

ERRORS IN USING DICTION OF STUDENTS' WRITING ACTIVITY OF FACULTY OF FOREIGN LANGUAGE AT MAHASARASWATI UNIVERSITY

Putu Subakthiasih

Program Studi Sastra Inggris, Fakultas Bahasa Asing, Universitas Mahasaraswati
subakthiasih20@gmail.com

IGA Vina Widiadnya Putri

Program Studi Sastra Inggris, Fakultas Bahasa Asing, Universitas Mahasaraswati
vina.ayu422@gmail.com

Abstract

This research aims to analyze in depth the use of diction error of students' writing activity of Faculty of Foreign Language at Mahasaraswati University. Diction is a writer's choice of words, phrases, sentence structures, and figurative language, which combine to help create meaning. Richards (2002: 157) in a linguistic dictionary says that diction is the word choice used by the author by determining which words are appropriate and effective for specific writing purposes. The research is a qualitative study using descriptive methods. The instrument of this research is 30 students of first semester essay at the students' writing activity of the academic year 2019/2020. The results of this research showed the majority of student errors occurred in the category of diction and the cause of the errors due to the influence of the first language, translation, and carelessness.

Keywords : error, diction, students' writing

Abstrak

Penelitian ini bertujuan untuk menganalisis lebih mendalam mengenai kesalahan dalam *diction* pada aktifitas pembelajaran menulis di Fakultas Bahasa Asing Universitas Mahasaraswati Denpasar. *Diction* merupakan pemilihan kata, phrase, struktur kalimat dan bahasa figurative dari penulis, yang mana hal tersebut digabungkan untuk membantu menciptakan suatu tulisan yang bermakna. Richards (2002: 157) dalam kamus linguistic menyatakan bahwa *diction* adalah pemilihan kata yang digunakan oleh penulis untuk menentukan kata yang sesuai dan efektif secara spesifik dalam penulisan. Penelitian ini menggunakan kualitatif dengan metode descriptive. Instrument dalam penelitian ini adalah 30 siswa dari semester pertama dalam pembelajaran menulis pada tahun akademik 2019/2020. Hasil dari penelitian ini menunjukkan bahwa sebagian besar kesalahan disebabkan oleh pengaruh bahasa pertama, penerjemahan dan kurangnya kehati-hatian dalam menulis.

Kata kunci : kesalahan, diction, tulisan siswa

1. INTRODUCTION

Why errors always exist in English language learning? Because of English as foreign language in Indonesia, it is possible that errors occur in English learning by foreign language learner. There are many causes in occurring of errors; difference of language between Indonesian and English is one of the causes. Indonesian and English have different structure or grammar 2 in sentence organization. When Indonesian sentence is changed into English, it occur structure alteration results. For example: *baju putih* (Indonesian) is changed into *whiteshirt* (English), Indonesian phrase which change to English have occurred structure alteration. Such errors occur in writing skill; most of students argue that writing skill is the most

difficult skill in English learning. Generally the students have difficulties organizing ideas in appropriate choice of vocabulary, sentence, and paragraph organization into a readable text. Errors cannot be separated from writing skill; they still exist when the students make composition in English, because English is not their native language in Indonesia.

Based on the phenomena in writing English, the writer found many errors in diction by the students especially the first semester when they write descriptive composition. Actually it should be mastered by the students properly in the first semester because descriptive text use present tense in its language feature that in the senior high school they have gotten this lesson, but in fact many students did some errors in diction when do the writing activity. From this phenomena the writer wants to know how far the errors made by the students in first semester of Faculty of Foreign Language at Mahasaraswati University.

The problem statement of this research is “What errors in using diction of the students’ writing activity by the students of Faculty of Foreign Language at Mahasaraswati University?”. This study is limited to the erroneous on paragraph in 50 texts made by the two classes in first semester of Faculty of Foreign Language at Mahasaraswati University. This study uses Error Analysis. The objective of the study is to describe the types of errors in diction by students’ writing text and to know the dominant type of errors in diction of students’ writing text in order that the writer find out the sources of error in students’ writing text and to describe the implication of error in language teaching. There are some researchers who have conducted the study on error analysis that analyzed different objects. The first previous researcher is Choironi, et.al (2016), in their research entitled “Error Analysis of Students’ Writing Descriptive Text based on Surface Strategy Taxonomy”, they analyzed the explore the types of errors the students committed in their writing descriptive texts based on surface strategy taxonomy and types of errors most frequently committed by students. Their research was qualitative research. The result of their research is that there are 32 students committed four types of surface strategy taxonomy: addition, omission, misformation, and misordering. They found the misformation was the type of errors the students most frequently committed.

The second previous researcher is Nurul Fitrah Syams (2016) with her research entitled “Error Analysis of Word Order Used in Writing Recount Text Made by Students’ at SMK Negeri 1 Pinrang”. She describe the problem statement of this research was “what kind of errors are frequently occurred in the use of word order in recount text made by students at SMKN 1 Pinrang. The writer used descriptive qualitative method and used error analysis procedure to make clear explanation. The participants of this study consist of 30 students from the grade XI of Accounting 3 at SMK Negeri 1 Pinrang. The result of her research, the students should study more about word order especially the using in the recount text. They should learn more about grammar to enhance their knowledge and decrease their errors in word order. Then, teacher as a facilitator should be able to facilitate the need of the student in any materials.

The third previous researcher is Nurlaila Ridwan (2015) with her research entitled “An Analysis to Diction and Lexical Relation toward Editorial in Jakarta Globe”. She describe

Based on the three previous studies above there are differences of this research with them, the writer will analyze the errors in using diction of students’ writing activity of Faculty of Foreign Language at Mahasaraswati University. This research is done to extend the previous research in errors analysis research. Here the writer give attention the errors on the text

especially in diction of written by the first semester of Faculty of Foreign Language at Mahasaraswati University.

2. METHODOLOGY

This research uses a qualitative method. Bogdan and Taylor (1975: 5) in Moleong described qualitative methods as research procedure which produce words in writing or speaking from the people and the behavior that be analyzed as descriptive data (2001: 4). The researcher uses qualitative method to describe the types of errors, the dominant type of errors, sources of errors, and the implication of errors in language teaching.

The data in this research are the erroneous on paragraph in 30 descriptive texts made by the students, and the data sources are taken from 30 student's descriptive text written of the first semester of Faculty of Foreign Language at Mahasaraswati University. The data collection taken from the test which have given to the students to know the types of error that student's made in writing descriptive text. The writer gives test to the first semester in class A of Faculty of Foreign Language at Mahasaraswati University . The writer asked them to write a descriptive text with their own words. First, the writer gives five topics that the students could choose one of the topics to start their writing. The writer gives 40 minutes to finish their work. After that the writer collects the student's work sheet and take it as documentation, here the writer will classify the types of errors that made by the students. The technique of analyzing data through four steps; the first step is collection of sample of learner language. A specific sample consists of one sample language use collected from a limited number of learners (Ellis, 1994: 49). The second step is identification of errors. After the sample of the learner language has been collected, the errors have to be identified to decide what errors constitutes and to recognize the errors. The third step is description of errors, and the last step is explanation of errors that concern with the sources of errors.

3. RESULT AND DISCUSSION

In this research, the researcher analyzes the wrong diction in lexical level. Diction is very important to be learned, to know what is the words are suitable in discourse, are they appropriate and agreed to be used in the discourse. So, before determined the words which are suitable in the sentences, the writer is looking for the word in the dictionary in order to overcome the problem in senteces, so that sentence can be received by the reader.

According to Gorys Keraf's theory there are some kinds of words that can be included as dictions. Some of them are :

1. The abstract word

Abstract words are words that have a referent in the form of concepts, words described as difficult abstract references cannot be absorbed by human senses. Abstract words are often used to explain the thoughts are technical and specialized.

Example : Abstract words refer to quality (heat, cool, good, bad), affinity (quantity, amount, degree) and thought (suspicion, determination, confidance).

Data 1: The weather in this village is really *cold*.

The word *cold* refers to having a low temperature, it can be replaced by *cool*. The word *cool* belongs to abstract word because that word has a referent in the form of concepts,

the words *cool* described as difficult abstract references cannot be absorbed by human senses. The sentence above supposed to be “*the weather in this village is really cool*”. Some students still confuse in using both *cool* and *cold*. The word *cool* means having slightly low temperature; mildly or pleasant cold, therefore cool is suitable to describe the weather.

2. Concrete word

The concrete is word that refers to something that can be seen or sensed directly by one or more senses. Concrete words refer to specific goods and the actual experience. The concrete used to present vivid picture in the mind of the reader exceeds other words.

Examples of concrete words: table, chair, house, car. Etc.

Data 2 :

.. because in that time the sellers sell daily needs such as *vegetable, fruit, rice, egg, meat and jewellery*”

The words *vegetable, fruit, rice, egg, meat and jewellery* belong to concrete word. They refer to something that can be seen or sensed directly by one or more senses. It cannot be coherence because the words *jewellery* is not the human daily need.

3. Common word

Common words are that have a broad scope of coverage; general words refer to many things, to set, and to the whole. Examples of common words; animals, plants, criminals, vehicles.

Data 3.1 : Bali, it is famous island in Indonesia and well-known all over the *country*.

The word *country* belongs to common word because that word is general word refer to many things. Meanwhile the word *country* can be replaced by *world*. The sentences supposed to be *Bali is famous island and well-known all over the world*. The using diction in that sentence is inappropriate. *Country* means a region that is identified entity in political geography however *world* is the planet earth and all life on it.

Data 3.2 : *Pets* is an animal, it has more attention and care by the owner.

The word *pets* belong to common word because that word is general words refer to many things. It can be used the sentences meanwhile *pets* is showing plural noun so that sentences is inappropriate. The sentence supposed to “*Pet is an animal, it has more attention and care by the owner*”.

4. Special word

Special words are words that refer to specific directives and concrete. Special word is showing to that special object.

Examples of specific words: Yamaha, Nokia, grouper, parrot.

Data 4.1 : The name is *Mekotek or Ngerebeg*.

The word *Mekotek or Ngerebeg* belong to special words because that words refer to specific directives and concrete, the word is showing to that special tradition in Bali. It can be used in the sentence meanwhile not everyone understand the meaning. This sentence can complete by “*The name of this Balinese tradition is Mekotek or Ngerebeg*”.

Data 4.2 : Hindu's believe, we must go to kitchen first to eliminate bad *niskala* energy. The word *niskala* belong to special words because that words refer to specific directives and concrete, the word means abstract thing. It can be used in the sentence, however everyone is not understand about meaning. This sentence can complete by "Hindu religions' people belive that we must go to the kitchen first to elimatate the bad *niskala* energy.

Data 4.3 : In the kitchen, I have everything I need when I get hungry, example : *Indomie goreng*, candy, pie, egg, etc.

The words *Indomie goreng* belong to special words because thatwords refer to specific directives and concrete. The sentences supposed to be "*In the kitchen, I have everything when I get hungry,example :Indomie fried noodle*, candy, pie, egg, etc. The using diction in that sentence is inappropriate because *Indomie goreng* can be translated in English to be *Indomie fried noodle*.

5. Scientific word

Scientific word is a word used by the intelligensia, especially in scientific writings.

Examples of scientific words: analogy, formation, conservative, fragments, contemporary.

Data 5 : Aquatic plants have much *varieties* which is similar to ground plants.

The word *varieties* belongs to scientific word because that word isa word used by the intelligensia, especially in scientific writings. The sentences supposed to be Aquatic plants have many *varieties* which is similar to ground plants. The using diction in that sentence is inappropriate because much is for uncountable noun however many is for countable noun.

6. Foreign word

Foreign word elements is derived from foreign languages are still retained its original form because it has not fused with the language original.

Example of foreign word: computer, cyber, internet, go public.

Data 9 : Beside that, the tourists also like doing *photograph* which they will capture their momments.

The words *photograph* belong to foreign word. They are derived from foreign languages are still retained its original form because it has not fused with the language original. The sentences supposed to be "Beside that, the tourists also like doing *photography* which they will capture their momments". The using diction in that sentence is inappropriate. Photograph also known as a photo is an image created by light falling an photosensitive surface but for the photography is a process and practice of creating such images.

7. Loan word

Loan word is a word from a foreign language which has been adapted to Indonesian form or structure.

Example of loan word: ecology, ecosystems, motivation, music, energy.

Data 10 : The tool has many varieties, to support the "*mini ecosystem*".

The words *mini ecosystem* belong to loan word. They are refer to words form a foreign language which has been adapted to Indonesian form or structure, the word is showing to that environmental factors. The sentences supposed to be “The tool has many varieties, to support the “*Microecosystem*”. The using diction in that sentence is inappropriate. Mini ecosystem is focus on components of an ecosystem meanwhile microecosystem means can exit in locations which are precisely defined by critical environmental factors within small or tiny spaces.

4. CONCLUSION

Diction is very important to be learned, to know what is the words are suitable in discourse, are they appropriate and agreed to be used in the discourse. Some errors in diction by the students especially the first semester done in descriptive composition. Actually it should be mastered by the students properly in the first semester, but in fact many students did some errors in diction when do the writing activity. The diction's error found in students' writing are Abstract words, Concrete words, Common words, Special words, Scientific words, Foreign words, Loan words. The Special words is the type of diction that is most often an error.

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