

**AN ERROR ANALYSIS ON DESCRIPTIVE TEXT MADE BY
EIGHTH GRADE STUDENTS OF SMP N 2 BANYUDONO IN 2013/2014
ACADEMIC YEAR**



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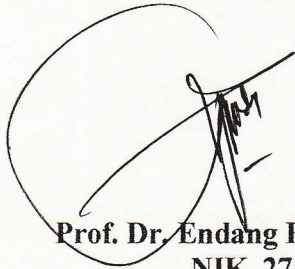
Judul Skripsi : An Error Analysis on Descriptive Text Made by Eighth Grade Students of SMP N 2 Banyudono in 2013/2014 Academic Year

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ABSTRACT

WAHYU AZMI L PUTRA. A320100103. AN ERROR ANALYSIS ON DESCRIPTIVE TEXT MADE BY EIGHTH GRADE STUDENTS OF SMP N 2 BANYUDONO IN 2013/2014 ACADEMIC YEAR. Research paper Teacher Training and Education Faculty. Muhammadiyah University of Surakarta, 2014.

This study aims to describe the learners' error made by eight grade students of SMP N 2 Banyudono in their composition of writing descriptive text: Identify the types of lexical errors, syntactical errors, and discourse errors; explain the frequency of each type of errors; describe the dominant type of errors; and identify the source of errors.

The type of this research is descriptive qualitative research. In collecting the data the writer uses elicitation technique. There are some steps that the researcher does in collecting data, they are: the writer enters the class, the writer asks the students to write descriptive text, the writer reads the composition made by students accurately, the writer marks the erroneous sentences, then the writer lists the erroneous sentence and classifies the data into all types of error. In analyzing the data, the writer uses James theory for classification of errors, Slamet theory for the frequency of each type of error and Brown, Norish, Richard for sources of errors theory.

The result of the research shows that eight grade students of SMP N 2 Banyudono still made 116 errors in their compositions. There are three classifications of error based on the combination of linguistic category taxonomy and surface strategy taxonomy. There are lexical error consisting of 37, 05% that cover: wrong spelling 31, 89%, false friend (similar in form) 1, 72%, and use Indonesian word/ code switching 3, 44%. Syntactical error consists of 45,64% that cover: plural 6,03%, the use of verb tense 11,2%, BE 16,37%, pronoun 10,32%, article 1,72%. Discourse error consists of 17,24% that cover component of discourse in reference 17,24%. The researcher also finds 2 dominant sources of error, namely interlingual transfer and intralingual transfer. So, the students in SMP N 2 Banyudono especially eight grade students class A still made errors in their composition in writing descriptive text. The dominant error is syntactical error especially in BE from omission of BE as full verb.

Key words: error analysis, descriptive text, surface strategy taxonomy, linguistic category taxonomy.

A. INTRODUCTION

Teaching English is important, especially in Indonesia. Because English is a foreign language in Indonesia and English and Indonesian language has different rules, they have their own rules. Usually, students who learn English they get some problems about the mother language (L1) and the target language (L2). It shows that there are the differences between Indonesian grammar and English grammar.

Grammatical rules still becomes the difficult problem for the students or learners in learning English. Especially in writing skill when the students want to start write sentences or paragraph in English language, likewise teaching English in SMP N 2 Banyudono. One most of the teaching learning English in SMP N 2 Banyudono is written.

In the teaching learning process, teacher always explains and gives example about the narrative text, recount text, descriptive text, etc. And one of the curriculums in SMP 2 Banyudono is about descriptive text, so the teachers also teach descriptive text as their responsibility. All of teacher has purposed to make the students understand about the texts, to improve their skill in writing and to make students write sentences correctly. In fact, the teacher often finds wrong sentences or error sentences that made by the students.

In Sattayatham and Ratanapinyowong (2008:21), Rajatanun (1988:95) said that a paragraph is a unit of writing which expresses one central idea and consists of two kinds of sentences: a topic sentence and a

number of supporting statements. So, in writing skill to make a good and correct sentences or paragraph is very important for the students.

Writing English is not an easy skill, especially for second graduate students in Junior High School. The students still find difficulties in writing English and they can't yet to write the sentences well. This phenomenon happens to the second graduate students of SMP N 2 Banyudono. They are still need knowledge about English even though they have studied English. The students still construct English sentences by using Indonesian rules, for example:

- 1) **like* minny very much
- 2) **It is has* a long tail
- 3) **I has* a pet

From the example of the first sentence above, the students do not write the necessary elements in their writing construction. This sentence has omission *subject* in the sentence above. In the second sentence, the students use double *auxiliary verb* in the sentence above. In the third sentence, the student uses *has* became the verb, actually the subject I use have to be the verb.

Then, the correct sentences are:

- 1) *I* like minny very much.
- 2) *It has* a long tail.
- 3) *I have* a pet.

From the phenomenon above error become the serious problem in learning English, especially in writing skill. Corder (1971:152) stated that errors are 'the result of some failure of performance'. Norrish (1983:7), like Corder, defined 'an error' as a systematic deviation that happens when a learner has not learnt something and consistently 'get(s) it wrong'. So, as a good teacher we must anticipate the error that made by the students. And dealing with the phenomenon, error analysis is the techniques to anticipate the occurrence of error.

In the views of error analysis, the researcher uses it to find out the written English errors of eighth grade students of SMP N 2 Banyudono. The writer hopes this research can offer solutions to minimize the errors because he thinks that it is very important for teachers to explain their students how to deal writing and mastering it analyze the errors they commit in their writing.

Compared with Lee's findings of which the classification covers: spelling errors, content-based errors, native language-influenced errors and developmental errors. The writer's finding does not involve content-based errors, native language-influenced errors and developmental errors. Both findings, the writer's and Lee's however have thing in common that is spelling error is the most influential factor causing the students' errors.

Compared with Sarfraz's findings of which the classification covers: interlanguage errors which consist of grammatical rule and

mother tongue (MT) interference error. The writer's finding does not involve interlanguage errors and mother tongue (MT) interference error. Both findings, the writer's and the Jordan's however have thing in common that is grammatical rule is one of the influential factor causing the students' errors.

Compared with Jordan's findings of which the classification covers: grammatical errors, morphological errors, preposition, syntax, tenses and lexical errors. While the writer's finding does not involve preposition and syntax. Both findings, the writer's and the Jordan's however have thing in common that is omission is the most dominant factor causing the students' errors.

Compared with Gustilo's findings of which the classification covers: coma, word choice (wrong word form/word choice), verbs (S-V Agreement, verb tense, verb form), capitalization and punctuation and sentence structure (fragment and run on sentences). The writer's finding does not involve coma, capitalization and punctuation and sentence structure. Both findings, the writer's and the Gustilo's findings however have thing in common that is the use of verb tense is an influence factor in causing students' error.

The writer applies 'Surface strategy taxonomy' and 'Linguistic category taxonomy' in classifying, describing and analyzing the data.

The surface strategy taxonomy is a classification system "based on the ways in which the learner's erroneous version is a different from

the presumed target version” (James, 1998: 106). It highlights the ways the surface structure deviate. For example, learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Under this category, error is classified into four types: omission, addition, misformation and misordering.

“The linguistic category taxonomy carries out errors in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error” (James, 1998: 105). It indicates in which component of language the error is located. Language components may include phonology (e.g. pronunciation), syntax and morphology, semantic and lexicon, and style. Constituents may include elements that comprise each language component. For example, in syntax, the error can be in the main or the subordinate clause, or within a constituent that is affected such as the noun phrase, the verb phrase, the auxiliaries, the preposition and the adjectives.

Based on the criteria mentioned in the theory above, there are some differences and similarities between the theory and the writer’s findings. The theory says that the ‘linguistic category taxonomy’ divides errors into four components those are: phonology, syntax, lexicon and style, while the writer divides the syntax into three components: verb tense, pronoun and article. Here the writer also classifies the errors based on lexical, which cover: wrong spelling, false friend and code switching. And also the writer divides the discourse errors into one type: component

of discourse errors. The last difference is that the writer does not discuss the errors on phonology as well as style. The main difference places on the existence of 'discourse error'. The similarity between them is that the syntax and lexicon belong to the element from which the errors are originated.

There are also similarities and differences based on the 'Surface strategy taxonomy'. The similarity places on the existence of 'omission' and 'addition'. And the difference is that the writer does not discuss the existence on 'misformation' and 'misordering' in the writer's finding.

B. RESEARCH METHOD

This study uses descriptive qualitative research, because the writer purposes to describe the errors made by eighth grade students of SMP N 2 Banyudono in writing descriptive text based on surface taxonomy strategy and linguistic category taxonomy, to describe the frequency of errors and to explain the dominant type of error made by the students.

The data are in the form of erroneous sentences and paragraph made by the students. There are 34 compositions of descriptive text that made by the students. The data sources are the composition written production by eighth gradestudents of SMP N 2 Banyudono in 2013/2014 academic year.

The writer uses elicitation method in his research. There are some steps, such as: the writer collected the data in the form of erroneous sentences and paragraph from the composition of descriptive text that made by eighth grade students of SMP N 2Banyudono, the writer identifies text product made by the students, then the writer reads and marks the types of error in the students' works. So the writer can find the erroneous sentences and classifies all types of error based on surface strategy taxonomy and linguistic category taxonomy.

After the data are collected, the writer analyzes the data by using following steps: classifying the error, describing the frequency of errors, describing the dominant type of error, and describing the sources of error.

C. RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher describes the erroneous of the sentences which are taken from the compositions of the writing descriptive text made by the eighth grade students of SMP N 2 Banyudono in 2013/2014 academic year. The researcher divides research finding into 7 steps. They are the type of lexical errors, the type of syntactical errors, the type of discourse errors, the frequency of each type of errors, the dominant type of errors and the sources of error.

1. The Type of Lexical Errors

The language that produced by students of foreign language almost inevitably contains errors of various types. This is the process of learning, especially in learning foreign language. The evidence shows that lexical errors are the most frequently occurring category of errors in written English. This is occurred because lexical selection consists mainly of content words, which explain the intended message that written by the students.

From the data of the students, the researcher found many errors in lexical form that made by the students. There are wrong spelling, false friend and code switching.

The first is wrong spelling. Spelling is forming words with the correct letters in the correct order. Spelling error or misspelling is the misselection of a grapheme to represent a syllable or morpheme in forming part of a word (James, 1998:133). In wrong spelling the researcher finds 37 errors. For example: *The *fither* is fur. In this case, the students was using a letter to represent a sound which identical to the sound of name of that letter. It occurs caused the students apply Indonesian language into English language and/or the students do not understand about what they heard. The correct sentence is *feather*.

The second is false friend (similar in form). False friends are the words that are similar in spelling and/or pronunciations in two languages but have different meanings. The researcher finds 2 errors. For example: **May* have cat . From the sentence, the word *May* has meaning for the name of month, but the students think that *may* is possessive adjective. The correct word is *my* for possessive adjective in their sentence above.

The third is use Indonesian word/ code switching. The students have used Indonesian word to switch cultural bound words which untranslatable. The students are difficult to find equivalent words to switch them. The researcher finds 4 errors. For example: *Puss is a *spesial* pet. The sentence clearly shows that the students used Indonesian word in their sentences. It is student's error because the target language that they produce still uses Indonesian word. The correct word is *special*.

2. Type of Syntactical Errors

In this research show that in students' composition has syntactic interference. It explains that students use Indonesian structure when they write sentences. Syntactical errors consist of the use of various elements of Indonesian grammar to convey the intended meanings in English. There is several of Syntactical Errors:

The first is plural. Plural is containing, involving or composing of more than one person or thing. The researcher divide plural into one variation, there is omission of (-S) as plural marker. The researcher finds 7 errors. For example: *It has four *leg*. Based on the sentence above the students made error in omitting word (-S) as plural marker in their sentence. The correct sentence is *legs*.

The second is the use of verb tense. The researcher classified this error into two kinds, namely the use of Vo in present form and V1 without (S) for third person in singular. In the use of Vo in present form, there is one variation that is omission of (-S) in present form. The researcher finds 5 errors. For example: *He *like* fish. From the sentence, the incorrect sentence is being omitted (-S). The correct sentence is added (-S) because the subjects the third singular person, so the correct sentence is *likes*. In V1 without (S) for third person in singular the researcher finds 8 errors. For example: *Moly *have* food. From the sentences above, the subject *moly* is the third singular person, so it should be followed *has*.

The third is BE. In BE, the types of error categorized as addition of BE as full verb, omission of BE as full verb and the use of BE as predicate. In addition of BE as full verb, the researcher finds 3 errors. For example: *I call it *is* white. From

sentence, the incorrect sentence is being added to be *is*. The correct sentence is without to be *is* and it must be possessive objective. In omission of BE as full verb, the researcher finds 11 errors. For example: **His name ____ Manis. In this case, the error occurs because the students use the Indonesian rule into English in which they omit to be when they write sentence. The correct sentence is added to be *is*. In the use of BE as predicate, the researcher finds 5 errors. For example: *My pets *is* funny and beautiful. From the sentence, the subjects *my pets* is the third singular person, so this subject should followed plural *to be*.

The fourth is pronoun. In pronoun there are many types of errors that made by the students in their composition. Subjective for possessive adjective, the researcher finds 4 errors. For example: **I* cat name manis. In this case, the pronoun *I* has function for subject in the sentence, so it is become error as wrong choice of pronoun. The correct is using *my* for possessive adjective in the sentence. In possessive adjective for subjective, the researcher finds 3 errors. For example: **My* have cat. In this case, the students wrong in choosing *my* for subjective pronoun. It is not appropriate, because *my* for indicate of possession. So it should be subjective, so the correct pronoun is using *I*. In wrong choice of possessive adjective pronoun, the researcher finds 2 errors. For example: **She* is beautiful, *his* body is about 30

centimeters. In this case the students think that *his* refers to the possessive adjective of *she*, whereas *she* has possessive adjective pronoun *her*. So, the correct pronoun is using *her*. In wrong choice of subjective pronoun, the researcher finds 2 errors. For example: **His* name manis, *she* is funny kitten. In this case the student uses *his* for possessive adjective as subject. While the subject *she* should be *he* because it should follow the first subject. In wrong choice of objective pronoun, the researcher only finds 1 error. For example: **She* also likes to daw slippers and shoes. Sometimes my mother would angry with *him* because of that. In this case the student uses *him* as objective pronoun, while the subject is *she*. So it should be *her*, because the objective pronoun of *she* is *her*.

The last is article. There is only one types error of article, namely addition of article. In addition of article, the researcher finds 2 errors. For example: *He is *a* funny. The error occurs because the student does not know the function of an article. The correct sentence is omitting article *a* because the form *a* is used before a word beginning with a consonant or vowel sounded like a consonant.

3. Type of Discourse Errors

In the type of discourse error, the researcher only finds one error type, that is component of discourse error. In component

discourse error, the researcher finds one error, namely component of discourse error from reference. In reference, the researcher finds 20 errors. For example: *She is beautiful, *his* body is about 30 centimeters. In this case the students made error in the use of possessive adjective pronoun. The students think that *his* refers to *she*, but the correct possessive adjective of *she* is *her*, not *his*.

4. The Frequency of Each Type of Errors

The researcher finds 116 errors made by the students. These errors are arranged into the table below.

No.	Type of Errors	Number of Errors	Frequency of Errors (%)
I	The Type of Lexical Errors		
	Wrong Spelling	37	31, 89%
	False Friend (Similar in Form)	2	1, 72%
	Use Indonesian Word/ Code Switching	4	3, 44%
		43	37,05%
II	The Type of Syntactical Errors		
	Plural		
	Omission of {-S} as Plural Marker	7	6, 03%

	The Use of Verb Tense		
	The Use of Vo in Present Form		
	Omission of (-S) in Present Form	5	4, 31%
	V1 Without (S) for Third Person in Singular	8	6, 89%
	BE		
	Addition BE as Full Verb	3	2, 58%
	Omission BE as Full Verb	11	9, 48%
	The use of BE as Predicate	5	4, 31%
	Pronoun		
	Subjective for Possessive Adjective	4	3, 44%
	Possessive Adjective for Subjective	3	2, 58%
	Wrong Choice of Possessive Adjective Pronoun	2	1, 72%
	Wrong Choice of Subjective Pronoun	2	1, 72%
	Wrong Choice of Objective Pronoun	1	0, 86%
	Article		
	Article from Addition of Article	2	1, 72%

		53	45, 64%
III	The Type of Discourse Errors		
	Reference	20	17, 24%
		20	17, 24%
	Total	116	99,93 %=100%

5. The Dominant Error

First, the type of lexical errors has dominant in wrong spelling with total number of errors are 37 errors or 31, 89% of errors. Second, the type of syntactical errors has dominant in BE from omission of BE as Full Verb with total number of errors are 11 errors or 9, 48% of errors. Third, the type of discourse errors has dominant in reference with total number of errors are 20 errors or 17, 24% of errors. The researcher concludes that the dominant type of error is wrong spelling with total number of errors are 37 errors or 31, 89% of errors.

6. The Sources of Error

In the sources of error, the researcher finds 99 data, for example: *I want to *descriptive* my pet. In this case the students apply Indonesia language meaning and pattern. But in English, the

sentence is incorrect because the grammatical structure of the sentences not appropriate with English grammatical structure.

D. CONCLUSION

The result of this study shows that the eighth – grade students of SMP N 2 Banyudono, made many errors in their writing descriptive text. The result of the analysis is that the thirty three students' compositional works produce 116 errors which are grouped into three main categories, namely: **lexical errors**, **syntactical errors** and **discourse errors**. 'Lexical Errors' consists of 43 errors or 37, 05% that cover 'wrong spelling' 37 errors or 31, 89%, 'false friend (similar in form)' 2 errors or 1, 72%, and 'use Indonesian word/ code switching' 4 error or 3, 44%.

'Syntactical Errors' consists of 54 errors making up 45, 64% covers 'plural from omission of (-S) as plural marker' with 2 errors or 1, 19%, 'the use of Vo in present form from omission of (-S) in present form' with 5 errors or 4, 31%, 'the use of Vo in present form from V1 without (S) for third person in singular' with 8 errors or 6, 89% , 'BE from addition of BE as full verb' with 3 error or 2, 58%, 'BE from omission of BE as full verb' with 11 errors or 9, 48%, 'BE from the use of BE as Predicate' with 5 errors or 4, 31%, 'pronoun from subjective for possessive adjective' with 4 error or 3, 44%, 'pronoun from possessive adjective for subjective' with 3 errors or 2, 58%, 'pronoun from wrong choice of possessive adjective pronoun'

with 2 errors or 1, 72%, 'pronoun from wrong choice subjective pronoun with 2 error or 1, 72%, 'pronoun from wrong choice of objective pronoun with 1 error or 0, 86%, 'article from addition of article' with 2 error or 1, 72% of error.

Errors on discourse are made up of 20 errors or 17, 24%. The error classified into one error, namely: discourse error from reference with 20 errors or 17, 24%. The source of students' errors that the writer finds out is 'Interlingual Transfer' and Intralingual Transfer'. The writer finds 20 interlingual errors or 20, 20% and 79 intralingual errors or 79, 79% within student's errors.

E. SUGESSTION

1. For the English Teacher

From the recent finding show that students still made errors in syntactical form, especially in the use of BE from omission of BE as full verb. The lack knowledge about the rule of syntactical is the one of many problems that caused students became confuse in written process, so they still made mistake. The teachers should be able to increase and improve their student's knowledge and their knowledge about writing composition especially the use of BE as full verb. The teacher also gives motivation for the students to practice their ability in various aspects of English skill.

2. For the Next Researcher

In recent study, the researcher limits study in the error on the levels surface in writing descriptive text made by eight grade students of SMP N 2 Banyudono in 2013/2014 academic year. Here, the writer suggests to the next researcher can analyze the types of errors by the levels of language deeper and better than this research. And the different object such as the errors in the oral production or the error in the students' task. The other researcher can analyze using the different way. And also the next researchers are expected to extend this research. So, the reader will have better and deeper understanding related to the study.

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