AN ANALYSIS STUDENTS' ADJECTIVE ERRORS IN WRITING DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF MTS DARUL FALAH CEPU

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Abstract

In this research the researcher used a qualitative research design. The subjects of this research were the seventh grade of MTS Darul Falah Cepu, which consisted of one class and 10 students as respondens. To answer two research problems, the researcher used test,observation, interviews, and documentation for data collection techniques to obtain relevant data. The data was analyzed by using data reduction, data presentation, drawing conclusions, and verification. The finding of the research showed that there are 4 types of error made by the students adjective error in descriptive writing. The errors in misordering were 45%, the error in omission and misformation were 22%, the errors in addition were 12%. The causes of error were students translation, grammar rules, the students lack of vocabulary about adjective.

Keywords : Writing, Adjective error analysis, Descriptive text

ABSTRAK

Penelitian ini dilakukan untuk mengetahui jenis-jenis kesalahan yang dilakukan siswa kelas VII MTS Darul Falah Cepu dalam menulis teks deskriptif dan untuk mengetahui faktor-faktor penyebab kesalahan yang dilakukan siswa kelas VII MTS Darul Falah Cepu dalam menulis teks deskriptif. Dalam penelitian ini peneliti menggunakan desain penelitian kualitatif. Subjek penelitian ini adalah siswa kelas VII MTS Darul Falah Cepu yang terdiri dari satu kelas dan 10 siswa sebagai responden. Untuk menjawab dua masalah penelitian, peneliti menggunakan tes, observasi, wawancara, dan dokumentasi untuk teknik pengumpulan data untuk memperoleh data yang relevan. Teknik analisis data menggunakan reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi. Hasil penelitian menunjukkan bahwa ada 4 jenis kesalahan kata sifat yang dilakukan siswa pada saat menulis deskriptif teks. Kesalahan dalam misordering adalah 45%, kesalahan dalam penghilangan dan kesalahan pembentukan adalah 22%, kesalahan tambahan adalah 12%. Penyebab kesalahan adalah terjemahan siswa, aturan tata bahasa, siswa kekurangan pengetahuan kosakata tentang kata sifat.

Kata Kunci : Penulisan, Analisis kesalahan kata sifat, Teks deskriptif

INTRODUCTION

Writing is an important skill that must be learned because it is used to communicate. Moreover, students must be able to communicate not only verbally but also in writing. By writing a person can express his feelings. Ramli (2013) revealed that Writing is a method of expressing ideas, feelings, arguments, thoughts, and opinions using words in sentences. Writing is also regarded

as a predictor of a student's success in learning English. Competence in writing English well is recognized as an important skill in education (Afifuddin, 2016). From this statement, it is important for students to improve their writing skills.

Writing skill is not easy. Writing is absolutely difficult for students who have not mastered vocabulary. Students will find it difficult to write down their ideas. According to Tan in Afifudin (2016), writing is unquestionably difficult, requiring a comprehensive understanding, cognitive analysis to structure language, providing ideas, messages, feelings, and opinions to listeners or readers through writing. Writing competence is one of the good skills regarding rules of punctuation and grammar. Writing also requires practice and good knowledge and requires high thinking to produce quality sentences or phrases. In addition, so that students are able to make paragraphs according to the correct language rules or with good English grammar. But writing is not an easy thing to learn because writing is a skill that has many aspects that must be mastered by students. According to Pramadi (2019) implied that Writing is a complex skill for students. Because writing has several aspects namely, grammar skills, grammatical skills, and generic structure of a reading. Abdullah (2013) said that the learners often make mistakes and error in llearning english, when they try to arrange sentences in their witing. From this statement, it can be concluded that indicator causes students difficulty in writing is that most students find it difficult to compose vocabulary, text stages, or text sequences to be able to compose English sentences so that they become paragraphs that can be read and their meaning can be understood.

Descriptive text is a type of writing in learning English. Descriptive Text is a paragraph that has the aim of explaining something in detail. A descriptive text is a piece of writing that expresses meaning to the reader through sensory details and provides an image to the reader (Dongoran & Siregar, 2020). By studying the descriptive text, students can provide detailed imagination about the characteristics of a place, person, and thing. According to Mardiah, A (2018) descriptive text tells or describes information about places like Jakarta, things like Samsung, and people like Obama. Students must be able to explain in detail so that the reader comprehends the pupils' descriptions.

Adjective error analysis is a work process used by researchers with the steps of collecting data, reviewing and explaining errors contained in the data and Classifying these errors. In writing descriptive text, we must use adjectives. Adjectives are words that are used to limit nouns or pronouns. So, adjective error is an activity carried out by researchers through the data collection process with the aim of explaining errors in the use of adjectives when students write descriptive text.

The students' adjective errors in writing consistently were caused by lack of practice and lack of knowledge about the use of grammar. Many students have not mastered the lack vocabulary about adjectives. The inability of students to use adjectives in sentences is also an obstacle for students in writing descriptive texts. There are even students who find it difficult to distinguish between adjectives, nouns, and verbs. Even though they have been taught, they are still confused because they do not practice their skills at home. Especially in the era of the Covid-19 pandemic, which causes students to study at home and at school through online learning. This makes students lazy to study and produce knowledge about writing adjectives in descriptive text.

Therefore, the reseacher is interested in conducting research by the title "An Analysis of Students' Adjective Errors in Writing Descriptive Text at The Seventh Grade of MTS Darul Falah Cepu"

RESEARCH METHOD

This research method is descriptive qualitative design. According to Sugiyono (2016), descriptive qualitative is a research method based on the philosophy of

postpositivism which is used to examine the condition of natural objects (as opposed to experiments). Research participants in this study focused on seventh grade students of MTS Darrul Falah Cepu. Population in class VII-B as many as 17 students but the reseacher use sample 10 student. To determine the research sample, the reseacher use a random sampling technique.

Data collection technique using test,observation,interview,documentation. This instrument in this reseach were interview guidline, documentation used photos, and observation chechlist. The ata analysis technique using version of Miles and Huberman (2009), is that there are three activity flows, namely data reduction, data presentation, and conclusion or verification. By presenting the data, the data is organized to combaine information a coherent and eassay to understand form.

RESULT AND DISCUSSION

The reseacher had analysis 10 students writing adjective errors results in descriptive texts. First, the most dominant error made by students was misordering with a percentage of 40%. Misordering errors are the most common errors, many students wrote some elements in wrong place. Second, error is misformation and omission with a percentage of 22%. Misformation errors students make a lot of mistakes in the type of descriptive adjective, when writing a sentence the student did not follow the general structure based on grammatical form. While the ommission error occurs in the numeral type of adjective. When students write sentences that explain an object more than one student often does not add the letter s/es. Thirt, the addition error which is 12%.

The percetage of students adjective error
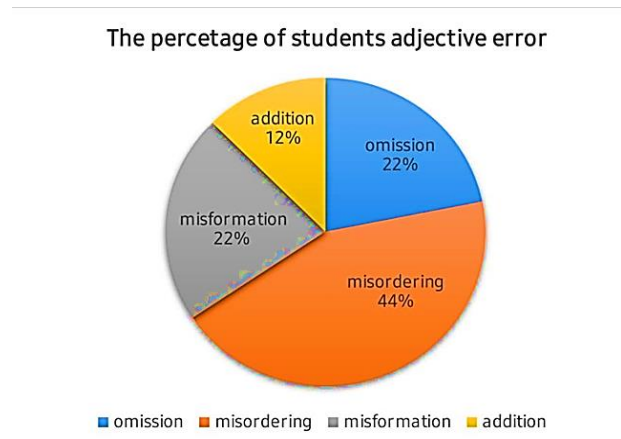
Picture 1. The percentage of students adjective error

The cause of students' writing adjective errors is the students' translation process from writing Indonesian text and then they convert it to English. The factor that is the source of the cause of students making mistakes in the use of adjectives the most is at the translational level. Students translate their first language sentences into English. Next, the cause of students' writing adjective errors is Indonesian grammar rules are different from English. In addition, students made

errors writing because of lack of vocabulary, students mentioned that they had difficulty in compiling vocabulary. They, did not understand grammar rules when they made English sentence. In addition, the teacher also revealed that students often forget when given new vocabulary. This makes student still made adjective errors in writing because they lacked vocabulary and makes them confused to write.

CONCLUSIONS

Based on the results of data the most dominant adjective error made by students was misordering and the smallest or recessive was addition. the presentation is as follows: Misordering error of 44%, Ommission error of 22%, Misformation error of 22%, and Addition error of 12%. Misordering errors are most due to students put some elements of the word in the wrong place. The students made a mistake when they used adjectives to describe nouns.

There are many reasons students make mistakes of adjective errors. First they don't understand the grammar rules when making English sentences. Second, students do not understand the used adjective in pattern sentence which is very different from the Indonesian sentence pattern. Third, students do not lack vocabulary and students are still confused about writing the correct vocabulary. During the interview, the teacher also explained that when students get new vocabulary about adjective, students cannot immediately memorize the adjectives vocabulary. Many students forget when given a new adjectives vocabulary by the teacher. With the lack of vocabulary mastered they also cannot pronounce if they can't do this, students will also find it difficult to write the use of adjective in English.

The cause of the error found by the researchers was that students used to translating Indonesian texts into English without checking the correction of translation grammar. This is due to the lack of students' understanding about adjective errors in writing descriptive text. The rules of Indonesian grammar are different from English. In addition, another cause of mistakes made by students is due to the lack of vocabulary and making them confused in composing good sentences. Students also don't learn much in writing English, especially after covid-19, students only do learning at home so it is less effective. This further makes students lack the ability about writing adjectives in sentences.

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