

An Analysis of Students' Errors in Writing Descriptive Text at X grade of Senior High School 1 Lima Puluh in 2021/2022 Academic Year

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Abstract

This research was conducted to find out the most common mistake made in writing a descriptive text at X grade of Senior High School 1 Lima Puluh in 2021/2022 academic year. What are the most common errors made by tenth grade students in writing descriptive text at X grade of Senior High School 1 Lima Puluh in 2021/2022 academic year? to answer the problem of this study, the research used some theories from: Huy (2015), Cresswell (2012), Brown (2000), and Corder (1981). To conduct this research, the research used qualitative method. After analyzing the data, the research found that the four types of error found in this research based on Surface Strategy Taxonomy, they were omission, addition, misformation, and misordering with total errors were 29 errors. The occurrences of omission error was 15 or 1.5%. The occurrences of addition error was 1 or 0.1%. The occurrences of misformation error was 6 or 0.6%. The occurrences of misordering error was 7 or 0.7%. Therefore, it can be concluded that the most common error made by students in writing descriptive text was 1.5% occurrences in omission. Hence, we concluded that the students' most common error was omission.

keywords: Error Analysis, Descriptive, Writing

1. INTRODUCTION

1.1 Background of the Study

English is one of the importance language that is used all over the world and spoken by many people. In Indonesia, English is treated as the first foreign language, considered to be important for developing and applying science and technology, aswell as for increasing international relationship and cooperation. Therefore, the government of Indonesia has put English as an essential subject to be learned in the school and university. Based on the English curriculum, the English teaching is focused on the language skills: listening, speaking, reading, and writing.

Writing is one of the important language skills in learning foreign language, especially in English language. In addition, writing is an effectiveway to communicate and express our thoughts, feelings and opinions to others. Anjayani (2016, p. 2) mentions that writing is the activity of making a recording language in a piece of paper or any other areas to express the idea and message from the research including the usage of vocabulary and structure of language. Furthermore, writing is essential in life. Most context of life (school, the workplace and the community) call for some level of writing skill and each context makes overlapping, but not identical, demands proficient can adapt their writing flexibly to the context in which it takes place. Huy (2015, p. 56) defined that writing is also the key to success in college and university. For this reason, writing develop the ability in vocabulary and grammar. Then, writing help the student and support in read the text effectively. Writing can help in habitual action.

As one of the Language skills, writing has an important role because it has a deep significance a real life. In real life (opposite to school) they was be able to send letters anywhere, and it makes them easier to express or share their ideas with anyone. Furthermore, at their school, writing skills was help them express ideas in answering essays and finishing the assignment they're from teacher. Therefore, writing ability of any kind was provide many benefits in students' lives as gaining success in their school studies. The thing is, writing is the most difficult skill to learn.

Writing is complicated because need to do everything at once. That the writer must produce words, sentences, paragraphs and extensions composition together. Because the fact that writing English to Indonesian students is difficult because English is different from the structure of Indonesian. Therefore, learning English is it's different from learning Indonesian.

That way, students are learning English may have produced many errors in their writing, found a problem in grade X of Senior High School 1 Lima Puluh that some of them were confused in using it in their writing; For example, "jacket red" It has to be "red jacket." This mistake occurred because students translated Indonesian into direct English. In other words, students are influenced by Indonesian students think. Another example of failure the student produces is on the spelling. For example, most of them wrote "cheks" right is "cheeks". Here are a few examples of student errors in learning a foreign language, in English. That is why most students prefer to learn to speak rather than to write. That the ability to write is more difficult than the ability to speak, read, or understand the language. Some of the problems that occurred in the English writing students were caused by differences in the structure of English and Indonesian and neither understanding how to write well. Referring to the above example, the author thinks that the analysis of error playing an important role to find out what kind of mistake most students are in do what they do in writing paragraphs and causing mistakes.

So, teacher found out about their compositions and tried to solve their problems trouble. That's why the research were interested in analyzing student clerical error. Here, The Research with title“ An Analysis of Students’ Errors in Writing Descriptive Text at X grade of Senior High School 1 Lima Puluh in 2021/2022 academic year”.

1.2 Identification of the Study

Based on the problem stated above, the research tried to identify some interrelated problem as below:

1. Writing is a skill that is very difficult to master, so there are still many students who have difficulty to write descriptive texts correctly.
2. Based on observations in class, found that students often make grammatical errors when they wrote descriptive text.

1.3 Scope of the Study

Based on the identification of the problems, there were many problems about error in writing descriptive text. But, in this research limited the scope to students’ grammatical errors in their writing descriptive text at X grade of Senior High School 1 Lima Puluh in 2021/2022 academic year.

1.4 Formulation of the Study

As for the formulation of the problem in this research:

What are the most common errors made by tenth grade students in writing descriptive text at X grade of Senior High School 1 Lima Puluh in 2021/2022 academic year?

1.5 Objective of the study

This research aims:

To find out the most common mistake made in writing a descriptive text at X grade of Senior High School 1 Lima Puluh in 2021/2022 academic year.

1.6 Significance of the Study

This research can give contribution to the English teaching and learning. It has two major significances: theoretical and practical significances:

1. Theoretical Significance

This research is expected to find out what errors occur in students in writing descriptive text.

2. Practical Significance

1. For the students

The research hopes this research is useful for students. This research is expect to help the students to be aware of the errors that they make. It is also expect that they was find the correct constructions in grammar and they use the language correctly especially in writing. In the event that they was not make the same errors in the future.

2. For the teachers

For the teacher, this research can help to prepare the English writing material and can be use to give more attention to errors made by the students in learning writing. Then, the teacher will explain the grammar comprehensively and find the best method in teaching writing.

3. Other research

It is hoped that the study will provide specialized benefits for the English Department of Education to obtain additional information on students’ errors in the field of error analysis. Especially other research, they can read this research as reference, to provide information and insight on the factors that cause error in students, as well as for future English teachers primarily in writing descriptive texts.

2. RESEARCH METHOD

2.1 Basic Research Framework

In this research was used qualitative study. The purpose of the research is to gain information about phenomena in order to describe an existed condition in the field. The research consists of one variable. According to Vandestoepe and Johnson (2009:167) state that qualitative research is more descriptive than predictive. The goal is to understand, in depth, the viewpoint of a research participant. It means that qualitative research the goal to understanding the viewpoint of participant.

Addition Nassaji (2015:129) state that qualitative and descriptive research methods have been very common procedures for conducting research in many disciplines, including education, psychology, and social

sciences. He added that the goal of descriptive research is to describe a phenomenon and its characteristic. In qualitative research the data often may be collected analyzed qualitatively, using frequencies percentages, averages, or other statistical analyzes to determine relationship.

Creswell (2007:15) the research design the process in qualitative research design with philosophical assumptions that the inquires make in deciding to undertake a qualitative study. Additions Creswell (2007:37) state that qualitative research begins with assumptions, a worldwide, the possible use of theoretical lens, and the study research problem inquiring into the meaning individuals or groups ascribe to a social or human problem.

Furthermore, the research was used writing test and to analyzed the data of this research was used surface strategy taxonomy by Dulay's theory to elicit further information of the problems about types of the students' errors in writing descriptive text. There are omission, addition, misformation and misordering. To gain percentages of the most students' common error in writing descriptive text by using Sudijono's formula.

2.2 Time and Location of the Study

This research was conducted in June 2022 at Senior High School 1 Lima Puluh. This school is located at Lima Puluh Street, Batu Bara, Sumatera Utara.

2.3 Subject of the Study

The subject of the research is the tenth grade students of Senior High School 1 Lima Puluh in 2021/2022 Academic Year.

2.4 Instrument of Data Collection

The research was collected data by giving students test. The test instrument is writing a descriptive. The research takes descriptive text because students have taught about it and the research try to analyze the errors that students was make in writing descriptive text.

2.5 Technique of Collecting Data

Test

The research was asked students to write two paragraphs. Paragraph one is identification of object and paragraph two is description about the object students was describe. The research give some topic that was choose by students. After do the test. The research was analyze students' errors.

The instruction giving the test can be seen as follows:

1. Students are asked to choose one of some topic.

- Place
- Person
- Animal or pet
- Things

2. Students are asked to write two paragraphs.

3. Then, the research was analyze students' writing errors consist of omission, addition, misformation and misordering.

Table 2.5 Specification of Grammatical Errors

Grammatical Errors	Description			
	Omission	Addition	Misformation	Misordering
Students' grammatical errors in writing descriptive text	The absence of an item that must appear in a well-formed	The presence of of an item that must appear in well-formed utterance	The use of the wrong form of the morpheme or structure	The incorrect placement of a morpheme or group of morphemes in an utterance

Source: Dulay, et al (1982)

2.6 Technique of Analyzing Data

Data Analysis is the step to interpret the result by students' writing. The research was analyzed students' error in writing descriptive text, Corder (1999.p.48) suggests that the following steps in error analysis research:

1. Collecting of the sample,
2. Identification of errors, in which the research identifies students' error in writing test
3. Describing students' errors, in which classified the error into types of error

The research was used qualitative research method which convey in analysis to interpret the result of qualitative data. To get qualitative result, the data was calculated and drew up in the table of percentage, the research was used the following formula adapted from Sudijono (2009, p.43).

The formula is: $P = \frac{F}{N} \times 100\%$

- P = Percentage
- F = Frequency of error occurred
- N = Number of cases (total frequent / total individual)
- 100% = Constant value'

3. FINDING AND DISCUSSION

3.1 Finding

The aim of the test was to know students' error in writing descriptive text. The result of students' writing show different result from each students.

3.1.1 Collecting of sample of learner language

Researcher gave students writing test on June 2nd 2022. The data was collected from the result of students' writing test. The researcher asked to students writes a descriptive text. The researcher taken 10 samples from the X grade students.

3.1.2. Identification of Writing Errors

After researcher collected the data, the researcher analyzes the students' written test one by one to found out students' writing errors and made the table of students' error in writing.

Table 3.1 Recapitulation of The Students' Writing Errors in Descriptive Text

Students	Errors Classification			
	Omission	Addition	Misformation	Misordering
Students 1	1	1	2	0
Students 2	3	0	2	1
Students 3	2	0	0	2
Students 4	2	0	0	1
Students 5	1	0	0	0
Students 6	3	0	0	0
Students 7	0	0	2	1
Students 8	1	0	0	0
Students 9	0	0	0	2
Students 10	2	0	0	0
Total	15	1	6	7

3.2 Discussion

After finding and analysis the frequency of students' writing errors based on four types of Errors. The researcher formulated the sequence of four types of errors on highest frequency to lowest frequency of errors.

1. Omission

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

$$= \frac{15}{10} \times 100\%$$

$$= 1.5\%$$

2. Addition

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

$$= \frac{1}{10} \times 100\%$$

$$= 0,1\%$$

3. Misformation

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

$$= \frac{6}{10} \times 100\%$$

$$= 0.6\%$$

4. Misordering

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

$$= \frac{7}{10} \times 100\%$$

$$= 0.7\%$$

Table 3.2 Percentage of Errors

No	Types of Errors	Frequency of Errors	Percentage
1	Omission	15	1.5%
2	Misordering	7	0.7%
3	Misformation	6	0.6%
4	Addition	1	0.1%

From the Table 4.2, most of students made writing errors in omission with 15 total errors and percentage 1.5%. It is highest frequency of errors because students omitted some required grammar elements. Students omitted the items that must appear in the sentence. The students also omitted the important elements of grammar; those are subject and article. Students omitted small preposition and conjunction.

The second, misordering errors with 7 total errors and 0.7% frequency. It is high enough because students mis-order and write wrong position/place words. The students committed errors when they use adjective to describe noun.

The third, misformation errors with 6 total errors and percentage 0.6%. The students do not comprehend enough for selecting and forming of auxiliary verb form has and have, verb and possessive adjective pronoun in their sentence. First, the students' mis-selecting of auxiliary verb form for subject third singular person he/she students often put auxiliary have for he/she. Second, the students misform of verb, they wrote past verb for present sentence. The last, students mis-selecting of possessive adjective pronoun, they should wrote his instead of he.

The last type of errors is addition errors with 1 total errors and 0.1% frequency. It is lowest because students added some grammar elements at the same time in their sentences. It happened because students confused wrote correctly verb in their sentences. And it doesn't mean students do not know verb before.

All of those students' errors are happen by cause of errors, they are: interlingual transfer, context of learning, communication strategies and intralingual transfer. Interlingual transfer is cause of errors that that influence by learner mother tongue during learning second language process. When the students write descriptive text they still using their mother tongue or native language, students omitted the words that should be in a sentence. It happen because English grammar difference from Indonesia grammar, it can give affect for the content of students' writing. Interlingual transfer is source of errors for omission errors, that's why omission has highest frequency. Context of learning is caused students make wrong generalization about new language, students do not pay attention when their teacher taught them and also teachers make some mistake in teaching their material in the classroom. When students wrote descriptive text, students did selecting and forming of words. Context of learning is source for misformation error. Communication strategies are related to learning style. Sometimes the communication strategies can lead students to make some errors. When the students wrote grammar elements or words in wrong place. Communication strategies is source of mis-ordering errors.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

Based on the result of the students' error in writing descriptive text, it was found that the four types of error found in this research based on Surface Strategy Taxonomy, they were omission, addition, misformation, and misordering with total errors were 29 errors. The occurrences of omission error was 15 or 1.5%. The occurrences of addition error was 1 or 0.1%. The occurrences of misformation error was 6 or 0.6%. The

occurrences of misordering error was 7 or 0.7%.

The most common error made by students in writing descriptive text was 1.5% occurrences in omission. Hence, we concluded that the students' most common error was omission.

4.2 Suggestion

After carried out the research, we would like to give some suggestion related the this result findings. Hopefully it can be applied easily in teaching learning activity to decrease the errors. The highest error and common error that made by students is omission with total 15 errors or 1.5%. Students omitted the items that must appear in the sentence. The students also omitted the important elements of grammar; those are subject and article. Students omitted small preposition and conjunction. And for the teacher try particular method and technique to avoid students' errors in writing descriptive text.

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