about a topic, like a paragraph in Oshima and Hogue (Apandi & Kusriandi, 2016:78). An essay has three main parts; the first part is the topic sentence, the second part is the essay"s body, and the last part is the concluding sentence. A short essay is another form of essay in general. Short essays don't have differences from an essay in general. In other words, short essays are more focused on delivering a message to readers in a shorter time. Currently, this time,

the need for short essays is increasing. It's happened because most applications like jobs, scholarships, etc., require someone to provide a brief explanation.

The writer conducted fields experience program at Senior High School HKBP Sidorame Medan. The study discovered that students struggle to acquire English, mainly writing. It was found when the writer gave students assignments including a narrative text and identified faults in the form of flaws in the technique for creating narrative text, tenses employed, or grammar errors. Even after the writer allowed the students to fix the mistake, the students still made the same mistake, which can be called error; this occurred due to the students" lack of understanding of the proper technique for composing narrative text.

On the other hand, writing skills are one of the learning topics taught at the Department of English Education at HKBP Nommensen University Medan. This skill is conveyed to English students starting with the first semester and ending with the fourth semester. It"s hoped that students will not experience difficulties in writing. Meanwhile, the writer repeatedly made the same error based on the writer"s experience in the second semester. The error is found in tenses, especially when writing a narrative essay in the simple past tense. In this study, the population taken by the writer is the first semester students who will become a teacher who must have good skills in all English skills. So, it is essential to analyze errors in writing short essays. According to Apandi & Kusriandi (2016: 78), a short essay is a tool to introduce an essay to students after knowing about a paragraph.

The writer is interested in the reasons for conducting the study entitled *"An Error Analysis in Writing Short Essay made by The First Semester Students*

English Department Nommensen University".

1.2   The Problems of the Study

The writer makes this study more focused on formulating the problems as follows:

1. What are the dominant types of errors in writing a short essay using the appropriate tenses made by the students in the first semester English Department?

2. What causes errors in writing short essays using the appropriate tenses students make in the first semester English Department?

1.3   The Objectives of the Study

Based on the background of this study above, the objectives of this study are:

1. The writer discover the dominant types of errors in writing a short essay using the appropriate tenses and categorizes the errors in students writing short essays made by the first semester students English Department Nommensen University.

2. The writers find out the causes of errors in students' writing a short essay using the appropriate tenses made by the first semester students English Department Nommensen University.

1.4   The Scopes of the Study

This study was limited to writing short essays, restricted in narrative essays, especially the use of simple past tense to make the writer more focused on the Error Analysis in Writing Short Essay made by The First Semester English

Department Nommensen University Medan. According to Dulay (1982: 146), there are four types of errors they are (1) linguistic category, (2) surface strategy taxonomy, (3) comparative taxonomy, and (4) communicative effect taxonomy. In the topic discussion of this study for the error analysis, the writer focuses more on the strategy taxonomy error, which are error omission, misformation, misordering, and addition, and for the source of the error, the writer more focus on the inter-lingual transfer and the intralingual transfer.

1.5   The Significances of the Study

The significances of this study are divided into two parts that are:

1.5.1 Theoretically

a. The result of this study can be a new perspective to analyze the error in writing a short essay.

b. The result of this study can be a new model of the research in writing a short essay.

1.5.2 Practically

a. For the students, the results of this study can be an exciting lesson so that students can improve their writing skills.

b. For the teacher, the result of this study can be a reference about types of error, and the teacher can handle their students easily to improve their writing skills.

c. For the other writer, this result can be a reference for another writer about types of error analysis in writing a short essay.

CHAPTER II

REVIEW OF LITERATURE

2.1   The definition of Error

According to Dulay et al. (1982:138), errors are flaws in students' writing and speech. An error has become a piece of the conversation or something that deviates from language learning rules. A teacher or a mother who teaches children to learn languages has assumed that making mistakes during language learning is inevitable and is common in language learning for children. Another paragraph indicates that examining students" mistakes fulfills two primary functions: (1) it serves as a data set of conclusions regarding the language"s nature acquisitions process that can create. (2) Shows the teacher which curriculum creators use a section of the target language that is extremely difficult for students to make corrections and which types of errors most reduce students" ability to communicate effectively. Furthermore, Brown states, "An error, or a notable departure from the native speakers" adult grammar, reflects the learner"s learning ability." It can conclude that it can't be avoided when someone learns about language. The error made by the learners" miscalculation illustrates that they are gradually following the rules in language learning.

2.2   Error Analysis

According to Dulay (1982: 136), the L2 has been revealed by the error analysis incorporation that process has driven significant shifts in educational practice. When learning a language, the learner will always assume the language rules and then put those assumptions into practice or use them in actual language

performances. In this case, students will experience errors in the learning process since learning another language is not just about learning their speech.

Because all of these students make errors, and these errors may be seen, evaluated, and classed to reveal information about the learner's system led to an increase in research learners' errors (Brown, 2000:218). According to (Richards, 2015:4), attempts to correct the view as an overly theoretical approach to language learning grew into what some linguistic experts refer to as " theoretical linguistics". Error analysis has a relationship with the way students work in the cognitive processes that students use to receive things from learning the target language. So the error analysis has a relationship between students' cognitive processes and as an advanced stage of an error made by students in language learning, which advance stage this error can be observed, analyzed, and classified the error.

2.2.1 Stages in Error Analysis

According to (Ellis, 1997:138), there are stages to analyzing student"s errors in her book on error analysis. They are:

1. An example learner language collection

   The first stage of error analysis is to choose a sample of existing language learners and determine how that sample will collect. There are three types of errors in managing the error analysis sample; the most significant part of the sample, which in sample collection requires many students, in the specific piece. Sample collection requires many students but has limitations, and random sampling requires only one sample.

2. Identification of Error

   After collecting the sample, the next thing is to identify the piece. For that reason, you also have to decide what 'error' is and think about how you will analyze the Error.

3. Description of Error

   Description of learner error involves comparing an utterance with aspects of a phrase that will be performed in the language to be used. More correctly, it necessitates paying attention to the learners" speech patterns (i.e., at this stage, not trying to identify sources of error).

4. Explanations Error

   The following step explains the error after passing the stage of locating and characterizing the flaw. In this section, a source of error requires an explanation section, where is done to consider why the error occurred.

5. Evaluating Error

   The error evaluation stage will include consideration of the effect of the error on the intended person. This effect is measured by the receiver"s understanding of the learner"s meaning or the receiver"s effectiveness towards errors.

2.2.2 Types of Error

   Dulay (1982: 146) states that four common errors often occur in classifying errors that are; (1) linguistic category, (2) surface strategy, (3) comparative analysis, and (4) communicative effect.

2.2.2.1 Linguistic Category

   In this part, the linguistic category grouping an error based on the language part or a small part of linguistics impacted by the error. Phonology, syntax and

morphology, semantics, lexicon, and discourse are all language components. The minor element units are the elements that make up each linguistic component. For instance, in syntax, one can wonder if the faults are the key or subordinate clause and which parts of the clause are affected, such as noun phrase, auxiliary, verb phrase, preposition, adverbs, adjectives, etc. (Dulay et al., 1982:147).

2.2.2.2 Surface Strategy Taxonomy

In general, strategy taxonomy is concerned with a modified initial structure; this can be in the form of omitting needed items or adding something not required. It happens because someone misforms an item or misorders the correct item, which is affected by an error. An error is created not because of being lazy but because of a principle regarding learning a new language (Dulay et al., 1982:150).

1. Omission

   An omission is usually marked by not finding an item that must exist and be well-formed. For language learners, losing one of the morphemes often happens in omissions. The part of the morpheme that has a relationship with a sentence includes; nouns, verbs, adjectives, and adverbs.

   E.g., The new company"s president is Mary. The morpheme Mary, president, new, and the company is an example of a meaning-bearing morpheme.

2. Additions

   In this section, it is the opposite of omission, namely addition. Usually, the addition it will mark the addition of an element that should not add in the correct part. This error occurs because the language learner already has something studied target language. The three addition errors that need to be observed are; double marking, regularization, and simple addition.

1) Double Marking

Several items are not deleted in this type of error, whereas the thing functions in one linguistic order but doesn"t work in another.

Ex: You didn"t ate that waffle (false)

You didn"t eat that waffle (true)

2) Regularization

Regularization errors usually occur due to the error of a marker added to a linguistic incorrectly, which is added out of a linguistic that usually doesn"t use a tag. For the example, the verb go doesn"t become goes, but went; the noun sheep are also sheep in the plural, not sheeps.

3) Simple Addition

A simple addition error is an error that is neither a double sign nor regularization. This error has no unique characteristics to indicate that an error is called simple other than adding an item that should not form.

3. Misformation

The meaning of misformation errors is usually indicated by morphemes or incorrect structure. There are there types are often error items in misformation, which are:

1) In regularization, misformation errors usually occur because commonly used markers are placed as irregular markers, for example, in the word 'ran" for „run" and „gooses" for „geese".

2) In archi-forms a distinctive aspect of the second language acquisition stage is selecting one class member as a form to represent others in the class. In this case, it has been mentioned that the form chosen by the student is an

archi-form. For example, a student could choose one; this, that, these, and those are examples of demonstrative adjectives in English.

3) Alternating forms when the vocabulary and grammar of a language learner increases, it will often find that the use of archival documents becomes a changing path for various class members.

4. Misordering

Misordering is usually characterized by the wrong placement of a morpheme in an utterance. Students typically make errors in systematically sorting L2 and L1, especially in the simple (direct) and embedded (indirect) sections. For example, „He is all-time late", in this example, is a misorder.

2.2.2.3 Comparative Taxonomy

The error classification is founded on the structure of the error in the second language and the other categories of errors. There are two types of mistakes in this category: developmental and interlingual errors (Dulay et al., 1982:163).

1. A developmental error is a mistake that is similar to an error that a target language learner makes in their first language. For example, it can be an error if a language learner from another country says, „Dog eat it", without paying attention to the past tense and article.

2. Interlingual error is errors between the same language in the structure of phrases or sentences equivalent in the same semantics as the learner"s mother tongue.

2.2.2.4 Communicative Effect Taxonomy

According to (Dulay et al., 1982:189), the survey strategy and the comparative taxonomy error focus on what aspects underlie the error. The

classification of communicative effects is usually concerned with the errors caused by the impact on listeners and readers. The taxonomy effect of the communicative error is divided into two, there are:

1. Global Error

   The global error most affects a sentence structure and causes communication barriers. The most systematic errors are:

   1) Wrong order of major constituents

      E.g., The English languages use many people.

   2) Sentence connectors that are missing, incorrect, or misplaced

      E.g., He started to go to school since he studied very hard.

   3) Missing cues to signal obligator exceptions to pervasive syntactic rules

      E.g., the student proposal (was) looked into (by) the principal.

   4) Regularization of pervasive syntactic rules to exceptions

      E.g., we have amused that movie very much

2. Local Errors

   If a global error is an error in the entire structure and hinders communication, in a local error, the error occurs only in one from and doesn"t impede communication. Usually, this error lies in the verb, noun, and auxiliary. For example, Why like we each other? Why do we like each other?.

2.2.3 The Causes of Error

   According to Brown (2000:263) in his book, state that an error has two sources, why the error occurs, are:

1) Interlingual Transfer

   The interlingual transfer is the most relevant error for students in language

learning. Language transfer from the mother tongue can be called interference in second language learning and becomes the target language. The example that is often heard is the word "sheep" for "ship" or "the book of Jack" for "Jack book". An example of this error is the effect of negative interlingual transfer, although not always the error comes from the transmission of the native tongue known to students. So the writer can conclude that interlingual transfer is a cause of the error from the mother tongue disorder.

2) Intralingual Transfer

One of the points of participating in research on language learners is recognizing every source of error related to inter-language errors made when learning a second language. Intralingual transfer within the language itself is a significant factor in learning a second language. As for the example of interlingual transfer, "Does John can sing?" other examples abound-sayings like "He went". So it can conclude that interlingual is a source of error that comes from errors in the rules of a target language.

2.3 Writing

Writing is a part of English skills, where writing produces the language. In a row to speaking and signing, writing is one of the three components of language expression and communication. Writing doesn‟t function only as a form of speech; instead, language users' knowledge, viewpoint, and communication ability are expressed through speaking, writing, and signing Canel and Swain in Schmitt (2010:232). Siddik (2016:3) assumed that writing means giving birth or expressing thoughts or feelings through a symbol. Of course, all of the signs in writing that we used must result from an agreement between users of one

language to another language that understands each other. If someone is asked to write something, he will express his thoughts and feelings in written form. So, writing is the one tool for defining a language besides speaking and signing. Writing is also a tool for communicating with others, and then writing is a manifestation of an utterance, feeling, perspective, and communicative competence.

2.3.1 The Purpose of Writing

There are several things about writing purposes written by its expert. The first purposes come from Ur (2014:163); in theory, writing aims to express ideas and convey a message to the reader. The writer must pay attention to an idea's essential aspects in writing. The writer also must pay attention to specific aspects such as handwriting and use appropriate grammar while paying attention to vocabulary that is easy to understand. It can conclude that the purpose of writing itself is to convey an idea, which plays an essential role in writing.

Furthermore, according to Scoot & Ytreberg (1991:69), writing is a purpose in itself. It happens because a writer has a special feeling for what he writes and has a sense of satisfaction with something or an idea through writing. It can conclude that writing is a purpose in itself. It's happened because there is a close relationship between the writer and what he writes.

Another perception about the purpose of writing came from (Albright, Zoe L, and Langan, 2013:10); in his book, the common objective of writing is to inform, persuade, and amuse about something. Each is described briefly below.

1. To inform-to give information about a subject. In this case, the author writes about information in facts that will be explained or taught to the readers.

2. As a tool, it invites the reader to have the same point of view as the writer about an object. A writer who aims to persuade the reader can provide facts in his writing, but generally, the writer's goal is to show something to the reader.

3. To entertain, amuse, and delight; to develop the reader's point of view. The writer also writes to make the reader feel interesting by writing imaginative facts.

   The purpose of writing is to explain and prove the fact that exists to the readers or serves as entertainment.

2.3.2 The Process of Writing

   You"ll have some processes to help you in a writing activity. There are five processes, according to Luman (in Rohim, 2017:2-7) in his book; he explained all of the processes, are.

1. Prewriting

   Prewriting is the first phase in the writing process. Prewriting is something you do before writing a paragraph or essay, or other written work. Prewriting has a goal for a writer, get a topic for his writing to combine the idea and information. There are many different types of prewriting that help writers get the idea; it will explain here are:

   1) Listing

   Listing is when the writer has an idea that comes to the writer about the topic given.

   2) Freewriting

   Freewriting is when the writer has some idea and then writes all of that in someplace without stopping, and the writer doesn't think about the wrong

grammar or punctuation.

3) World Map

A world map is another type of prewriting. For the writer, the world map can help discover another idea about their topic and the connection between the concepts. The writer can type the center of the topic, draw its circumference, and draw a line to connect the circles.

2. Drafting

The second process of writing is drafting. At the time of drafting, the writer started to write from the first draft, which is the beginning of the writer's note at pre-writing. The goal of drafting is to have a complete draft rather than a flawless one; if you need to, don't worry about making mistakes. Type your idea that you have in a paper using sentences and paragraphs. As well as your writing, you'll find out the new concept so you can add those to the draft.

3. Revising

Revising is the third stage of the writing process. Being modifying means looking back at the writing. The first draft can continuously improve, and the author will revise the draft and make a change to it. In repairing the writing, the writer may replace, remove, or move an idea to make the writing clearer, engaging and readable.

4. Editing

Editing is the fourth stage of the writing process. When the author has finished revising their draft for the content, in this stage, it's time to check the author's draft for a mistake like an error in grammar, punctuation, or spelling.

5. Publishing

The last process of writing is publishing. After the author has corrected his work, the author must share it with the others. The purpose of publishing is to share and celebrate the author's finished product. If the author has published their writing, it is a clean, neat final draft-free of errors.

2.4 Essay

According to Oshima & Hogue (1988:6), instead of one or two paragraphs, an essay is a piece of writing that is numerous paragraphs lengthy. Writing essays and paragraphs are the same thing as writing about a topic. Meanwhile, in an essay, one issue can"t describe in one paragraph, but a writer must divide the description into several paragraphs. The writer must remember to link each paragraph by making an introductory paragraph and a conclusion. Furthermore, Meyer states that an essay is an organized discussion of a topic in several paragraphs. The writer can conclude that the essay is a series of several paragraphs, made on a topic that is interrelated between paragraphs and requires an introduction and conclusion to unify all paragraphs.

According to Folse (2015: 90) at.al, a state in its layout and sequence, an essay is quite similar to a paragraph but contains more information about a topic. So an essay is a piece of writing that is not much different from a section; it has the same structure; the difference is that an essay has more in-depth information about the topic than a paragraph. When an author writes an essay, one thing that must prioritize writing an essay is the process.

2.4.1 Types of Essay

An essay has many different kinds. The types listed below are some of the

most common:

1) Narrative Essay

A narrative essay will achieve its goal by telling a story that is made to attract the reader's attention. For example, a writer could write a story about the first lie that he committed. The purpose of writing narratives includes the following: to make history, present entertainment, negotiate a direction, and impart knowledge. Several examples can be used as a topic in a narrative essay, such as; an event, a person, or a particular place after the writer determines what issue to write about or begins to concentrate on one topic.

2) Descriptive Essay

A descriptive essay tells about a text containing a particular story or topic with details that make the reader interested. In this text, the reader is direct, to feel clear about the situation in the story or feel like experiencing it directly. In writing a descriptive text, the writer must choose a particular character, place, object, or event, then describe it as a whole and relate it to sensory details.

3) Comparison/ Contrast Essay

A comparison or contrast essay is an essay that discusses two specific topics to show similarities or differences between them. The method for writing the essay is to compare and contrast two objects, people, places, events, experiences, or ideas.

4) Cause and Effect Essay

A cause-and-effect essay is an essay that contains an analysis of a cause, why some topics occurred, what way that topic happened, and what results occurred because of this topic.

5) Argumentative Essay

An argumentative essay is an essay that contains a claim about something and provides evidence or examples of that claim. The first step must-do if you want to make this essay is to determine a discussion about an idea or issue that is currently controversial. Then, do some research to get more specific information. That can be a story or statistic or a fact about it, and then described in an essay for debate and to persuade the reader.

6) Classification or Division Essay

A classification or division essay contains a topic that has a clearly defined pattern. These essays generally take a variety of themes and organize them according to a specific character so that essay may examine them in greater depth. To compose this essay, pick an object and divide it into numerous parts of the topic‟s examination to create multiple points.

It can conclude that there are six types of essays that are widely known. Each type of essay has different characteristics and objectives. In contrast, the similarity between each kind of essay has empirical properties and is directly related to the experience or background of knowledge or idea possessed by the writer.

2.4.2 Short Essay

According to Savage & Mayer (2006:15), the definition of a short essay is lengthier than a paragraph. Still, it includes three important sections as a paragraph: an introduction, a body, and a conclusion. In the next paragraph, writing a short essay is an activity to introduce students to the three and four paragraphs of an essay at the intermediate levels. So the writer can conclude that a

short essay is a tool for students to learn about an essay, and a short essay is the same as a paragraph; the difference between essay and a text is in the longer of the text.

Short essays usually have one or two body paragraphs. The introduction section is a part of developing an idea, and the closing paragraph is in the last paragraph, which is a section that summarizes the ideas provided in the form of a short essay. Aside from that, short essays must follow a logical framework; short essays require special tricks to give a clear message in shorter writing.

2.4.3 Short Essay Organization

A short essay can say an affected essay if the short essay has the following elements (Savage & Mayer, 2006:15).

1. The Introductory Paragraph

In general, essays and paragraphs state the main idea about the topic. The essay's main idea is usually stated at the end of an introductory paragraph. The functions of an introductory paragraph are: as a tool to show the reader what an essay is and attract the reader's intention and interest. The broadest concepts are frequently presented first in the introduction paragraph, followed by the most particular notion, which is the thesis statement. As we can see, the introductory paragraph in a short essay is a paragraph for the writer to express his ideas and as an essay's opening paragraph.

2. The Body Paragraph

The body paragraph in an essay is like the supporting sentences in a paragraph. This paragraph is found after the introductory paragraph; this paragraph contains supporting sentences to support the thesis statement in the

introductory paragraph. So we can conclude that the body paragraph in an essay is a part of a thesis statement followed by a supporting statement written in the introductory paragraph.

3. The Concluding Paragraph

The concluding paragraph includes a summary statement and leaves the reader with a final thought about the topic. The summary statement restates the thesis without repeating it exactly as it appears in the introduction.

2.5   Simple Past Tense

According to Thompson and Martinet (1990: 175), activities in the past at a particular time will usually use the simple past tense. It describes previous events or conditions without implying any relation to the present. There is frequently a past adverbial in the phrase. ESL (English as a Second Language) students worldwide struggle with the verb‟s essential past tense and perfective properties.

Form:
S + Verb 2 + Complement
S + Did + Not + Verb 1 + Complement
Did + S + Verb 1 + Complement?
Examples:

You worked yesterday.
You didn‟t work yesterday.
Did you work yesterday?

2.5.1 The use of Simple Past Tense

2.5.1.1 Completed Action in The Past

The simple past tense expresses the notion that activity began and concluded at a specific time in the past. The speaker may not know the time, but they have a plan.

Examples:

> I met him yesterday
>
> Pasteur died in 1995
>
> When did you meet him?

2.5.1.2 Duration in the Past

The simple past tense is used to describe actions that didn‟t occured at a specific time but occurs in a time that has ended now and occur in the present. Examples:

A. She worked in that mall for two years. (But she doesn‟t work there now)

B. My grandmother once saw Queen Victoria.

2.5.1.3 Habits in the Past

A habit that has ended in the past can also be described using the simple past tense. When we wish to illustrate a habit, we frequently add an extra word to a phrase like always, often, never, usually, when I was younger, and so on. Examples:

> He always carried an umbrella.
>
> They never drank wine.

2.6 The Previous Related Study

The writer provides several studies related to this study proposal. The writer also evaluated the following relevant studies to strengthen this study.

The first study came from entitled "Error Analysis of English Written Essay of Higher EFL Learners: A Case Study," published in 2016 by Febriyanti & Sundari (2016). This study aims to identify grammatical errors and explore the most common and least common grammatical errors identified in students‟ English essays. The finding results in this research are: the most typical error

found was subject-verb agreement error, after that frequent error was on verb tense, and then spelling errors, after that error in using auxiliaries, the fifth-placed was error a word order. For the rest error, there are; error in applying passive voice, articles, prepositions, and the last is an error in pronouns and run-on. The findings of this study are that both studies discuss an error in writing an essay. Still, the previous study discusses common grammatical errors found when writing an essay, while the writer discusses common errors in surface strategy taxonomy in writing short essays.

The second is about "Essay Error Analysis on the 1st Year Students of English Education Department," made by Mustakim & Samad (2019). The objective of this study was about common mistakes made by STKIP Muhammadiyah Enrekang students in the first year of writing essays. This study divided the errors into 24 categories, ranging from the most serious to the minor errors made by the students when writing essays. An article, preposition, spelling, word choice, subject, verb agreement, auxiliary verb, plural form, verb form, capital letter, and nonsensical phrases are examples of students" errors. After the writer gets the errors in writing essays made by students, the most significant errors in writing essay are articles and prepositions. This previous study contributes to comparing errors that occur when writing an essay.

The third study is "An Error Analysis of Phrasal Verb Mistake Based on Surface Strategy Taxonomy in English Writing Essay," made by Marita (2020). This study"s results indicate 76 errors from error in strategy taxonomy; there are; the highest errors found in misformation, after that addition, and the last there are omission and misordering with the causes because of misperception. This study

contributes to the study that will carry out by the writer regarding errors that occur in essays based on the type"s surface strategy taxonomy by Dulay. But, the study variable is different. The study from Yosi Marita variable is about phrasal verb mistakes in writing an essay, while this study is student's error in writing a short essay.

2.7   Conceptual Framework

The writer focuses on analyzing students' errors in writing a short essay in the conceptual framework. To conduct this study, the writer will administer a written test, analyzed using error analysis. The five processes in error analysis are a collection of errors, identification of errors, description of errors, and explanation of errors. Error analysis is carried out to determine the types of errors, namely: omission errors, addition errors, misformation errors, and misordering errors. This analysis also plays a role in knowing the dominant errors made by students in writing short essays and the causes of errors.

The writer creates a conceptual framework for this study using the diagram below:
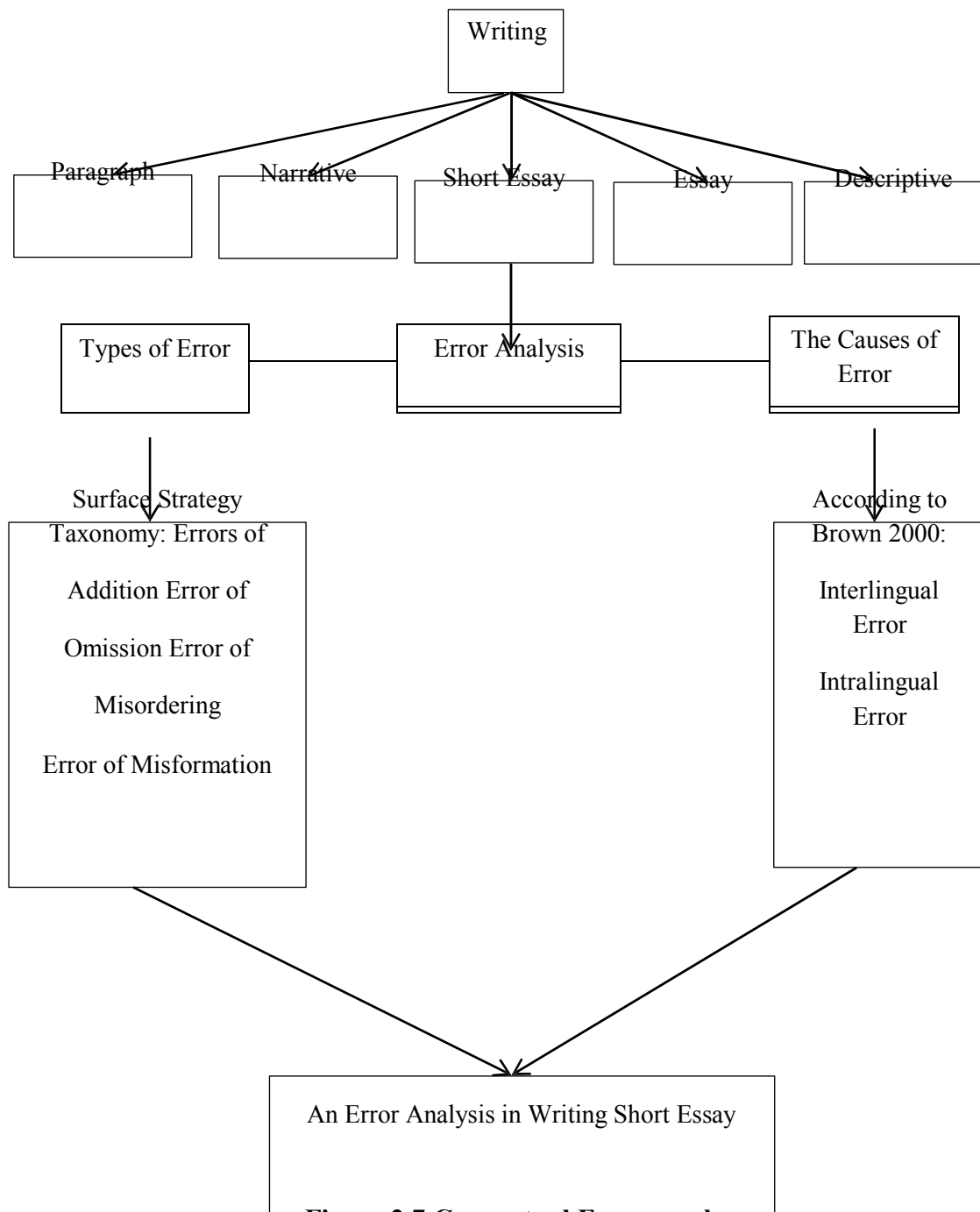
```
                          ┌──────────┐
                          │ Writing  │
                          └──────────┘

  Paragraph      Narrative     Short Essay      Essay      Descriptive
  ┌────────┐   ┌──────────┐   ┌──────────┐   ┌────────┐   ┌──────────┐
  │        │   │          │   │          │   │        │   │          │
  └────────┘   └──────────┘   └──────────┘   └────────┘   └──────────┘

  ┌──────────────┐        ┌────────────────┐        ┌──────────────┐
  │ Types of Error│       │ Error Analysis │        │ The Causes of│
  │              │        │                │        │    Error     │
  └──────────────┘        └────────────────┘        └──────────────┘

  Surface Strategy                              According to
  ┌────────────────────┐                        ┌────────────────────┐
  │ Taxonomy: Errors of│                        │ Brown 2000:        │
  │                    │                        │                    │
  │ Addition Error of  │                        │ Interlingual       │
  │                    │                        │ Error              │
  │ Omission Error of  │                        │                    │
  │                    │                        │ Intralingual       │
  │ Misordering        │                        │ Error              │
  │                    │                        │                    │
  │ Error of Misformation│                      │                    │
  └────────────────────┘                        └────────────────────┘

                 ┌──────────────────────────────────────┐
                 │ An Error Analysis in Writing Short Essay│
                 │                                        │
                 │    Figure 2.7 Conceptual Framework     │
                 └──────────────────────────────────────┘
```

Figure 2.7 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the writer used qualitative research as a research design because the study"s results knew the dominant types of errors in writing a short essay by using the appropriate tenses committed by students and the causes of errors in the shorts essay. According to Sugiyono (2016: 8), the qualitative method was a research method for obtaining. In the qualitative method, the main instrument was the writer, the data gathering techniques were mixed, and the data analysis was inductive. The data in this study used Dulay et al. in surface strategy taxonomy to evaluate and interpret the data. The student can omit crucial elements; add less important ones, misform objects and misordering items.

3.2 The Subject of the Study

The subject of this study came from Nommensen HKBP University"s English Department. The participants in this study were from Nommensen HKBP University"s first semester English Department. The writer used random sampling in this study, consisting of 68 students from groups A and B. The writer examined only 15 students, groups A and B, in this study.

3.3 The Source of Data

The writer of this study looked at the most common errors students made while writing short essays. The data of this study took from the students" writing and the results of student interviews. The writer analyzed the results of students"

writing and interview made by the first semester English Department HKBP Nommensen University to determine what dominant errors occurred and the causes.

3.4 Instrument of Collecting Data

The study instrument was a tool that served to measures the natural and social phenomena that were observed, where all of the phenomena are called research variable (Sugiyono, 2016:222). As a result, the writer employed exams and interviews to obtain data for this study.

1) Test

The data disclosed in this study can be divided into three types: facts, opinions, and abilities. If the writer wants to measure the presence or absence of the ability of the object being studied, the writer must use a test (Arikunto, 2017:266). So, the first steps the writer would take done; to explain to the student the topic. After that, ask them to take a paper to write a short essay about descriptive something. This test aims to make the writer know about students" dominant types of errors in writing a short essay by using the appropriate tenses.

2) Interview

After the writer identified the errors in students" writing regarding the short essay, step the writer interviewed the students for several questions. In interviewing students, the writer used an unstructured interview, in which the writer wouldn"t employ interview rules that have been organized and performed methodically for data gathering. Interview guidelines are used only

in the form of outlines of the problems that would ask, and in this interview, the interviewer would be the critical determinant of the respondent.

3.5 Technique of Collecting Data

To collect the data, the writer applied some procedures, which are:

1) The writer asked the permission of students to be the sample of this study.

2) The writer took 15 students of the English Department to consist of groups A and B.

3) The writer explained to the students as the sample by using zoom about the topic and the example about short essay and what will they do.

4) The writers gave the writing short essay test in zoom.

5) The writers collected the data from the sample and analyzed it.

6) After the writers analyzed the dominant error made by students in writing short text, the writer interviewed some students about the causes that students make.

3.6 Technique of Analyzing Data

The writer evaluated the data from students" tests on writing short essays through the steps by (Miles & Huberman, 1994: 11). In their book, Milles and Huberman stated, "The data analysis of this model has three components, which are: (1) data reduction, (2) data presentation, (3) concluding/verification". Technique of analyzing data that writer used, were:

3.6.1 Data Reduction

Data reduction is selecting, consolidating, reducing, and modifying data from written field notes or transcription. According to the explanation, the writer took the data from students" tests and interviews in this step.

3.6.2 Data Display

In general, data display is structured, compressed collection of data allows for decision making and action. In this step, there are two steps that the writer would be done, they are:

1) The first thing that writer would be done to identify and classify the data from students" tests about an error with code the error based on surface strategy taxonomy. The writer was used code A (addition), O (omission), MF (misformation), MD (misordering).

2) After that, the writer would be calculated the errors from students" test with the formula as follow:

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

P = Percentages

F = Frequency of error committed

N = Number of sample

3.6.3 Conclusion Drawing or Verification

The conclusion can be a fleeting second idea passing analyst's mind while writing, followed by a quick trip back to the field's remark or it can be as complex as protracted argumentation to duplicate a discovery in another data set. So in this step, the writer reported the results after completely analyzing students" errors.

3.7 Triangulation Data

According to (Honorene, 2017) data triangulation was the use of a method or good data source such as interviews, documents, video, etc., which used in

qualitative research which functions as a tool for understanding a thing as a whole and as a tool for testing the validity of data from different source. In this case, the author collects data through tests and interviews to determine what are the m,ost common errors, and what causes them in a short essay written by first-year English Department students.