

AN ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT OF THE SEVENTH GRADE STUDENTS

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Abstract

The teaching learning process of English language concentrates on the four skills, those are : listening, reading, speaking and writing. The skills of writing is not only used to test how well students to acquire a second or foreign language, but also to express ideas in english writing with reasonable coherence and accuracy is a major objective. However many students still make errors in their writing. The research entitled “An Error Analysis In Writing Descriptive Text Of The Seventh Grade Students” was to analyze the errors in their descriptive text. The purpose of this research were to find out the types of the grammatical errors in writing descriptive text and the dominant type of errors in writing descriptive text. The subject in this research in this research were 10 of seventh grade students of SMP Negeri 2 Batujajar, and used the descriptive qualitative method. The researchers collect the data from the students writing task. The result in this research that are errors were made by students based on the surface strategy taxonomy was four types of the grammatical errors they are Misformation (42 errors = 41,1%), addition (30 errors = 29,5%), misordering (17 errors = 16,6%), and omission (13 errors = 12,8%). It means that dominant type of grammatical errors in this research is misformation.

Keywords: *Writing, Errors analysis, Descriptive text*

INTRODUCTION

English is known as one of International language in the world. It is as a tool or an aid to communicate with other people from other countries. Besides, it also used as one of the formal language in United Nation. From the fact, we can imagine how big the influence of English language in current global situation. In Indonesia, foreign language is the most very important. The government absolutely realizes with this situation, so that they decide English language as a compulsory subject to learn in formal school. The teaching-learning process of English language concentrates on the four skills, thos are : reading, listening, speaking and writing. In the teaching of English in the Junior High School (SMP/MTs), the skill of writing is not only used to test how well the student acquire a second or foreign language, but also to express ideas in English writing with reasonable coherence and accuracy is a major objective. Argawati & Suryani (2017) state that writing is producing something in written form so that people can read, perform and use it. However, many students still make errors in English writing. There are many causes in occur of errors, difference of language between Indonesian and English is one of the causes. Indonesian and English have different structure or grammar in sentence organization. When indonesian sentence is change into English, it occur structure alteration result. Therefore, it is understandable that writing is supposed to be a difficut language skill (Apsari, 2016).

Angelo (1980: 1) as cited in Mundriyah & Parmawati (2016) says that writing would still be valuable in education because writing can help one think critically, to clarify thoughts, and the

deeper perceptio. Because writing skill can be improving measuring of literacy a country, also writing not yet become cultural, especially in Indonesia. Writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject matter (Graham & Perrin, 2007, p. 9) as cited in (Argawati & Suryani, 2017). Anything written or printed, anything expressed in characters or letters. Zamel in Nunan (1991: 88) as cited in Parmawati (2013) states that writing skill can develop rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write.

Errors are they flawed side of learner speech or writing, they are those parts of conversation or compositions that deflect from some selected norm of mature language performance (Dulay, Burt, & Krashen, 1982). Error may appear when students have not acquired the foreign language rule. In the study of English errors, Richards (1973) points out that errors are not only caused in the interference from the mother tongue, but also what he calls over generalization ignore of the rules restriction, incomplete application of rules, and false concepts hypothesized. These types of errors are developmental errors. By knowing and understanding student errors, it is expected that teachers are able to improve their teaching skill and the instructional process. Dulay et al. (1982) state that errors can be useful feedback for the teachers. Based on description above, the researcher will discuss further deeper the terms of errors analysis. Errors analysis was an alternative to constructive analysis, an approach influenced by behaviourism through which applied linguists ought to use the formal distinctions between the learners' first and second language to predict errors. Richards (1985) as cited in Hasyim, (2002) state that error analysis is the study of errors made by second and foreign language learners. Errors analysis may be carried out in order to : a) find out strategies which the learners use in language learning, b) find out the causes of the learners' errors, and c) obtain information on common difficulties in language learning as an aid in teaching or in preparing teaching materials.

One of the text types taught for junior high school seven grade is a descriptive text. Generally, descriptive text is to describe something more specific or detailed. Wyrick (1987:227) as cited in (Husna, Zainil, & Rozimela, 2013) states, "The writer of description creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader". The text starts with general information about the object (for example name and location) and followed by the description of the object in details (/for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is). Moreover, According to Tompkins (1994) as cited in (Asrial & Asty, 2010) descriptive text as painting pictures with word. The meaning is the students describe about something, such as picture, person, thing, animal, and place. In addition, Writing descriptive text aims to show rather than tell the students what something is like (Shahid, 1999:3) as cited in (Maghfuroh & Nugroho, 2015) From the definition above, it can be concluded that descriptive text is describing the characteristics of a specific thing. For example, a specific person, animal, or object. The purpose of descriptive text is to tell something such as characteristics of people, animal, place, things and etc. there are two kinds of generic structure in descriptive text, identification and description.

The objective in this research are : a) to find out the types of the errors in writing descriptive text and b) to find out the dominant type of errors in writing descriptive text. In junior high school, English Language is very difficult and student motivation very low to learn English. Student often wrong in written test. In this paper the researcher interesting to take a title "An Error Analysis In Writing Descriptive Text Of The Seventh Grade Student".

METHOD

This researchers employed descriptive qualitative method. A descriptive qualitative was employed in this study in order to investigate the use of picture series in teaching writing. Referring to the objective of this study, the design is considered appropriate since it is a method used to describe or analyze the results of the study but not used for make broader conclusions Sugiyono (2005) as cited in Apsari (2017). The research was conducted in SMPN 2 Batujajar. The researchers took only one class as the sample it was the seventh grade in VII-F as a sample that consisted of 30 students. In this research the researchers used qualitative descriptive research methodology. The data can be found by written test. The researcher give the test for students to write descriptive text. This test should be completed by the subjects in order to find out the errors in their writing. The test explores the grammar used. There were some steps to analyze the error. The first step in the process of analysis was identifying of errors, the second step was making the description of errors, the third step was explaining of errors, the fourth step was making evaluation of errors, and the last step was correction of errors. The researcher tried to classify the errors. The technique focus on the data of the errors type based on (Dulay et al., 1982) (omission, addition, misinformation, misordering). Besides that, to know the percentage of errors made by students, the researcher uses (Burt, Dulay, & Hernandez, 1976)

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage of students' error

F = Frequencies of errors

N = Total words of students descriptive text

RESULTS AND DISCUSSION

Results

Here is the result of students error analysis in writing descriptive text. There are;

Table 1. Number of Students Based Early Mathematical Ability

No	Name	Types of Error				Total Errors	Total Words	Percentage%
		OM	AD	MF	MO			
1	Student 1	-	2	1	-	3	87	3.4%
2	Student 2	-	-	1	1	2	79	2.5%
3	Student 3	-	1	-	2	3	85	3.5%
4	Student 4	-	2	1	1	4	102	3.8%
5	Student 5	-	-	2	-	2	95	2.1%
6	Student 6	-	2	1	1	4	112	3.5%
7	Student 7	-	1	1	-	2	98	2%
8	Student 8	-	1	-	2	3	89	3.3%
9	Student 9	2	1	3	-	6	119	5%
10	Student 10	1	1	-	-	2	79	2.5%
11	Student 11	1	1	-	1	3	87	3.4%
12	Student 12	1	-	1	-	2	95	2.1%

13	Student 13	-	1	2	1	4	109	3.6%
14	Student 14	-	2	1	-	3	98	3%
15	Student 15	1	1	3	-	5	87	5.6%
16	Student 16	-	1	-	2	3	89	3.3%
17	Student 17	-	-	2	-	2	97	2%
18	Student 18	-	1	2	1	4	113	3.5%
19	Student 19	-	-	2	-	2	100	2%
20	Student 20	-	1	1	1	3	99	3%
21	Student 21	-	2	2	-	4	100	4%
22	Student 22	-	1	-	1	2	79	2.5%
23	Student 23	-	-	1	1	2	88	2.2%
24	Student 24	-	1	1	1	3	108	2.6%
25	Student 25	2	-	1	1	4	115	3.4%
26	Student 26	2	1	3	-	6	117	5.1%
27	Student 27	-	1	2	-	3	98	3.1%
28	Student 28	2	1	3	-	6	119	5%
29	Student 29	-	2	2	-	4	98	4%
30	Student 30	1	2	3	-	6	118	5%
	Total	13	30	42	17	102	29	100%

Note :

OM : Omission

MF : Misformation

AD : Addition

MO : Misordering

Table 2
The Result of the Errors

No	Type of Error	Total Errors	Percentage (%)
1	Omission	13	12,8%
2	Addition	30	29,5%
3	Misformation	42	41,1%
4	Misordering	17	16,6%
	Total Errors	102	100%

$$POM = \frac{\text{Total Omission}}{\text{Total Error}} \times 100\% = \frac{13}{102} \times 100\% = 11,77\%$$

$$PAD = \frac{\text{Total Addition}}{\text{Total Error}} \times 100\% = \frac{30}{102} \times 100\% = 21,57\%$$

$$PMF = \frac{\text{Total Misformation}}{\text{Total Error}} \times 100\% = \frac{42}{102} \times 100\% = 47,05\%$$

$$PMO = \frac{\text{Total Misordering}}{\text{Total Error}} \times 100\% = \frac{17}{102} \times 100\% = 19,61\%$$

Explanation :

POM = Percentage of Omission

PMF = Percentage of Misformation

PAD = Percentage of Addition

PMO = Percentage of Misordering

Discussion

Based on the table, there are four types of error analysis, there are:

1. Omission

According to (Dulay et al., 1982) omission is a type of errors which are characterized by the absence of an item that must appear in a well formed utterance. In this research, the researcher found there are 13 omission or 12,8% from 30 students who did writing task. The example :

Students Writing	Correction
My cat always take bath every morning	My cat always take a bath every morning
I have bird	I have a bird
Chooky very cute	Chooky is very cute

2. Addition

Addition is a type of errors which are characterized by the presence of item which must not appear in a well formed utterance (Dulay et al., 1982). As we can see from the table 4.2, in the types of addition error there are 30 errors from 10 students and can be percentage to 29,5%. from 30 students who did writing task. The example :

Students Writing	Correction
I like to play with Tio	I like play with Tio
I am like cat	I like a cat
She is has long hair	She has long hair

3. Misformation

Dulay et al (1982) explains that “misformation errors are those characterized by the use of the wrong forms of the morpheme or structure.” In this research, the researchers found 42 errors in misformation or 41,1% in percentage from 30 students who did writing task. The example :

Students Writing	Correction
My dog coloured is white	My dog colour is white
I buy my pet from	I bought my pet from ...
My pet always sleeps in me bed	My pet always sleeps in my bed

4. Misordering

Dulay et al (1982) have argued, “misordering is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.” There were 17 errors of misordering or can be percentage 16,6% from 30 students who did writing task. The example :

Students Writing	Correction
My rabbit has colour white	My rabbit has white colour
My cat is name kity	My cat name is kitty
Morning kity always breakfast	Kity always breakfast in every morning

Based on the result of the data analysis above, the total errors happened by the seventh grade students, consist of 10 students, of SMPN 2 Batujajar in writing descriptive text were 51. The type of errors happened can be divided into errors of omission, errors of addition, errors of misformation and errors of misordering. The result in this research that are errors were made by students can be percentage Misformation (42 errors = 41,1%), followed by addition (30 errors = 29,5%), misordering (17 errors = 16,6%), and omission (13 errors = 12,8%).

CONCLUSION

Based on the result of the research that has done, the researchers would like to present conclusion consists of several points that are related the statements of research question. There are (1) The type of grammatical errors happened by the seventh grade (30 students) of SMP Negeri 2 Batujajar in writing descriptive text can be devined into errors of omission, errors of addition, errors of misformation, and errors of misordering. (2) The dominant type of errors or the most frequently by the seventh grade student of SMP Negeri 2 Batujajar was error of misformation with (41,1%), and the last frequently errors happened by the seventh grade student of SMP Negeri 2 Batujajar was error of omission (12,8%).

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