INTERLANGUAGE ERRORS FOUND IN DESCRIPTIVE TEXT MADE BY STUDENT
OF SMA N 2 WONOGIRI

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By:
BONIS BERNAS PAMBUDI
A320 100 302

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Surat Persetujuan Artikel Publikasi Ilmiah

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Nama : Dr. Dwi Haryanti, M. Hum
NIK : 477
Nama : Prof. Dr. Endang Fauziati, M. Pd.
NIK : 274

Telah membaca dan mencermati naskah artikel publikasi ilmiah yang merupakan ringkasan skripsi/tugas akhir dari mahasiswa:

Nama : Bonis Bernas Pambudi
NIM : A 320100302
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Interlanguage Errors Found In Descriptive Text Made By Student of SMA N 2 Wonogiri

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Pembimbing I

Dr. Dwi Haryanti M. Hum
NIK. 477

Pembimbing II

Prof. Dr. Endang Fauziati, M. Pd.
NIK. 477
INTERLANGUAGE ERRORS FOUND IN DESCRIPTIVE TEXT MADE BY STUDENT OF SMA N 2 WONOGIRI

By
Department of English Education, A320100302
Email: bonis.bernas@yahoo.com

ABSTRACT

This study aims at describing the learners’ error made by tenth grade students of SMA N 2 Wonogiri in their composition in writing descriptive text; identified the types of lexical errors, syntactical errors, and discourse errors; explain the frequency of each type of errors; and describe the dominant type of errors. In collecting the data the writer used elicitation technique. There are some steps that the researcher does in collecting data, they are: the writer entered 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, and Etherton theory for the frequency of each type of error.

The result of the analysis is that the fifty two students’ compositional works produce 239 errors which are grouped into three main categories, namely: lexical errors, syntactical errors, and discourse errors. The three categories are then elaborated into components which have their own types those are omission and addition. The elaboration can be sited as follow: ‘Lexical Errors’ consists of 98 errors or 41% that cover ‘wrong spelling’ 88 errors or 36.82% and ‘use Indonesian word/ code switching’ 10 error or 4.2%.Syntactical Errors’ consists of 137 errors making up 57.32% covers ‘plural from omission of (-S) as plural marker’ with 29 errors or 12.13% of errors, ‘the use of verb tense from V1 Without (S) for Third Person in Singular’ with 6 errors or 2.51%, ‘the use of verb from The Use of Ving in Present Form’ with 15 errors or 5.02% , ‘the use of verb from wrong form of V0’ with 10 errors or 4.2% , ‘BE from omission of BE as full verb’ with 35 errors or 14.64%, ‘BE from the wrong form of BE’ with 8 errors or 3.42%, ‘article from addition of article’ with 6 error or 2.51% of error, ‘article from omission of article’ with 16 errors or 6.7% of errors.Errors on discourse are made up of 4 errors or 1.67%. The error classified into one error, namely: discourse error from reference with 4 errors or 1.67%.

From the result of analysis it can be found that the dominant error is syntactical error with the total number of errors 137 or 57.32%. besides, there are two sources of error namely interlingual transfer and intralingual transfer. The result of this study is that most of the students still make errors in expressing their ideas. Therefore, there is necessity of remedial teaching.

Keywords: error analysis, descriptive text, surface strategy taxonomy, linguistic category taxonomy.
A. INTRODUCTION

Education in Indonesia especially in foreign language need to be improved because English is universal language which connected people around the world. That is why English need to be taught as early as possible in all aspect, like reading, writing, speaking, listening. English as a foreign language, sometimes become a burden for student who do not speak English as mother tongue. So, it is not a surprise if error found in there activity involved English as a foreign language.

One of teaching learning English in SMA N 2 Wonogiri is written. In Indonesia, English has been taught as the foreign language. Ramelan (1992: 1) adds “English has been taught in our country as the first foreign language since the proclamation in Indonesia 17th of August 1945.” Its taught as a compulsory subject in senior high school and junior high school, even it has been tried to be taught to the students in some elementary schools.

The error usually found in the aspect of English stated are grammar, spelling, pronunciation, etc. the errors can be come from various source, lacking of knowledge from student, or lacking of confidence. In writing English text, student error mostly found in grammar, spelling, and the messages to be conveyed. Grammatical rules still become the difficult problem for the students or learners in learning English. Especially in writing skill when the students want to start writing sentences or paragraph in English language, likewise teaching English in SMA N 2 Wonogiri.

Sattayatham and Ratanapinyowong (2008: 21) 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.

In teaching learning activity of SMA N 2 Wonogiri, one of syllabus in writing skill is discussed about descriptive text. Rules in writing descriptive text is using simple present tense. Even thought the object is high school students, the errors in descriptive text still can be find like in the passage below.

1. I want to tell you about my favorite pleace is klayar beach.

   *I want to tell you about my favorite place, Klayar beach.*

2. In there my books is accounting orderly.

   *In there my books are accounting orderly.*

The first sentence error is on be error, there is be “is” in the sentence, which is should be eliminated from the sentence. In the second sentence error is on be error too, the use of be depends on the subject. In the second sentence, the student should use are instead of is because the subject are plural form.

From the phenomenon above error becomes 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 tenth grade students of SMA N 2 Wonogiri. 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 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 is also similarities 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 tenth grade students of SMA N 2 Wonogiri 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 52 compositions of descriptive text that made by the students. The data sources are the composition written production by eighth grade students of SMA N 2 Wonogiri 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 SMA N 2 Wonogiri, 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 SMA N 2 Wonogiri in 2013/2014 academic year. The
researcher divides research finding into 5 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, and the dominant type of errors.

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 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 miss election of a grapheme to represent a syllable or morpheme in forming part of a word (James, 1998: 133). In wrong spelling the researcher finds 88 errors. For example: *I want to tell you about my favourite place. 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 favorite.

The second 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 10 errors. For example: * Everyday, I meet friends and we study, play, buy something in kantin together. 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 canteen.

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 29 errors. For example: * In my house there are 8 room. Based on the sentence above the students made error in omitting word (-S) as plural marker in their sentence. The correct sentence is rooms.

The second is the use of verb tense. The researcher classified this error into four kinds, namely V1 Without (S) for Third Person in Singular, The Use of V-ing in Present Form, The Use of V2 in Simple Present Tense, and Wrong Form of V-o. In the use of Verb tense, there is one variation that is omission of (-S) in present form. The researcher finds 6 errors. For example: * My bedroom feel
cool because beside my bedroom there is a tree. 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 *feels*. In The Use of V-ing in Present Form the researcher finds 15 errors. For example: *Every after school I always going to bedroom. From the sentences above, the word going is false, so it should be go. In The Use of V_2 in Simple Present Tense the researcher finds 12 errors. For example: *In there I got a good friend, everyday I do activities in my class. From the sentence above, the word got is V_2, it should be get. Because the descriptive text have to made from simple present tense and should be take V_1. In the Wrong Form of V_o the researcher finds 10 errors. For example: *But I can’t eating in there. From the sentence above, the word eating is false. Because, there is modal before verb.

The third is BE. In BE, the types of error categorized as omission of BE as full verb and wrong form of BE. In omission of BE as full verb, the researcher finds 35 errors. For example: *My house not big but tidy. 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 wrong og BE, the researcher finds 8 errors. For example: *In there I’m so happy, there is a lot of friend, good teacher’s, and comfortable class. From the sentence, the word they is the third singular person, so this word should followed plural *are*.

The last is article. There are two types errors of article, namely addition of article and omission of article. In addition of article, the researcher finds 6 errors.
For example: *I am a very happy. 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 noun. In the omission of article, the researcher finds 16 errors. For example: *If in night, I usually hear sound of car in big street. From the sentence above, the correct sentence sentence is: If in the night, I usually hear sound of car in big street. Because article the should be put before adverb of time.

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 4 errors. For example: * My sister likes play it, he plays so beautiful. In this case the students think that my sister refers to he, but the correct possessive adjective of my sister is she, not he.

4. The Frequency of Each Type of Errors

The researcher finds 239 errors made by the students. These errors are arranged into the table below.

<table>
<thead>
<tr>
<th>Type of Errors</th>
<th>Number of Errors</th>
<th>Frequency of Errors (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Type of Lexical Errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrong Spelling</td>
<td>88</td>
<td>36.82%</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Use Indonesian Word/ Code</td>
<td>10</td>
<td>4.2%</td>
</tr>
<tr>
<td>Switching</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>98</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II The Type of Syntactical Errors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omission of {-S} as Plural Marker</td>
<td>29</td>
<td>12.13%</td>
</tr>
<tr>
<td><strong>The Use of Verb Tense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V1 Without (S) for Third Person in Singular</td>
<td>6</td>
<td>2.51%</td>
</tr>
<tr>
<td>The Use of V&lt;sub&gt;ing&lt;/sub&gt; in Present Form</td>
<td>15</td>
<td>6.28%</td>
</tr>
<tr>
<td>The Use of V&lt;sub&gt;2&lt;/sub&gt; in Simple Present Tense</td>
<td>12</td>
<td>5.02%</td>
</tr>
<tr>
<td>Wrong Form of V&lt;sub&gt;o&lt;/sub&gt;</td>
<td>10</td>
<td>4.2%</td>
</tr>
<tr>
<td><strong>BE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omission BE as Full Verb</td>
<td>35</td>
<td>14.64%</td>
</tr>
<tr>
<td>Wrong Form of BE</td>
<td>8</td>
<td>3.42%</td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11
<table>
<thead>
<tr>
<th>Type</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition of Article</td>
<td>6</td>
<td>2.51%</td>
</tr>
<tr>
<td>Omission of Article</td>
<td>16</td>
<td>6.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>57.32%</td>
</tr>
<tr>
<td>III The Type of Discourse Errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>4</td>
<td>1.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.67%</td>
</tr>
<tr>
<td>Total</td>
<td>239</td>
<td>100%</td>
</tr>
</tbody>
</table>

After the researcher count the frequency of errors made by the students, the researcher divides the errors into three types. First, the type of lexical errors has dominant in wrong spelling with total number of errors are 88 errors or 36.82% 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 35 errors or 14.64% of errors. Third, the type of discourse errors has dominant in reference with total number of errors are 4 errors or 1.67% of errors. The researcher concludes that the dominant type of error is wrong spelling with total number of errors are 88 errors or 36.82% of errors. It shown on the table of frequency above that the highest frequency is wrong spelling. So wrong spelling is the dominant type of error in this research.
5. Sources of Error

In the sources of error, the researcher finds 111 data, for example: *I have bedroom beautiful. In this case, the student 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. The sources of students’ errors that the writer finds out is “interlingual transfer” and “intralingual transfer”. The writer finds 4 intralingual errors or 3.61% and 107 intralingual errors or 96.39% within student’s errors.

D. CONCLUSION

The result of this study shows that the tenth grade students of SMA N 2 Wonogiri, made many errors in their writing descriptive text. The result of the analysis is that the fifty two students’ compositional works produce 239 errors which are grouped into three main categories, namely: lexical errors, syntactical errors and discourse errors.

‘Lexical Errors’ consists of 98 errors or 41% that cover ‘wrong spelling’ with 88 errors or 36.82% and ‘use Indonesian word/ code switching’ 10 error or 4.2%.

‘Syntactical Errors’ consists of 137 errors making up 57.32% covers ‘plural from omission of (-S) as plural marker’ with 29 errors or 12.13% of errors, ‘the use of verb tense from V₁ Without (S) for Third Person in Singular’ with 6 errors or 2.51%, ‘the use of verb from The Use of V-ing in Present Form’ with 15 errors or 5.02% , ‘the use of verb from wrong form of V₀’ with 10 errors or 4.2% , ‘BE from omission of BE as full verb’ with 35 errors or 14.64%, ‘BE from the
wrong form of BE’ with 8 errors or 3.42%, ‘article from addition of article’ with 6 error or 2.51% of error, ‘article from omission of article’ with 16 errors or 6.7% of errors.

Errors on discourse are made up of 4 errors or 1.67%. The error classified into one error, namely: discourse error from reference with 4 errors or 1.67% of errors. The sources of students’ errors that the writer finds out is “interlingual transfer” and “intralingual transfer”. The writer finds 4 intralingual errors or 3.61% and 107 intralingual errors or 96.39% within student’s errors.

E. SUGESTION

The writer also gives suggestion in this chapter. The suggestions are for the English teacher and for the other researcher.

1. For the English Teacher

From the recent finding show that students of SMA N 2 Wonogiri 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 SMA N 2 Wonogiri became confuse in written process, so they still made mistake. The teachers of SMA N 2 Wonogiri 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 tenth grade students of SMA N 2 Wonogiri 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.


