
AN ERROR ANALYSIS OF STUDENTS' WRITING DESCRIPTIVE TEXT AT GRADE XI IN SMK TAMAN SISWA SUKA DAMAI THE ACADEMIC YEAR 2021/2022

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ABSTRACT

This research was conducted to analyze the students' errors in writing descriptive text and what are the students' dominant errors in writing descriptive text. The objective of this research was to analyze and describe the students' errors and to analyze and describe the dominant error made by the grade XI students of SMK Tamansiswa Sukadamai. This research used document analysis in collecting and analyzing the data. The subject of this research was the eleventh-grade students at SMK Taman Siswa Suka Damai in the 2021/2022 academic year which consisted of 25 students. Firstly, students were given an essay test about the descriptive text. Afterward, the data were analyzed and classified the error by using the surface strategy taxonomy. The technique of collecting data was an essay test. The researcher used the technique of analyzing the data from Dulay's theory (1982) surface strategy taxonomy. The result of the research showed that there was an error of omission is 35 (24%), error of addition is 11 (8%), error of misformation is 94 (64%), and error of misordering is 6 (4%). Based on the result of the student's test, the highest percentage of the test result in writing recount text is misformation with a percentage rate of 64%, which means misformation is the dominant error faced by students.

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I. INTRODUCTION

Teaching English is important, especially in Indonesia, because English is a foreign language and has different rules. They have their own rules. Usually, students, who learn English get some problems with the mother language (L.1) and the target language (L.2). It shows that there are differences between Indonesian grammar and English grammar.

In Indonesia, English has a very important role in technological and scientific advances. Generally, some technological and scientific advances use English as its guidance. Meanwhile, a lot of textbooks, newspapers, and magazines are printed in English. It is also used as means of communication for international trade and business. Consequently, people who have access to them should master English well. In learning English, the learners will learn two aspects that must be mastered. Firstly, language competence such as vocabulary, sound, and grammar. Secondly, the four language skills; listening, speaking, reading, and writing.

Writing is usually regarded as the most difficult skill to learn, not only because of the need to master many skills of English; reading, speaking, and listening, but also because of the

difference between the learners' native language rules and that of the language being learned. Based on the Senior High School Competency are explicitly taught about the social function, the generic structures, and the language features of the genres. By introducing them to the reading model texts, they are expected to know and understand the difference between one genre to another in English, so that they can write the genres by themselves with the right order of generic structures and the correct use of the language features of genres.

There are fifth genres that are taught to tenth senior high school students. Those are descriptive, recount, narrative, procedure, and news. The researcher focused on the descriptive text which is taught in the second year of high school. As stated above, the descriptive text is taught by introducing the students to the model text with the hope that they will be able to write the genre well.

Based on the experience while doing the third internship in SMK Taman Siswa, the problems which were often faced by the students in writing were that many students still got difficulties expressing their ideas in written language. To know the student's error, it is necessary to analyze students' errors in writing descriptive text. By analyzing students' errors, this research can find out the most dominant errors faced by students XI grade of SMK Taman Siswa Suka Damai.

II. METHODS

This research was used descriptive research analysis. Descriptive research analysis is one type of qualitative research. According to David Nunan, he said: "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used (Yin 1984: 23)". To analyze the types of errors and the causes of errors in writing the descriptive texts. After that, the researcher describes the number of errors in the table form as the recapitulation of the errors the table form students have made by the ten grade students of Taman Siswa Suka Damai in the 2021/2022 academic year. Instrument in collecting data is a tool that is used by the researcher to help them in collecting data to make it more systematic and easy (Arikunto, 2010). This research used a test namely an essay test as the instrument of data collection. Essay tests are the tests that aim to develop the minds of students in answering questions. In this essay test, students ask to write a descriptive text based on their own words. Then the result from the students' test was collected and analyzed. Based on Surface Strategy Taxonomy by Dulay (1982), the result from the test known the error that students faced in writing descriptive text

III. RESULT AND DISCUSSION

The data of this research was collected from a test. The test was asking the students to write a descriptive text based on their own words that consist of two paragraphs. From the text that had been written by the students, the writer observed the students' errors in writing descriptive text. This research presented the identification of errors based on the surface strategy of taxonomy theory by Dulay (1982) namely: omission, addition, misformation, misordering.

AN

My White Rabbit

Do you have a rabbit at your home? I have **white rabbit** in my backyard. I love the white. Therefore, when buying this rabbit, I chosen a white one. For three times a week, I clean mine so that the hair remains white and clean.

Physically, he is kind of Australian rabbit which **have** a thick hair, red eyes, and a big body. He is the only Australian rabbits that I have. I bought at a price which was not too expensive.

I remember the time that I bought it with the price of Rp. 200,000. The thick hair is one of the marks of the Australian rabbit. I love the hair, in addition to thick, my rabbit hair is so smooth and it also does not easily fall out. In fact, I often kiss those when I play with him. Moreover, it remains well because I am so well in maintaining. As I said before, I clean it three times a week.

Explanation

The content of the student's writing above is good. It is relevant to the topic and detailed enough. Organization of writing explains clearly. The organization of writing consists of identification and description. But there are some difficulties that students found for example in the identification part "I have **white rabbit** in my backyard" this sentence is incorrect because there is the omission of the article "a" before the word white rabbit. It can be suggested that the correct one is ***I have a white rabbit.***

The next difficulty is in the second paragraph namely the description part Physically, he is a kind of Australian rabbit ***which have*** thick hair. This sentence is misformation the subject of this sentence is rabbit and it should be followed by *has* because of its singular subject. It can be suggested that the correct one is Physical, he is a kind of Australian rabbit ***which has*** thick hair.

2. ADS

My Mother

I have a mother. My mother is a very nice person, beautiful, and friendly. She name is MrsErina. She is a teacher. She work at the school.

My mother havea ideal appearance. Her weight is about 65 kilograms and 169 centimeters tall. She have light brown skin. She have an oval shaped face. Her hair _ curly. She also have a pointed nose. My mother _ still young, she will be 27 by the next September. My mother is a great mother to me. Even though she is a busy person, but she always spare some times to look after her children, especially for my little sister. My mother is not good at cook, but she always try to serve us delicious meal for breakfast like scrambled egg or toasted bread. I am so grateful for having a mother like her.

Explanation

The student's writing shows their capability in idea organization. The student's organization of ideas is good. He develops his idea sequentially. But there are some errors that students found for example in the first paragraph errors in the sentence "***She name is Mrs. Erina***". In this sentence, there is misformation of the Possessive Adjective "Her" Because the Possessive Adjectives are used to show possession or ownership of something. So, it should be "***Her name is Mrs. Erina***".

Another error in "***She works at the school***" in this sentence misformation of using verb1 because "She" is subject for 3rd person singular should add s/es in the end. So the correct one is "***She works at the school***".

The next error in the sentence "***My mother have a ideal appearance***" this sentence misformation of using auxiliary verb "Mother" for subject 3rd person singular. So the correct sentence is "***My mother has an ideal appearance***".

Next in the second paragraph also found errors in the description "***She have light brown skin***" and "***She have an oval shaped face***" this sentence is also a misformation of auxiliary verb for subject 3rd person singular. The correct sentences are "***she has light brown skin***" and "***she has an oval shaped face***".

The next error is “*My mother still young*“ this sentence is incorrect because the omission of to be “is” before words still young. It can be suggested that the correct one is “ *My mother is still young* “. The sentence is always followed by to be because it is simple present tense.

The next error in “*My mother is not good at cook*” This sentence is incorrect because of omission of verb-ing or Present Participle. for word “cook”. It can be suggested that the correct one is “ *My mother is not good at cooking*”.

And the last error in the sentence “ *She always try to serve us delicious meal*” in this sentence misformation of using verb because “She” is subject for 3rd person singular should added es in the end. So the correct one is “ *She always tries to serve us delicious meal*”.

IV. SUGGESTION AND CONCLUSION

This research aimed to find out the dominant errors made by students of writing descriptive text at grade XI^{AK} of SMK Taman Siswa Suka Damai in the 2021/2022 academic year. From the findings above, the researcher found many errors in descriptive text. The researcher identified and classified errors based on Dulay’s Surface Strategy Taxonomy. There are four types of errors that occur in writing descriptive text by the tenth-grade students of SMK Taman Siswa Suka Damai in the 2021/2022 academic year. There are omission, addition, misformation, and misordering.

Based on the analysis and the interpretation, it can be concluded that most of them made errors in misformation in verb tenses, be, auxiliary verb for 3rd person singular morpheme. This error happened because they still do not understand in using verb tenses s/es in 3rd person singular This statement was supported by the data which showed 64 made errors in the misformation part. Then, students also made errors in other types of errors. They are such as 29 made errors in omission parts, 5 in addition parts, 4 in misordering parts. From the data, we could know that students had a problem with using verb tenses and auxiliary for 3rd person singular in descriptive text. They were confused if using tenses was applied in the paragraph. This error also happened because the students did not master English in grammatical structure. Furthermore, the students used the wrong words because they translated word by word from Indonesia to English which is why most of the students made errors in word choice/word form. That’s why students often did mistakes in choosing the words to make a sentence.

There are many reasons why users make errors. First, they are not well trained in making English sentences. Second, they do not understand the rules of grammar when they make English sentences. Third, they still do not have a good understanding of English grammar rules deeply. Fourth, they lack understanding of English sentence patterns which are quite different from Indonesian sentence patterns the sources of students’ errors that the researcher found out are interlingual transfer and intralingual transfer. The interlingual transfer is caused by interlingual interference from the native language. Then, the intralingual transfer is produced by the users who do not reflect the structure of the mother tongue.

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