AN ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT
MADE BY 8th GRADE STUDENTS OF SMP AL-ISLAM
KARTASURA
IN 2013/2014 ACADEMIC YEAR

PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Department of English Education

Proposed by:
EFFENDY
A320100117

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2014
Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertanda tangan dibawah ini pembimbing skripsi/ tugas akhir:
Nama : Dr. Dwi Haryanti, M. Hum.
NIP/NIK : 477
Nama : Drs. Sigit Haryanto, M. Hum.
NIP/NIK : 567

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan skripsi (tugas akhir) dari mahasiswa:
Nama : Effendy
NIM : A 320 100 117
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : AN ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT MADE BY 8th GRADE STUDENTS OF SMP AL-ISLAM KARTASURA IN 2013/2014 ACADEMIC YEAR
Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.
Demikian persetujuan dibuat, semoga dapat dipergunakan seperlunya.

Pembimbing I

(Dr. Dwi Haryanti, M. Hum.)
NIK: 477

Surakarta, Juli 2014

Pembimbing II

(Drs. Sigit Haryanto, M. Hum.)
NIK: 567
ABSTRACT


This study aims at describing the learners’ error made by eight grade students of SMP AL-Islam Kartasura in their composition of writing descriptive text: Identify the types of lexical errors, syntactical errors, and discourse errors; classification the frequency of each type of errors; describes the dominant type of errors; and identifying the source of errors.

The type of this research is descriptive qualitative research. In collecting the data the writer uses elicitation technique. There are six steps to collect data, namely: the writer enters the class, the writer asked the students to write descriptive text, the writer read the composition made by students accurately, the writer marked the erroneous sentences, then the writer listed 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 AL-Islam Kartasura still made 137 errors in their compositions. There are three classifications of error based on the combination of linguistic category taxonomy and surface strategy taxonomy. Lexical Errors consists 55, 47% that cover wrong spelling 44, 52%, false friend (similar in form) 0, 72%, and ‘use Indonesian word/code switching’ 10, 21%. Syntactical Errors consists of 40, 14% covers pronoun from subjective for possessive adjective 3, 64%, pronoun from subjective for objective 10, 50%, Be from addition of BE in Subject 4, 37%, BE from omission of BE in Subject 2, 18%, BE from omission of BE as Predicate 5, 10%, Plural from omission of (-S) as plural marker 14, 59%, The use of verb tense from misuse of have 4, 37%, The use of verb tense from misuse of has 0, 72% of errors). Errors on discourse are made up of 4, 37%. The error classified into one error, namely: discourse error from conjunction 4, 37%.

The researcher also finds 2 dominant sources of error, namely interlingual transfer and intralingual transfer. So, the eighth grade students in SMP Al-Islam Kartasura especially in class C still made errors in their composition in writing descriptive text. The dominant error is lexical error especially in wrong spelling.

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 AL-Islam Kartasura. One most of the teaching learning English in SMP AL-Islam Kartasurais 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 AL-Islam Kartasura 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 AL-Islam Kartasura. 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) *Me have book red
2) *Danang is boy good
3) *Mother me is woman beautiful

From the example of the first sentence above, the students do not write the necessary elements in their writing construction. This sentence has misselection pronoun in the sentence above. In the second sentence, the students make error in their sentence. The students misorder in word woman and beautiful. In the third sentence, the student uses me as the subject pronouns, actually me is the object pronoun.

Then, the correct sentences are:

1) I have red book.
2) Danang is good boy.
3) My mother is a beautiful woman.

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 AL-Islam Kartasura. 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 Prastikasari’s findings of which the classification covers: Lexical errors which cover: wrong spelling, false friend and use Indonesian word/ code switching. Errors on syntactical errors consist of covering: phrase the use of verb, pronoun, sentence pattern, determiner, conjunction and article. Errors on discourse consist of which covers of generic structure and component of discourse. And also she explains the proposed of remidial teaching. The writer’s finding does not involve the proposed of remidial teaching. Both findings, the
writer’s and Prastikasari’s however have thing in common that is wrong spelling is the most influential factor causing the students’ errors.

Compared with Sanjoyo’s findings of which the classification covers: Misformation of preposition “at”, “around”, “behind”, “among”, “between”, “near”, “with”, “above”, “across”, “before”, “under”, “into”, “against”, “by”, “in”, “beside”, “from”, “after”, “on”, “below”. Both findings, the writer’s and the Sanjoyo’s however have thing in common that is syntactical is one of the influential factor causing the students’ errors.

Compared with Ambarningrum’s findings of which the classification covers: omission errors, addition errors, misformation errors, and misordering errors. While the writer’s finding does not involve misformation and misordering. Both findings, the writer’s and the Ambarningrum’s findings however have thing in common that is omission is the most dominant factor causing the students’ errors.

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
Under this category, error is classified into four types: omission, addition, misformation and misordering.

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others (Krashen, 1982:54). Omission takes place when the learner omits one of the elements of the correct sentence.

Addition errors are the opposite of omissions which are characterized by the presence of an item, which must not appear, in a well-formed utterance (Dulay, 1982:156). This kind of error occurs when the students add one or more elements, which should not exist in the correct sentence. The addition can be a morpheme or word.

Misformation errors are characterized by “the use of the wrong structure or morpheme”. There are three types of misformation error (Krashen, 1982:158-161).

Misordering errors are characterized by the incorrect placement of a morpheme of group of morphemes in an utterance (Krashen, 1982:162).

The linguistic category classification “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). Language components may include phonology, syntax, and morphology, semantics and lexicon, and style. For example, in syntax, the error can be in the main or the
subordinate clause; or within constituent that is affected such as the noun phrase, the verb phrase, the auxiliaries, the preposition, and the adjectives.

In studying linguistics, morphology means the study of word structure. Wardhaugh (1997) (in Srijono:2001 ”An Introductory Course of Linguistic”) defined morphology as the study of morphemes and their combination in words. Morphology is often viewed as a section of syntax. Syntax can be discussed into several stages. According to Srijono: (2001) as in “An Introductory Course of Linguistic”, the discussion are: definition of syntax, categories, and the structure of syntax. According to Renkema (1992: 1), discourse studies are the discipline devoted to the investigation of the relationship between form and function in verbal communication.

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 AL-Islam Kartasura 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 32 compositions of descriptive text that made by the students. The data sources are the composition written production by eighth gradestudents of SMP AL-Islam Kartasura 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 AL-Islam Kartasura, 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 AL-Islam Kartasura in 2013/2014 academic year. The researcher divides research finding into 6 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 offoreign language almost inevitablycontains 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 occurringcategory of errors in written English. This is occurred because lexical selectionconsists 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.

a. 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 61 errors. For example: *The student very beatifuel and handsome. 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 beautiful.

b. 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 1 error. For example: *There is a black boat in class. From the sentence, the word boat has meaning for the name of vehicle in the sea, but the students think that boat is think that is used for teaching media. The correct word is board for teaching media.

c. The 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 14 errors. For example: *In school i am study many pengetahuan. 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 knowledge.

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:

a. Pronoun

A pronoun is a part of speech based on grammar. A pronoun can replace a noun or another pronoun. The researcher finds 12 errors. The researcher classifies into two types. The first is subjective for possessive adjective. For example: *I school is in SMP AL-Islam Kartasura. From the sentence above, 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 sentences above. The second is subjective for objective. For example: *Me have many kind teacher. It is not appropriate, because me indicates of subject. So it should be subjective, so the correct pronoun is using I.

b. BE

A good sentence always needs verb in the composition. If there is no full verb, it can be given linking verb in the composition. BE can be used as linking verb. The types of error categorized as Addition of BE
in Subject, Omission of BE in Subject and Omission of BE as Predicate. In addition of BE in subject, the researcher finds 6 errors. For example: *I am study in SMP AL-Islam Kartasura. From sentence, the incorrect sentence is being added to be am. The correct sentence is without to be am. In omission of BE in subject, the researcher finds 3 errors. For example: *I happy to school in the SMP AL-Islam Kartasura. 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 am. In the use of BE as predicate, the researcher finds 7 errors. For example: *Teacher ___ very smart. From the sentence, the sentence is error. Because the students forget or may be do not understand in using to be. The correct sentence is Teacher is very smart.

c.Plural

In English, plurals of nouns are normally indicated by the ending –s or –es. Plural is containing, involving or composing of more than one person or thing. The third is plural. In English, plurals of nouns are normally indicated by the ending –s or –es. Plural is containing, involving or composing of more than one person or thing. The researcher finds 20 errors. For example: *Many room in SMP AL-Islam Kartasura. From the sentence the students made error in omitting word (-S) as plural marker in their sentence. The correct sentence is many rooms in SMP AL-Islam Kartasura.
d. The Use of Verb Tense

Students often make errors when they write sentences, especially when they use the word have. It is happened because the words have similar in the meaning. There are two types of error of the use of verb tense, the first is misuse of have for example: *My school have a porwataman. From the sentence, subject my school should be followed has. The correct sentence is my school has a porwataman. The second is misuse of has for example: *I has many kind friend and kind teacher. From the sentence, subject i should be followed have. The correct sentence is i have many kind friend and kind teacher.

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 conjunction. In conjunction, the researcher finds 6 errors. For example: *Teacher in the SMP AL-Islam Kartasura very intimate __ good. From the sentence, the students do not understand how to use conjunction. It is because the students are lack knowledge about conjunction so it makes the sentences become errors. The correct sentences are needed addition of conjunction based on the text above.
4. **The Frequency of Each Type of Errors**

In this part, the researcher counts the frequencies of errors in order to know the percentages of each type of errors. The researcher found that the students made 137 errors which are divided into three types of errors.

The first, the students made error based on the type of lexical errors (76 errors or 55, 47% of errors). The error is classified into three errors, there are wrong spelling (61 errors or 44, 52% of errors), false friend (similar in form) (1 errors or 0, 72% of errors), and use Indonesian word/ code switching (14error or 10, 21% of error).

Second, the students made error based on the type of syntactic errors (55errors or 40, 14% of errors). The error classified into eighth errors, namely: pronoun from subjective for possessive adjective (5 errors or 3, 64% of errors), pronoun from subjective for objective (7 errors or 5, 10% of errors), Be from addition of BE in Subject (6 errors or 4, 37% of errors), BE from omission of BE in Subject (3error or 2, 18% of error), BE from omission of BE as Predicate (7errors or 5, 10% of errors), Plural from omission of (-S) as plural marker (20errors or 14, 59% of errors), The use of verb tense from misuse of have (6error or 4, 37% of error), The use of verb tense from misuse of has (1errors or 0, 72% of errors).

Third, the students made error based on the type of discourse errors (6 errors or 4, 37% of errors). The error classified into one error, namely: discourse error from conjunction (6 errors or 4, 37% of errors).
5. **The Dominant Error**

First, the type of lexical errors has dominant in wrong spelling with total number of errors are 61 errors or 44, 52% of errors. Second, the type of syntactical errors has dominant in Plural from Omission of (-S) as plural marker with total number of errors are 20 errors or 14, 59% of errors. Third, the type of discourse errors has dominant in cohesion with total number of errors are 6 errors or 4, 37% of errors. The researcher concludes that the dominant type of error is wrong spelling with total number of errors are 61 errors or 44, 52% of errors.

6. **The Sources of Error**

In this case, the researcher tries to find out the sources of errors. In order to find the sources of errors itself, he should identify the sources of errors. The researcher classified the sources of errors into two errors. Those errors are interlingual transfer and intralingual transfer that explain and discuss below.

In interlingual transfer, the students usually transfer the system of mother tongue into second language that they learn. According to Brown (1993:213) “the beginnings stages of learning a second language are characterized by a goal deal of inter lingual transfer from native language or interference”.

The intralingual transfer is the source of errors that is produced by the learners who do not reflect the structure of mother tongue but a generation based on the partial exposure to the target language
D. CONCLUSION

The result of this study shows that the eighth – grade students of SMP AL-Islam Kartasura, made many errors in their writing descriptive text. The result of the analysis is that the thirty three students’ compositional works produce 137 errors which are grouped into three main categories, namely: **lexical errors**, **syntactical errors** and **discourse errors**. ‘Lexical Errors’ consists of 76 errors or 55, 47% that cover ‘wrong spelling’ 61 errors or 44, 52%, ‘false friend (similar in form)’ 1 errors or 0, 72%, and ‘use Indonesian word/ code switching’ 14 error or 10, 21%.

‘Syntactical Errors’ consists of 55 errors making up 40, 14% covers ‘pronoun from subjective for possessive adjective’ with 5 errors or 3, 64%, ‘pronoun from subjective for objective’ with 7 errors or 5, 10%, ‘BE from addition of BE in subject’ with 6 errors or 4, 37%, ‘BE from omission of BE in subject’ with 3 errors or 2, 18%, ‘BE from omission of BE as predicate’ with 7 errors or 5, 10%, ‘Plural from omission of (-S) as plural marker’ with 20 errors or 14, 59%, ‘The use of verb tense from misuse of have’ with 6 errors or 4, 37%, ‘The use of verb tense from misuse of has’ with 1 error or 0, 72% of error.

Errors on discourse are made up of 6 errors or 4, 37%. The error classified into one error, namely: discourse error from conjunction with 6 errors or 4, 37%. The source of students’ errors that the writer finds out is ‘Interlingual Transfer’ and Intralingual Transfer’. The writer finds
22 interlingual errors or 16.05% and 62 intralingual errors or 45.25% within student’s errors.

E. SUGGESTION

1. For the English Teacher

   From the recent findings show that students still made errors in lexical form, especially in wrong spelling. The lack knowledge about the rule of lexical 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 in spelling of word. The teacher also gives motivation for the students to practice their ability in various aspects of English skill.

2. For the Next Researcher

   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 manner. And also the next researchers are expected to extend this research. So, the reader will have better and deeper understanding related to the study.
BIBLIOGRAPHY


