ERROR ANALYSIS ON DESCRIPTIVE TEXTS MADE BY THE EIGHTH GRADE STUDENTS AT SMP N 2 COLOMADU IN 2014/2015 ACADEMIC YEAR

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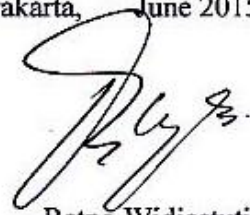NIK: 237

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ABSTRACT

The aims of this research are: (1) to describe errors made by eighth grade students of SMP N 2 Colomadu in their writing descriptive texts, (2) identifying the types of lexical errors, grammatical 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 because there is no calculating data in this research. The qualitative research are describing data and not using any statistic procedure. The technique of collecting the data is analyzing. Analyzing is the method of collecting data by documents, books, letters, agenda, worksheet, and other which is written. Then, the steps for collecting the data they are: (1) taking two classes to collect descriptive texts made by students there is VIIIA, (2) asking the students to make descriptive texts in a topic given by the researcher, (3) reading the students' texts one by one, marking erroneous sentences based on the data, (4) writing the erroneous sentences on the notebook, (5) grouping the data into general classifications of errors, (6) identifying erroneous sentence found in the data, and (7) listing erroneous sentences into classification of errors. The researcher uses James' theory for classification, Dulay, *et al.*'s theory, and Brown's theory for sources of errors.

The result of this study shows that the researcher found in the lexical level they are: wrong spelling 11, 70%, and code switching 3, 54%. Then in the grammatical level, found 16 types of errors which divided into some parts, they are the use of verb tense divided into three, they are: the use of V1 without (-s) for 3rd person singular 13, 12%, the wrong form of V1 for 3rd person singular 10, 28%, and the use of V1 for gerund 2, 48%. Then for BE divided into four, they are: addition of BE in the present tense 8, 86%, omission of BE as predicate 6, 73%, and the wrong selection of BE 1, 41%, and the use of BE 1, 06%. The next for article is addition of article 7, 80%. The error in pronoun divided into seven, they are: subjective for possessive pronoun 7, 09%, the wrong selection of pronoun 3, 90%, omission of possessive 1, 06%, possessive for subjective pronoun 0, 70%, addition of possessive 0, 70%, subjective for objective pronoun 0, 35%, and the wrong form of relative clause 0, 35%. Then the last error in grammatical level is misordering 5, 67%.The discourse level found 4 types of errors they are: generic structure 9, 21%, reference 1, 77%, conjunction 1, 77%,

and language feature 0, 35%. The highest percentage of error is the use of V1 without (-s) for 3rd person singular is 37 errors (13, 12%).

Key words: errors analysis, descriptive text, sources of errors.

INTRODUCTION

The paradigm of teaching learnings English in Junior High School in Indonesia is less of stability. The curriculum has several changes for many times. The last curriculum was not successfully applied so many schools get back to the previous curriculum. Teaching English is important because if it is successful, it will make students mastered English language. English as international language has important point in the world. In Indonesia, the teaching learning process focusses on the teacher. The teachers have an authority to select the methods which support the learning objectives. English as a compulsory foreign language to learn in Indonesia, has an important role in our education. The goal of teaching learning English is to make the learners mastering English language as international language.

Teaching learning in junior high school use some familiar methods such as scientific approach, inquiry based learning and genre based learning. In Teaching writing teachers usually use genre based approach method. According to Fauziati (2009: 209) in term of classroom implementation, Genre-based Approach is similar to a process approach to teaching writing. However, the genre-based Approach also resembles the product approach in that a model text is analyzed on the basis of grammatical and text features. Teaching writing in junior high school is closely with text and the kinds of texts called genre. Genre is a term of grouping texts together, representing how writers typically use language to respond to recurring situations.

According to Djuharie (2007: 24-43) there are twelve types of genre, namely, description, report, explanation, exposition, discussion, procedure, review, narrative, spoof, recount, anecdote, and news item. Descriptive text is a text which indicates of describing people or things. It is describes part of people or

things briefly. Description text usually to give an account of imagined something or factual events based on writer's perception.

Writing is important because it can show the learner's mind and idea. If the learners do not show their mind with speaking, they can use writing to express it. Writing is not easy for students at Junior High School. Most students have difficulties especially for the beginner to write in English language. The students are certainly makes some mistake or errors in writing because they must command grammar and structure of each sentences. They try to write what they think on their mind and sometimes little confused with the structure of sentences so that it makes some errors in their writing.

Error analysis is the first approach to the study the second language acquisition which includes an internal focus on learners' creative ability to construct language. "Learner errors are windows into the language learner mind" Saville-Troike (2006: 39) in Fauziati (2009: 135). Errors are consistent and systematic and errors are usually produced by the learners who do not know well about the target language that they learn. Errors and mistakes almost same but both of them are not because mistake usually produced when peoples have some factors such as when they get emotion strain and their memory is limit.

The researcher conducts an analysis of errors made by students on the eighth grade in SMP N 2 Colomadu. SMP N 2 Comoladu is one of the junior high schools in Karanganyar getting many achievements in academic and non-academic aspects. The Teaching learning English in Junior high School in SMP N 2 Colomadu for the eighth grade especially for writing uses some narrative, procedure, descriptive, and report texts. On the 2013 academic year, SMP N 2 Colomadu uses 2013 curriculum but it was not successful. The students needed more guide for their learning. Based on the previous curriculum, the teacher has power to guide the students however the students also must be active on the class. Because of the fact that the 2013 curriculum is not successfully in SMP N 2 Colomadu, the researcher tries to analyze the weaknesses in the English lesson. The example of error made by the student: *It has two trunk long*. The sentence "it has two trunk long", the sentence has incorrect placement between "trunk

long". The correct sentence is "*it has two long trunks*". This error is called misordering. Then the grammatical structure of this example is wrong. Because the uses of the word "two" must be in plural form so that the word "trunk" must be ended with s/es, this error is called omission of suffix (-s).

Taken from the example above, the students in SMP N 2 Colomadu get difficulties to write a sentence or paragraph in English language. The researcher with her limited ability tries to analyze the student's error in SMP N 2 Colomadu in their writing ability entitled *ERROR ANALYSIS ON DESCRIPTIVE TEXTS MADE BY THE EIGHTH GRADE STUDENTS AT SMP N 2 COLOMADU IN 2014/2015 ACADEMIC YEAR.*

There are five previous studies in this research. The previous studies are taken from five researchers they are: (1) Rohmatul Mufidah (2011) with her title "An Error Analysis of Composition Written by English Department Students of Muhammadiyah University of Surakarta", (2) Ari Kurniawati (2014) with her title "Interlanguage Errors found in Islamic English Speech Texts in Contoh-Contoh Pidato 3 Bahasa", (3) Wahyu Azmi L. Putra (2014) with his title "An Error Analysis on Descriptive Text Made by Eighth Grade Students of SMP N 2 Banyudono in 2013/2014 Academic Year", (4) Bonis Bernas Pambudi (2014) with his title "Interlanguage Errors Found in Descriptive Text Made by Students of SMA N 2 Wonogiri", and (5) Wiwin Wahyuningsih (2014) with her title "Interlanguage Errors in Recount Text Made by Second Year Students of SMP N 1 Japah in 2013/1014 Academic year". The differences between this research and previous research are in the subject and object of the research and also the frequency of each type of errors and in the dominant type of error.

The objective of the study are to describe errors made by eighth grade students of SMP N 2 Colomadu in their writing descriptive texts, identifying the types of lexical errors, grammatical errors, and discourse errors and also explain the frequency of each type of errors, and describing the dominant type of errors, and identifying the sources of errors.

RESEARCH METHOD

The type of this study is qualitative research because there is no calculating data in this research. According to Long and Freeman (1991: 55) qualitative research is the researchers do not set out to test hypothesis, but rather to observe what is present with their focus, consequently the data, free to vary during the course of observation. The subject of the research is the students of SMP N 2 Colomadu at eighth grade it consist of 31 students taken from VIIIA class. The researcher takes erroneous sentences for the object of the research from 31 student's worksheet in writing descriptive texts. The observation is done by the writer in teaching learning process during on January 22nd, 2015 until March 22nd, 2015. The data are taken from observation and documentation. The techniques for analyzing data taken from James' theory (1998) for classification, Dulay , *et al.*'s (1982), and Brown's (1993) for sources of errors.

FINDING AND DISCUSSION

From the observation that has been conducted, there are four major aspects of research finding, namely, the types of error, frequency of error, dominant type of error and sources of errors.

There are the types of error and frequency of error found on the data: in the lexical level they are: wrong spelling is 33 errors with the percentage 11, 70%, and code switching is 10 errors with the percentage 3, 54%. Then in the grammatical level, the researcher found 16 types of errors which divided into some parts, they are the use of verb tense divided into three, they are: the use of V1 without (-s) for 3rd person singular is 37 errors with the percentage 13, 12%, the wrong form of V1 for 3rd person singular is 29 errors with the percentage 10, 28%, and the use of V1 for gerund is 7 errors with the percentage 2, 48%. Then for BE divided into four, they are: addition of BE in the present tense is 25 errors with the percentage 8, 86%, omission of BE as predicate is 19 errors with the percentage 6, 73%, the wrong selection of BE is 4 errors with the percentage 1, 41%, and the use of BE is 3 errors with the percentage 1, 06%. The next for article is addition of article there is 22 errors with the percentage 7, 80%. The error in

pronoun divided into seven, they are: subjective for possessive pronoun is 20 errors with the percentage 7, 09%, the wrong selection of pronoun is 11 errors with the percentage 3, 90%, omission of possessive is 3 errors with the percentage 1, 06%, possessive for subjective pronoun is 2 errors with the percentage 0, 70%, addition of possessive is 2 errors with the percentage 0, 70%, subjective for objective pronoun is 1 error with the percentage 0, 35%, and the wrong form of relative clause is 1 error with the percentage 0, 35%. Then the last error in grammatical level is misordering there are 16 errors with the percentage 5, 67%. The discourse level the researcher found 4 types of errors they are: generic structure is 26 errors with the percentage 9, 21%, reference is 5 errors with the percentage 1, 77%, conjunction is 5 errors with the percentage 1, 77%, and language feature is 1 error with the percentage 0, 35%.

Below the table of type of errors and the dominant type of errors found on the data from the highest percentage into lowest percentage.

Table1. The frequency of errors and dominant type of errors

No	The Types of Errors	Number	Percentage
1	Grammatical:	202	71, 63%
	a. The Use of Verb Tense:	73	
	1) V1 without (-s) for 3rd person singular subject	37	
	2) The wrong form of V1 for 3rd person singular subject	29	
	3) The use of V1 for gerund	7	

	b. BE:		51	
	1) Addition of BE in the present tense	25		
	2) Omission of BE as predicate	19		
	3) The wrong selection of BE	4		
	4) The use of BE	3		
	c. Addition of article		22	
	d. Pronoun		40	
	1) Subjective for possessive pronoun	20		
	2) The wrong selection of pronoun	11		
	3) Omission of possessive	3		
	4) Possessive for subjective pronoun	2		
	5) Addition of possessive	2		
	6) Subjective for objective pronoun	1		
	7) The wrong form of relative pronoun	1		
	e. Misordering		16	
2	Discourse:		37	13, 12%
	a. Generic structure	26		
	b. Reference	5		
	c. Conjunction	5		
	d. Language features	1		
3	Lexical:		43	15, 24%
	a. Wrong spelling	33		
	b. Code switching	10		
	The total of errors		282	100%

Based on the table, the researcher finds total of errors are 282 errors and divided into 22 types of errors. The total percentage of each types in linguistic level are: (1) the lexical error is 43 errors (15, 24%), (2) the grammatical error is 202 errors (71, 63%), and (3) the discourse error is 37 errors (13, 12%). The highest error that the learners made is in the use of V1 without (s) for 3rd person singular with the total number of error is 37 errors (13, 12%). The researcher analyses that the learners made errors in the use of V1 without (-s) for 3rd person singular because they do not understand well the rule or pattern of simple present tense. They are confused to differentiating the singular and plural subject and how to apply the verb for those subjects.

Based on the dominant type of error, there are two major sources of errors found, namely, interlingual transfer and intralingual transfer. Interlingual transfer is caused by interference of the learner's mother tongue. Learner transfers items from their native language to the foreign language learning. The learners made errors in interlingual transfer because they learn second language by interference of their first language. They apply the interference of their first language to the second language such as they use Indonesian language for some words which they do not know what the English words are. Meanwhile, Intralingual transfer is a major factor in second language learning. The foreign language can be caused of errors because the learners transfer some rules in the foreign language as the native language. In this case the learners try to produce utterance in their target language but they do not understand how the rule is or they are less of knowledge about the target language. Then, the learners apply their first language's rule into their target language.

CONCLUSION

After classifying the data, the researcher regards the theory that is used to analyze the data of error in descriptive text made by the eighth students of SMP N 2 Colomadu. The researcher uses James' theory (1998) for describing the errors. There are four major taxonomies for analyzing the errors, namely, linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative

effect taxonomy. The researcher classifies the errors based on combination between linguistic category and surface strategy taxonomy. Then, the researcher uses Brown's theory (1994) for explaining sources of errors. There are three major types of sources of errors, namely, interlingual transfer, intralingual transfer, and context of leaning (Brown, 1994: 213-215).

After analyzing the data that is student's worksheet of descriptive text, the researcher classifies the data based on types of error, frequency of error, dominant types of error, and sources of error. There are 22 types of errors which divided into three major types they are lexical error, grammatical error, and discourse error.

After analyzing the types of error, the researcher finds dominant types of error and then identifies them for the sources of error which made by the learners. Sources of errors based on Brown theory divided into three, they are interlingual transfer, intralingual transfer, and context of learning. In this research, the researcher finds the dominant type of error in writing descriptive text by eighth students in SMP N 2 Colomadu is in the use of V1 without (-s) for 3rd person singular consist of 37 errors with the percentage 13, 12% and also finds two sources of errors they are interlingual transfer and intralingual transfer.

After discussing the content of each chapter, the researcher considers that the eighth year students of SMP N 2 Colomadu still make errors in the writing of descriptive text because they have less of knowledge. The result of the study shows that the students produce 282 erroneous sentences taken from 31 student's descriptive text. It is divided into three levels, namely, lexical level: (wrong spelling is 33 errors with the percentage 11, 70%, and code switching is 10 errors with the percentage 3, 54%). Then in the grammatical level, the researcher found 16 types of errors which is divided into some parts, they are the use of verb tense which is divided into three, they are: the use of V1 without (-s) for 3rd person singular is 37 errors with the percentage 13, 12%, the wrong form of V1 for 3rd person singular is 29 errors with the percentage 10, 28%, and the use of V1 for gerund is 7 errors with the percentage 2, 48%. Then BE is divided into four, they are: addition of BE in the present tense is 25 errors with the percentage 8, 86%,

omission of BE as predicate is 19 errors with the percentage 6, 73%, the wrong selection of BE is 4 errors with the percentage 1, 41%, and the use of BE is 3 errors with the percentage 1, 06%. The next for article is the addition of article in which there is 22 errors with the percentage 7, 80%. The error in pronoun divided into seven, they are: subjective for possessive pronoun is 20 errors with the percentage 7, 09%, the wrong selection of pronoun is 11 errors with the percentage 3, 90%, omission of possessive is 3 errors with the percentage 1, 06%, possessive for subjective pronoun is 2 errors with the percentage 0, 70%, addition of possessive is 2 errors with the percentage 0, 70%, subjective for objective pronoun is 1 error with the percentage 0, 35%, and the wrong form of relative clause is 1 error with the percentage 0, 35%. Then the last error in grammatical level is misordering there are 16 errors with the percentage 5, 67%. In the discourse level the researcher found 4 types of errors they are: generic structure is 26 errors with the percentage 9, 21%, reference is 5 errors with the percentage 1, 77%, conjunction is 5 errors with the percentage 1, 77%, and language feature is 1 error with the percentage 0, 35%.

That is the types of errors made by eighth grade students of SMP N 2 Colomadu in the writing of descriptive text. The researcher finds the dominant type of errors is the use of V1 without (-s) for 3rd person singular with the percentage 13, 12%. It is indicated that the learners are difficult in this part because they do not yet full of knowledge for learning the rule of their second language, especially in the part of tenses. So, the students feel that this part is more difficult than the other part.

The researcher finds two dominant sources of error in the student's work they are interlingual transfer and intralingual transfer after classifying the types of errors made by the students. Interlingual transfer is errors made because of interference rule of the mother tongue of first language which is used in the target language or second language. While, intralingual transfer made by faulted of teaching learning itself, so they do not understand well the rule of their second language without interference of their first language.

One of the goals of error analysis deals with helping to construct an account of the second language learner's linguistic competence. After doing this research, the researcher gets more knowledge about analyzing learner's errors. The importance of understanding learner errors are it can help the learners for understanding their second language which they learn, and then errors analysis for second language learner can help to identify the learner's linguistic difficulties. Errors analysis can be used to determine what the learners need on the teaching learning process. And also studying errors can help the teacher understanding what subject which is difficult to comprehend and how they make errors. The importance of conducting errors analysis are firstly, by conducting errors analysis the teachers can get more knowledge about student's errors in the teaching learning process so that they can know how to solve the problems. Foreign language is a second language for learners so that it can be potential to become errors. Secondly, errors can tell the teachers how far the students need in explaining the materials, especially in linguistics. Thirdly, errors analysis has influenced the syllabus design of teaching-learning process. Errors is an important component of syllabus design because errors are significant data for syllabus designers as they show what items are important to be included or which items need to be recycled in the syllabus. The application of remedial teaching based on errors analysis is in which the teachers can observe erroneous made by the learners so that they can do remedial teaching. The importance of remedial teaching is to help the learners understand more about materials or subject which they do not understand. Errors analysis can be used for remedial teaching with some stages such as giving daily exercise, focusing on the subject in which the learners made errors, locating the errors or learning difficulties and discovering the causal factors of why the learners made errors.

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