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ANALYZING ENGLISH WRITING ERROR OF FRONT OFFICE DEPARTMENT IN SUDAMALA RESORT SENGGIGI

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ABSTRACT

English has functioned as a lingua franca to communicate among countries. As an international lingua franca, English should be mastered by all employees who work in the hospitality industry. This Research aims at analyzing types of grammatical errors found in the Front Office department, and finding out the factors causing the hoteliers to commit errors. The type of this research was a descriptive case study with triangulation technique. In the first technique the researcher used a writing project to collect the data, for the second technique the researcher collected the data through questionnaire, and the third technique the researcher used an interview to collect the data. The researcher used a writing project to obtain the data about errors in writing. Questionnaires and interviews were provided to obtain the additional data about how they learned English in their life. The results of this study show that there are 110 errors made by the hoteliers. All of the errors are categorized into five types: 1. omission errors (50 errors or 45, 45%), 2. misinformation errors (15 errors or 13,63%), 3. misordering errors (35 errors or 31,8%), 4. overgeneralization errors (10 errors or 9%). Furthermore, the researcher found that there was a perception owned by hoteliers that learning English can be used through translating Indonesian language into English language. This habit created interlanguage errors in their English. The interlanguage error occurred due to over-literal translation conducted by the hoteliers in producing English in which not all words of English can be translated directly into Indonesian language.

Keywords: Lingua Franca, Interlanguage Error, Language Transfer, Error Analysis

I. Introduction

In recent decades, English has functioned as a lingua franca to communicate among countries. As an international lingua franca, English should be mastered by all employees who work in the hospitality industry (Suputra, 2021). English has become an international language of technology, science, commerce, tourism, aviation, and academic instruction. Communication is an essential element of the hospitality industry. Through good communication, especially the

use of proper English while delivering service will make the guest feel appreciated and the hotel product can be accepted perfectly by the guest. Employees who work in the hospitality industry are entirely and highly aware of the importance of using English. The English language holds significant roles such as to promote hotel products, to do reservations, to provide guest service, and to do interactions among guest and hotel employees. Furthermore, communication that contains many mistakes and errors can reduce the quality of service while serving the guest and it seems not professional.

Front Office Department (FO) is a department in a hotel industry that has essential roles. FO connects hotel management and external parties to do reservations and plays the role as the center of hotel information (Aryati, 2022). FO is a hotel department that connects the guests with hotel management and also provides information about hotel products and information. Due to the important role of FO, FO staff are required to possess excellent communication skills to boost the function of the front office itself (Aryati, 2022). An excellent communication skill, both written and spoken, is highly needed by the FO staff to provide adequate and satisfying services to tourists or guests and other external parties. Good communication skills may lead to proper understanding and prevent misunderstanding that may occur during the communication between hotel management and guests. Damayanti (2019) stated that tourism and hospitality workers need to master English as an essential skill. In line with Damayanti (2019), Murdana et al. (2017) mentioned that English is one of the official foreign languages in the international scope used in all fields, such as the tourism sector, hospitality business, international affairs, politics, government, education, trade and business, media, and else.

Suputra (2021) stated that due to the position that English is not a first language, many hoteliers committed errors while they communicate in English at their workplace. They produced errors due to using some rule of their first **language (mother tongue)** to communicate their **target language (English)**. Furthermore, their incomplete learning of English also leads them to produce errors while English was used in their writing or speaking. Communication that contains errors and mistakes makes the message cannot be delivered to the interlocutor well. Research related to error analysis of English use has been conducted by several researchers. Suputra (2024) stated that a total of 200 errors were made by the university students. They can be categorized into five types: The first type is omission error. The numbers of *omission errors* are 50 errors (25%). The second type is *misinformation error*. The numbers of misinformation errors are 60 errors (30%). The third type is *misordering error*. The numbers of misordering errors are 10 errors (5%). The fourth type is *overgeneralization error*. The number of overgeneralization errors is 70 errors (35%). The last type is global error. The number of global errors is 10 errors (5%). In relation to the language transfer causing the errors, three kinds of transfer were found, namely: *interlingual transfer, intralingual transfer,* and *transfer of learning*. Setiyorini (2020) concluded that the percentage for each error type is 34.06% (*omission*), 7.25% (*addition*),

57.97% (*substitution*), and 0.72% (*permutation*). Based on the research result, the researchers conclude that the most dominant error is substitution. The percentage of error can prove it, that is, 57.97%.

Learning a Second Language (L2) is a lifelong process and it is often a challenging experience for L2 learners. Norrish (1983: 7) says that error is systematic deviation from the accepted system of the target language. On the other hand, the learners never recognize their errors or they never know that they have made errors. Richards (1985: 96) says that errors result from incomplete learning and knowledge of learners about the target language system. In this research, I conclude errors are deviations that are produced by foreign language learners due to the lack of information of the target language and those deviations cannot be self-corrected. A mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly (Brown 2007:257). Mistake is a non-systematic deviation from the accepted system of a language being learned and it is usually due to human limitation such as tiredness, nervousness, and fatigue (Brown 2007). Poulisse (1999:91) added that a slip of tongue can be identified as an unintended, nonhabitual deviation from speech plan and then the mistake comes up when learners fail to perform their competence. All people make mistakes, in both native and second or foreign language situations. Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses in native-speaker production also occur in second language speech. Mistakes are what researchers have referred to as performance errors (the learner knows the system but fails to use it).

Language transfer typically refers to the learner trying to apply rules and forms of the first language into the second language. Ellis (1997b:140) says that first language transfer is the process by which the learner's L1 influences the acquisition and use of an L2. Brown (2007:102) stated that transfer is a general term describing the carryover of previous performance or knowledge to subsequent learning. Language transfer can be positive transfer or can be negative transfer. Positive transfer occurs when the prior knowledge benefits the learning task-that is, when a previous item is correctly applied to present subject matter (Brown, 2007:102). Ellis (1997:142) stated that positive transfer is language transfer that facilitates the acquisition of target-language forms. Brown (2007:102) explains that negative transfer occurs when previous performance disrupts the performance of a second task. As Ellis (1997b:141) stated, "negative transfer is language transfer that results in errors".

The term 'interlanguage' was coined by the American linguist, Larry Selingker, in recognition of that L2 learners construct a linguistics system that draws, in part, on the learner's L1 but is also different from it and also from the target language (Ellis, 1997b:33). Interlanguage

also refers to the systematic knowledge of an L2 that is independent of both the target language and the learner's L1 (Ellis, 1997b:140). Richards et al. (1992:186) refer to interlanguage as the type of language produced by second-language and foreign-language learners who are in the process of learning a language. Second-language researchers and teachers realized that the language which learners produce differs from both the mother tongue and the target language. Brown (2007:384) explains interlanguage as a learner language that emphasizes the separateness of a second language learner's system. He also defines interlanguage as a system that has a structurally intermediate status between the native and target language.

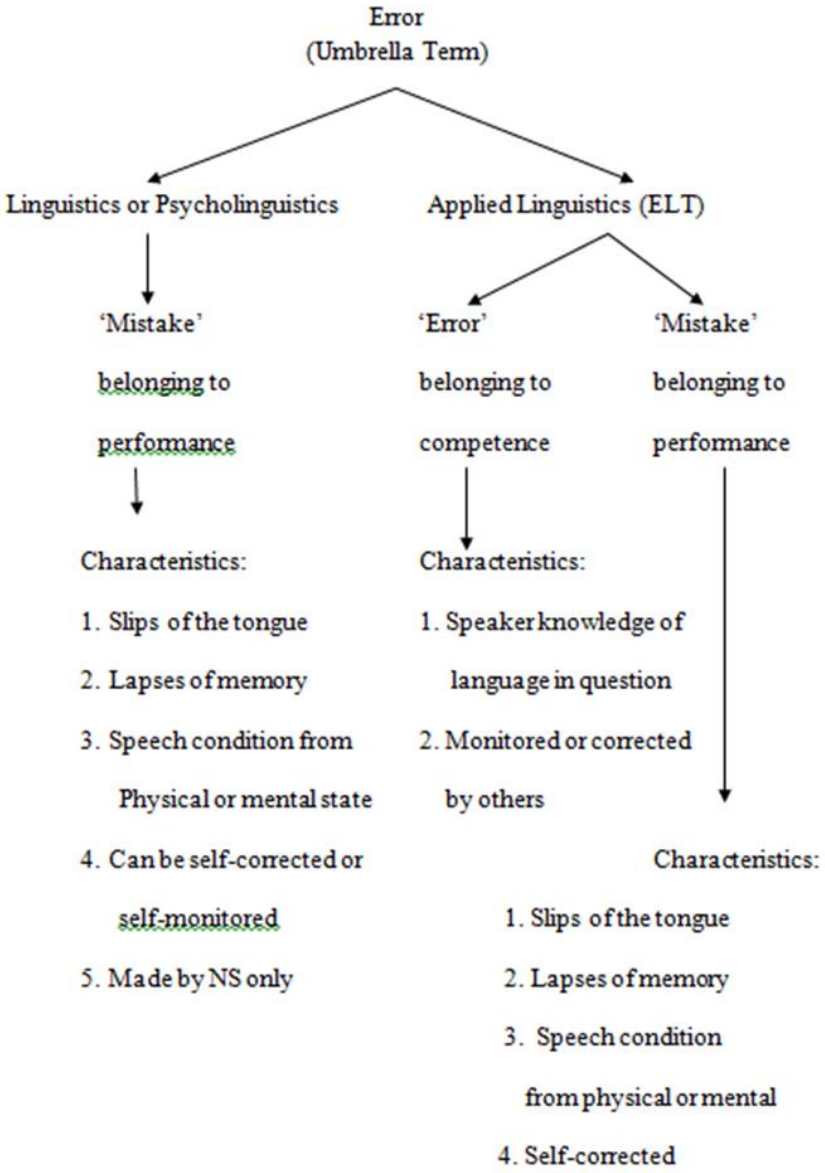


Figure 1 Notions of Error in Linguistics or Psycholinguistics and ELT

In this research, the researcher only emphasizes on overt error. These are several types of overt errors used in this research:

(1) **Omission**. It is the error of leaving out an item that is required for an utterance to be considered grammatical (Ellis, 1997:18) for example: **(i)** *I am* ***work*** *at Sudamala Resort Senggigi.*

(2) **Misinformation**. It is the error of using one grammatical form in place of another grammatical form for example: **(ii)** *My children study* ***with serious****,* **(iii)** *A man and a little boy* ***was*** *watching him.*

(3) **Misordering**. It is the error of putting the words in an utterance in the wrong order. For example: **(iv)** *The guest will visit Gili Trawangan* ***morning tomorrow***.

(4) **Overgeneralization**. It is the error of using over grammatical form. Generally, overgeneralization is generalizing an item because of previous items. For example: **(v)** *General Manager* ***goed*** *to Gili Trawangan* ***yesterday***, **(vi)** *My Mother has* ***two handsome childs.***

Realizing the role of English in the hospitality industry is very significant to improve the quality of service, the researcher decided to conduct research about **Analyzing English Writing Error of Front Office Department in Sudamala Resort Senggigi**. The location used to conduct research is in Sudamala Resort Senggigi. This resort is chosen due to this resort being a five-star service resort. The guests' segment of this resort consists of leisure guests, honeymoon guests, and middle up class guests that come from Europe and eastern Asia. There are two research questions that are studied by the researcher to search for errors and phenomena committed by hoteliers. Those questions are:

1. What were the types of grammatical errors found in the FO department in Sudamala Resort Senggigi?
2. What were the factors causing the hoteliers to commit errors?

II. Methods

The type of this research was a descriptive case study with triangulation technique. In the first technique the researcher used a writing project to collect the data, for the second technique the researcher collected the data through questionnaire, and the third technique the researcher used an interview to collect the data. The researcher used a writing project to obtain the data about errors in writing. Questionnaires and interviews were provided to obtain the additional data about how they learned English in their life. The subjects of the study were 6 employees of the FO department. The data sources of this research were documents. The documents were in the form of essays written by 6 employees of the FO department. The analysis unit is the sentences found in essays written by 6 employees of the FO department. The data were collected through a

writing project that involved 6 employees who were taken as subjects of the study. The project can be described as follows: the researcher had each participant make a writing project. Every participant wrote three essays about their past experience, their daily life, and their future life. The total essays that were obtained from the participants were 18 essays. The length of every essay consists of 100 words. The time allocation that was given to finish this writing project was 180 minutes. Furthermore, the researcher also used the questionnaire and interview to get additional data about error sources on 6 employees of the FO department.

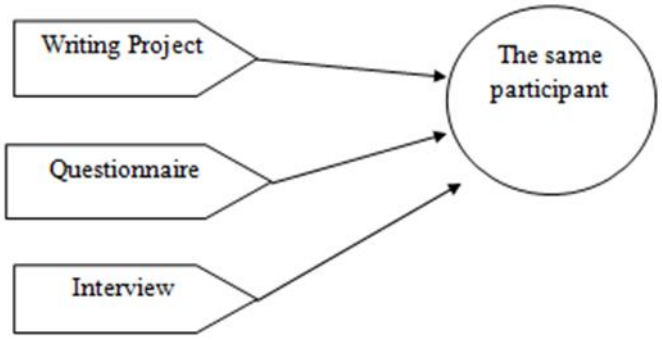


Figure 2 Triangulation Technique
(Gathering the data with many ways (three ways) from the same participants)

The steps of collecting data

1. Asking for permission from the General Manager to take the data
2. Asking for permission from Front Office Manager to take the data
3. Displaying the topics of the essay
4. Asking students to compose an essay based on the topic
5. Asking students to submit their essays

The steps of managing Data

1. The researcher reads all essays of FO employees
2. The researcher highlights grammatical errors of their essays
3. The researcher maps and categorizes errors of their essays
4. The researcher gives explanation of the types of grammatical errors found in employees' essays
5. The researcher collects and counts the errors and puts it into the table
6. The researcher calculates the percentage of each error found in employees'essays
7. The researcher interprets and explains the result
8. The researcher draws the conclusion from the result (Setiyorini, 2020).

The researchers analyzed

The researchers calculated the percentage of each error made by FO department using the formula as follows:

$$P = f/n \times 100\%$$

Note:
P = percentage of the number of errors
f = frequency of each type of error
n = number of errors

III. Findings and Discussion

In this section, the researcher presents the findings of the analysis of types of grammatical errors found in essays written by 6 employees of the Front Office Department in Sudamala Resort Senggigi. Here is the table of the recapitulation of types of grammatical errors found in the FO department.

Table 1. The Recapitulation of Errors Found in Front Office Department in Sudamala Resort Senggigi

No	Types of Error	Total Error	Percentage
1	Omission Error	50	45,45%
2	Misinformation Error	15	13,63 %
3	Misordering Error	35	31,8%
4	Overgeneralization Error	10	9%
	Total	110	

The table shows that many errors were committed by FO employees in Sudamala Resort Senggigi. They committed English grammatical errors in writing their essays. The total number of grammatical errors committed by them is 110. The total number for each error type is 50 (*omission*), 15 (*misinformation*), 35 (*misordering*), and 10 (*overgeneralization*). The analysis result shows that the percentage for each error type is 45,45% (*omission*), 13,63% (*misinformation*), 31,8%% (*misordering*), and 9 % (*overgeneralization*). Based on the research result, it can be concluded that the most dominant error found in Front Office Department' essays is *Omission*. The percentage of error can prove it, that is, 45,45%.

These are four types of errors that were found in this research:

a. Omission Errors

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical. Omission also can be defined as deviations in usage that arise when learners leave out words or parts of words.

(1) Original : **I pray before work*
Reconstruction : *I pray before working*

The original sentence above contains error. Grammatically, if the preposition 'before' was followed by 'verb' (work), the verb must be 'gerund' or must be added with inflection '-ing' so that the pattern will be 'Preposition + V1-ing'. The reconstruction of the original sentence was '*I pray before working'*.

(2) Original : **The car not big enough*
Reconstruction : *The car is not big enough*

The original sentence above contains an error. Grammatically, the employee did not put 'is' after the subject 'The car' because the phrase 'not big enough' was 'an adjective phrase'. Grammatically, 'a subject' that is followed by 'an adjective phrase' must have 'to be' as 'an auxiliary verb' so that the right pattern for the original sentence was 'S + To Be + Adjective'. The right 'to be' for the subject 'The car' was 'is' and the reconstruction of the original sentence was '*The car is not big enough'*.

(3) Original : **I was have a lunch with my family*
Reconstruction *: I was having lunch with my family*

The original sentence above contains an error. The employee did not add the inflection '-ing' on the verb 'have a lunch'. The verb 'have a lunch' must be added with inflection '-ing' because the sentence was 'simple past continuous tense' in which in 'simple present continuous tense' the subject must be followed by 'To Be + V1 '-ing' + Complement'. Grammatically, the pattern of 'simple past continuous tense' is 'S + V1'-ing' + O + Complement'. The reconstruction of the original sentence was '*I was having lunch with my family*'.

b. Misinformation Error

(4) Original : **The story begans when I was in Junior High School*
Reconstruction : *The story began when I was in Junior High School*

The original sentence above contains an error. The pattern of the original sentence above was a past tense sentence. The main feature of past tense sentences is using 'V-2 (past participle)'. The past form of the verb 'begin' is 'began'. The right reconstruction of the original sentence was '*The story began when I was in Junior High School*'.

(5) Original : **I will married with my beloved boyfriend*
Reconstruction : *I will marry with my beloved boyfriend*

The original sentence above contains an error. We can find errors in the verb 'married'. The verb 'married' was an error verb because the verb 'married' must be in 'V-1' form. Every 'verb' after 'modal' (will) must be followed by 'V-1' so the pattern of using 'modal' is 'S + Modal + V-1 + Complement'. The right reconstruction was '*I will marry with my beloved boyfriend'*.

(6) Original : **Finally, we were went to Bali*
Reconstruction : *Finally, we went to Bali*

The original sentence above contains an error. There were two 'past forms' of the original sentence, the first was 'were', and the second was 'went' so the word 'were' must be omitted because the word 'were' was not appropriate for the sentence above. The reconstruction of the original sentence was '*Finally, we went to Bali'*.

c. Misordering Error

(7) Original : **I don't have many dreams like people other*
Reconstruction : *I don't have many dreams like other people*

The original sentence above contains an error. Grammatically, the pattern of the noun phrase 'people other' contains errors. The pattern of noun phrases is 'adjective + noun' so the phrase 'people other' should be changed to become 'other people'. The reconstruction of the original sentence was 'I don't have many dreams like other people'.

d. **Overgeneralization Error**

Overgeneralization is the error of using an over grammatical form. Generally, overgeneralization is generalizing an item because of previous items. Ellis (1997b:142) explains that overgeneralization is the over-supply of an interlanguage feature in contexts in which it does not occur in target language use. These are several samples of overgeneralization errors found in this research:

(8) Original : **There are two mans in room 113*
Reconstruction : *There are two men in room 113*

The original sentence above contains an error. Generally, there are two kinds of 'plural', the first one is regular noun, and the second is irregular noun. Noun 'man' was categorized as 'irregular noun' so that the plural form of the word 'man' was 'men' but the employee generalized that every plural form must be added by inflection '-s' even not all plural form of the noun is added by inflection '-s'. The reconstruction of the original sentence was '*There are two men in room 113'*.

Based on the data obtained from questionnaire and interview, the hoteliers provide errors in writing English due to a perception owned by hoteliers that learning English can be used through translating word by word of Indonesian language into English language. This habit created interlanguage errors in their English. The interlanguage error occurred due to over-literal

translation conducted by the hoteliers in producing English in which not all words of English can be translated directly into Indonesian language.

IV. Conclusion

Every foreign language learner will commit errors in learning their target language. Error cannot be avoided by the hotel employees because errors are natural phenomena that will be faced by every employee especially at the early stage of learning. Error is systematic deviation from the accepted system of the target language. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Error cannot be self-corrected by the student itself so that to reduce error, other people are needed by students especially the target language teacher. The total number of grammatical errors committed by them is 110. The total number for each error type is 50 (*omission*), 15 (*misinformation*), 35 (*misordering*), and 10 (*overgeneralization*). The analysis result shows that the percentage for each error type is 45,45% (*omission*), 13,63% (*misinformation*), 31,8%% (*misordering*), and 9 % (*overgeneralization*). Based on the research result, it can be concluded that the most dominant error found in Front Office Department' essays is *omission*. The percentage of error can prove it, that is, 45,45%. Furthermore, the hoteliers provide errors in writing English due to a perception owned by hoteliers that learning English can be used through translating Indonesian language into English language. This habit created interlanguage errors in their English. The interlanguage error occurred due to over-literal translation conducted by the hoteliers in producing English in which not all words of English can be translated directly into Indonesian language.

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