The Students' Types Error on Writing Descriptive Text (An Analysis Study at Senior High School)

Albert Efendi Pohan
English Education Department, University of Riau Kepulauan
albert@fkip.unrika.ac.id

Abstract

The objective of this study is to identify the types of error and the dominant error which made by students' on writing descriptive text. The method which applied of this research is descriptive qualitative. The subject of the study is tenth grade which consist 31 students. Data was collected by portfolio and analyzed by descriptive method to describe the students error by the formula of percentage which the number of error were divided the total number of error then multiply to 100 as constant number. The result of the research there was 357 errors in writing descriptive text. There were 25.21% with number 90 errors of spelling, 22.69% with number 81 errors of capitalization, 12.88% with number 46 errors of word choice, 9.24% with number 33 errors of singular-plural, 8.68% with number 31 errors of add or omit a word, 8.68% with number 31 errors of meaning not clear, 6.16% with number 22 errors of verb tense, 1.96% with number 7 errors of punctuation, 1.96% with number 7 errors of article, 1.68% with number 6 errors of word order, 0.28% with number 1 error of run-on sentence, 0.28% with number 1 error of word form, 0.28% with number 1 error of incomplete sentence. The dominant error which made by students on writing descriptive text was 25.21% with number 90 errors of spelling.
Keywords: *error analysis, writing, and descriptive text*

INTRODUCTION

In general, English consist of four skills such as reading, writing, speaking and listening that should be mastered by students. In order to master all the skill, the students need to learn language components which consist of vocabulary, grammar, pronunciation, spelling and semantic. Writing is one of active skill in language learning. By writing, the students can communicate, give opinions and transfer their idea in written form. Besides that, in writing activity the students must make the reader understand easily and comprehend about what the students write and explain. According to Nunan (as cited in Hafizh, 2014) state writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statement and paragraphs that will be clear. When the writer visited SMAN 21 Batam at tenth social one to observe the learning process, the writer has given a task in writing descriptive text. However most of the students made mistake in using tenses and did not know the grammatical rules in doing a task especially in descriptive text.

The writer thought that the students errors caused of something. According to Norrish (as cited in Cholipah, 2014), there are 3 causes of errors in learning English. First, carelessness is often closely related to lack of motivation. Second, first language interference is learning a language mother tongue or a foreign language was a matter of habit information. Third, translation that happen because a student translates his first language sentences of idiomatic expression in to target language word by word. From the explanation above, the writer assumed that the students' errors in writing descriptive text need to be known deeply. So, the writer would like to carry out a research under the title The Students' Types Error on Writing Descriptive Text in SMAN 21 Batam City. This research is an analysis study at senior high school students.

Wilson and Glazier (2009:205), said think of writing as including levels of structures, beginning small with words connecting to form phrases, clauses and sentences. Then the sentences connect to form paragraphs or essays. Each level has its own set of blueprints. To communicate clearly in writing, words must be chosen and spelled correctly. Sentences must have a subject, a verb, and a complete thought. Paragraph must be indented and should contain a main idea supported with sufficient detail. Essay explore a valuable topic in several coherent paragraphs, usually including an introduction, a body and a conclusion.

According to Patel and Jain (as cited in Pohan, 2017) said that writing skill is kind of linguistic behavior; a picture is not. It presents the sounds of language through visual symbols. According to Grenville (2001), there are three purpose of writing, to entertain, to inform and to persuade. According to Kane (2000) types of writing are exposition, description, or narration. Kane (2000) stated that description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Writing Principles

Ideas are the central of writing. Without having ideas, it is difficult to write. And to get good writing, the ability to organize ideas and supporting sentence is very important. Ideas without good arrangement in writing can make the readers don't understand the message of the writing clearly. According to Murray (2012:14), the fundamental principles in writing are:

a. Choosing Ideas or Topics

Choosing topic which the topics is interesting. The interested topic can make readers want to know about the writing completely. In addition, when writing many paragraphs is not a must to find a new idea for new paragraph or next paragraph because the essential the indicate of a new paragraph by indenting the first line slightly one centimeter or half an inch.

b. Good Argument Structure (Coherence)

Good argument structure is the key to effective academic writing. If ideas are well organized, the readers will not only be easier to understand but also more effective at luring the readers into a more sympathetic response. In this case, in order to understand more precisely what that means, is needed the notion of coherence. Coherence refers to the way in which the ideas connect together.

c. Explaining Everything and Avoiding Assumption (Clear/Complete)

In writing, the written must be absolutely clear to readers understand the writer's mind. The importance of explaining everything in detail lies not only in ensuring that the reader is able to follow the writer's logic or argument structure but also in reassuring reader that the writer understand the concept that the writer is discussing.

d. Supporting Statement (Evidence)

Evidence is a crucial element of mature writing. It is important to consider ways in which can present the ideas such that carry conviction and put simply, convince the reader of their soundness. For example : civic statistic, data for empirical studies, quoting published work, providing examples, rational exposition, and personal experience.

e. Concise and Relevant

Being concise means keeping the writing brief and to the point or being economical in use of language and saying only what need to be said and no more. But it doesn't mean to reduce workload by reducing ideas or discussion. Being concise is not being minimalistic but it means making every word count and being very precise in thinking in use of language, well-considered and well-constructed.

Being relevant means staying on topic, keeping discussion focused and not going off on a tangent and introducing ideas that don't key into the aims of assignment. Particularly when the discussing is complex issues in depth, it's surprisingly easy to get distracted and wander away from main focus or idea.

According to Irawati (as cited in Pohan, 2017), stated that five steps of the writing process, there are;

a. Pre-writing

Choose a topic, identify your audience and purpose, brainstorm ideas and organize information.

b. Drafting

Write your ideas in sentence and paragraphs. Follow your pre-writing plan to write a first draft of your composition.

c. Revising

Edit your writing. You make changes that will improve your writing.

d. Proofreading

In this stage, finish your editing by checking for errors in grammar, spelling, capitalization and punctuation.

e. Publishing

The final stage is publishing when you decide how to present your writing to an audience. You may add pictures or read your work aloud.

According to Corder (1981) states that error analysis is analysis of the systematic study of learners' language which is itself necessary to an understanding of the process of second language acquisition. According to Abushihab (2014), defines that errors occur repeatedly and cannot be recognized by the learner. Hence, only the teacher or researcher could locate them.

According to Mourtaga (as cited in Abushihab, 2014), said points out the error and mistakes are different from each other because an error cannot be self-corrected and it caused by learners' inadequate knowledge of the target language whereas mistake can be self-corrected.

Dulay et al (1982:146), categorized types of error based on linguistic category, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy.

Brown (2000:217), stated that error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Furthermore be explained an error that reveals a portion of the learners' competence in the target language. Connors and Lunfords (1988) in Ferris (2011:82), stated that while monolingual English speakers may struggle with issues such as punctuation rules,

pronoun reference, and informal usage in their academic writing. It means that there are some rules in learning English to get the correct one.

Ferris (2011:82), stated that L2 writers make a wider variety of errors. Though error types will obviously vary across student L1s, learners proficiency level, and other student characteristics. Ferris et al (2009) in Ferris (2011:82), also stated the types of errors that L2 students may make in their writing may be influenced by many different factors, including the amount and nature of English language learning or exposure to English that they have had. List of types of errors in writing based on Chaney (1999) in Ferris (2011:83).

According to Azar (as cited in Cholipah, 2014) explains that the types of errors into thirteen kinds. The explanation is elaborated as follows:

a. Singular-plural

b. Word form

c. Word choice

d. Verb tense

e. Add or omit a word

f. Word order

g. Incomplete sentences

h. Spelling

i. Punctuation

j. Capitalization

k. Article

l. Meaning not clear

m. Run on sentence

METHODOLOGY

The kind of this research was descriptive qualitative. This research was conducted at SMAN 21 Batam City. This research actually was conducted on 4th May 2018. This research used one class as the subject of this research. It was at tenth grader of SMAN 21 Batam City. There were three social classes totally and the writer choose the students who were in the social tenth grader one as a subject which consist 31 students.

The technique of collecting data of this research was documentation. The documentation was taken from the result students writing project in descriptive text. The writer used portfolio to get the needed data of this research. After the writer collecting the data, it was analyzed by circling the wrong word or sentence, identified and categorized the students error based on Betty S. Azar classification of error, and calculated the total error into percentage and chart.

The types of error was did count with percentage by following formula below:

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

Where: P = Percentage of error

F = Number of error

N = Total of error

100% = Constant numeral

RESULTS

The result showed that the total error which made by students in writing descriptive text were three hundred and fifty seven errors. The students made errors in singular-plural with 33 errors or 9.24%, word form with 1 error or 0.28%, word choice with 46 errors or 12.88%, verb tense with 22 errors or 6.16%, add or omit a word with 31 error or 8.68%, word order with 6 errors or 1.68%, incomplete sentence with 1 error or 0.28%, spelling with 90 errors or 25.21%, punctuation with 7 errors or 1.96%, capitalization with 81 errors or 22.69%, article with 7 errors or 1.96%, meaning not clear with 31 errors or 8.68% and run on sentence with 1 error or 0.28%. This table below is the recapitulation of the students' error in writing descriptive text;

Table.1. The Classification of Error

No	Types of Error	Total Error
1	Singular-plural	33 error
2	Word form	1 error
3	Word choice	46 error
4	Verb tense	22 error
5	Add or omit a word	31 error
6	Word order	6 error
7	Incomplete sentence	1 error

8	Spelling	90 error
9	Punctuation	7 error
10	Capitalization	81 error
11	Article	7 error
12	Meaning not clear	31 error
13	Run on sentence	1 error
	Total	**357 error**

The percentage of the recapitulation of students error are converted into a line chart as follows;

Figure 1. The Percentage of Error Classification
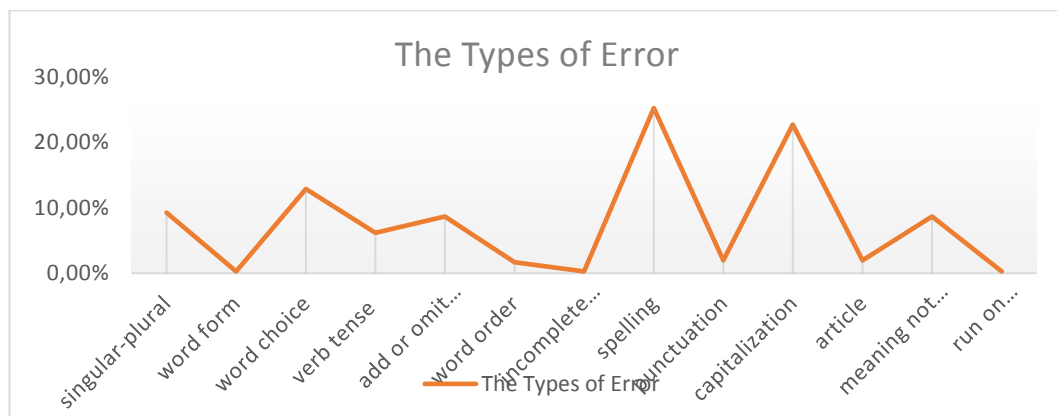
DISCUSSION

Based on the result of the data analysis and the interpretation of data in the previous chapter, the writer concludes that there were three hundred and fifty seven errors which made by students in writing descriptive text. The students made errors in singular-plural with 33 errors or 9.24%, word form with 1 error or 0.28%, word choice with 46 errors or 12.88%, verb tense with 22 errors or 6.16%, add or omit a word with 31 error or 8.68%, word order with 6 errors or 1.68%, incomplete sentence with 1 error or 0.28%, spelling with 90 errors or 25.21%, punctuation with 7 errors or 1.96%, capitalization with 81 errors or 22.69%, article with 7 errors or 1.96%, meaning not clear with 31 errors or 8.68% and run on sentence with 1 error or 0.28%. And the dominant errors which made by students in writing descriptive text is spelling with 90 errors or 25.21%.

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