

## **An Error Analysis of Students' Digital Writing in Using Sentence Connectors at the Fourth Semester Students of English Education Department of UIN SUSKA RIAU**

Fajar Mubarak  
fajarmubarak20@gmail.com  
Universitas Islam Negeri Sultan Syarif Kasim Riau

Rizki Amelia  
rizki.amelia@uin-suska.ac.id  
Universitas Islam Negeri Sultan Syarif Kasim Riau

### **Abstract**

The purpose of this research is to explain the dominant error in using sentence connectors in digital writing by the fourth semester students of English Education Department of UIN SUSKA RIAU. This research was a research with descriptive quantitative design. This research was conducted on November 08<sup>th</sup>, 2021 until February 08<sup>th</sup>, 2022 at UIN SUSKA RIAU. The subject of this research was the fourth semester students of English Education Department of UIN SUSKA RIAU while the object of this research was students' error in using sentence connectors in digital writing. The research population of this research consisted of 125 students while the sample of this research was 19 students of the fourth semester of English Education Department of UIN SUSKA RIAU. The researcher employed purposive sampling. The data were collected through documentation. In collecting the data, the researcher used a written documentation from the students' writing assignment given by the lecturer. The researcher collected and evaluated the result of the students' assignment by using raters, and the researcher used 2 raters. After collecting the data from raters, the researcher analyzed the data by taking Step of Error Analysis. The result of this study showed that the types of errors found in this research were error of omission which had 36 errors or 46% of total error. Then, error of addition had 15 errors or 19% of total error. Furthermore, error of misinformation had 22 errors or 28% of total error. Last, error of misordering had 5 errors or 7% of total error. In conclusion, the dominant error of students' digital writing in using sentence connectors at the fourth semester students of English Education Department of UIN SUSKA RIAU was error of omission.

**Keywords:** *Error Analysis, Digital Writing, Sentence Connectors*

### **Introduction**

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances role in improving a communicative competence of learning the language. As stated by Harmer (2012) in Laili and Muflihah (2020, p. 349), writing is a continuing activity that comes from the writer's mind about what they want to say and how to say it. The writer should read and correct their writing after finished writing the text. In the present, the development of technology and Covid-19 pandemic that hit people around the world gives many impacts to the teaching-learning process

especially in language learning. This situation forced all parties in the educational environment to change the learning process of writing from offline learning into online learning using digital writing.

DeVoss, Eidman-Aadahl and Hicks (2010, p. 7) defined that digital writing as compositions created with, and oftentimes for reading or viewing on, a computer or other device that is connected to the Internet. In this situation, one of the digital writing tools that commonly used in learning process at UIN SUSKA RIAU during online learning is Microsoft Word. Then, Ubani (2008) in Egbunefu, Amadi, and Nwobike (2018, p. 59), Microsoft Word is defined as a word processing package that is designed to enable users to type, edit, store and generally process their documents. Further, Godwin-Jones (2008, p. 10) added that, "In Microsoft, there are a variety of online services such as spellchecker.net or spellcheckplus which check both spelling and grammar (English only). This tool also offers several services to facilitate online composition/editing and to assess writing. So, this thing that attracts researcher to find out kinds of error made by students in their writing using this tools where they can easily compose and edit their essay using Microsoft Word.

Brown (2000) in Yuliani, Pudjobroto, and Sarosa (2015, p. 13) defines errors reflect the inter-language competence of the learner as a noticeable deviation from the adult grammar of a native speaker. Learner of language has different competences of level in learning English and automatically that has involved different cause of error. Making errors are a natural and unavoidable part of the process of learning English. Many kinds of errors arise when the learners write because they do not master the English structure well. Students' errors are very useful ways of showing what they have and have not to learn. Also, errors are the inability of the students in using rules of the components and elements of the second language. So, the role of the teachers is to make an error analysis to reveal students' error in writing and lead a study of learners' errors by observe, analyze, and classify the errors. Then, error analysis is the study and analysis of the errors made by second and foreign language.

According to Brown (2000) in Fitria (2018, p. 248), the fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' error, called error analysis. Error analysis may be carried out in order to find out how well someone learns a language; and to find out how well someone knows language; and also to obtain information on common difficulties in language learning. Then, the researcher used a written documentation from the students' writing assignment given by the lecturer to analyze the writing error made by students. Then, Hewings (2013, p. 174), states that sentence connectors are some words and phrases used to connect one sentence with a previous sentence or sentences. Often (but not always) these go at the beginning of the sentence. Next, Halliday and Hasan (1976) in Carrió-Pastor (2013, p. 193) divided connectors into additive, adversative, causal and temporal types. Last, Halliday and Hasan (1976), state there are four main types of logical relation such as; Additive, Adversative, Causal and Temporal.

UIN SUSKA RIAU is one of the universities in Pekanbaru as a formal educational institution. This university also prefers several levels of writing course such as; Paragraph Writing, Essay Writing, and Academic Writing. Then, the curriculum that used for each

course is Curriculum Competency 2013. Different credits also preferred for each course, paragraph writing and essay writing are 2 credits, and academic writing is 3 credits. The minimum criterion of achievement (KKM) of each course is B. Based on the researchers' preliminary observation on 21 October, 2021 at UIN SUSKA RIAU, the lecturer explained the learning methods on writing course. First, the lecturer gave the orientation of the material about a text in WhatsApp Group. Second, the students analyzed the text that given to them in order to comprehend the material using group work method. Then, the lecturer asked students to make a task about a text based on their own experience using Microsoft Word. Finally, the lecturer asked students to collect the task in Google Classroom. Based on the result of the task, the lecturer found that there were some errors in students' writing especially in using sentence connectors, some students did not choose appropriate sentence connectors in the sentence, and some students did not put the sentence connectors in proper place in the sentence. Based on the description above the researcher wants to do a research about "An Error Analysis of Students' Digital Writing in Using Sentence Connectors at the Fourth Semester Students of English Education Department of UIN SUSKA RIAU".

### **Methodology**

The researcher used quantitative research as the design to measure the frequency of each form of error made by the students. According to Gay, Mills and Airasian (2012, p. 7), quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. Then, Arikunto (2006, p. 12) in Fitria (2020, p. 42) also stated that a quantitative approach is an approach that demands to use the numeric, begin from the collection of the data, interpretation of data, presentation of the data and also the result. Moreover, this research had one variable; it was the study of students' error in using sentence connectors in digital writing. In addition, the researcher used descriptive quantitative as the research method in order to analyze the students' error of using sentence connectors in digital writing. Referring to the objective of this study, the descriptive method is considered appropriate since it is a method used to describe or analyze the results of the study but not used for making broader conclusions (Sugiyono, 2005) in (Apsari, 2017, p. 53). Next, Gay, Mills and Airasian (2012, p. 625) stated that descriptive research is a research that determines and describes the way things are; involves collecting numerical data to test hypotheses or answer questions about the current subject of study, it also called survey research. So, the researcher decided to use descriptive method as the method to describe or analyze the students' error of using sentence connectors in digital writing.

### **Result and Discussion**

The data gained through documentation, where the documentation was writing assignment given by the writing lecturer.

#### **1. The Identification of the Students' Error**

The researcher made an identification based on the data that got from the raters. In this section, the researcher identified the students' error and drew up the number of error made by students into one table. The following table showed the total number of the students' error in using sentence connectors in digital writing.

**Table 1. The Total Number of the Students' Error**

The Total Number of the Students' Error

Total Number of the Students	Total Number of the Errors
19	78

The table above shows that there are 78 errors made by the fourth semester students of English Education Department of UIN SUSKA RIAU. In identifying students' error, the researcher found 78 errors of the students in using sentence connectors in digital writing based on the result of the data from this research. Those identification was used to find out the kinds of errors that made by the fourth semester students of English Education Department of UIN SUSKA RIAU.

## 2. The Classification of the Students' error

In this section, the researcher classified the types of students' error in using sentence connectors that found by the students' digital writing. The researcher classified the data based on the types of errors that stated by Dulay, Burt, and Kashen's (1982) in Ma'mun (2016, p. 106).

- a. Error of Omission
- b. Error of Addition
- c. Error of Misinformation
- d. Error of Misordering

Then, the researcher classified the data based on the types of errors above into several tables. The following tables were the recapitulation of the students' error based on the data that got from the raters and they were divided into each type. The table below was the recapitulation of error of omission.

**Table 2. Error of Omission**

No.	Students	Rater I	Rater II	Total
1.	Students 1	0	1	1
2.	Students 2	1	1	2
3.	Students 3	2	3	5
4.	Students 4	1	1	2
5.	Students 5	0	1	1
6.	Students 6	1	1	2
7.	Students 7	1	1	2
8.	Students 8	1	1	2
9.	Students 9	0	0	0
10.	Students 10	0	2	2
11.	Students 11	1	1	2
12.	Students 12	2	3	5
13.	Students 13	0	0	0
14.	Students 14	0	0	0
15.	Students 15	1	0	1

No.	Students	Rater I	Rater II	Total
16.	Students 16	0	0	0
17.	Students 17	1	1	2
18.	Students 18	3	2	5
19.	Students 19	1	1	2
Total Number of Errors		16	20	36

Based on the table above, the researcher found that the total error of omission from the data that was analyzed by Rater I was 16 and Rater II was 20. So, error of omission had total number of 36 errors. Then, the following table was the recapitulation of error of addition based on the data that was analyzed by the raters.

**Table 3 Error of addition**

No.	Students	Rater I	Rater II	Total
1.	Students 1	1	1	2
2.	Students 2	1	2	3
3.	Students 3	0	0	0
4.	Students 4	0	0	0
5.	Students 5	0	0	0
6.	Students 6	0	0	0
7.	Students 7	0	1	1
8.	Students 8	0	0	0
9.	Students 9	1	2	3
10.	Students 10	0	1	1
11.	Students 11	0	0	0
12.	Students 12	0	0	0
13.	Students 13	0	0	0
14.	Students 14	1	2	3
15.	Students 15	0	0	0
16.	Students 16	0	0	0
17.	Students 17	0	0	0
18.	Students 18	1	1	2
19.	Students 19	0	0	0
Total Number of Errors		5	10	15

Table above shows that the total error of addition from the data that was analyzed by Rater I was 5 and Rater II was 10. So, error of addition had total number of 15 errors. Then, the table below was the recapitulation of error of misinformation that made by the students.

**Table 4. Error of Misinformation**

<b>No.</b>	<b>Students</b>	<b>Rater I</b>	<b>Rater II</b>	<b>Total</b>
1.	Students 1	2	2	4
2.	Students 2	0	0	0
3.	Students 3	0	0	0
4.	Students 4	0	0	0
5.	Students 5	1	2	3
6.	Students 6	0	0	0
7.	Students 7	0	0	0
8.	Students 8	0	0	0
9.	Students 9	1	1	2
10.	Students 10	2	3	5
11.	Students 11	0	0	0
12.	Students 12	0	0	0
13.	Students 13	0	1	1
14.	Students 14	0	1	1
15.	Students 15	1	1	2
16.	Students 16	2	2	4
17.	Students 17	0	0	0
18.	Students 18	0	0	0
19.	Students 19	0	0	0
<b>Total Number of Errors</b>		<b>9</b>	<b>13</b>	<b>22</b>

The table above shows that the total error of misinformation from the data that was analyzed by Rater I was 9 and Rater II was 13. So, error of misinformation had total number of 22 errors. Then, the following table was the recapitulation the students' error of misordering.

**Table 5. Error of Misordering**

<b>No.</b>	<b>Students</b>	<b>Rater I</b>	<b>Rater II</b>	<b>Total</b>
1.	Students 1	0	0	0
2.	Students 2	0	0	0
3.	Students 3	0	0	0
4.	Students 4	0	0	0
5.	Students 5	0	0	0
6.	Students 6	0	0	0
7.	Students 7	0	0	0
8.	Students 8	0	0	0
9.	Students 9	0	1	1
10.	Students 10	0	0	0
11.	Students 11	1	0	1
12.	Students 12	0	0	0
13.	Students 13	0	1	1
14.	Students 14	1	0	1
15.	Students 15	0	1	1

No.	Students	Rater I	Rater II	Total
16.	Students 16	0	0	0
17.	Students 17	0	0	0
18.	Students 18	0	0	0
19.	Students 19	0	0	0
Total Number of Errors		2	3	5

From the table above, the researcher found that the total error of misordering from the data that was analyzed by Rater I was 2 and Rater II was 3. So, the total number of error of misordering that made by the students in this research was 5 errors.

After classifying the data based on the types of errors, the researcher found that the total number of error of omission was 36 errors, error of addition was 15 errors, error of misinformation was 22 errors, and error of misordering was 5 errors.

### 3. The Quantification of the Students' error

After classifying the students' error, the researcher calculated the data that got from the raters to find out the total number of each error made by the students. The researcher drew up the result of calculation into the following table.

**Table 4.6 The quantification of Errors**

No.	The Students	The Quantification of Errors				Total
		Omission	Addition	Misinformation	Misordering	
1.	Students 1	1	2	4	0	4
2.	Students 2	2	3	0	0	1
3.	Students 3	5	0	0	0	6
4.	Students 4	2	0	0	0	10
5.	Students 5	1	0	3	0	7
6.	Students 6	2	0	0	0	3
7.	Students 7	2	1	0	0	3
8.	Students 8	2	0	0	0	5
9.	Students 9	0	3	2	1	3
10.	Students 10	2	1	5	0	3
11.	Students 11	2	0	0	1	2
12.	Students 12	5	0	0	0	1
13.	Students 13	0	0	1	1	6
14.	Students 14	0	3	1	1	4
15.	Students 15	1	0	2	1	3
16.	Students 16	0	0	4	0	4
17.	Students 17	2	0	0	0	6
18.	Students 18	5	2	0	0	2
19.	Students 19	2	0	0	0	2
Total		36	15	22	5	78

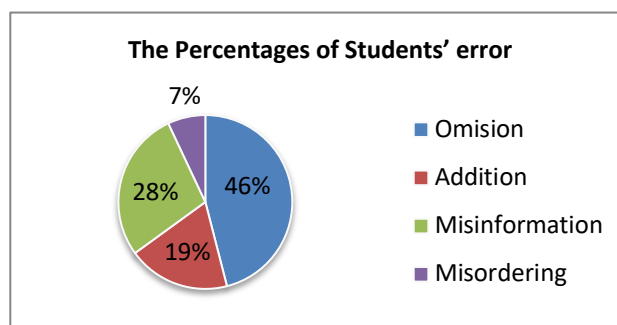
The table above showed the result of the calculated data of errors made by the students in using sentence connectors in digital writing. As shown in the table, the error of omission that found in this research was 36 errors. Then, error of addition was 15 errors.

Furthermore, error of misinformation was 22 errors. Last, error of misordering was 5 errors. So, it can be concluded that the total number of students' error that occurred in this research was 78 errors. After the data got combined into one table, the researcher quantified the total number of errors based on each type in order to find out the dominant error made by students in digital writing. To get the results, the researcher used percentage formula by Gay in Amelia, Ampa, and Ilmiah (2018, p. 49).

The following section was the result of the quantification of the students' error in using sentence connectors in digital writing; Error of omission: 46%; Error of addition: 19%; Error of misinformation: 28%; Error of misordering: 7%

Based on the result of the quantification of the students' error, it can be concluded that the dominant error that made by students in using sentence connectors in digital writing was error of omission, which had total number of 36 errors or in form of percentage the error of omission had 46% errors. After quantifying the students' error, the researcher made a pie chart based on the result. Then, the researcher interpreted the data after processing the result. The percentages of the recapitulation of students' error were converted into a pie chart. The pie chart covered the highest until the lowest rank as follows:

**Chart .1 The Percentages of Students' error**



The pie chart above explained the varieties of errors that students made. The researcher elaborated the result of the pie chart above started from the highest error number until the lowest rank. As shown in the chart, the highest rank of students' error was omission, the second highest rank was misinformation, the third highest rank was addition and the lowest rank was misordering.

## Discussion

In this section, the researcher analyzed the source of errors in using sentence connectors in digital writing in order to find out kinds of source of errors that occurred in this research. First, The researcher found 36 omission errors. The example of this error is "Arriving at home, my cousin and I were called one by one and distributed THR from our family". That it should be "After arriving at home, my cousin and I were called one by one and distributed THR from our family." The researcher predicted that the error is caused by interlingual transfer. The student can be influenced by her mother tongue language and also it can be that the student created an easy strategy to write her story but instead the strategy is not appropriate and it becomes error. second, The researcher found 15 addition errors. The example of this error is "But, unfortunately I don't have much to tell about my Eid experience at this time." That it should be "Unfortunately, I don't have much to tell



about my Eid experience at this time.” The researcher assumed that intralingual transfer is the source of this error. The student wrote the word that did not need in the sentence. It happened because the student had over-generalization and it turned to be error. Third, The researcher found 22 errors of misinformation made by the students in digital writing. The example of this error is “Then I took a shower and rushed to wear clothes for the Eid prayer.” That is should be “After that, I took a shower and rushed to wear clothes for the Eid prayer.” The researcher taught that the error is caused by intralingual transfer. It happened because the student did not know the appropriate word to compose in the paragraph. Last, The researcher found 5 misordering in digital writing made by the students. The sample of this error is “**And** everything tastes delicious, I really like it.” that it should be “everything tastes delicious **and** I really like it.” This error can be caused by interlingual transfer. The error caused the students used Indonesian language to transfer their sentence into English and it doesn’t appropriate with English rule therefore it becomes error. The result showed that there were four types of errors made by the students in using sentence connectors in digital writing. The dominant error that found in this research was omission. Then, the second dominant error was misinformation. Furthermore, the third dominant error was addition. Last, the lowest students’ type of error that found in this research was misordering.

### Conclusion

Based on the findings and the discussion of the research, it can be concluded that the fourth semester students still face difficulty in writing English sentence connectors. From the result of this research, it was found that there were four types of errors within the usage of sentence connectors; they are error of omission, error of addition, and error of misinformation and error of misordering. The result of the research also found that there were 78 errors made by 19 students of fourth semester of English Education Department of UIN SUSKA RIAU. Then, the researcher also got the dominant error made by students is error of omission with the number of error is 36 or 46% error.

### References

- Al-Zoubi, S. M. (2018). The Significance of Error Analysis in Written Production: A Case Study of Ajloun National University Students. *International Journal of English Language and Literature Studies*.
- Amelia, D. R., Ampa, A. T., & Ilmiah. (2018). An Error Analysis in the Use of Punctuation in Narrative Text at Second Grade of SMA Negeri 1 Makassar. *Exposure Journal*.
- Amoakohene, B. (2017). Error Analysis of Students Essays: A Case of First Year Students of the University of Health and Allied Sciences. *International Journal of Higher Education*.
- Andrian. (2015). An Error Analysis of EFL Students’ English Writing. *English Education Journal (EEJ)*.
- Apsari, Y. (2017). The Use of Picture Series in Teaching Writing A text. *ELTIN Journal*.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*.

- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4<sup>th</sup> edition)*. Boston: Pearson Education, Inc.
- DeVoss, D. N., Eidman-Aadahl, E., & Hicks, T. (2010). *Because Digital Writing Matters: Improving Student Writing in Online and Multimedia Environments*. San Francisco: Jossey-Bass, A Wiley Imprint.
- Egbunefu, C., Amadi, E. A., & Nwobike, A. (2018). Microsoft Word Application Skills Need of Business Education Graduates for Job Performance and Economic Diversification in Rivers State. *International Journal of Innovative Education Research*.
- Fitria, T. N. (2018). Error Analysis Found in Students' Writing Composition of Simple Future Tense. *ELS Journal on Interdisciplinary Studies on Humanitie*.
- Fitria, T. N. (2020). Error Analysis in Using Simple Past Tense Found in Students' Writing of A text. *ADJES (Ahmad Dahlan Journal of English Studies)*.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research Competencies for Analysis and Applications (10<sup>th</sup> Edition)*. Boston: Pearson Education, Inc.
- Godwin-Jones, R. (2008). Emerging Technologies Web-Writing 2.0: Enabling, Documenting, and Assessing Writing Online. *Language Learning & Technology*.
- Hassan, M., & Napoli, F. D. (2020). A Case Study of English Teaching Methods at SMK Muhammad Yaasiin Sei Lapan. *Linguistics and Literature Journal*.
- Hewings, M. (2013). *Advanced Grammar in Use (3<sup>rd</sup> edition)*. Cambridge: Cambridge University Press.
- Laili, E. N., & Muflihah, T. (2020). The Effectiveness of Google Classroom in Teaching Writing of A text for Senior High Schools 1. *JOLLT Journal of Languages and Language Teaching*.
- Ma'mun N. (2016). The Grammatical Errors on The Paragraph Writings. *Jurnal Vision*.
- Yuliani, S., Pudjobroto, A. H., & Sarosa, T. (2015). An Error Analysis of Descriptive Text Written by Junior High School Students in Surakarta. *JoLLIET*.