

AN ERROR ANALYSIS ON ENGLISH DESCRIPTIVE TEXT AT THE FIRST GRADE OF JUNIOR HIGH SCHOOL

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Abstrak

Penelitian ini terdiri dari masalah, tujuan, metode, temuan, dan kesimpulan Analisis Kesalahan dalam Teks Deskriptif Bahasa Inggris di Kelas I SMP. Penelitian ini bertujuan untuk mengetahui jenis kesalahan tata bahasa, kesalahan yang paling dominan dan menganalisis penyebab kesalahan tata bahasa yang dilakukan siswa dalam menulis esai teks deskriptif. Penelitian ini dilakukan pada siswa kelas I SMP Assalam Pontianak tahun pelajaran 2021/2022. jumlah populasi adalah 94 siswa dari tiga kelas. Sampelnya adalah kelas satu C yang terdiri dari 35 siswa. Jenis penelitian ini menggunakan analisis deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data yang digunakan adalah teknik komunikasi langsung dan dokumentasi. Alat pengumpulan data adalah pedoman wawancara dan lembar kerja siswa. Penelitian ini menemukan bahwa dari 35 siswa yang telah membuat teks deskriptif, terdapat 402 kesalahan tata bahasa. Data yang dikumpulkan berasal dari 61 esai bahasa Inggris yang ditulis oleh 35 siswa. Data dianalisis berdasarkan LKS dan transkrip wawancara untuk menemukan jenis kesalahan dan kesalahan dominan serta penyebab kesalahan. Berdasarkan analisis data, hasil penelitian ini menunjukkan bahwa kesalahan 35 siswa dalam memproduksi tulisan bahasa Inggris adalah (1) misformation 47%, (2) omission 40%, (3) Addition 10%, dan (4) misordering 3%. Berdasarkan hasil wawancara, dapat diklasifikasikan bahwa terjemahan adalah penyebab utama kesalahan tata bahasa.

Kata kunci: Analisis Kesalahan, Penulisan Bahasa Inggris, Teks Deskriptif.

Abstract

This research consists of problems, objectives, methods, findings, and conclusions of Error Analysis in English Descriptive Text at the First Grade of Junior High School. This study aimed to determine the types of grammatical errors, the most dominant errors and to analyze the causes of grammatical errors made by students in writing descriptive text essays. This research was conducted on grade I students of SMP Assalam Pontianak in the academic year 2021/2022. the total population is 94 students from three classes. The sample was grade one C which consists of 35 students. This type of research uses descriptive analysis with a qualitative approach. Data collection techniques used were direct communication techniques and documentation. Data collection tools were interview guides and student worksheets. This study found that from 35 students who had made descriptive texts, there were 402 grammatical errors. The data collected were from 61 English essays written by 35 students. Data were analyzed based on student worksheets and interview transcripts to find the types of errors and dominant errors and the causes of errors. Based on data analysis, the results of this study showed that the errors of 35 students in producing English writing were (1) misformation 47%, (2) omission 40%, (3) Addition 10%, and (4) misordering 3%. Based on the results of the interview, it can be classified that translation was the main cause of grammatical errors.

Keywords: Error Analysis, English Writing, Descriptive Text.

INTRODUCTION

In writing English, one of the biggest problems that students face is grammar. Grammar is the word form of the language itself and the way they are combined in phrases, clauses, and sentences. In this factor, students sometimes make mistakes in using grammar, students tend to make mistakes in stringing words into sentences that can explain the meaning of their understanding.

According to Kaswan (2014) quoted in Kasini et al (2017) "Errors are errors caused by incomplete knowledge".

In analyzing grammatical errors the researcher can bring several advantages. Several professionals have spoken about the benefits of error analysis. Error analysis can assist teachers in determining English topic problem areas in which students struggle to acquire language. It also supports teachers, students, and syllabus designers in finding useful correction material for correcting errors. Jabeen, Kazemian, and Mustafai (2015) cited in Erlangga et al (2019) argue that error analysis provides a comprehensive insight into the language learning process carried out by students. Error analysis is useful for teachers, syllabus designers, and textbook writers because it can reveal students' difficulties in learning a language.

To find out the results of the analysis of grammatical errors in writing, the researcher used descriptive text as the text that will be the reference for grammatical errors. This descriptive text makes it easier for the writer to clearly show the reader about the physical appearance of something. According to Dirgeyasa, (2017) The purpose or social function of descriptive text is to describe a person, place, or thing in such a way that an image is formed in the mind of the reader.

Based on the explanation above, the purpose of this study was to find out grammatical errors in the dominant language made by students and four types of errors (1) stacking errors (2) addition errors (3) formation errors, and (4) ordering errors. The researcher analyzed the grammatical errors made by the first grade students of SMP Assalam Pontianak in writing skills due to common grammatical errors at the education level. Almuhammadi, (2020) reports that EFL teachers consider grammar as the basic framework for teaching English as a foreign

language and is an important factor in improving the accuracy and proper use of EFL. This encourages researchers to conduct research on grammatical errors made by junior high school students in writing skills, especially in writing descriptive texts. The title of this research is "Error Analysis of English Descriptive Text for Class I Junior High School (Descriptive Study of Class I SMP Assalam Pontianak, Academic Year 2021/2022)"

RESEARCH METHOD

This research conducted by using descriptive qualitative research. In this research, the researcher used a descriptive qualitative method that uses error analysis procedures. The researcher collected data form of direct communication and documentation techniques.

In the process of getting the result of the research, the researcher described the grammatical errors made by students. So, here the researcher used the descriptive method. Descriptive analysis is designed to obtain information concerning the current status of phenomena. In descriptive research, a researcher explored and describes to explain and predict phenomena based on the data acquired in the field. Descriptive analysis is only trying to draw clearly and sequentially toward the research question determined before the researcher came into the area. There is no control or treatment as in an experimental study.

The Population in this research took students in the first Grade of SMP ASSALAM Pontianak in the Academic Year of 2021/2022. According to Sugiyono (2015), Population is the whole subject of the research. The Population is the total of all possible values resulting from calculating specific characteristics regarding a set of complex and apparent objects to be studied. So, the Population is the total number of object that should be observed in this research.

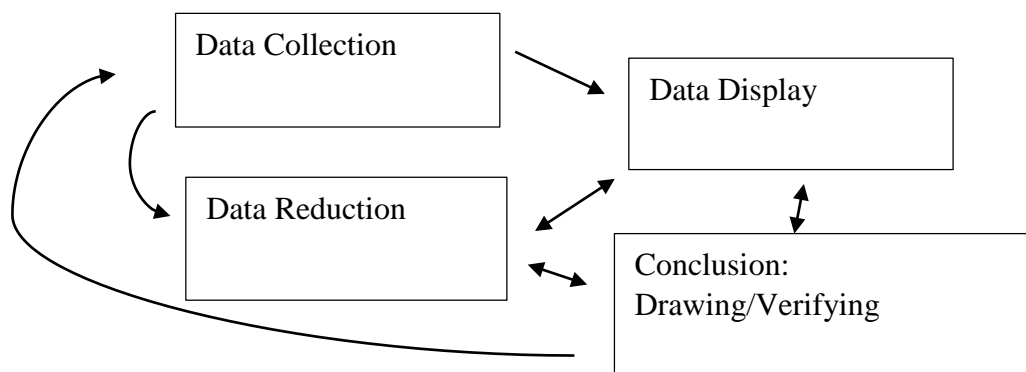
Sugiyono (2017: 61) says: "Population is a region generalization consisting of objects/subjects that are not in quantity and specific characteristics defined by the researcher to be studied and then draw conclusions. so the population in this study were first graders of SMP Assalam Pontianak in the Academic Year of 2021/2022 with the number of students being 94 students which are divided into 3 classes (A B and C).

In this study, the researcher used a sample of 35 female students of class C class I SMP Assalam Pontianak in the academic year 2021/2022. In this study the researcher took samples only from female students, this was because the researchers saw a problem regarding grammatical errors that was interesting to study in the female student environment. In addition, other factors that encourage researchers to take samples only from female students are because the researcher has a female gender which causes a factor in licensing barriers from the school. In this study, the researcher used purposive sampling to take the samples.

In this research, the researcher used direct communication and documentation techniques. A Direct communication technique will be conducted through an interview guideline. The documentation technique will be carried out through student worksheet documentation interviews to determine the pedagogic competence of teachers. At the same time, the student worksheet documentation is used to obtain information about teaching writing activities and sources of data from the writing process for first grade students.

The data analysis technique used in this research is descriptive analysis with a qualitative approach. The purpose of using descriptive analysis is to obtain fact-finding with the right interpretation. In data analysis, researcher findings mostly come from the outcome of interview guidelines and Student worksheets that have been analyzed.

Data analysis in qualitative research, is carried out at the time of data collection takes place, and after the completion of data collection in a particular period. Miles and Huberman (1984), suggest that activity in the qualitative data analysis is performed interactively and runs continuously until complete so that the data is already saturated. Activities in the data analysis, namely data reduction, display data, and the data conclusion drawing/verification. As in the picture below:



In analyzing the results of the student worksheet data, the researcher used descriptive analysis. The researcher classified their errors individually and then calculated the percentage of their errors individually with the number of the simple present tenses in writing descriptive text. Calculate the percentage of data with the formula as proposed by Rustiani & Erfansyah (2022) as follows:

$$Pe = Fe/N \times 100\%$$

Note:

Pe = Percentages of student's errors

Fe = Frequency of errors

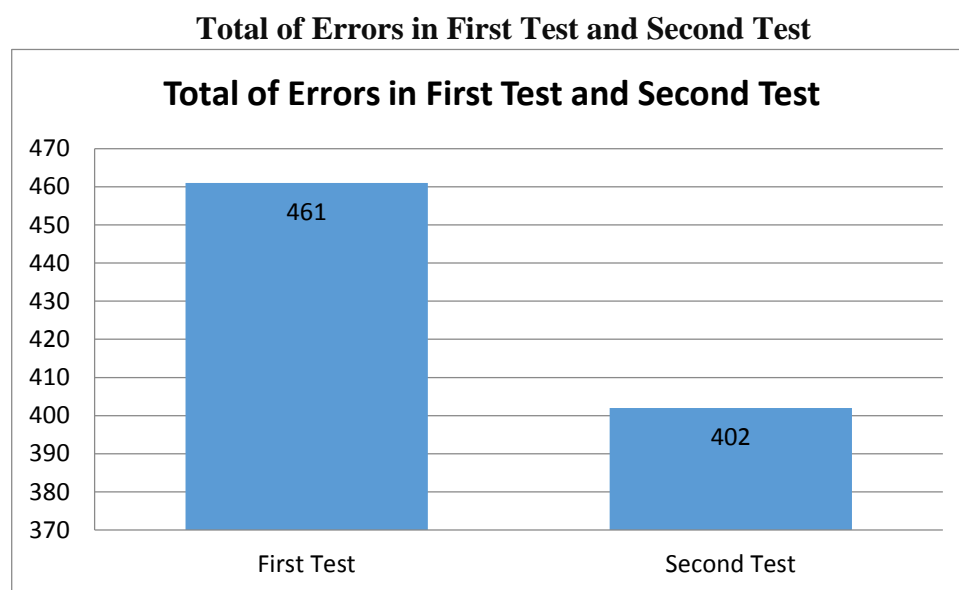
N = The total number of words

FINDING AND DISCUSSION

The findings of this study are to answer three questions, namely, What are types of grammatical errors (omission, addition, misformation, and missordering) were made by first graders in descriptive texts in English, and what was the most dominant error made by students in writing descriptive text, and what causes students' grammatical errors (carelessness, first language, and translation.)

In presenting the data findings in this study, to answer the first two research questions, the authors present the data findings in tables and diagrams to make it easier to understand the first test and the second test and provide them in the difference table. Meanwhile, to answer the third question related to the causes of errors made, the researcher present the data in narrative form because the data are taken from student interviews. To answer the first two research questions, the researcher provides the data findings in a table and a diagram to make it easier to

understand the first test and the second test and provide them in the table in difference



1. Types of Grammatical Errors Are Made By the Students

The data found about the type of grammatical error made by the students are presented in the table below.

Table 4.2

Number of Grammatical Errors Made by the Students

Errors	Total Number
Addition	39
Omission	161
Misinformation	189
Misordering	13
Total Errors	402
Total Words	3230

Students produced 402 errors with the number of words produced as many as 3230.

a. Type of Errors

1) Addition

In this test, errors of addition contributed to the grammar errors made by students as many as 39 errors. The findings of the descriptive text made by the students, errors of addition in occurred due to the

addition of unnecessary words, for example "My father is a businessman boy"; should be written "My father is a businessman" without adding the word "boy" behind the word "businessman". This is also because the word "man" behind the word "business" is a noun form that indicates a person's profession. Then the addition of the word "boy" is irrelevant and wrong. In addition, the word "boy" in the dictionary means a young child.

2) Omission

In this test, there were 161 errors of omission. This error occurs quite a lot in descriptive texts made by students. For example, the sentence "I would like to introduce". This sentence was declared wrong and identified as an error of omission because there is a missing word in this sentence, namely the preposition "to", where the sentence that should be "I would like to introduce". As the preposition "to", the word "in" as a preposition is also an error found in sentences made by students.

3) Misinformation

As it is known that in the data found in this study, there were 189 errors of misinformation. An example is the sentence "all of my friends called me". This sentence in English tenses has an error, where the word "called" as a verb past tense is not appropriate when used in the context of this sentence. The writer uses this sentence to describe the situation that his friends usually do when they call the writer. Therefore, the correct sentence for this sentence is not using the past tense but using the present tense, namely "all of my friends call me".

4) Misordering

In the data found there are 13 errors of misordering. This number is the least compared to other errors. There are not many errors of this type in the descriptive texts made by students. Most of these errors are in the arrangement of phrases in two and three words, an example is the sentence "language Indonesian", Likewise the phrase "language

Indonesian", this phrase is considered an error of misordering because the arrangement of the phrases is grammatically wrong. This phrase is a noun phrase that has the formula Noun 1 + noun 2. Even though there are two nouns, but only one noun is meant, where noun 1 describes the noun 2. If in the case of the phrase, with the nouns "language" and "indonesian", the student wants to show the language used by Indonesians. So the correct phrase in this sentence is "Indonesian Language".

2. Causes of Grammatical Errors Made by the Students

In identifying the causes of students making grammatical errors based on the results of interviews, the writer categorizes students' answers into three categories, i.e. translation, first language, and carelessness. Therefore, from this identification, the writer presents interview data in tabular form to facilitate data analysis, where the results obtained are presented in the table below.

Table 4.4

Causes of Grammatical Errors Made by Students

Causes	Number of Students
Translation	20
First language	6
Carelessness	12

Based on the table above, from 35 students who were interviewed, There are 20 students who answered that the reason they made mistakes in making descriptive texts was due to translation mastery, while 6 students answered that they rarely wrote descriptive texts so this was categorized as a first language. The last one is the carelessness, that there are 12 students.

As the data findings that have been shown earlier, in the form of types of errors, the most common errors created, and the causes of grammatical errors in generating student descriptive texts, this can prove that grammatical errors still occur in language learners, particularly when making long texts, particularly in beginner language learners or in this research at the junior high school level.

As can be observed from the outcomes of the research, the most common type of error is one of misinformation, and this type of error is closely related to the students' level of vocabulary knowledge. In the meantime, what

the students said during the interview revealed that it was true that of all the students interviewed, the majority answered because they did not learn English vocabulary. This was demonstrated by the students' comments. Errors in sentence structures and incorrect tenses are indications that students' lack of knowledge of language comprehension also has an impact on the number of grammatical errors they make in the descriptive writings they produce.

As previous research used as a reference for this study, the results of this study indicate that misinformation is the type of error that is most often generated by students, this is the same as the research conducted by Rustianti (2022). This is of course an additional reference for other researchers to be used as a reference that misinformation is an error that contributes quite a lot and is the most dominant for language learners in making descriptive text. Although, other studies will experience different things, this is because each place may produce different errors because the causes may also be different.

Norrish (1983) revealed that grammatical errors are caused by three things, namely, translation, first language interference, and carelessness. As with the cause of students producing errors in making descriptive text. In this study, it was found that the biggest cause was translation, when using Norrish's theory. However, in previous research from Erlangga et al (2019) which was used as a reference for this study, showed that the biggest cause of grammatical errors in students at Erlangga et al is carelessness, of course this is different from the current research results. The results of the current study indicate that the biggest contributor to grammar errors is translation, where this translation is closely related to translation errors from L1 to L2. Errors caused by this translation are also related to incorrectly translated vocabulary. Husna (2013), that difficulties in mastering vocabulary in learning languages are faced by language learners, because according to him it is influenced by interlingual and intralingual. Dulay, Burt and Krashen (1982) also say that the main sources that cause errors in one's use of English are interlingual, intralingual, and learning context errors.

The information that students who are learning a language in junior high school are receiving is, in reality, still presented in the form of simple

tenses. There are, of course, numerous shortcomings in their ability to compose several sentences and combine them into lengthy paragraphs. In addition, students who have completed junior high school in Indonesia have a very limited command of the language. It is fair to say that this language student in junior high school is still in the first stages of the learning process.

Student learning time absolutely contributes to the prevalence of grammatical errors among students. This is also demonstrated by the results of interviews with students, in which some students stated that they still lacked mastery of English vocabulary. Some students stated that they still lacked mastery of English vocabulary (translation). Since vocabulary is the primary factor in determining one's success in learning a language, this is, of course, a big challenge for everyone who is doing so. The mastery of this vocabulary, on the other hand, is inseparable from regular practice as well as the knowledge of how to transform incorrect sentence structures into those that are grammatically correct. In the meantime, having a sense of how much time it takes is not a quick process.

When it comes to the pupils at SMP Assalam, there is, of course, a heightened level of worry over the instruction of language to them. After being made aware of the flaws and difficulties they have when writing descriptive text, mainly a translation and an inability to comprehend the English language, Students at Assalam Junior High School may be a representative sample of Indonesian students as a whole in that they struggle with a deficiency in their vocabulary mastery and English comprehension, as well as a deficiency in the amount of practice time they receive. This is homework for the author, who is a researcher, as well as for teachers of foreign languages, especially English, in order to improve students' mastery of English vocabulary and students' understanding by making use of abilities and teaching instruments that already exist in the classroom.

CONCLUSION

The research and data analysis that has been done in this study has led to the conclusion that the types of grammatical errors made by students are as follows: 39 errors of addition, 161 errors of omission, 189 errors of

misinformation, and 13 errors of misordering. The error of misinformation is the type of grammatical error that happens the most frequently, accounting for 47% of all occurrences. The error of omission accounts for the second biggest number of errors, with a percentage of 40%, while the error of addition holds the third highest place, with a percentage of 10%. The error of misordering accounts for only 3% percent of all errors, making it the type of error that occurs the fewest times overall. According to the findings of interviews that were carried out, students at Assalam Junior High School make grammatical errors due to translation, their first language, and carelessness; nevertheless, the majority of students reason due to translation, while the least amount of students' reason due to their first language.

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