

**ERRORS IN WRITING DESCRIPTIVE TEXT MADE BY THE
SECOND GRADE STUDENTS OF SMP NEGERI 1 TANON,
ACADEMIC YEAR 2012/2013**



PUBLICATION ARTICLES

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by

MEGA DWI PRASTIKASARI
A320090235

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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ACCEPTANCE

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and Education Muhammadiyah University of Surakarta

The Board of Examiners:

1. Prof. Dr. Endang Fauziati, M.Hum

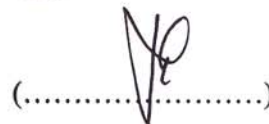
(Firat Consultant)



(.....)

2. Dra. Dwi Haryanti, M.Hum

(Second Consultant)



(.....)

**ERRORS IN WRITING DESCRIPTIVE TEXT MADE BY
THE SECOND GRADE STUDENTS OF SMP NEGERI 1 TANON,
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Mega Dwi Prastikasari

A 320090235

School of Teacher Training and Education

Muhammadiyah University of Surakarta

mega.melody29@gmail.com

ABSTRACT

This study aims at describing the errors made by the second grade student of SMP Negeri 1 Tanon in their written descriptive text; identify the types of lexical errors, syntactical errors and discourse errors; describing the frequency of each type of errors; explain the dominant type of error; identify the source of error and explain the proposed remedial teaching for the students. The type of this research is descriptive qualitative research. In collecting the data, the writer uses elicitation technique and documentation. There are four steps to collect data, namely: the writer gets the data of English composition made by the students from the teacher, the writer reads every composition accurately, the writer writes again all of the erroneous sentences of the student's composition, the writer writes all the erroneous sentences into a list and used them as the data. The collected data are analyzed by using Dulay, Burt and Krashen classification of errors theory, Slamet the frequency of type of error theory and Brown source of errors theory. The results of the research show that the second grade students of SMP Negeri 1 Tanon still make 168 errors in their compositions. The writer finds that from 168 data, there are three classifications of error based on the combination of linguistic category and surface strategy taxonomy. There are lexical errors consist of 17, 26% which covers: wrong spelling 14, 88%, false friend 1, 78% and use Indonesian word/ code switching 0, 59%. Errors on syntactical errors consist of 60, 12% covering: phrase 1, 19%, the use of verb 38, 09%, pronoun 20, 81%, sentence pattern 0, 59%, determiner 0, 59%, conjunction 0, 59% and article 0, 59%. And errors on discourse consist of 20, 24% which covers of generic structure 11, 31% and component of discourse 8, 92%. It is derived from 25 types of error. The highest frequency of errors that the researcher found is the uses of verb. There are 64 or 38, 09% errors that the writer found from the total errors. The researcher also finds 2 dominant sources error, namely: interlingual transfer and intralingual transfer.

Keywords: Error Analysis, Descriptive Text, Surface Strategy Taxonomy, Linguistic Category Taxonomy

A. INTRODUCTION

The teaching English in Indonesia is important to increase the student's communicative ability. Because of English is a foreign language, so the learning English has rules for Indonesian people. In learning English, the students found the problem about the first language (L1) and the second language (L2). It indicates that there are the differences between Indonesian grammar and English grammar. "Besides, Indonesian and English are different languages, so many different elements found in them causes difficulties for Indonesian students. These elements that are similar to his native language will be simple for him and those elements that are different will be difficult" (Lado in Littlewood, 1989:17).

Learning English for Indonesian learners is still difficult in grammatical rules. It is known that grammar is very important for them when they would get start to build a writing skill in English, likewise teaching English in SMP N 1 Tanon. One most of the teaching learning English in SMP N 1 Tanon is written. The teacher gives the example about the genre text, there are recount text, descriptive text, and narrative text, and then the teacher explained the texts for the students. The teacher has purposed to make the students understand about them and it can improve the writing skill, especially about the construct English sentences and English grammar. But, the students still often make errors in their sentences, especially in structure and grammar.

Writing is not easy for the second grade of SMP N 1 Tanon students. In fact, the students still find difficulties in writing a paragraph or in answering the written test. The students cannot write well and often make errors. And it is natural because error is something natural and will occur frequently. This condition happens to the second grade students of SMP N 1 Tanon in Sragen. They are still lack of understanding of English, although they have studied the language for more than two years. The students still often make error in their sentences, especially in grammar.

Dealing the phenomenon above, error analysis is one of the techniques used to anticipate the error appearing in learning English process. (Dulay, 1982:141) states that “error analysis can be characterized as an attempt to account for learner’s error”. Error analysis can help the teacher to assess the students in facing English test in order to reduce the uncommon error. “Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language” (James, 1998:1). According to Dulay, Burt, and Krashen (1982:146-197) "In order to present the most useful and commonly used bases the descriptive classification of errors, they are: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative affective taxonomy".

This study is focused on the second grade student of SMP Negeri 1 Tanon, academic year 2012/2013 in writing descriptive text and emphasizes on grammar and vocabulary of the error on the levels surface. The data will be analyzed using error analysis theory based on surface taxonomy strategy and linguistic category taxonomy by Dulay, Burt, and Krashen (1982).

B. RESEARCH METHOD

This study is a descriptive qualitative research, because the writer purposes to describe the errors made by the second grade student of SMP Negeri 1 Tanon in their writing production, identify the types of errors made by the students in their written production based on surface taxonomy strategy and linguistic category taxonomy, to describe the frequency of errors, explain the dominant type of error made by the students in their composition and describing the purposed remedial teaching.

The data are in the form of erroneous sentences and paragraph made by the students. They are 50 compositions of writing descriptive text which produced on November 14, 2012. The data sources are the composition written productions by the second grade student of SMP Negeri 1 Tanon, academic year 2012/2013.

The writer uses elicitation method in her research to get the data accurately. The steps that are used for collecting the data are as follows: The writer has collected of data in the form erroneous sentences and paragraph from the writing descriptive text made by the second grade students of SMP Negeri 1 Tanon, the writer identifies the writing production of the student, and then she reads and marks the types of error in the student's works. After this step the writer can find the erroneous sentences, she writes the erroneous sentences and classifies all types of error based on surface strategy taxonomy and linguistic category taxonomy.

The writer analyzes those using following steps: identification of errors, classifying the errors, describing the frequency of errors, describing the dominant type of error, describing the sources of error, describing the purposed remedial teaching.

C. RESEARCH RESULT AND DISCUSSION

This subchapter discusses the writer's analysis of the result and discussion. From the research of the descriptive text composition, the result of the analysis is as follows:

1. Lexical Errors

a. Wrong Spelling

*She eyes are not blu.

In this case, the students was using a letter to represent a sound which identical to the sound of name of that letter. The students use words *blu*, it occur caused the students apply Indonesian language into English language and/or the students do not pay attention to what they heard. It makes the sentences meaningless. The correct word is "*blue*".

b. False Friend

1) Similar in Form

*I have a snack in my house.

There is word *snack* which has meaning that is a small portion of food eaten between meals, but for the students think that *snack* is animal. The correct word is *snake* which has meaning of animal in the sentence above.

c. Use Indonesian Word/ Code Switching

*His *nama* is Fadil.

The sentence clearly shows that the students used Indonesian word in their sentences. Student uses **nama* in the sentence, it is Indonesian word. It is student's error because the target language that they produce still uses Indonesian word. The correct word is **name* to apply on the sentence.

2. Syntactical Errors

a. Phrase (Redundancy)

*She like *colors purple*, pink and blue.

The students adding word *colors* which should omitted. Because without adding *colors* word, the readers know that *purple*, *pink* and *blue* has mean of colors. It is included redundancy in the sentence.

b. The Use of Verb Tense

1) Addition of {-S} in Plural Form

*I have *fans*. She is a musician, her name Avril Lavigne.

The students tend to add {-S} in the object *fans*, whereas the object refers to one person who is Avril Lavigne, so the correct object is without adding {-S}.

2) Omission of {-S} in Present Form

*He *wait* quietly by my bed.

The correct sentence is added {-S} because the subject *he* is the third singular person, so the verb add {-S}. The third singular person in simple present tense is *he*, *she* and *it*.

3) Omission of {-S} in Possessive Form

*My *pet name* is Cathie.

The student omit {-‘S} in the sentence. The correct sentence is added {-‘S} because it has function as a sign of the owner. So the correct sentence is *My pet’s name is Cathie*.

4) Addition of BE as Full Verb

*I am come from school.

The incorrect sentence is being added to be *am*. The correct sentence is without to be *am* because the sentence is active simple present tense.

5) Omission of BE as Full Verb

*His name ___ Rangga.

The errors occur because the students apply the Indonesian rule into English in which they omit to be in their sentence. The correct sentence is *His name is Rangga*.

6) Misuse of BE

* The colors is black, orange and white.

Because of subjects *the colors* is the third singular person, so those should followed plural *to be* appropriate each subjects.

7) Misuse of Have

*She have long hair.

The subject *she* is the third singular person, so it should be followed *has* without *have*.

8) Objective for Subjective

*And me always not can leave ask for Pussy.

The pronoun *me* has function for object in the sentence, so it is become error as misuse of pronoun. The correct is using *I* for subject in the sentence.

9) Subjective for Possessive Adjective

*This is my sister. She name is Ika Nafisatul.

The subject *she* has function for subject in the sentence. But the students misuse *she* for possessive adjective pronoun. It is not

appropriate, because for indicate of possession should uses possessive adjective like *her*.

10) Possessive adjective for Subjective

*His like eat vegetables.

The possessive adjective pronoun *his* has function for possession in the sentence. But the students misuse *his* for subjective pronoun. It is not appropriate, because for indicate of subject should use subjective pronoun *he*.

11) Misuse of Possessive Adjective Pronoun

*My dog is very angry, her name is Jack.

My dog is noun so the possessive adjective pronoun is not *her* but it uses *its*.

12) Misuse of Subjective Pronoun

*She is a rabbit female and have color white.

The sentence uses *she* for subject whereas *she* refers to *rabbit*, the correct is using *it* because rabbit is animal.

13) Omission of Possessive Adjective Pronoun

*Her favorite color is blue, and ___ favorite food is fried noodle.

The student omits possessive adjective pronoun. After conjunction, the student forgets to add possessive adjective *her* refers to possession of *favorite* in the sentence, so it becomes error.

14) Omission of Subjective Pronoun

*Bongo has brownish fur and ___ walks with two feet.

The student omits subjective pronoun *it*. After conjunction, the student forgets to add subject in the sentence.

15) Sentence Pattern

*I love and very like Arif.

S A P

The student makes sentence start from subject then adverb and predicate. The sentence is error because after subject is not followed by predicate, but followed by adjective. Actually, a good

sentence structure consists of subject and predicate. The correct sentence is “*I love and like Arif very much*”.

16) Determiner

**That* names are Riko and Rani.

The student uses *that* for the plural form. Actually, the determiner of *that* used for the singular form, but in the sentence above the student uses *that* for the plural form. While the determiner for plural form used *those*. So the correct sentence is “*Those names are Riko and Rani*”.

17) Omission of Conjunction

*He uses it to keep his books ___ another things.

The student omitted conjunction *and*. The error occurs because the student does not understand about the use of conjunction. The correct sentence is adding conjunction *and*, because from the sentence above there are two phrases that should be connect.

18) Omission of Article

*I have ___ house.

The student tend to omit article *a* in their sentence. The error occurs because the student does not know the function of an article. The correct sentence is adding article *a* because the form *a* is used before a word beginning with a consonant or vowel sounded like a consonant.

3. Discourse Errors

a. Generic Structure

	<div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;"><i>Title</i></div> { My Friend
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"><i>Description</i></div>	{ This is my friend. His nama is Fadil. He does not have wavy hair. He have pointed nose. His eyes have blue. He does not have white skin. He does not have diligent and he has strong hands.

The researcher concludes that the students still omit *identification* of generic structure, probably it is caused they didn't understand and/or confused the generic structure of descriptive text. The students should understand the generic structure of descriptive text which consists of *identification* and *description* and applied in their written production.

b. Reference

*This is my sister. My name is Via.

The students use *my* which they think that *my* refers to *my sister*, whereas *my sister* has position as object and it has possessive adjective pronoun *her*, because *my sister* is girl. And the correct sentence is "*This is my sister. Her name is Via*".

c. Conjunction

*The eyes color is yellow. And it has long tail.

The students use conjunction *and* to connect between two sentences, whereas it uses to connect between phrases or clause. The conjunction *and* also used to connect something which has relationship between one phrases/ clause to the other.

4. Frequency and Dominant of Errors

The dominant error is syntactical. Their syntactical errors consist of 60, 12% covering: phrase 1, 19%, the use of verb 38, 09%, pronoun 20, 81%, sentence pattern 0, 59%, determiner 0, 59%, conjunction 0, 59% and article 0, 59%. Errors on lexical consist of 17, 26% which covers: wrong spelling 14, 88%, false friend 1, 78% and use Indonesian word/ code switching 0, 59%. Errors on discourse consist of 20, 24% which covers of generic structure 11, 31% and component of discourse 8, 92%.

5. The Sources of Error

*I am come from school.

The student applies two predicates; they are *am* and *come* because the student is confused which predicate is appropriate to use. In this case, the student should use one predicate in the sentence. The correct sentence is *I come from school*.

D. CONCLUSION

Based on the analysis, the writer can draw some conclusions of An Error Analysis in Writing Descriptive Text Made by the Second Grade Students of SMP Negeri 1 Tanon, Academic Year 2012/2013 as follows:

1. The second – grade students of SMP Negeri 1 Tanon, Sragen, made many errors in their writing descriptive text. The writer uses ‘surface strategy taxonomy’ and ‘linguistic category taxonomy’ in analyzing the data. The researcher finds 168 errors which are grouped into three main categories, namely: lexical errors, syntactical errors and discourse errors.
2. Lexical Errors consists of 29 errors (17, 26%) that cover ‘wrong spelling’ 25 errors or 14, 88%, ‘similar in form of false friend’ 3 errors or 1, 78%, and ‘use Indonesian word/ code switching’ 1 error or 0, 59%.
3. Syntactical Errors consists of 101 errors making up 60, 12% covers syntactical errors consist of 60, 12% covering: phrase 1, 19%, the use of verb 38, 09%, pronoun 20, 81%, sentence pattern 0, 59%, determiner 0, 59%, conjunction 0, 59% and article 0, 59%.
4. Errors on discourse are made up of 34 errors or 20, 24% that covers of generic structure 11, 31% and component of discourse 8, 92%.
5. The dominant errors made by the students are syntactical errors, especially on the use of verb tense from ‘omission of {-S} in present form’ that consists of 28 errors equaling 16, 66%.
6. The source of students’ errors that the writer finds out is ‘Interlingual Transfer’ and ‘Intralingual Transfer’. The researcher finds 28 interlingual errors or 27, 72% and 73 intralingual errors or 72, 28% within student’s errors. The intralingual errors consists of ignorance of rules restriction (67 errors or 66, 34%) and over-generalization (6 errors or 5, 94%).
7. The remedial teaching to the students giving by the researcher in lexical error from wrong spelling, syntactical error from omission of {-S} in present form, and discourse error from generic structure.

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