

## THE ANALYSIS OF SIGNPOSTS WORDS AND PHRASES ERROR IN STUDENTS' WRITING ESSAY

Rusdin  
STKIP Yapis  
Dompu, Indonesia  
[surflakey@gmail.com](mailto:surflakey@gmail.com)

### Abstract

*This study was conducted to investigate and find out the student errors in using signposts in writing essays. Therefore, this study focused on finding the level of students' ability in using signposts and the types of students' errors in using signposts. 9 students of the fourth semester of English Education Program STKIP Dompu are taken as samples of the study. To obtain the data needed in this research, the researcher tries to investigate the object by applying the descriptive quantitative method. The result of the test shows: First, the mean score of the students in using signposts in writing paragraphs was 11, 22. It means that the students of English Education Program STKIP Dompu in applying signposts in essay writing were very poor level. Second, the types of students' errors in using signposts in writing paragraphs are classified into four types: omissions errors, additions errors, misformations errors, and disordering errors.*

**Key Words:** Error Analysis, Signpost, Writing English Essay

### INTRODUCTION

As a foreign language, English is the most widely used in Indonesian countries. The English language is being used throughout the school level in Indonesia beginning in elementary school up to the university student. The student's hopefully can master almost four skills such as listening, speaking, reading, and writing (Afrianti et al., 2022). Hence, the whole students should understand and master two important aspects of English devices such as spoken and writing. Language is the only way for people to transfer their ideas, thoughts, feelings, opinions, or even emotions. To have comprehensible communications among people of various cultural backgrounds, English has a very specific position as an international

language, particularly in Indonesian countries. English has competed a vital role in education because it could be a required subject in faculties and it's unlikely that university students will complete their courses without being assigned at least some readings in English (Allan Lauder, 2008). However, people from all over the world used English as a means of communication in every international meeting, conference, commerce, and workshop. As a consequence, all countries in the whole world have set language as one of the subjects studied at schools. English grammar must be understood by students in high school (Rusdin, 2022).

College students have been learning English as a foreign language since the beginning of their studies. Yet, a few students

could express their feelings, emotions, desires, or thoughts in English, while some of them could not even tell something to English native speakers fluently and structurally. It is also remarkable that very few of them could use correct words, acceptable grammar, and appropriate pronunciation. Many of them still make errors, especially errors of signposts in writing. The students lack grammatical mastery and imply that grammar should be inserted into the teaching and learning process (Harisna Hikmah, 2020). Furthermore, she said that "the students should be given enough opportunity in learning English grammar more. The teacher ought to conjointly increase their awareness concerning the errors created by the students. They have to give more emphasis and also feedback to increase the student's awareness in applying English grammar rules in creating sentence or texts". Hence, even very simple research concerning the sources, characteristics, and some possible ways of correcting student errors is worth considering in the study of a second language or foreign acquisition and teaching.

The student writing errors in creating the writing is still big problems happened whether long or short writing because of their English foreign language. Regarding to these problems Ellis (1986: 06) conducted that, there is a strong belief that the student's errors in second or foreign language learning and acquisition are strongly influenced by their first language or the

mother tongue. The idea is quite evident in the study of the learner errors in their attempts to learn and acquire the target language itself, and even the student's attitude and errors are encouraged by teaching materials or methods. Furthermore, Mislal and Kismullah (2021: 01) it was discovered that the errors made by students were impacted by their native language and this is the interlanguage move. In Addition, "environmental factors, such as lack of supportive environment and learning anxiety, had contributed to hindering the participant in learning English". (Purwati. D. et al. 2022).

Following those problems happened in students' writing, the identification can be seen in accordance with: first, mother tongue interference: despite the fact that young children seem to be able to learn a foreign language quite easily and to reproduce a new sound very effectively, the older learners experience considerable difficulty. The sound system of phonology and grammar of the first language force themselves on the new language and this guide to a foreign pronunciation, incorrect grammatical patterns, and occasionally, the wrong choice of vocabulary. For instance, "are you doing the homework? he has to come early, she coming from Australia, and many other errors writing". Second is overgeneralization, the mentalist theory claims that errors are inevitable as a result of the mirror numerous stages within the language development of the learner. Hubbard, et al (1983: 142) says that

errors are evidence of failure, ineffective, or lack of control. If materials are well chosen, graded, and presented in an accurate case, there should never be any error. Furthermore, the expansion of our modern world today drags language teachers to provide students with sufficient writing skills. Or in other words, a language teacher should teach the language learners how to put their ideas, intentions, or desires into good creatively writing.

In conclusion, many of the students still made errors in writing essays in the English language, particularly in using signposts. These phenomena need to be solved by trying to find out the possible reason why the students make errors in using signposts. Finocchiaro (1974: 49) says that novice researchers do not have enough experience in their effort to deliver the correct productions.

## RESEARCH METHOD

The method used in this investigation is the "Descriptive method". The data collected unanalysed descriptively to answer the statement of problems. To obtain the data needed in this research, the researcher tries to investigate the object by applying the "descriptive method". It means that the researcher asks students to write paragraphs by applying appropriate signposts in writing to collect the real data resources about the errors made by the fourth-semester students English

Education Program STKIP Yapis Dompu in writing an essay. Here the students can write the paragraph based on the topics given below:

1. Own experience
2. Your hobbies
3. Favorite sport
4. Lakey beach

The Scoring System of tell Data were taken are as follows:

No	Total signpost	Wrong answer	Righ answer	Score
1	7	1	6	19
2	6	1	5	16
3	6	2	4	12
4	4	1	3	9
5	4	2	2	6

## Research Design

This subsection contains the researcher's statements regarding the design of the research selected from one of three approaches in conducting research, i.e., qualitative, quantitative, and mixed research. Each approach offers various research designs for various research designs. For example, in a quantitative study, there are pre-experimental, true-experimental, and quasi-experimental research designs.

Meanwhile, qualitative and mixed methods offer other designs. This subsection should be part of a section about the method. Hence, it also provides a brief description of the variables of the study.

### **Population and Sample**

The population in this investigation is the fourth-semester students of the English education program STKIP Yapis Dompu academic years 2021/2022 which consists of 9 students in one class.

### **Sampling techniques**

The researcher is aware that it is difficult to analyse all of the population. Arikunto (2006: 133) mentions if the population is less than a hundred, it is better to take all of the population as the subject of the research. But if the population is more than a hundred it is suggested to take 10% - 15% or 20% - 25%. This number is representative enough for the research. In this case, the researcher takes purposive sampling. The procedure of sampling is illustrated below: first, the researcher gives the number to the class of the fourth-semester students of the English Education Program STKIP Yapis Dompu. Hence, the number of students in this class is 9 students.

### **Instruments**

In this research, the researcher collected the data using writing tests of paragraphs. It means that to find out student's error on the signpost. In collecting the data of the first meeting the researcher asked the students to write their own experiences, hobbies, favorite sport, and Lakey beach on the test that consists of two paragraphs. And the second meeting the

students asked to construct the sentences and then expand them into paragraphs by using the list of topics is given.

### **Data Analysis**

This research is focused on the error analysis of the use of signposts in writing English simple paragraphs. Related to the data analysis, the procedures for analysing data are as follows:

1. Giving score to the use of signposts in the students' paragraphs
2. Calculating the students' score quantitatively, by using the procedures: Students are demanded to use at least (31) kinds of signposts in writing English paragraphs.
3. After calculating and computing the data, the researcher considers the percentage.
4. Each student's correct use scored 1 (one)
5. Identifying the level of student error in using signposts.
6. Describe types of the student's errors in using signposts.

A similar suggestion was advocated by Arikunto (1982: 134) that after the data is collected, the researcher describes it through quantitative and qualitative data. The quantitative data in this study will be evaluated by giving a score, using a scale and also the formula, as follow:

The results of the computation of the data are following the previous formula then be described and presented in a more qualitative description.

To obtain the students' mean score, the researcher applied the formula as follows:

$$\frac{\text{Number of correct use}}{\text{Number of subjects}} \times 100\%$$

The results of the computation of the data are following the previous formula then be described and presented in a more qualitative description.

To obtain the students' mean score, the researcher applied the formula as follows:

$$\bar{X} = \frac{x}{N}$$

There:

$\bar{X}$  = The students' mean score

x = The total number of students' score

N = The total number of students.

### Quantitative Analysis

In conducting this research, the researcher uses writing tests that ask the students to write some paragraphs based on the given topic. The students are required to use various signposts properly. To score the students writing, the researcher uses the seven intervals as a value standard. Meanwhile, the individual students' scores can be seen in the appendix, and the number and percentage of the students can be seen in the tables.

The following are seven intervals as the standard of the students' scores, they are:

No	Score	Categories
1	96 - 100	excellent
2	86 - 95	very good
3	76 - 85	good
4	66 - 75	fairly good
5	56 - 65	fair
6	36 - 55	poor
7	0 - 35	very poor

(Arikunto, 2006)

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

#### The Identification of Students' Level in Using Sign Post

The students' answers to writing tests in the form of paragraphs

Students	Topic	Signposts available	Right use	Wrong use	Score
1	Self-experience	4	2	2	6
2	My Hobbies	4	3	1	9
3	Favorite Sports	4	3	1	9
4	My Hobbies	4	3	1	9
5	My Hobbies	6	5	1	16
6	Lakey Beach	7	6	1	19
7	My Hobbies	4	3	1	9
8	Lakey Beach	6	4	2	12
9	Favorite Sport	6	4	2	12

The students' writing is scored. It is aimed to know the level of students' ability. The following table shows the students' level from the score of their answers, and the percentages of the students who make errors in using signposts.

Table 1. The level of students' ability in using sign posts.

Classification	No	Standard of Score	Number of Students	Percent ages
Excellent	1	96 – 100	0	0 %
Very Good	2	86 – 95	0	0 %
Good	3	76 – 85	0	0 %
Fairly good	4	66 – 75	0	0 %
Fair	5	56 – 65	0	0 %
Poor	6	36 – 55	0	0 %
Very poor	7	0 – 35	9	100 %
Total			9	100 %

The table above shows that there is no student gets an excellent, very good, good, fairly good, fair, and poor score, but from the seven categories above only one category that achieved by the students, there is a very poor score. There are 9 out of 9 students (100%) who get very poor scores.

The students' mean score from the table above is:

$$\begin{aligned}\bar{X} &= \frac{101}{9} \\ &= 11,22\end{aligned}$$

The basic calculation above shows that the means score of the student in writing tests is 11,22 Thus, the student's level is classified as the "very poor level".

Based on the data collected earlier, the researcher collects the students' mean scores in terms of the correct use of sign posts in paragraph writing. The test was to write paragraphs. The students were asked to write or describe something in the form of paragraphs by

applying some signposts. In this case, the data collected shows that the mean score of the students' errors reached 11,22 Thus, they are categorized as very poor level students.

However, the researcher uses seven intervals. In fact, the student's total mean score reaches only five intervals (from score 0 to 35)". This means the students' score on the test is equivalent to a "very poor level" about the error of the fourth-semester students of the English Education Program STKIP Yapis Dompu. In other words, the students lack knowledge and comprehension about the sign posts used in paragraph writing.

Based on the result of the test, indicates that the majority of the students got individual scores of 11 with the total mean score of the students being 11,22 in the test. It means that the students' language proficiency, especially in writing paragraph skills was categorized as "very poor level".

## Discussion

### Identification of the Type of students' error in using sign Posts in Writing Paragraphs.

There are various types of sign posts used by students in their own paragraph writing. It can be seen below:

No.	Categories of Sign posts	Type of Sign Posts in the Students Paragraph Writing
1.	As illustration	-for example, actually, in fact and for instance



2.	To Phrase the Ideas	-therefore, moreover, however, then, because, but, also and still
3.	Contrast or Comparison	-furthermore, although and contrary
4.	To Conclude	- in conclusion, and finally
5.	Indicate the Time	- at first, at last and in the mean time

The table above shows that there are five (5) categories of sign posts used by the students in their paragraph writing such as: As an illustration, to phrase the ideas, contrast or comparison, to conclude and indicate the time. Those five categories have their own type of signpost that, for illustration consists of several types: for example, actually, in fact and for instance. While to phrase the ideals consist of: therefore, moreover, however, then, because, but, also, and still. Then contrast or comparison is divided into furthermore, although, and finally. And also indicate the time divided into: at first, at last, and in the meantime.

The students' errors in using signposts are classified into four types of errors; omission errors, addition errors, misformation errors, and disordering errors. These types of errors are proposed by Dulay (1982).

### 1. Omission errors

The omission errors are errors that are characterized by the absence of an item that must appear in a well-formed utterance (Dulay; 1982). In the use of signposts, the students also

made omission errors. For instance: the students usually omit some signpost in their sentences. They usually omit although, in addition, moreover, etc. This action made the sentences that they create became incoherence each other. Students also are inconsistent in applying the sign post. In one sentence they put the conjunction to indicate time (secondly), but in the previous sentence, they omit the conjunction (firstly) this cause the relationship between the sentence and other sentences that follow its incoherence. It is illustrated in the example below:

No	The error	Suggested Revision
1	<i>""My reason to travel to Lakey beach used my vehicle. The simple way. Secondly, it's easy to use because of my vehicle".</i>	<i>""My reason to travel to Lakey beach used my vehicle. Firstly, the simple way. Secondly, it's easy to use because my vehicle"</i>
2	<i>"She drinks a glass of juice, she did not love it much".</i>	<i>"Although she didn't like drinks juice, she drinks a glass of juice". Etc.</i>

Example no. 1 shows the student didn't put the firstly at the first reason why she goes to Lakey using her own vehicle. But she directly put secondly at the second reason, example no. 2 the student didn't put connector although at the two clauses.

## 2. Addition errors.

Dulay (1982) explained that addition errors are the opposite of omissions. They're characterised by the presence of associate degree item. Surprisingly, many of the students add too many signposts in their writing. They often use, therefore, and, but, so, etc. which causes the sentences to become unvaried and can make the reader feel bored reading. It is figured out in example as follows:

No	The error	Suggested Revision
1	"I went to Lakey beach using my vehicle with my friend in the early morning at 7 o'clock. <b>After that</b> , we spent time on the surrounding white sandy beaches. <b>After that</b> we go to the simple restaurant for breakfast".	"I went to Lakey beach using my vehicle with my friend in the early morning at 7 o'clock. <b>After that</b> , we spent time on the surrounding white sandy beaches. <b>Then</b> we go to the simple restaurant for breakfast".
2	"I like playing volleyball <b>and</b> futsal <b>and also</b> football".	"I like playing volleyball, futsal, <b>and</b> football".

Example no. 1 the student's writing shows the unnecessary connector for the period in the last sentence. It should be then. And example no. 2 shows that the student didn't pay attention to the connector of additional and.

## 3. Misformation errors

Dulay (1982) stated that misformation errors are characterized by the use of the wrong

form of the morpheme or structures which must not appear in a well-formed utterance. In terms of misformation errors the student's alternate conjunction. They put the wrong conjunction with the dependent clause.

For example:

No	The error	Suggested Revision
1	"There are several reasons why I usually go to Lakey beach. <b>As</b> close to my home town and easy to reach there. <b>And</b> many tourists from abroad visit Lakey beach for surfing so I can practice my English".	"There are many reasons why I typically move to Lakey beach. <b>Firstly</b> , close to my home town and easy to reach there. <b>Secondly</b> , many tourists from abroad visit Lakey beach for surfing so I can practice my English".
2	"Using google classroom is useful for us and easy to use. First, free to used and easy to reach. So, whole student can be participating in studying online by using google classroom".	"Using google classroom is helpful for us as a result of simple to use. First, free to used and easy to reach. <b>Besides</b> , whole student can be participating in studying online by using google classroom".

Example no. 1 shows that the student didn't put the right conjunction chronology to connect one clause to other clauses. While at the second example shows that the student also didn't put the right conjunction to connect one clause to other clauses.



#### 4. Disordering errors

Dulay (1982) stated that disordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Disordering errors are the least types of errors made by the respondents. Disordering errors may also be found by the incorrect placement of punctuation or transitions. In terms of Disordering errors. It is illustrated in the example:

No	The error	Suggested Revision
1	<i>"But I don't have a lot of cash I should purchase a brand-new Android".</i>	<i>"I don't have a lot of cash however I should purchase a brand-new Android".</i>
2	<i>"I hearing the music and my friend stunned me from behind".</i>	<i>"While I hearing the music my friend stunned me from behind".</i>

Example no. 1 shows that the student put the wrong place of the transition at the beginning of the sentence, it should be put at the middle of both sentences to connect each other. Sentence number 2 is not an appropriate place and transaction used in the sentence.

#### CONCLUSION

Having finished the study and the analysis of the data obtained, the researcher finally comes to her conclusion: The level of students' ability in using sign posts in writing paragraphs was very poor level .in which from the seven intervals the students total mean score reach

only one interval (from score 0 to 35)". In addition, the means score of the student in writing tests is 12, 4. This means that the third semester students of English Education Program STKIP Yapis Dompu score in the test is in the "very poor level". The type of student errors in using sign posts in writing paragraphs is classified into four types: omission errors, additions errors, misformations errors, and disordering errors.

By referring to the findings of this research, the researcher would like to give suggestion to the reader or anyone who is interested in conducting further research about the sign posts: The English teacher should give more practice to the students in applying signposts in writing a paragraph, The English teacher should train them to use a certain type of sign posts in writing a paragraph in English in order to be able to distinguish various types of sign posts, and the students should be familiar with either reading or writing text so that the students would acquire deeper understanding about various kinds of signposts and also deeper understanding in writing skill.

## REFERENCES

- Afrianti I., Prayogi, D.S.T., & Sumiyati. (2022). ANALYSIS OF ENGLISH ERRORS IN WRITING DESCRIPTIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS AT NURUL ISLAM, BIMA CITY. *Islamic Akademika: Jurnal Pendidikan & Keislaman*, 8 (1), 22-37.
- Arikunto, S. (2006). *Prosedur Penelitian, Suatu Pendekatan Praktik*. Jakarta: Rinneka Cipta
- Arikunto, S. (1982). *Prosedur Penelitian Suatu Pendekatan Praktis*, Pen. PT. Angkasa Bandung.
- Ellis, Rod, (1986). *Understanding Second Language Acquisition*. Oxford University Press, USA
- Finocchiaro, M. (1974). *English as a Second Language from Theory to Practice* New York: Regen Published Company Inc.
- Hikmah H. (2020). Analysis of Omission and Addition Errors Found in the Students' English Texts. Vol.5, No.1, Page1. Retrieved at <https://journal.upy.ac.id/index.php/eltics/index>. Access on 10 July 2022
- Heidy, Dulay et.al. (1982). *Language Two*. New York. Oxford University Press
- Hubbard, P. et. Al, (1983). *A Training Course for Tefl*, London, Oxford University Press.
- Lauder, A. (2008). THE STATUS AND FUNCTION OF ENGLISH IN INDONESIA: A REVIEW OF KEY FACTORS. *Makara Seri Sosial Humaniora*, 12(1), 9-20. DOI:10.7454/mssh.v12i1.128. Access on 10 July 2022
- Misla and Kismullah, (2021). Error analysis of the students' English written descriptive text. Retrieved at: <http://jurnal.unsyiah.ac.id/EEJ/article/view/19552/14510> Access on 10 July 2022
- Purwati, D., Mardhiah, A., Nurhasanah, E., & Ramli, R. (2022). The Six Characteristics of Andragogy and Future Research Directions in EFL: A Literature Review. *Elsya : Journal of English Language Studies*, 4(1), 86-95. <https://doi.org/10.31849/elsya.v4i1.7473>
- Rusdin, R. (2022). THE STUDENTS' DIFFICULTIES IN USING SIMPLE PRESENT TENSE: A CASE STUDY AT SENIOR HIGH SCHOOL STUDENT SIMPLE PRESENT TENSE. *Journal of English Language Teaching and Literature (JELTL)*, 5(1), 90-102. <https://doi.org/10.47080/jeltl.v5i1.1800>