

**ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT AT TENTH
GRADE STUDENTS' OF MA AL ROSYID DANDER IN ACADEMIC YEAR
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Yuanita Supiatun¹⁾

Ima Isnaini Taufiqur Rohmah²⁾

Ayu Fitriarningsih³⁾

¹FPBS, IKIP PGRI Bojonegoro

email: yuanitasofyatun30@gmail.com

²FPBS, IKIP PGRI Bojonegoro

email: rimataufig83@gmail.com

³FPBS, IKIP PGRI Bojonegoro

email: ayu_fitriarningsih@ikipgribojonegoro.ac.id

Abstract

This research was carried out to find out the types of errors made by the tenth grade students' of MA AL Rosyid in writing descriptive texts and to find out the factors that cause errors made by the tenth grade students' of MA AL Rosyid in writing descriptive texts. In this research the researcher used a qualitative research design. The subject of the research was X IPA 2 which consists of 22 students. There were 17 students were taken to be observed. The data was collected by using interview and test. The data was analyzed by using three stages, namely data reduction, data display and drawing conclusion/verification. The result of the research showed that there are 4 types of errors made by the students in descriptive writing. The errors in omission were 10 errors, the errors in addition were 9 errors, the errors in misformation were 22 errors, and the errors in misordering were 2 errors. The causes of errors were interlingual transfer and intralingual transfer. This research concluded that the probable cause of the error came from the mother tongue, the errors were generated from the grammatical transfer of the first language (Indonesian language) to the second language (English).

Key words: Error Analysis, Writing, Descriptive text.

Abstrak

Penelitian ini dilakukan untuk mengetahui jenis-jenis kesalahan yang dilakukan oleh siswa kelas X MA AL Rosyid dalam menulis teks deskriptif dan untuk mengetahui faktor-faktor penyebab kesalahan yang dilakukan oleh siswa kelas X MA AL Rosyid. dalam menulis teks deskriptif. Dalam penelitian ini peneliti menggunakan desain penelitian kualitatif. Subjek penelitian adalah kelas X IPA 2 yang berjumlah 22 siswa. Ada 17 siswa yang diambil untuk diamati. Pengumpulan data dilakukan dengan wawancara dan tes. Analisis data dilakukan dengan tiga tahapan yaitu reduksi data, penyajian data dan penarikan kesimpulan / verifikasi. Hasil penelitian menunjukkan bahwa ada 4 jenis kesalahan yang dilakukan siswa dalam penulisan deskriptif. Kesalahan dalam kelalaian sebanyak 10 kesalahan, kesalahan tambahan sebanyak 9 kesalahan, kesalahan informasi sebanyak 22 kesalahan, dan kesalahan dalam misordering sebanyak 2 kesalahan. Penyebab kesalahan adalah transfer interlingual dan transfer intralingual. Penelitian ini menyimpulkan bahwa kemungkinan penyebab kesalahan berasal dari bahasa ibu, kesalahan tersebut dihasilkan dari transfer gramatikal dari bahasa pertama (bahasa Indonesia) ke bahasa kedua (bahasa Inggris).

Kata Kunci: Analisis Kesalahan, Penulisan, Teks Deskriptif.

INTRODUCTION

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007: 265) states as follows we use language in terms of four skills-reading, writing, speaking and listening. These are often divided into two types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves.

Among those four skills, Writing is one of language skill which is defined by Brown (2001:335) as the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals. From the statements, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. Written language is produced in written form, whereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language.

According to Powell (2009:13) writing is hard to see because it governs our thoughts, and hard to talk about because of the lack of consistent names for real categories. Writing is a system of marking with a conventional reference that communicates information like the signs on this page. Writing is the most complex one compared to the other three skills. Not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic, and organization of content and it demands standard from grammar, syntax, and vocabulary. In

writing, the relation between sentences operates at several levels (Brown, 2004:246).

According to Wadiman et.al (2008:115) Descriptive text is a text that describes the features of someone, something, or a certain a place. Relating with this statement it can be said that descriptive text tell or describe detail information of place like Jakarta, person like Joko Widodo and thing like Television. The detail information when describe about people are name, skin colour, hair style, ages, nationality, address, job, etc.

The students must explain the object in detail because the goal of descriptive text is to describe something in detail so the reader will understand of their description. The outline of descriptive texts consists of two part identification of the topic and the detail description itself to tell the readers usually people, place, animal etc.

However, when students make a descriptive text in writing they often make a mistakes such as: The students still have difficulties in exploring their idea and low vocabulary in creating a good writing. The students might have good capabilities in writing. The student must be able to organize the ideas to construct the sentences use punctuation and spelling well. Based on the explanation of English teacher in MA AL Rosyid that students have ability in writing English, but sometimes they still make errors in their writing. Their errors on writing formed in using wrong tenses, incomplete paragraph and limited idea exploring.

The researchers choose the tenth grade students of MA AL Rosyid Dander because they consist of the fresh graduate from different Junior High School. They have different background in English, they

have different teachers before, and they have been given different basic English grammar. It assumes that it can be as one of the factor that caused the problems in teaching and learning English, especially writing skill.

METHOD

The research design, was qualitative research. According to Creswell (2007), qualitative research is a research which begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. The multiple data sources of this research are words or images.

Based on the explanation above, the result of the analyzing process will be presented in the form of words, clauses, and sentences instead of numerical data. Therefore, this research described the observed phenomena in the form of words. In general, the aim of this research was to describe the reality behind the phenomenon deeply and descriptively.

Data collection is the procedure that is used by the researcher to get and collect the data for the research.

1. Test

In this research, researchers provide written tests to students to make descriptive texts about people, animals or objects. After they are finished, the researcher takes the students' writing results. The test will be presented to X IPA-2 students as the respondent of the research.

2. Interview

According to Arikunto (1990), there are three kinds of interview, namely (a) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan and question, (b) structured interview. The interviewer carries out the interview by using a set

question arranged in advance, (c) semi structured interview. The interviewer uses a set question which is developed to gain the specific information. In this case, the researcher chooses a semi structured interview, because it is more effective to get data correctly.

Analyzing the data is a process of compiling the data from the interviews, observation, and other sources. Since this research is taking place or is being done online, compiling data is only from interview. The researcher collected the data, arranged and presented the data. There are three steps used as follows:

1. Data Reduction

Reducing data means summarizing, choosing the main things, focus on the things that are important, look for themes and patterns. With thus the reduced data will give a more picture clear, and make it easier for researchers to collect data next, and look for it if needed.

2. Data Display

After the data has been reduced, the next step is to display it data. If in qualitative research this data presentation can be done in the form of tables, graphs, pie charts, pictograms and the like. By displaying data, it makes it easier to understand what is happen.

3. Drawing Conclusion and Verification

The final step is to verify the data. The initial conclusions obtained are still temporary and will be changed when the strong evidence is not found to support the data collection. Thus, the conclusion in qualitative study might be able to answer the problem formulated. But it can also not answer it because the new data is found in the research done (Sugiyono, 2011).

FINDINGS AND DISCUSSION

According to Dulay, Burt, and Krashen (1982: 152) there are four categories for classifying errors, namely:

omission, addition, misformation and misordering. The researcher had analyzed 17 students in writing descriptive texts created by MA AL Rosyid students'.

From previous findings, the researcher found errors in omission with a total error of 10 words in 5 types, consisting of 3 omission of preposition, 2 articles, 2 auxiliaries, 2 plural nouns, and 1 omission of possessive. Omission is a type of error which is "characterized by the absence of an item that must appear in a well-formed utterance" (Dulay, 1982:154). Students can eliminate grammatical morphemes in producing sentences. In this case, students miss some of the required elements. They omit items that should appear in the sentence.

For example, the students omitted the words that were needed in a sentence such as *I always calling her Dewi*. The error was omission on the auxiliary verb. Auxiliary verb was a verb that appeared before the main verb (main verb) in a sentence to modify the meaning of the main verb. So the sentence should be *I am always calling her Dewi*. Before always it must be added with auxiliary *-am*.

In error addition, the researcher found a total of 9 errors in 4 types consisting of 2 addition prepositions, 4 addition articles, 2 auxiliaries, and 1 addition in noun. According to Dulay (1982:156) addition was a type of error which was characterized by the presence of an item which should not appear in well formed utterance. It was the opposite of omission error. In this error, students added some unnecessary or wrong elements. However, it did not mean that students did not know the vocabulary and spelling before. However, every word had its own spelling. It might cause students confusion, so they made a few errors.

For example, *She has a short and black hair*. The error was the addition to the

article. Basically, there were two types of articles in English, definite articles (the) and unlimited articles (a). Articles that definitely refer to certain nouns or groups of nouns. Articles were not limited to being used to refer to nouns, places, objects, or ideas. It can be a noun from a group of nouns, indicating that the following nouns were class members. In this case, the sentence should be *She has short and black hair*. So the article *-a* must be omitted.

Errors in misformation with a total error of 22 in 6 types, namely: 9 spelling, 4 auxiliary, 4 preposition, 2 present tense, 2 subject, 1 possessive. Misformation error was a type of error that was characterized by using the wrong form of the morpheme or structure. It happened because the students might face difficulties in selecting and forming adjectives and nouns into correct sentences.

For example students tend to choose the wrong words like *The name of "Kayangan Api" is a fire source that never die*, the error was misformation on plural that happens when the users did not understand singular and plural forms. In English, plural form was marked by *to be are* and added by *-s/es* after noun. The researcher found the error In mis-formation of plural in the students' sentence. In this case, the student made an error of mis-formation of the plural. The sentence should be *The name of "Kayangan Api" is a fire source that never dies*. The word *die* should be replaced by *dies* because it was plural form.

The researcher also found 2 Error in misordering. Misordering errors were characterized by the incorrect placement of morpheme or group of morphemes in utterance. It happened because students put some elements or words in the wrong place. For example *My name father is Saifudin Huda*. It should be *My father name is Saifudin Huda*. The errors in mis-ordering

happened because the students put some elements or words in the wrong place. The students translated Indonesian language to English word by word. They were influenced by their first language (mother tongue).

There were many reasons why users make errors. First, they were not trained in making English sentences. Second, they did not understand grammar rules when they made English sentences. Third, they still did not understand the rules of English grammar in depth. Fourth, they lacked understanding of English sentence patterns that were very different from Indonesian sentence patterns.

After analyzing the data, the researcher wanted to know the cause of errors in writing using Brown's (2000) theory that the causes of errors were interlingual transfer and intralingual transfer. In this case the researchers conducted interviews with several students, that students tend to make a habit of translating Indonesian texts into English without checking the grammar correction of the translation. Almost all students in his class faced similar problems with him about difficulties in using the right words or vocabulary based on rules. This was due to the lack of students understanding English, the way they made mother tongue a priority and the target language as a minority. Mother tongue carried habits as important things for students it was difficult to change without habits.

The researcher concluded that the probable cause of the error came from the mother tongue, the errors were generated from the transfer of the first language (Indonesian) grammatical to the second language (English). Indonesian grammar rules are different from English. Students still made errors in writing because they lacked vocabulary and that made them confused in arranging good sentences. They

were still influenced by their habits when making sentences using their native language (Indonesian). So they still made errors in writing.

CONCLUSION

Based on the findings and discussions that have been presented in the previous chapter, the researcher concludes that writing errors most often done by tenth grade students at MA AL Rosyid Dander are errors of omission 10 errors. In addition, the total error of addition is 9 errors, the total error misformation is 22 errors, and the total error misordering is 2 errors. There are many reasons why students make mistakes. First, they are not trained in making English sentences. Second, do not understand grammar rules when they make English sentences. Third, they still do not understand the rules of English grammar in depth. Fourth, they lack understanding of English sentence patterns which are very different from Indonesian sentence patterns.

The cause of students errors found by researcher is interlingual transfer and intralingual transfer. Students tend to make a habit of translating Indonesian texts into English without checking the grammar correction of the translation. This is due to the lack of students understanding English, the way they make mother tongue a priority and the target language as a minority. Mother tongues carry habits as important to students, so they are difficult to change without habits, and intralingual errors, which are caused by errors resulting from complex systems of the target language itself.

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still make errors in writing because they lack vocabulary and that makes them confused in arranging good sentences. They are still influenced by their habits when making sentences using their native language (Indonesian). So they still make errors in writing.

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