
INVESTIGATING HOTELIERS' ERRORS IN USING ENGLISH AS A FOREIGN LANGUAGE AT SUDAMALA RESORT SENGGIGI

Oleh

I Gede Widya Suputra

Sekolah Tinggi Pariwisata Mataram

Email: widyasuputra@gmail.com

Abstrak

This Research entitled Investigating Hoteliers' Errors in Using English as a Foreign Language at Sudamala Resort Senggigi. This study attempted to find out (1) the types of errors that hotelier made in their writings, and (2) to find out why global errors were committed by hotelier during writing English. This research was designed as a case study. In order to collect data, the researcher used triangulation technique. The first way was through a writing project, the second way was through questionnaire, and the third way was through interview. Writing project was used to collect the data about hoteliers' errors in writing. Questionnaire and interview were used to collect the additional data about how the hoteliers learn English in their life. The results of this study show that there are 100 errors were made by the hoteliers. All of the errors are categorized into five types: 1. omission errors (40 errors or 40%), 2. misinformation errors (35 errors or 35%), 3. misordering errors (10 errors or 10%), 4. overgeneralization errors (5 errors or 5%), and 5. global errors (10 errors or 10%). In term of global errors, the researcher found that most of global errors occur due to several employees wrote in English through 'over-literal translation'. Besides, the global errors also occur due to lack of information about the sentence-structure of English and English grammar.

Key Words: Hotelier, Error, Error Analysis, English As Foreign Language.

INTRODUCTION

The quick development of the tourism and hospitality industry can straightly influence the English language which is the most widely used and spoken language in international tourism in the twenty-first century. English for tourism has a major role in the delivery of quality service. Employees who work in the tourism and hospitality industry are entirely and highly aware of its importance and they need to have a good command of English in their workplace. English language holds significant role in hospitality industry such as to promote hospitality product to international, to make reservation, to make accommodation service, to provide guide service, and to commit communication among tourist and hoteliers. All activities in hospitality industry need English as an international lingua franca. In Indonesia, every hotelier is expected to be able to communicate English. This skill must be owned by all employees so that they can serve the guest well. In Indonesia, the position of English is as

a foreign language so that learning is needed to master this language. Due to the position of English is not as a first language, many hoteliers produce errors while they communicate English at their workplace. It occurs due to some rule of first language (mother tongue) is used to communicate their target language (English). Incomplete learning of English (target language) also stimulates hoteliers produce errors while they are writing and speaking in English. Communication that contains error and mistake make the message cannot be delivered to the interlocuter well. Besides, communication that contain many mistakes and error can reduce the quality of service while serving the guest and it seems not professional. Error and mistake while using English is a common phenomenon. None of us can avoid mistake or error while we communicate by using English. The mistake comes up when learners fail to perform their competence. 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). All people make mistakes, in both native and second language situations. Native speaker 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. Ellis (1997b:17) stated that errors reflect gaps in a learner’s knowledge; they occur because the learner does not know what is correct. Ellis (1997b:139) also adds that errors are deviations in usage which result from gaps in learners’ knowledge of the target language. Brown (2007:258) says that an error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. From those definitions about errors above, it can be concluded that error is a deviation that is committed by the learners because they do not understand the rules of the second language and that deviation cannot be self-corrected while they are learning TL. The error is what takes place when the deviation arises as a result of lack of knowledge. Errors are deviances that are due to deficient competence. As they are due to deficient competence, they tend to be systematic and not self-correctable. An error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected. In this research, the researcher using error analysis as a method to classify errors of target language. Error Analysis is a study of errors caused by all possible sources such as errors caused by negative transfer, overgeneralization (intralingual error), or context of learning. CA is

a study about errors caused by negative transfer only. CA cannot analyze errors caused by intralingual or interlanguage factors because the existence of non-interference errors like overgeneralization was not recognized by the staunchest of supporters of the contrastive analysis hypothesis (Ellis 1986:28). Brown (2007:259) gives the definition of EA as follows:

“The fact that learners do make errors and 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’ errors, called ‘error analyses.’”

EA is used to analyze and classify learners’ error in order to know the language and what difficulties faced by them in achieving the objective. Richards in Longman Dictionary of Applied Linguistics (1985:96) defines error analysis is the study and analysis of errors made by second and foreign language learners.

Realizing the role of English in hospitality industry is very significant to improve the quality of service, the researcher decided to conduct research about error analysis of using English in hospitality industry. The location used to conduct research is in Sudamala Resort Senggigi. This resort is chosen due to this resort is five-star service resort. The guest segment of this resort consists of leisure guest, honey moon guest, and middle up class guest that come from Europe and eastern Asia. There are two research questions that are studied by the researcher to search errors phenomena committed by hoteliers. Those questions are 1. What types of errors are committed by hoteliers in Sudamala Resort Senggigi? 2. What are the factors causing the hoteliers committee global errors?

LITERATURE REVIEW

a. Language Transfer

Language transfer typically refers to the learner’s 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

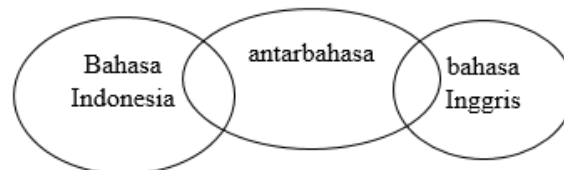
performance or knowledge to subsequent learning.

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”. Transfer will be negative when there is proactive inhibition. This is concerned with the way in which previous learning prevents or inhibits the learning of new habits. It was assumed that where there were differences between the L1 and L2, the learner’s L1 knowledge would interfere with the L2. In this case errors will result. Transfer will be positive when the first and second language habits are the same. It was assumed that where the L1 and L2 were similar, the L1 would actively aid L2 learning. In this case no errors will occur. In short, in the case of similarities between the L1 and L2 it functioned positively, while in the case of differences it functioned negatively.

b. Interlanguage

The term ‘interlanguage’ was coined by the American linguist, Larry Selinker, 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 is learners produce differs from both the mother tongue and the target language. Brown (2007:384) explains interlanguage as 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.



Gambar 1 Antarbahasa

These are several errors interlanguage errors (Suputra, 2013):

*I alone. (Reconstruction: I am alone)

*I am study at SMAN 1 Singaraja. (Reconstruction: I am studying at SMAN 1 Singaraja)

*I school in SMAN 1 Singaraja. (Reconstruction: I study in SMAN 1 Singaraja)

The errors above show that the learners are confronted with a lot of grammatical problems in their attempt to express the intended meaning in English. To cope with these, they often relied on the linguistic knowledge they already knew either from their native language (NL) or the target language (TL). The above errors indicate that their IL system clearly contains linguistic elements of both from English as well as Indonesian (their native language).

METHODS OF RESEARCH

This research was a case study. Case study is research that focuses on the intensive study of specific instances, which is cases, of a phenomenon (Gall, et al, 2003:435). A case study is done to shed light on a phenomenon, which is the processes, events, people, or things of interest to the researcher. In this research, the researcher tried to find out the types of errors on hoteliers’ writings, find out what the sources of those errors, and find out why global errors still committed by hoteliers in Sudamala Resort Senggigi. The researcher used twenty employees as participants. For collecting the data, the researcher used a triangulation



technique. Triangulation technique is a technique that is used to collect data with many differing ways at the same source or at the same participant (Sugiyono, 2012:330). The researcher used three ways for collecting the data from each participant. The first way was through a writing project; the second way was through a questionnaire; and the third way was through interview.

Through the writing project, the researcher obtained data about common errors committed by hoteliers. The errors that were identified in the writing project were analyzed and synthesized so that the types of hoteliers' errors were found. After giving the writing project, the researcher had every hoteliers answer the questionnaire and interviews each of them to obtain more data concerning how they learned English.

The Procedural of Error Analysis

1. Identifying Errors

The first step in analyzing errors is to identify them. To identify errors the researcher, have to compare the sentences learners produce what seem to be the normal or 'correct' sentences in the target language which correspond with them.

Original : I goed to Bali last year.
 Reconstruction : I went to Bali last year.

2. Describing Errors

Once all the errors have been identified, they can be described and classified into types. Such way include 'omission' (i.e. leaving out an item that is required for an utterances to be considered grammatical), 'misinformation' (i.e. using one grammatical form in place of another grammatical form), 'misordering' (i.e. putting the words in an utterance in the wrong order), and overgeneralization.

3. Explaining Errors

The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur.

For example:

Tabel 1

Tidak	Asli	Rekonstruksi
1	Saya pergi ke Bali tahun lalu	Saya pergi ke Bali tahun lalu

This original is incorrect grammatical form. Because the hoteliers generalize all past verbs by adding -ed while go is irregular verb. The correct form of 'go' is go-went-gone. Tense used in this sentence is past tense so we use past verb. In order to get correct form we must use 'went' after subject 'I'. So, the error is called Overgeneralization.

4. Error Evaluation

The purpose of the error analysis is to help learners learn an L2, there is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says.

FINDINGS AND DISCUSSION

In this research, the researcher found that there were 100 errors that were committed by hotelier in Sudamala Resort Senggigi. Those errors were classified into five types. The first type was omission error. The numbers of omission errors were 40 errors (40%). The second type was misinformation error. The numbers of misinformation errors were 35 errors (35%). The third type was misordering error. The numbers of misordering errors were 10 errors (10%). The fourth type was overgeneralization error. The numbers of overgeneralization errors were 5 errors (5%). The last type was global error. The numbers of global errors were 10 errors (10%). These are five 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 study

Reconstruction: I pray before studying.

From the original sentence, it was found that the student had committed error. Grammatically, if the preposition 'before' was followed by 'verb' (study), 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 studying'.

(2) Original: *The city not big enough

Reconstruction : The city is not big enough.

From the original the sentence, it was found that the student had committed error. On the original the sentence, the student did not put to be 'is' after subject 'The city' 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 subject 'The city' was 'is' and the reconstruction of the original sentence was 'The city is not big enough'.

(3) Original: *I was pray with my family

Reconstruction: I was praying with my family.

From the original sentence, it was found that the student had committed error. The student did not add inflection '-ing' on verb 'pray'. The verb 'pray' 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 praying with my family'.

b. Misinformation Error

(4) Original: *The story begins when I was in Junior High School

Reconstruction: The story began when I was in Junior High School.

From the original sentence above, it was found that the student had committed error. The original sentence was past tense sentence. The main feature of past tense sentence is using 'V-2 (past participle)'. The past form of 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.

From the original sentence above, it was found that the student had committed error. The error can be seen on verb 'married'. Verb 'married' was an error verb because 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.

From the original sentence above, it was found that the student had committed 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 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.

From the original sentence above, it was found that the student had committed error. Grammatically, the pattern of noun phrase 'people other' contains error. The pattern of noun phrase is 'adjective + noun' so the phrase 'people other' should be changed 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 over grammatical form. Generally, overgeneralization is generalizing an item because of previous items. Ellis (1997b:142) explains that overgeneralization is the oversuppliance 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 my house

Reconstruction: There are two men in my house.



From the original sentence above, it was found that the student had committed 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 student 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 my house'.

e. Global Error

As global errors, violate the overall structure of a sentence and for this reason may make it difficult to process. These were several global errors that were obtained in this research such as:

(9) *A mother always called 'meme' in Balinese language

(10) *This faculty is the faculty of the most sought after in Indonesia

The sentences above were difficult to be understood because the overall structure of a sentence of the sentence was error. The researcher cannot analyze what type of errors on the sentences above because the researcher did not understand at all what the hoteliers mean in their sentences. The sentences above were only understood by the hoteliers who wrote those sentences. The hoteliers produced those sentences based on the own concepts (interlanguage errors) and only themselves who can understand those sentences.

Analysis of Hoteliers' Writing, Questionnaire, and Interview

In order to answer the research question 2, the researcher analyzed hoteliers' writing, questionnaire, and interview carefully in order to be able to explain why they still committed global errors. Based on the data obtained from sources above, the researcher found two main factors that caused hoteliers committed global errors. Those factors are:

Over-Literal Translation

Based on the data obtained from questionnaire and interview, the hoteliers that provide errors in writing English due to over-literal translation. It occurs when the hoteliers

write in English by translating word by word of Indonesia language into English. They translate every word of Indonesia language into English. This strategy leads the hoteliers produce errors due to the language structure of Indonesia language is different with language structure of the target language (English) so that first language structure interferes the target language structure. Besides, not all the words of Indonesia language can be translated directly into English due to some words in Indonesia has different lexical meaning in English.

The lack of information about the sentence-structure and English grammar

Based on the data in the research, hotelier that committed global errors had lack information of the target language (English) especially in term of sentence-structure and grammar. Generally, they had sufficient English vocabulary but the lack of information in term of word choice and sentence structure as well grammar led hoteliers produced global error.

CONCLUSION

1. In this research, the researcher found that there were 100 errors that were committed by hotelier in Sudamala Resort Senggigi. Those errors were classified into five types. The first type was omission error. The numbers of omission errors were 40 errors (40%). The second type was misinformation error. The numbers of misinformation errors were 35 errors (35%). The third type was misordering error. The numbers of misordering errors were 10 errors (10%). The fourth type was overgeneralization error. The numbers of overgeneralization errors were 5 errors (5%). The last type was global error. The numbers of global errors were 10 errors (10%).
2. Global errors are still committed by hotelier because of two main factors and those factors are over-literal translation and lack of information about the sentence-structure of English and English grammar. Over-literal translation occurs when the hoteliers

write in English by translating word by word of Indonesia language into English. They translate every word of Indonesia language into English. This strategy leads the hoteliers produce errors due to the language structure of Indonesia language is different with language structure of the target language (English) so that first language structure interferes the target language structure. Besides, hotelier that committed global errors had lack information of the target language (English) especially in term of sentence-structure and grammar. Generally, they had sufficient English vocabulary but the lack of information in term of word choice and sentence structure as well grammar led hoteliers produced global error.

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HALAMAN INI SENGAJA DIKOSONGKAN