

**AN ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT MADE BY
THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 2
MASARAN IN 2014/2015 ACADEMIC YEAR**



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**AN ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT MADE BY
EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 2 MASRAN IN
2014/2015 ACADEMIC YEARS**

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ABSTRACT

The aims of this research are: (1) to identify the types of errors made by eighth grade students of SMP Muhammadiyah 2 Masaran in their writing descriptive texts, (2) identifying the types of lexical errors, syntactical errors, and discourse errors and also explain the frequency of each type of errors, and (3) describing the dominant type of errors, and identifying the sources of errors.

The type of this research is descriptive qualitative research. In collecting the data the writer uses elicitation. There are three steps to collect data, namely (1) The researcher enters the class and asks students to make a descriptive text, (2) The researcher collects the data of students' writing then reads and marks the types of errors that occur in students' writing, (3) The researcher documents the erroneous then classifies the type of errors based on linguistic category and surface strategy category. In analyzing the data, the researcher 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 this study shows that the researcher found in the 'Lexical Errors' consist of 80 errors or 25,15 % of errors. They are: Code switching 11 errors or 3,46 % of errors, Wrong spelling 41 errors or 12,89%, False friend 28 errors or 8,80%. Then in the 'Syntactical Errors' found 16 types of errors consist of 214 errors or 67,30% of errors. That error cover: V1 without s/es for 3rd person singular 11 errors or 3,46% errors, the wrong form of V1 for 3rd person 9 errors or 2,83% of errors, the use of gerund 8 errors or 2,52%, addition of BE in the present tense 10 errors or 3,14%, omission BE as predicate 34 errors or 10,69% of errors, the use of BE 8 errors or 2,52% of errors, addition of article 11 errors or 3,46% of errors, omission of article 30 errors or 9,43% of errors, Pronoun from subjective for possessive 3 errors or 0,94% of errors, Pronoun from subjective for objective 8 errors or 2,51% of errors, Pronoun from possessive for subjective 2 errors or 0,63%, addition of subjective pronoun 2 errors or 0,63% of errors, omission of possessive pronoun 14 errors or 4,40% of errors, omission of subjective pronoun 20 errors or 6,29% of errors. the wrong selection of pronoun 4 errors or 1,26% of errors, Misordering 40 errors or 12,58% of errors. "Discourse Errors consist of 24 errors or 7,55% of errors, that cover: conjunction 15 errors or 4,72% of errors, generic structure 5 errors or 1,57% of errors, reference 4 errors or 1,26% of error.

Key words: errors analysis, descriptive text, sources of errors, linguistic category taxonomy, surface strategy taxonomy

INTRODUCTION

In Indonesia, English is taught both in Junior High School and Senior High School. Although English is not the new thing for Junior High School's students, in fact they still face many difficulties in mastering English because English is not the Indonesian native language.

In learning English, the students found the problem about the first language (L1) and the second language (L2). It indicated that there are the differences between Indonesian grammar and English grammar phonetically and morphologically. Those conditions can cause a problem that brings an error as the result of the influences of the student's mother tongue or native language.

The learners who want to use foreign language always fear of making errors and mistakes, especially the learner who wants to increase the ability of writing skill in target language. The learner usually makes error, it is natural because error is natural and will occur frequently. Carl James says that "Error analysis is the process to determine the incidence, nature causes and consequences of unsuccessful language". (James, 1998:1).

Fauziati (2009: 144) states that errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative taxonomy, and communicative effect. The researcher intends to analyze the error using linguistic category and surface strategy taxonomy.

Learning English for Indonesian learners is still difficult for grammatical rules. It is known that grammar is very important for them when they would get started to build a writing skill in English, likewise teaching English in SMP Muhammadiyah 2 Masaran. One most of the teaching learning English in SMP Muhammadiyah 2 Masaran is written.

Writing English is not an easy skill, especially for eighth grade students still find difficulties in writing English and they can't write the sentences well. This phenomenon

is not rare, because it is natural. And error is something natural that will occur frequently. This phenomenon happens to the eighth grade students of SMP Muhammadiyah 2 Masaran. They still need knowledge about English even though they have studied English especially in writing sentence correctly. The students still construct English sentences by using Indonesian rules, for example :

*We is my good friend

*Hanun is *girl* beautiful

*they *has* a ball

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* (we) in the sentence above and the correct sentence is "She is my good friend". The second sentence, the students misorder in word *girl* and *beautiful*. So, the correct sentence is Hanun is beautiful girl. The third sentence, the student uses *has* as the verb, actually the subject. They use *have* to be the verb. The correct sentence is "They have a ball".

From the phenomenon above, the writer wants to do a research entitled *An Error Analysis in Writing Descriptive Text Made by Eighth Grade Students of SMP Muhammadiyah 2 Masaran in 2014/2015 Academic Year*.

Actually this research is not the first, there are some researchers who have conducted research on errors analysis. There are five researches that related to this research. They are : Ririn (UMS, 2011) entitled *Error Analysis on Simple Past Tense Sentence made by First by First year student of SMPN 2 Banyudono Boyolali in 2009/2010*. Puji (UMS, 2010) entitled *An Error Analysis On Procedure Text Written by The 11TH Student of SMA Negeri 1 Purwodadi*. Nagari (UMS, 2007) entitled *An Error Analysis of the Written Production by the Second Grade Students of SMA Muhammadiyah 1 Surakarta Academic Year 2005/2006*. Septiana (UMS, 2011) with the study entitled *Errors in Writing Descriptive Text Made by the Second Grade Students of SMP Negeri 1 Kartasura*. Rafaidah (UMS, 2014) entitled *Interlanguage Errors in Descriptive Text Made by the Eight Grade Students of SMP Muhammadiyah 4 Sambi*.

Based on previous studies above, the difference between the current studies with the first previous study is the subject of the study. The current study is using descriptive text as subject of the study. Then in object of the study, the researcher just focus on eighth grade students of SMP Muhammadiyah 2 Masaran. The researcher also use linguistic category and surface strategy taxonomy.

The aims of this research are: (1) to indentify the types of errors made by eighth grade studentsof SMP Muhammadiyah 2 Masaran in their writing descriptive texts, (2) identifying the types of lexical errors, syntactical errors, and discourse errors and alsoexplain the frequency of each type of errors, and (3) describing the dominant type of errors,and identitying the sources of errors.

RESEARCH METHOD

The writer uses descriptive qualitative method to describe the type of errors, the frequency of errors, the dominant of errors, and the source of errors occurring in the descriptive text writing by the eighth grade students of SMP Muhammadiyah 2 Masaran.The subject of the research is the student of SMP Muhammadiyah 2 Sragen especially in eighth grade.The object of the research is errors in writing descriptive text made by eighth grade students of SMP Muhammadiyah 2 Masaran.The data of this research are erroneous words, sentences and paragraphs made by the students. They are 30 compositions of writing descriptive text produced by the tenth grade students. The data sources are the descriptive texts written by the eighth grade student of SMP Muhammadiyah 2 Masaran.There are steps that the researcher used on collecting data in SMP Muhammadiyah 2 Masaran: 1. The researcher enter the class and asks students to make a descriptive text. 2. The researcher collects the data of students' writing then reads and marks the types of errors that occur in students' writing. 3. The researcher documentation the erroneous then classifies the type of errors based on linguistic category and surface strategy category.The next step after collecting the data is analyzes the data. There are the following steps to analyzing the data: 1. Identification of errors. 2. Classifying the errors based on linguistics category and surface strategy taxonomy

(James, 1998:105-111). 3. Describing the frequency of errors. 4. Describing the dominant type of error. 5. Describing the sources of error.

FINDING AND DISCUSSION

In this part, the researcher describes the erroneous of the sentences which are taken from the compositions of the writing decriptive text made by the eighth grade students of SMP Muhammadiyah 2 Masaran in 2014/2015 academic year. The researcher analyzes and classifies the types of error made by the students based on the combination linguistic category and surface taxonomy. The researcher devides research finding into 6 steps. They are the type of lexical errors, the type of syntactical errors, the types of discourse error, the frequency of each type of errors, the dominant type of errors, and the sources of error.

1. The Type of Lexical Error

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

a. Code Switching

The researcher found the total of code switching error in this data are 11 words. such as in the example:

(1) *Hi like *klasik* car with price milion.

Classic

TheStudents uses *klasik*, in the sentence above and it is Indonesian words.The correct words are *Classic*.

b. Wrong Spelling.

The total number of wrong spelling in this data are 41errors, see the example below:

(1) *I'm not brafe to climbing

brave

The studentmade errors in their spelling. The correct words are *brave*.

c. False Friends

The researcher found 28 sentences containing false friend error of similar in meaning. The examples are:

- (1) *i very *near* with she.

close

The sentence above shows that there are some word that have the same meaning but is inappropriate to use in that sentences. The correct word is close because it's used to describe She' knowing someone very well.

2. The Type of Syntactical Errors

Based on this reasearch, syntactical errors consist of the use if various elements of Indonesian grammar to covey the intended meanings in English. There are several types of Syntactical Errors:

a. The Use of Verb Tense

The type of Error in The Use of Verb Tense in this research are categorized as V1 Without s/es for 3rd Person Singular, Misuse of Have/Has, and The Use of Gerund

1. V1 Without s/es for 3rd Person Singular

The researcher found 14 sentences error of V1 without s/es for 3rd person singular. The examples are:

- (1) *Hi *like* klasik car with price milion.

likes

The sentence clearly shows that the students omit the “-s” at the end of the verb for 3rd person singular in their sentences. the Students uses *like*,. The correct words are *likes*.

2. The wrong form of V1 for 3rd Person

There are 9 sentences error containing of Misuse of Have/Has, such as in the sentence below:

- (1) *Real Madrid *have* field.

has

From the sentence, this subjects are *Real Madridit* Should be followed *has*.

3. The use of Gerund

The researcher found 8 wrong sentences containing errors in the use of gerund. The examples are:

- (1) *I can give a good *pass* to the striker
passing

The sentences above show that there are errors in the uses of -ing form. The students use the words *pass*. The correct words are *passing*.

b. BE

The types of BE error in this research are categorized as Addition of BE in The Present Tense, Omission of BE as Predicate, and The Use of Be.

1. Addition of BE in the present Tense

There are 10 sentences with the addition of BE in the simple present tense, such as in the sentence below:

- (1) *They are *is* very beautiful cat.
They are very beautiful cat.

Based on the sentence above, the incorrect sentence is added to be *is*. The correct sentence is without to be *is*.

2. Omission of BE as Predicate

Based on the data, the researcher found 35 error sentences due to the omission Be as predicate. For examples:

- (1) *His color ___ brown young.
is

The sentences are error. Because the students forget or may be do not understand in using to be. The correct sentence are: (a) His color is brown young.

3. The use of BE

The researcher found 11 wrong sentences containing error in the use of BE, such as in the sentences below:

- (1) *Member of Jati Fc is Danar, Rais, Aji, Roid, dll

Are

The sentence contains error. The incorrect sentence contains misselecting of to be *is*. The correct sentence is using to be *are*.

c. Article

Articles are a special case of determiners in English. Articles in English are the definite article *the* and the indefinite articles *a* and *an*. In this research the Article errors categorized as Addition of Article, Omission of Article.

1. Addition of Article

The researcher found 11 sentences which the students made error in adding article. See the sentence below:

- (1) *Every morning I am jogging with in the street near *a* house

Every morning I am jogging with in the street near house

Based on the sentences above, the incorrect sentence is added with indefinite article *a*. The correct sentence is without indefinite article *a*.

2. Omission of Article as Predicate

The researcher found 37 wrong sentences because of the omission of article as predicate. For example:

- (1) *My mother is __ mam good.

a

The sentence contains error. The correct sentence is "My mother is *a* mam good".

d. Pronoun

A pronoun is a part of speech based on grammar. A pronoun can replace a noun or another pronoun. There are seven types of errors made by the students concerning pronoun:

1) Subjective for Possesive Adjective

The researcher found three sentences in which the students made error in using pronoun of subjective for possesive adjectivebelow.

- (1) If teacher *we* give question we alwasy answer with.

us

From the sentence above, the pronoun *we* has function for subject in the sentence, so it containts error as the wrong choice of pronoun. The correct form is using *us* for possesive adjective in the sentence above.

2) Subjective for Objective

From the data, the researcher found 8 wrong sentences due to the use of subjective for objective pronoun, such as in the sentences below:

- (1) *I always shering with *she*.

him.

From the sentence above, the subject *she* has function for object in the sentence. But the students wrong in choosing *she* for objective pronoun. It is not appropriate, because *she* indicates of subject. So it should be objective, so the correct pronouns are using *him*.

3) Possesive fo Subjective.

From the data, the researcher found two error sentences due to the use of possesive for subjective pronoun, such as in the sentences below:

- (1) **His* like to run around the house

He

Based on the sentence above, the subject *his* has function for the subject in the sentence. But the students wrong in *his* for objective pronoun. It is not appropriate, because *she* and *I* indicates of subject. So it should be objective, so the correct pronoun is using *he*.

4) Addition of Subjective Pronoun

The researcher found two sentences which the students made error in addition of Subjective pronoun. such as in the sentences below :

- (1) *He person she good

He person good

Based on the sentence above, The Subjective pronoun *she* is unnecessary used. The correct sentence is "He person good".

5) Omission of Possessive Pronoun

Based on the data, the researcher found 14 error sentences of omission Article as predicate. For example:

- (1) *___ name aziz

His

The sentences are error. The correct sentences are: his name Aziz .

6) Omission of Subjective Pronoun

The researcher found 20 error sentences of omission Article as predicate. For example:

- (1) *___ am go to with family

I

The students forget or may be do not understand in adding subjective pronoun to the sentences. The correct sentences are: (1) I am go to with family.

7) The Wrong Selection of Pronoun

From the data, the researcher found 4 error sentences of used subjective for objective pronoun, such as in the sentences below:

- (1) **He's* playing di Arsenal to be midfielder

He

From the sentence above, the student had misselected pronoun. In the sentence the student selected *He's* as subjective pronoun which is incorrect. It should use *He* as Subjective pronoun.

e. Misordering

The students do not clearly understand of placement of a morpheme or a group of morphemes Based on the data, the researcher found 40 sentences errors in misordering, such as in the sentence bellow :

(1) *it is color green

It is green color

From the sentence above, the word order is confusing. The students ordering words using Indonesian rule, so the sentence is inappropriate and meaningless. The students make sentences *it is color green*.. The correct sentence is *It is green color*.

3. The Type of Discourse Errors

From the data of the students, the researcher found many errors in lexical form that made by the students. There conjunction, generic structure.and reference.

a. Conjunction

From the data of the students, the researcher found 15 conjunction of discourse errors. See example below:

(1) * I like C. Ronaldo because have skill good. _____ making goal much.

and

The students do not understand how to use conjunction. The correct sentences are needs addition of conjunction *and*.

b. Generic Structure

Based on the data, the researcher found 5 of generic structure of discourse error. See the example below :

My lovely Canary

description [I have bird in my house. That canary. Name is parto. The colors yellow. I buy parto in the bird market. The price was Rp. 50.000. it tweeting everyday. It melodious sound. It have beautiful fur around body. I feed Parto the rice every day and give fresh water. I love Parto. Is so special.

The students make error in generic structure. The student only use descriptions element of generic structure. Actually identification element of generic structure should be added.

c. Reference

Based on the data, the researcher found 4 references discourse error. Such example below:

(1) *I have *doll* that beautiful. *She* is ketty.

It

From the sentence above, the student make an error of reference. The student makes error of cataphoric reference. The student uses pronoun *she* to refer the word *doll*. It should use pronoun *it*.

4. The Frequency of Each Type of Errors

The researcher counts the frequencies of errors in order to know the percentages of each type of errors as the table below.

Table 1
Types of Error

No.	Type of Errors	Number of Error	Frequency of Errors %
I	The Type of Lexical Errors		
	Code switching	11	3,46 %
	Wrong Spelling	41	12.89%
	False Friend (Similiar in Meaning)	28	8.80%
		80	25,15%
II	The Type of Syntactical Errors		
	The Use of Verb Tenses		
	V1 Without s/es for 3rd Person Singular	11	3,46 %

	The Wrong Form of V1 for 3rd Person	9	2,83 %
	The Use of Gerund	8	2,52 %
	BE		
	Addition of BE in The Present Tense	10	3,14 %
	Omission BE as Predicate	34	10,69 %
	The Use of BE	8	2,52 %
	Article		
	Addition of Article	11	3,46 %
	Omission of Article	30	9,43 %
	Pronoun		
	Subjective for Possesive Pronoun	3	0,94 %
	Subjective for Objective Pronoun	8	2,51 %
	Possesive for Subjective Pronoun	2	0,63 %
	Addition of Subjective Pronoun	2	0,63 %
	Omission of Possesive Pronoun	14	4,40 %
	Omission of Subjective Pronoun	20	6,29 %
	The Wrong of Selection Pronoun	4	1,26 %
	Misordering	40	12,58 %
		214	67,30 %
III	The Type of Discourse Errors		
	Conjunction	15	4,72 %
	Generic Structure	5	1,57 %
	Reference	4	1,26 %
		24	7,55 %
	Total	318	100%

5. The Dominant Type of Error

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 41 errors or 12,89% of errors. Second the type of syntactical error has dominant error in Misordering with total number are 40 errors or 12,58% of errors. Third, the type of error of discourse errors has dominant in conjunction with total number of errors are 15 errors or 4,72% of errors. The researcher concludes that the dominant type of error is wrong spelling with total number of error are 41 errors or 12,89% of errors.

6. The Source of Errors

In this case the researcher tries to find the source of errors. In order to find the sources of errors itself. He should identify the sources of errors. The researcher clasified the sources of errors into two errors. Those errors are interlingual transfer and intralingual.

CONCLUSION, PEDAGOGICAL IMPLICATION

This result of the study shows that the eighth-grade students of SMP Muhammadiyah 2 Masaran, made many errors in their writing descriptive text. In this research, the writer finds three hundred and eighteen errors originated from thirty compositional works of thirty students. The writer applies ‘surface strategy taxonomy’ and ‘linguistic category taxonomy’ in analyzing the data.

The result of the analysis is that thirty students’ compositional works produce 318 errors which are grouped into three main categories, namely: lexical errors, syntactical errors, and discourse errors. Then the three categories are elaborated into components which have their own type those are omission, addition, and misordering. the elaboration can be sited as folow: ‘Lexical Errors’ consist of 80 errors or 25,15 % of errors, ‘Syntactical Errors’ consist of 214 errors or 67,30% of errors, “Discourse Errors consist of 24 errors or 7,55% of errors.

Based on the three main categories the most errors made by the students are syntactical error by 214 errors or 67,30% of errors. While the most error type made by the students are in wrong spelling that consist of 41 errors or 12,89%. It means that the student have lack of vocabulary or/and do not mastery the spelling of word. The students often use Indonesian language to change the English word which they do not

understand. The students use Indonesian rule when they write composition. The students are relatively weak in spelling and constructing sentences. Based on the findings above the student do not clearly understand to the syntactical rule in English. They still make many errors in syntactical error. Here the writer concludes that the students have problem acquiring normal syntactical rules in English.

Based on the research the researcher can give some advice for the English teaching learning process in Indonesia. The English teachers can give the solution or effective correction of their student's errors, if they understood error analysis clearly. They also can minimize the errors made by their students. Using Error analysis the English teacher can make or selected the effective and appropriate methods of English teaching learning process for their students. After the teachers know the most errors type made by the students, they can make or select the appropriate methods to decrease them. The teachers know the student's lack of knowledge language aspect and make effective correction on the next lesson. The teacher can make the students increase their ability in various aspect of English skill.

Remedial teaching is a form of learning to remedy, treat, and fix the the the students which have some problem on their learning to be better. Every students have different difficulties on their learning English. So, the teacher should give different treatment for every student's. That does not work on general teaching, but we can do on remedial teaching.

The students should use the remedial teaching to fix their problem on the teaching learning process and increase their ability in English competence. This is the student's way to get an optimal score.

The teacher should do the remedial teaching for the students which have some problem especially in their writing composition descriptive text by an Error analysis. The remedial teaching can be held as bellow:

1. The teachers should use Error analysis to know the most error source and type made by the students. Using Error Analysis they know which problems faced by the students. The teacher select which student's will get a remedial teaching.

2. The teachers provides methods to treat the problem faced by the students. After understanding the problem, the teachers should analyze and provides some methods to treat the problem.
3. The teachers hold remedial teaching. This is a main step of the remedial teaching. The teachers hold remedial teaching according the rule.
4. The teachers evaluate the result of the remedial teaching.
5. The teachers compared the result of the remedial teaching and the result of general teaching learning process. The result shows that the students fail or success on remedial teaching

Remedial teaching is the important thing to reach an optimal result of lerning English for the unsuccessfull students on their general test. The teacher should clearly understand an Error analysis to conduct remedial teaching. Error analysis is an important thing to analyze the problem faced by the students on their writing composition of descriptive text.

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