



## AN ERROR ANALYSIS IN MOOD MADE BY THE SEVENTH SEMESTER ENGLISH STUDENTS OF STKIP BUDIDAYA BINJAI IN THE YEAR 2017/2018

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### **ABSTRACT**

*This research was purposed to find out the types of error and the sources of error made by the seventh semester English students of STKIP Budidaya Binjai in the year 2017/2018. The researcher formulated the problems of this research were: "What types of error are made by students in Mood?" and "What sources of errors are made by students in Mood?". The design of the research was a qualitative research. Based on the results of the data analysis, the findings of this research can be stated as follows: (1) The seventh semester English students of STKIP Budidaya Binjai made error in writing Mood of the sentences. (2) The types of error which students made were: Omission, Addition (double marking), Misformation and Misordering. The type of error which the most dominantly made by the students was error of Omission. (3) The sources of error which students made were: Interlingual Transfer, Intralingual Transfer, Context of Learning and Communication Strategy. The source of error which the most dominantly made by the students was Communication strategy.*

**Key words:** *Error Analysis, Mood, Qualitative research.*

### **I. Introduction**

In detail, one of the elements which is analyzed in the functional Grammar and discourse analysis is interpersonal meaning. Linda Gerot and Peter Wignell (1994:13) state that interpersonal meanings are meanings which express speaker's attitudes and judgments. These are meanings for acting upon and with others. Meanings are realized in wordings through what is called mood and modality.

In a hypothetical sentence, the research will answer these questions: What types of errors are made by the students in Mood? and what sources of errors are made by students in Mood?. In addition, based on the formulation of the research problems above, the objectives of this research are to find out the types of errors made by the students in Mood of the sentences and to find out the sources of errors made by the students in Mood of the sentences.

## II. Literature Review

The study an analysis of the errors made by second language learners (Error Analysis or EA), either in their speech or writing or both has been brought under consideration by many educators, EFL teachers, linguists, and researchers throughout the world. In fact, learners' errors have been the subject of controversy for a long time.

The purpose of Error Analysis (Corder, 1974:170) is "to find what the learner knows and does not know and to ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language".

According to Brown (1994:173) there are four major categories the sources of learner's errors, they are:

1. Inter-lingual transfer
2. Intra-lingual transfer
3. Context of Learning is Context
4. Communication strategy

Dulay et al (1982:147) divides the type of error based on surface strategy taxonomy into four categories. There are Omission, Addition, Misformation, and Misorder.

Mood belongs to the interpersonal metafunction of the language and is the grammatical resource for realizing an interactive move in dialogue. The structure of Mood has a concept.

Focusing on the Mood system, we are talking about the clause as exchange. Making an utterance is an interactive event inherently involving a speaker or writer and an addressee (listener or reader). The choice of each of these moods (i.e. declarative interrogative, imperative).

### Example:

#### Mood

The spy came in from the cold	declarative
Did the spy come in from the cold?	interrogative: yes/no
Who came in from the cold?	interrogative: wh-
Where did the spy come from?	
Come in from the cold!	Imperative

The Mood element consists of two parts:

1. The Subject, which is realized by a nominal group. Subject is something (person or thing) which is argued about. The notion of subject in functional is to some extent equivalent to the term Subject in traditional grammar. Example: The man bought a new car, the subject is The man.
2. The Finite, which is part of the verbal group. Finite is defined as verbal operator

**The car      had      four bicycle wheels**

Subject	Finite	Complement
Mood		Residue

**It            was            a slow process**

Subject	Finite	Complement
Mood		Residue

**Table 2.1**

**Mood and Residue elements**

Subject	<b>MOOD</b>
Finite	
Predicator	<b>RESIDUE</b>
Complement	
Adjunct	

The Subject and Finite are two main structural which operate a mechanism whereby the Mood is determined. In other words, Subject and Finite determine and mark the types of Mood of a clause. This is systemically coded as Subject ^ Finite, where ^ means “followed by”. The following table summarizes the system of Mood and their realizations by the two structural elements.

<b>Mood</b>	<b>Coding</b>
Declarative	Subject ^ Finite
Interrogative	Finite ^ Subject
Imperative	(Subject) ^ Finite ^ Predicator

### **III. Research Methodology**

The researcher conducted this research on August 2017 at STKIP Budidaya Binjai, which is located on Jl. Gaharu No. 147 Kel. Jati Makmur, Kec. Binjai Utara, Kota Binjai.

Error Analysis is considered as qualitative research. A qualitative research can be conducted by using a case study. The researcher classified the students’ errors in Mood by using Dulay *et al*’s classification the types of errors and using theory the sources of errors which is elaborated by Brown, and then she analyzed the errors to find the types of students’ errors (Surface Strategy Taxonomy) and to find the sources of students’ errors using theory by Brown. After the researcher calculated the data to get the result of total errors and then she interpreted the data descriptively. Finally, the researcher can have a conclusion based on the result of students’ total errors.

The subject in this research was the Seventh Semester English Students of STKIP Budidaya Binjai in Year 2017/2018. There are 15 students who took part as participants in the research.

The crucial step in doing a research is collecting the data. The instrument of the research is a test. The researcher collected the data using test by giving some sentences. They are: (1) The moon shines at night. (2) Did he come to the party yesterday?. (3) Don't make noise!. (4) The students don't go to school on Sunday. (5) My Father bought a new car last week.

The researcher gave some sentences for writing the Mood. The researcher distributed the test papers to all students. The students were asked to write the Mood of the sentences. When the students finished their writing, the papers would be collected and after all the data have been collected, the researcher analyzed them as the data. The test was done not to measure the competence/ability of the students but the test was done to find out and analyze the errors which students made in Mood of sentences.

In collecting the data, the researcher has to use some steps:

1. The researcher gave a test (some sentences) to be written the Mood by the students.
2. The students wrote down the Mood on the answer sheet. The researcher gave 30 minutes that used by the students for doing the test.
3. The data would be collected after the students finished writing the Mood of sentences.

After the data had been collected from the English students, the researcher analyzed the data by using some technique, namely:

1. Read the result of students' writing Mood of sentences from the test carefully.
2. Underline the errors which get from students' answer sheet.
3. The researcher identified the types of errors (the data Problem 1), Types of errors (Surface Strategy Taxonomy) and the sources of errors. In analysis the types of errors, the researcher will identify what types of errors were made by the students in writing Mood in each sentence based on (Surface Strategy Taxonomy) which is divided into Omission, Addition, Misformation, and Misordering. Addition is divided into Double Marking, Regularization, and Simple Addition. The researcher also identified the sources of errors (the data Problem 2) based on Interlingual Transfer, Intralingual Transfer, Context of Learning and Communication Strategies.
4. Find out the most dominant types of errors and the sources of errors that the students have made in Mood based on data analysis.
5. Making conclusion from the data analysis.

After describe the data collected from the seventh semester English students of STKIP Budidaya Binjai year 2017/2018, the researcher make an analysis of the data. In analyzing data, the researcher firstly identified the types of error based on the problem 1, then the sources of errors based on the problem 2.

#### **IV. Discussions**

Based on the descriptions of data analysis for problem 1, the researcher identified the students' error in data analysis for problem 1 based on types of error

(Surface Strategy Taxonomy). The students made errors in the types of error (Surface Strategy Taxonomy).

After the researcher made analysis for the data based on the problem 1 and problem 2. The researcher found that the seventh semester English students of STKIP Budidaya Binjai year 2017/2018 made errors in the types of error (Surface Strategy Taxonomy) and based on the sources of error. The result of data analysis for problem 1 and problem 2 can be described as follow:

1. Types of Error based on Surface Strategy Taxonomy, they are:
  1. Error of Omission
  2. Error of Addition ( Double Marking)
  3. Error of Misformation
  4. Error of Misordering
2. Sources of Error, they are:
  1. Interlingual transfer
  2. Intralingual transfer
  3. Context of Learning
  4. Communication Strategy

## **V. Conclusion**

Based on the data in the previous chapter, the researcher would like to draw a conclusion that the seventh semester English students of STKIP Budidaya Binjai in the year 2017/2018 made error in Mood. The errors can be analysis based on theory the types of error based on Surface Strategy Taxonomy which is elaborated by Dulay et al and based on the theory of sources error which is elaborated by Brown.

The types of error based on Surface Strategy Taxonomy which students made in Mood are:

- 1). Error of Omission
  - 2). Error of Addition (Double Marking)
  - 3). Error of Misformation
  - 4). Error of Misordering
- The sources of error which students made in Mood are:
- 1). Interlingual Transfer
  - 2). Intralingual Transfer
  - 3). Context of Learning
  - 4). Communication Strategy

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