



Analysis of Language Mistakes in the Scientific Works of Students Class of 2019 Commercial Administration Department of Malang State Polytechnic

Nurdjizah; Tiara Estu Amanda; Kun Mustain

Department of Business Administration, State Polytechnic of Malang, Indonesia

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Abstract

Study This conditional background_ability to write scientific work student Major Administration Commerce State Polytechnic of Malang still needs to be higher. On the other hand, the ability to write for students of the Department of Business Administration, State Polytechnic of Malang, is critical because, at the end of the study, all subjects are required to write reports. One of the factors causing the low ability to write scientific papers is the learning strategy in Indonesian courses, which tend to be oriented towards learning language theory and not aspects of writing skills. Therefore, there is a need for efforts to improve learning strategies that can have implications for improving report writing skills. One way is by giving lots of writing exercises, which are expected to improve the ability to write scientific papers. This research was carried out using a qualitative approach and data collection by looking at documents in scientific work. Furthermore, taking it through the stages of preparation, writing, and finalization. In this study, the researcher acts as a critical instrument guided by the correct writing conventions. This study aims to describe language errors in the scientific work of students of the Department of Business Administration, State Polytechnic of Malang, in the form of spelling errors, sentence writing errors, and paragraphing errors.

Keywords: *Analysis; Errors; Language; Scientific Work; Students*

Introduction

Language is a communication tool to convey the feelings of one person's heart or mind to another. The primary function of language is as a means of human communication both orally and in writing. Humans talk to each other through language, tell stories, and express thoughts and feelings. With language, humans can also express their thoughts, feelings, and abilities (creativity, taste, and intention) to others. Writing is one of the four productive language skills. As one of the productive language skills, writing skills require integrating two abilities, namely linguistic aspects and non-linguistic abilities (writing strategy).

As a form of communication, writing skills require the ability to sort, select and arrange the knowledge one has into topics that are stated in sentences and paragraphs; according to Akprian (1988: 37), writing skills are a complicated aspect of language because this ability includes more specific

abilities. Including spelling and punctuation, vocabulary, sentence structure, and paragraph arrangement. Besides that, to develop a topic, the writer can express ideas, opinions, feelings, wishes, or information from experiences in social interactions. Theoretically, academic assignments in the form of writing reports and scientific papers done by Polytechnic students are one type of expository writing. This is because almost all types of their writing are reporting in nature, while reporting writing is included in the category of expository writing. In general, the five types of expository writing are relevant to writing a report by students of the State Polytechnic of Malang. However, the most frequently made by Polytechnic students are types of descriptions, sequences, and problem-solving. This is because the three types of writing are closely related to the activity of writing Polytechnic student reports after attending lectures, practicums, laboratory work, and scientific work.

The ability to write is obtained from inheritance or heredity but through learning and training. With repeated training, writing skills will be appropriately formed. Therefore, learning writing skills, especially the ability to write scientific papers, requires a long time. So far, the learning conditions for writing reports are given a tiny portion, and the treatment is different between one department and another. Regarding the existence of this course, some departments treat report writing courses as part of basic skills courses that students must master. However, some majors consider this course as part of a personality development course. Analyzing language errors made by students in scientific work reports provides certain benefits because the analysis of language errors will provide an understanding of students in compiling scientific work reports. At the same time, as precious feedback for students to evaluate and plan the preparation of scientific work reports. Based on this background, the researcher is interested in conducting a research entitled "Analysis of Language Errors in Scientific Work of Class 2019 Students of the Department of Business Administration, State Polytechnic of Malang".

Literature Review

The Big Indonesian Dictionary (2003: 982) explains that mistakes are doing something that violates the rules. In line with the opinion above, Pateda (1989:32) says that error analysis is a technique for systematically identifying, interpreting, and classifying errors made by students or students who are learning a language using theories and procedures based on linguistics.

In language skills, someone who carries out language activities intentionally or not will make mistakes. Some errors are systematic, and some are not systematic. Systematic errors are related to competence, namely the ability to produce language according to the rules of the language used. Language is in the form of words, sentences, and supporting meanings. Words and sentences are composed of distinct sounds called phonemes. Thus the errors that need to be analyzed include phonology, morphology, syntax, and semantics. Analysis of syntax errors concerning word order, coherence, and sentence logic. Error analysis can be used to determine the following:

1. Type mistakes made by students, _
2. Error areas made by students, and
3. Source as well as reason mistakes made by students. _

Analysis error is something analysis that examines and analyzes mistakes learning in the learning process language second (Ellis, 1986, p. 24). Two factors support the popularity of language error analysis, namely:

1. The longer, the more evidence that learners make errors other than interference errors,
2. The view states that the learner's mistakes are not only an indicator of his imperfect knowledge of the language but also a sign that the learner is constantly testing hypotheses about the rules of the second language (Huda, 1984, p. 85).

Thus mistakes are not considered something that must be avoided in learning a language. This statement supports the audio-lingual theory, but as part of the language learning process (Brown in Sujibto, 2006:36). Sridhar (in Sujibto, 2006:36) states that the use of error analysis as a tool in language teaching is based on:

1. Error analysis does not have the limitations of the interlingual transfer only
2. Error analysis is not faced with complex theoretical as is the case with contrastive analysis.

Many experts have revealed the emergence of error analysis. Huda (1984:12) states that error analysis was first introduced by WR Lee in 1957 and gained popularity in the 1970s. Other experts say that error analysis only became popular in the 1950s, which previously only talked about the mistakes of English learners in general (Subyakto in Sujibto, 2006:36). The term language learner error can be divided into two types, namely: Mistake, and Error. Errors are unsystematic deviations, such as speech errors due to fatigue (fatigue), emotions, and so on, which can be observed in performance. At the same time, errors are systematic and consistent deviations and can describe language learners' ability at specific stages that can be observed in competence (Corder in Sujibto, 2006:37).

Another limitation regarding errors is expressed by Kridalaksana (1984:15), who states that a technique for measuring language learning progress is to record and classify mistakes made by a person or group. This error analysis is an activity to record, identify, describe, and evaluate errors submitted by a person or group of students based on Indonesian language rules for learning purposes. In this study, what is studied is an error (Error), not a mistake (Mistake). View to analysis error covers three things: View Philosophical, Outlook Psychological, and Outlook Linguistics.

View Philosophically related with the learning process stating language _ that:

1. Language is a uniquely human ability.
2. The existence of language as a will is not bound by human reason. Although the language is part of cognitive tools, language is separate from general cognitive mechanisms related to intellectual development.
3. As an acquirer (LAD) that genetically influences a child's development in a set of grammar,
4. The device stopped its development due to age,
5. The language acquisition process consists of testing the hypothesis of the first grammar based on universal grammar (Ellis, 1986, p. 34).

Parera (1986:37) states that the psychological view of error analysis is cognitive learning theory. Learning is assumed to be a process of acquiring knowledge through experience and events around it. Language is the acquisition of knowledge, and knowledge develops because it relates to others. From a linguistic perspective, language error analysis is a theory of transformational generative grammar. Children in learning are assumed to have been equipped with language learning abilities that were innate from birth in the form of language acquisition tools. Children make hypotheses about the language they learn (Syafi'ie, 1984, p. 32).

Corder in Sujibto (2006:38) describes three stages of analyzing language learner errors: Introduction, Description, and Explanation.

Recognition serves to identify errors that are preceded by an interpretation of the learner's language. Based on the plausible interpretation of the learner's language, the researchers make plausible reconstructions in generating similarities and differences to describe the error. Next, the error description relates to testing the rules of the target language in the language between learners. That is, to determine whether the rules are set in the same or significantly different ways. Finally, the explanation stage explores the causes and sources of error.

Based on the causes and sources of errors, Corder (in Sujibto, 2006:39) distinguishes three types of errors, namely:

1. Errors due to transfer, namely errors caused by the influence of the mother tongue or first language,
2. Analogy errors, namely applying the rules of the language being studied in the wrong context, and
3. Errors induced by imperfect teaching errors.

Errors in comparative taxonomy are based on a comparison between the structural errors of the second language and the first language. This type of error includes:

1. development error
2. interlingual errors
3. Ambiguous error.

According to experts who give errors in this category, language learners' language errors are compared to other language errors. Errors based on the influence of communication, namely errors, include two categories, namely: Global errors and local errors. Global errors are errors that can affect the entire sentence structure it can interfere with communication. This error can be caused by using phrases, clauses, and sentences so the reader cannot understand the sentence. Syafi'ie (1984:21) states that global error is misunderstanding the speaker's original language concerned with the Meaning conveyed in a manner written, as well as an error that causes No he understand the Meaning conveyed in context discourse. Whereas error local is affecting errors _ the elements single in A sentence so that No bother communication. According to Syafi'ie (1984:30), mistakes local is error causing language _ something sentence becomes awkward. However, the speaker's language in the original question only experienced A little difficulty, or No one could understand the Meaning of communication.

Research Methodology

This research uses the descriptive analysis method. In terms of presentation and use of Indonesian. The data analyzed is the scientific work of the Class of 2019 Malang State Polytechnic, Department of Commercial Administration D4 Marketing Management Study Program. Each class is represented by ten students who are randomly selected. After obtaining 10 data on student scientific work from each class in Class of 2019, the Department of Business Administration, State Polytechnic of Malang, the following procedures were carried out:

1. Identify data
2. Classifying data
3. Describe the error

This is to find out the Indonesian language and its parts that should be in the scientific work of each data source.

Results and Discussion

This study emphasizes language errors in the scientific work of Business Administration State Polytechnic students majoring in Malang. In order to obtain an adequate and complete discussion, a discussion of the research findings and a description of the results of data analysis will be described. Analysis of spelling application errors includes writing capital letters, writing words, and punctuation marks. Analysis of word choice errors includes three aspects: word order errors, word meaning errors, and standard word use errors. Analysis of errors in the use of effective sentences includes six aspects, namely: (1) Equivalence of sentences, (2) Parallelism of sentences, (3) Firmness, (4) Efficiency, (5) Logic, (6)

Accuracy, and (7) Cohesiveness. Finally, the analysis of paragraph composing errors includes two aspects, namely (1) topic sentence errors (reasoning) and (2) paragraph development technique errors.

Conclusions and Suggestions

Punctuation errors were found in 35 scientific papers, with an average error of 30%, and in 22 scientific papers, with an average of 38%. From many errors found, it shows that students still find it challenging to write punctuation that meets the requirements for writing correct spelling. The reason is that the sentences need to be composed with attention to the Indonesian spelling guidelines. Language lecturers or parties related to writing, scientific papers, or papers get attention from all parties, especially seen from the use of language. Indonesian language teachers can encourage and motivate students to be creative, active, critical, and independent, with students' writing skills expected to be improved in compiling scientific papers or papers well. Lecturers in the Department of Business Administration who guide the writing are advised to know a lot about the rules for using the correct Indonesian language in preparing scientific papers or papers.

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