The Overview of Lecturers' Writing Skills in the Academic Context

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Abstract—**Language politics spirited by the nuances of language preservation is reflected in Indonesia education milieu. The realization of the language preservation attempt includes the stipulation of Indonesia language as the language of education bring about an obligation to use the language as a tool of communication in educational environment include in students' examination. Therefore, lecturers and students should ideally master the use of standard language to be implemented in academic. This research is to highlight lecturers' writing skill. This study aims to describe language errors in the Final Examination test items at University level. These test items are the example of lecturer writing skills output. The research method used was qualitative research design with a descriptive approach. The 170 items of samples were taken by using purposive techniques. Errors were identified in 140 items (82.35%), consisting of 21 types of errors. A number of these errors are classified into 4 types i.e. errors in the aspects of grammar rules (47.37%), semantics (21.05%), syntax (17.22%), and morphology (14.35%). The dominated errors appeared in the grammatical rule aspect. This may be due to the lack of activities to improve language competence for lecturers. This description can be used as a basis for the policy makers to organize programs to improve lecturer academic language competence domain.**

Keywords—*error analysis; language maintenance; writing skills; test items*

I. INTRODUCTION

The remnants of technological development can be seen in language [1]. The attainments of these assumptions are found in the new corpus used by modern society. This phenomenon revealed through the language use exposure in digital form [2]. The impact of these exposures can also be in the form of acceptable grammar adaptation and non-standard grammar. Viewed from the object it influences, the above phenomenon can have an impact on internet users who are predominantly teenagers [3].

Similar phenomena can also occur in academic contexts. For example, ideally academic texts present standard language use as a good model, as they are formal text [4]. However, grammatical errors can be found in texts created by both academic and non-academic community [5]. These grammatical errors tend to be unidentified by students or readers [6]. As a result, students tend to write formal texts by using non-standards grammatical as they adapt non-standard

grammatical examples [4,7]. However, these assumptions still need to be deeply observed [8].

When viewed from its realization, the use of standard language is commonly used in written language varieties. Its written nature allows the language products to be observable components. These components are arranged by following the patterns of grammar [9]. The pattern used as the standard can be used as an indicator to observe the language errors. In other words, observing language error analysis can be done by identifying errors in the writing presented in the formal context.

In linguistic competence rank, writing skill is the highest language competencies [10]. Therefore, some cases of language errors can occur in language products that describe writing skills especially in the use of a second language (L2) [10-12]. Language competencies studied in this study relate to second language mastery (L2). Thus, the results of this study are expected to enrich the scientific rules of language, especially regarding second language learning.

Several previous studies have examined language errors in various texts including in student writing [8], in informal message texts produced by adolescents [13], in newspapers [6], and analysis of errors in receptive skills i.e. reading [14]. In general, the above studies were aimed to analyze students' language errors in non-academic writings context, and on receptive skills. While this study contains a study of errors analysis of the academic writing context and the exploration of productive skills, i.e. writings of the academic community.

Observations in this study aimed to identify cases of language errors conducted by lecturers. The language observed in this context is the second language (L2) used by lecturers. If a number of errors are found, improvement strategies can be prepared by referring to the identified errors. Thus, efforts that refer to improvements are expected to be accurate to the target, and can minimize the exposure of non-standard language examples. In addition, the mastery of standard language varieties in an academic context can be used to publish the results of research conducted by lecturers, so that the dissemination of information can be carried out in a more acceptable linguistic rule.

II. Method

This research is a corpus documentation form that reflects language productive skills. The corpus in this context is factual language realization, which is used in formal or informal languages, and standard or non-standard language variety. Seen from its benefits, corpus documentation focused on language errors mapping can be useful in several ways among others identifying language errors in language learners, mapping out forms of errors, analyzing causes of language errors, and formulating efforts to overcome language errors [14].

The focus of this research study is corpus documentation which describes lecturers' productive skills. This documentation is concentrated on test items language errors made by lecturers. The selection of test items as a source of data is because the language used in the test items can reflect lecturers' productive skills. In addition, the urgency to provide a model for the example of the formal and standard language to the students back-grounded this research.

Standard languages variety is a variety of languages that are recommended and tend to be applied in academic contexts. The use of a variety of standards also reflects the speakers or writers' credibility. In the academic context, the credibility can be reflected through the texts that contain facts. In this regard, the credibility of the text maker and the level of trust of the reader can be influenced by the language used level of accuracy [6]. The examples of the implementation of the above assumptions can be seen in the readers and recruiters' response, that is, readers can consider the news text written in high level of grammar error will be considered non-factual news (hoax), and the level of credibility of prospective employees is decreased due to grammatical errors they made (linguistic profiling) [8]. In other words, the ability to use standard language varieties is a competency that needs to be developed because it can sustain academics career development.

The data analyzed in this study were test items used in the Final Semester Examination at one of the universities in Indonesia. The test items were taken from the Nursing Study Program. The choice of study program is because this study program tends to use test items that are descriptive in nature, so that they can reflect the mastery aspects of the test item maker's grammar. The samples analyzed were 170 test items from six subjects including Nutrition, Nursing Ethics, Pathophysiology, Pharmacology, Surgical Medical Nursing, and Maternity. The entire test item is in Indonesia language.

Several research procedures have been taken starting from research ethics enforcement to data analysis results interpretation. The ethics of this research are fulfilled by making licenses to policy maker in the relevant agencies. The legality of this permit is needed because the results of this study can be used as a reference for the formulation of programs to improve lecturers' skills and ability. After the permit obtained, the next stage was data collection. Data in the form of item tests collected were the newest test item documents used in an institution. The data was taken by considering its actual aspects. The selected test items were questions made in 2018, and were used in the even semester final exam.

After the data collected, the next stage was the data analysis stage. At this stage, the data were grouped based on the type of error appeared. After that, they were calculated based on the percentage of the occurrence. This stage was intended to determine the dominance of errors contained in the item test. In addition, the process of data analysis is done by using standard Indonesian grammar indicators, because all samples are test items in Indonesian language, and other analytical instruments used are universal sentence order indicators. When it is viewed from its technic and procedures, this research is qualitative in nature which is described by using a descriptive approach. The next stage after processing and analyzing data is the interpretation stage. Interpretation made refers to the tendency for errors to arise. This can be used as an illustration of the phenomenon studied in this study.

After the research results were concluded, the report made to the related institution. This reporting phase is considered important because the results of the study can be used as a reference for policy makers in taking policies related to the development of lecturer competencies. The realization of competency development can be in the form of training in strengthening standard Indonesia language competence as the language use in scientific writing, and as the language of instruction in education.

III. Results and Discussion

Categorizing errors is one of the products of language error analysis. This categorization is used to identify the causes and to find out a way to deal with language errors that arise [14]. In this error analysis, several categories of errors were identified in this study. Based on the data analysis on 170 samples of test items made by lecturers, 140 (83.35%) test items contained language errors. A number of these errors indicate the existence of problems related to lecturers' language productive ability. These problems indicate the need to develop language competence in aspects of writing. In addition, this competency is in urgent need since lecturers are the models that have the potential to be imitated by students, as well as the professional demands of lecturers who write scientific publications that are certainly using standard language varieties.

These language errors are classified into four types, namely grammatical errors, semantic errors, syntax errors, and morphological errors. The total occurrence of the four types of errors is 209 times. A number of language errors spread in 140 test items that had been given in the student's examination. In other words, students had been exposed to examples of the use of language that does not meet standard Indonesian grammar rules. The provision of these examples has the potential to cause students' misinterpretation so that it has the potential to make non-optimal student grades. This can be detrimental to students since the exam results illustrates the success of students in obtaining the learning outcomes desired by the curriculum. Distribution of errors along with the frequency of occurrence is presented in Table 1.

TABLE I. DISTRIBUTION OF LANGUAGE ERRORS ON TEST ITEMS

Error Type	f	%
Grammatical error	99	47.37
Semantic error	44	21.05
Syntactical error	36	17.22
Morphological error	30	14.35
Total	209	100

The four types of errors consist of different sub-types of errors, i.e. eight sub-types of grammatical error, six sub-types of Semantic error, two sub-types of Syntactical error, and four sub-types of Morphological error. The types of errors included in the grammatical error include those related to the use of punctuation, and the suitability of word writing with Indonesian grammar (Enhanced Spelling). Types of errors related to Semantic errors include word selection and use of conjunctions. Types of errors related to Syntactical errors include subject and predicate errors. The type of Morphological error is related to the use of affixation. The description of the types of errors above are presented in Table 2 below.

TABLE II. SUB TYPES OF LANGUAGE ERRORS

Error Type	Error Sub Type	f	%
Grammatical error	Un-italized foreign language words	16	7.66
	Words Writing which is not in accordance with Indonesia Language Grammar	9	4.31
	Oral style narration	5	2.39
	Punctuations: Question mark (?)	8	3.83
	Punctuations: Ellipsis (…)	28	13.4
	Punctuations: Coma (,)	20	9.57
	Punctuations: Full stop (.)	2	0.96
	Punctuations: Colon (:)	10	4.78
Semantic Error	Ambiguity	4	1.91
	Word choice: adalah	18	8.61
	Word choice: yaitu	2	0.96
	Conjunction: dan	4	1.91
	Conjunction: dari	12	5.74
	Conjunction: maka	4	1.91
Syntactical Error	Subject omission	32	15.31
	Predicate omission	4	1.91
Morphological Error	Preposition: di	12	5.74
	Affixes: di-	9	4.31
	Preposition: ke	4	1.91
	Affixes: -an	5	2.39
Total		209	100

Based on the information in Table 1 and Table 2, every aspect of language error has been dominated by certain sub-errors. A discussion of the errors types that predominantly appeared will be presented below.

Language errors in grammatical related aspects are dominated by errors in the use of ellipsis punctuation. The use of ellipsis arose because the text analyzed is a test item whose questions patterns require an answer in a nominal phrase type that placed at the end of the sentence. The errors related to writing non-standard ellipsis can be seen in the following example (……). Meanwhile, writing standard ellipsis is (...). The sample error can be seen below.

> *(1) Perkembangan janin dalam uterus dibagi menjadi……*

The dominant language error that appears in the semantic aspect is the word choice 'adalah '. The standard rule for using lexical markers 'adalah' to explain something that is definitive. However, the lexical marker 'adalah ' in some test items analysed is not used to refer to the definition, but it refers to the sample details. The question requires an answer of example because on the answer, there are examples of behaviour that reflect nursing ethics, not a definition of nursing ethics. Therefore, the use of '*adalah*'in this type of problem can be considered as non-standard language. An example of this error can be seen in (2) below.

> *(2) Dari kasus soal 14 perawat mengambil sikap diam dan pasien pun diam seribu bahasa. Etika yang baik dalam komunikasi **adalah***

The dominant language error that appears in the aspect of syntactic is subject omission. In standard rule, a sentence can be structured by the subject and predicate. However, this rule is not fulfilled by some of the test items analysed. An example of this case can be seen in (3) below. The first and second sentences in (3) do not contain subjects. The main clause in the first sentence does not contain the subject because it only contains Adverb of manner (***Berdasarkan laporan kader di suatu Posbindu***), Verb (***didapatkan***), and Objects (***data kunjungan lansia***). Likewise, the second sentence that does not contain the subject because it consists of the main clause. In the first sentence does not contain the subject but only contains Adverb of manner (***Hasil wawancara dengan kader***), Verb (***mengatakan***), dan Objek (***ketidak hadiran lansia***).

> *(3) Berdasarkan laporan kader di suatu Posbindu didapatkan data kunjungan lansia sebanyak 20% dari 50 keluarga yang memiliki anggota keluarga lanjut usia. Hasil wawancara dengan kader, mengatakan bahwa ketidak hadiran lansia tersebut dikarenakan mereka tidak tahu jadwal Posbindu. Apakah yang harus dilakukan oleh perawat tersebut?*

The dominant error that appeared in the morphological aspect is the misuse of 'di' prepositions. The standard use of '*di*' prepositions is to show the position of an object in a place. However, the error that appeared since preposition '*di*' is used to indicate the verb. In other words, errors in this context lie in the misuse of the preposition which is considered to be a supplement of passive markers in the Indonesian grammar system. However, its writing adopted the rules for the prepositions which is not for affixation. The example of this case can be seen in (4) below.

> *(4) Hormon yang **di produksi** di kelenjar adrenal yang berfungsi dalam pengaturan keseimbangan cairan dan elektrolit adalah…*

Some examples of the above errors seem to indicate lecturers' lack of understanding in using standard Indonesian language in academic contexts. Even though, the test items analyzed were constructed in Indonesia language, which was the second language of the question maker, but a number of errors found indicated a mistake of the question maker in understanding Indonesia language grammar. When associated with this case, the way the second language learned can be a factor that has the potential in influencing the level of its mastery. Therefore, further studies are needed to observe these factors.

In addition, a number of influences can be created due to language errors. This can be the background of the importance of error analysis studies. In practice, language errors can occur in various contexts, both in the academic context and in the non-academic context. The impact of language errors in these contexts can be different. The following is some of the effects of language misuse in the community. Language errors that arise in an academic context can create fears that students will have the opportunity to adopt incorrect grammar examples [14]. Subsequent impacts that may arise include a decrease of public trust and credibility of towards the institution [6]. However, the relationship between language quality and the level of public trust still needs to be studied more deeply, especially in the academic context.

IV. CONCLUSION

The results of the discussion above confirm that cases of language errors can occur not only in the use of a second language which is considered more difficult [10], but can also occur in the use of the first language. This indicates the strengthening of the second language competence requires serious attention from the education policy makers, especially in a country where the language is used for teaching in school. When reflecting on the situation, the provision of language skills to the lecturer/teacher becomes important, because these abilities are important in sharing information and knowledge. These can take the forms both in spoken language in campus, and written language in publications.

The high-test items containing language errors in this study indicate the need to improve grammar mastery of a standard variety in writing. It seems that improving lecturers' language skills is a necessity that should be prioritized, include facilitating students to get credible test items, providing language examples that are realized with a variety of standards, and increasing the opportunities for students to adopt grammar for formal and academic communication needs. Thus, giving the use of formal and standard language models is expected to be one aspect that can strengthen the academic climate.

The results of this study can be used as a reference for a policy maker in preparing policies related to the development of lecturer competencies. Strengthening competencies can be focused on language skills for scientific writing, and for teaching. Therefore, the stage of reporting the results of research to policy holders in related institutions is a step that needs to be taken. In addition, this stage can be considered as an effort to utilize the results of this study, so that the benefits will give a real and broad impact. For example, if the language competencies of academics enhanced properly, students can be exposed to examples of the standard language used in the academic realm, so that they indirectly adopt the language patterns they receive on campus; academics can take advantage of their language skills to produce research-based scientific works that can be disseminated using standard language, so that the opportunity of their writings to be accepted in reputable national journals is increasing; and the dissemination of scientific work can also become increasingly widespread because it is mediated by reputable journals that spread across the national level.

This research still requires a broader and deeper exploration, because there is no identification of the background of the lecturer who made the test item. Variables that can arise from these aspects include gender, work experience, rank status, certification status, training history followed, and education linearity. The above variables have the potential to be the variables that can affect lecturers' language errors level of occurrence.

Variables that can potentially influence language competence can be used as the object of subsequent studies to strengthen and sharpen this research. If the influencing variables have been identified, efforts to improve language competence can be focused on these variables, so that the mastery of language competence can be maximally built. As a result, the effects that arise from language errors can be suppressed.

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