

**AN ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT MADE BY  
STUDENTS AT THE 7TH GRADE IN SMP N 1 GATAK  
IN 2015/2016 ACADEMIC YEAR**



**PUBLICATION ARTICLE**

**Submitted as a Partial Fulfillment of the Requirements  
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by

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**APPROVAL**

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Surakarta, April 2016

The writer



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**ABSTRACT**

The purposes of this research are: (1) to describe the types of morphological error of writing descriptive text made by the seventh grade students of SMP N 1 Gatak 2015/2016 academic year; (2) to describe the types of syntactical error; (3) to describe the types of discourse error; (4) to know the frequency of each errors in writing descriptive text; (5) to know the sources of errors. The type of this research is descriptive qualitative research. The researcher uses linguistic category taxonomy and surface strategy taxonomy by James to analyze the data. The result of this research is the researcher found 220 errors made by the students, the errors are divided into three kinds of errors. The first type of error is morphological error in wrong spelling (46 errors or 20,91 %). The second is syntactical error (152 errors or 69,09%), this kind of errors are divided into seven kinds of errors. The most dominant error in syntactical is omission of s/es for v1 after third person singular (20 errors or 9,09%). The last type of error is discourse in reference, 22 errors or 10%.

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

**ABSTRAK**

Tujuan penelitian ini adalah: (1) mendeskripsikan tipe-tipe eror morfologi dalam penulisan teks deskriptif yang dibuat oleh murid kelas tujuh di SMP N 1 Gatak tahun akademik 2015/2016; (2) mendeskripsikan tipe-tipe eror sintaksis; (3) mendeskripsikan tipe-tipe eror discourse; (4) mengetahui frekuensi setiap eror dalam penulisan teks deskriptif; (5) mengetahui sumber-sumber eror. Tipe penelitian ini adalah deskriptif kualitatif. Peneliti menggunakan linguistic category taxonomy dan surface strategy taxonomy dari James untuk menganalisis data. Hasil dari penelitian ini ditemukan 220 eror, jenis eror dibedakan menjadi tiga. Jenis eror yang pertama adalah eror morfologi pada wrong spelling (46 eror atau 20,91%). Yang kedua adalah eror sintaksis (152 eror atau 69,09%), jenis eror ini dibagi menjadi tujuh. Eror yang paling dominan pada sintaksis adalah omission of s/es for v1 after third person singular (20 eror atau 9,09%). Jenis terakhir dari tipe eror adalah discourse pada reference, 22 eror atau 10%.

Kata Kunci: analisis kesalahan berbahasa, teks deskriptif, linguistic category taxonomy, surface strategy taxonomy

## **1. INTRODUCTION**

For a long time, English was taught to the students at Elementary School until Senior High School. In other hand, English is the important subject to be learned, and we know that English is one of the international languages that is used by people to communicate to other. In English, the students have to master four skills of learning English, they are listening, speaking, reading, and writing. The main purpose of the learners' writing activity is to catch grammar, spelling, and punctuation errors (Leki in Fauziati, 2010: 46). In the other hand, English is the important subject at school because of English one of the subjects that be examined in high school. For students of junior high school, English is difficult subject for them.

The learners often make mistakes and errors in their writing. Error analysis is the first approach to the study of SLA which includes an internal focus on learner's creativity ability to construct language (Saville-Troike in Fauziati 2009: 135). The purpose of error analysis is "to identify the principles

for an effective error correction, it helps teachers to devise remedial lessons which can help learners better learn target language” (Fauziati 2009:155).

One of the materials taught in SMP N 1 Gatak is descriptive text. The students should arrange the sentences to make descriptive text. In the other hand, the students still get difficulties to make sentences in English. This phenomenon happens to the seventh grade students of SMP N 1 Gatak. The students still arrange the sentences incorrectly. Here are the examples:

\*She has two *brother*.

\**Her* is 14 years old.

\*She is *girl smart and beautiful*.

From the first sentence above, the student didn't add -s as the mark of plurality, the correct word is *brothers*. The second sentence shows that the student wrote the wrong pronoun for the sentence, the sentence needs pronoun as subject to make correct sentence, the correct pronoun is *she*. The last sentence, the sentence is incorrect because misordering, the correct sentence is “She is *smart and beautiful girl*”.

From the phenomenon above, the researcher writes the research entitled *An Error Analysis in Writing Descriptive Text Made by Students at the 7th grade in SMP N 1 Gatak in 2015/2016 Academic Year*.

This research is not the first research, there are some previous researchers related to this research. The first is Agustiningih (2009) entitled *The Error Analysis of Students' Descriptive Writing (A Case Study at the Second Grade Students of “SMA N 1 Rumpin Bogor”, Academic Year 2009-2010)*. The second is Putri (2013) entitled “*Students' Errors in Using Simple Present Tense in Writing Descriptive Text*”. The third is Elfina (2013) entitled “*Students' Errors in Using Simple Present Tense in Writing Descriptive Text at the XII Grade Students of SMA N 1 Kubung*”. The fourth is Effendy (2014) entitled “*An Error Analysis in Writing Descriptive Text Made by 8th Grade Students of SMP Al Islam Kartasura in 2013/2014 Academic Year*”. The last is Pratama (2015) entitled “*An Error Analysis in Writing Descriptive Text Made By Eighth Grade Students of SMP Muhammadiyah 2 Masaran in 2014-2015 Academic year*”.

The differences between the previous research and current research are on the object of the research and the focus of the research is the descriptive text made by the seventh grade students, the researcher also uses linguistic category taxonomy and surface strategy taxonomy.

The purposes of this research are: (1) to describe the types of morphological error of writing descriptive text made by the seventh grade students of SMP N 1 Gatak 2015/2016 academic year, (2) to describe the types of syntactical error, (3) to describe the types of discourse error, (4) to know the frequency of each errors in writing descriptive text, (5) to know the sources of errors.

## **2. RESEARCH METHOD**

The researcher uses descriptive qualitative to describe the types of error, the frequency of error, and the source of error in writing descriptive text made by the seventh students of SMP N 1 Gatak. The object of the study is the errors in writing descriptive text made by the seventh grade students of SMP N 1 Gatak in 2015/2016 academic year. In the other hand, the subject of this study is the seventh grade students of SMP N 1 Gatak in 2015/2016 academic year.

The researcher uses the sentences and paragraphs. There are 60 compositions of writing descriptive text. The data source of this research is the writing descriptive text. The technique of collecting data is elicitation technique. There are three steps to collect the data, they are: (1) the researcher enter the room and asks the students to write a descriptive text, the researcher waits the students until finish their works; (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 documented the erroneous then classifies the type of errors. The researcher also uses expert judgment to investigate the validity of data. The researcher uses Linguistic Category and Surface Strategy Taxonomy by James to analyze the data. There are five steps to analyze the data: (1) identifying of errors, the researcher selects the data to identify whether it contains error or not; (2) classifying the errors based on linguistics category and surface strategy taxonomy

by James (1998); (3) describing the frequency of errors, the researcher counts the frequency of each errors; (4) describing the dominant type of error, the researcher describes the dominant type of errors based on the calculation of error percentage (5) describing the sources of error, the researcher describes the source of error made by students in descriptive text.

### 3. FINDING AND DISCUSSION

In this point, the researcher describes the errors made by the seventh grade students of SMP N 1 Gatak. The researcher analyzes the data based on linguistic category taxonomy and surface strategy taxonomy by James. The researcher divides this point into five parts: the type of morphological error, the type of syntactical error, the type of discourse error, the frequency of error, and the last is sources of error.

#### 3.1 Type of Morphological Error

The researcher found one type of error, that is wrong spelling. The researcher found 46 wrong spelling from the students writing of descriptive text. The example of this kind of error:

- (1) The *broons* and dusters are beside the cupboard.

The student used *broons* to replace *brooms*. The student made errors in their spelling, the student used letters which is identical with the sounds of the real words.

#### 3.2 Type of Syntactical Error

In this point, the researcher divides the types of syntax errors into 8 points: –s in plural marker; -s in possessive pronoun; be; preposition; article; s/es for v1 after 3<sup>rd</sup> person singular; pronoun; and the last is misordering.

- a. Omission –s/-es in plural marker

In this case, the researcher found 8 sentences which contain omission of –s in plural marker.

The example is:

- (1) She has two brother, this is Azis and Ega.  
*brothers*

For the plural word, the students should be adding letter –s. The correct word is *brothers*.

- b. Be

1. Omission of Be

Omission of be is marked by omitting be (am/(is/are) in the sentences. The researcher found 15 this kind of error. The example is:

- (1) She \_\_\_ also patient.  
*is*

The first sentence should be added *is* as predicate to make the sentence correct.

2. Addition of Be

Addition of “be” is marked by adding be (am/is/are) in the sentences, the adding of “be” makes the sentences incorrect. The researcher found 13 this kind of error. The example is:

- (1) *I'm* and my sister always help mother in the morning.

Adding “be” in the sentence above make the sentence incorrect, the student has to omit “be”(am) to make it correct.

3. Misuse of Be

Misuses of “be” is marked by misselection be (am/is/are) in the sentences, misselection of “be” makes the sentences incorrect. The researcher found 14 kinds of error in this type. The example is:

- (1) Her eyes is black  
*are*

The students have to use *are* to make the sentence correct, *are* is more appropriate for the sentence because of the subject is plural.

c. Omission of Preposition

Omission of preposition is marked by omitting of preposition in the sentences. The researcher found 9 errors of this type. Here is one example:

(1) She born is \_\_ 1<sup>st</sup> May 2003

*on*

Adding of preposition *on* will make the sentence correct and appropriate.

d. Article

1. Omission of Article

Omission of article is marked by omitting of article (*a/an/the*) in the sentences. The researcher found errors in this type. Here is one example:

(1) She is \_\_ good mother.

*a*

The sentence above is incomplete because of omitting article. The sentence above should be added article *a* to make the sentence complete and correct.

2. Addition of Article

Addition of article is marked by adding article (*a, an, and the*) in the sentences, the adding of article makes the sentences incorrect. The researcher found 10 this kind of error. The example is:

(1) Jodi is *a* handsome.

Adding article *a* in the sentence above is incorrect, articles should be used to show noun words.

e. Omission of s/es for v1 after 3<sup>rd</sup> person singular

We have to use s/es for v1 after 3<sup>rd</sup> person singular to make the sentences correct. But the students often omit s/es for v1. The researcher found 20 errors in this type. The example is:

(1) She always wake me up in the morning.

*wakes*

The students omitted –s after 3<sup>rd</sup> person singular in the sentence above. The correct verbs for the sentence are *wakes*.

f. Pronoun

1. Omission 's in possessive pronoun

The researcher found 4 sentences contain this kind of error. The example:

(1) My father eyes is black.

*father's*

In this case, the student omitted 's as possessive pronoun. It makes the sentence is incorrect. The student should write *father's* to show possessive pronoun.

2. Possessive for Subjective pronoun

A subjective pronoun is indicated with the pronoun as the subject of the sentence. Here is the example:

(1) Her is 14 years old.

*She*

The pronoun in the sentence above is not appropriate. The correct pronoun for the sentence is *she*.

3. Subjective for Possessive Pronoun

A possessive pronoun is indicated by the pronoun as the possessive of the sentence. Here is the example:

(1) She skin is brown.

*Her*



Pronoun as subject in the sentence above is not appropriate. The correct pronoun is *her*.

g. Misordering

Misordering errors are the incorrect placement of a morpheme or group of morphemes in an utterance. The researcher found 13 sentences contain error in misordering. The example is:

(1) She is *girl smart and beautiful*.

The structure of the sentence is not in order, it makes the sentence incorrect. The correct sentence is “She is *smart and beautiful girl*”.

### 3.3 Type of Discourse Error

The researcher found only one type of error in discourse. The error is reference. The example is:

(1) I have a father. Her name is Agus Pujianto.

*His*

The student used *her* as pronoun of *father*, the pronoun *her* should be used to female. The correct pronoun is *he*.

### 4.4 The Frequency of Errors

In this point, the researcher counts the frequency of errors to know the percentage of each type of errors. The researcher found 220 errors made by the students, the errors are divided into three kinds of errors. The table of each type of errors can be seen below:

**Type of Error**

No	Type of Error	Number of Error	Frequency of Error
<b>1</b>	<b>Types of Morphological Error</b>		
	Wrong Spelling	46	20,91 %
		46	20,91%
<b>2</b>	<b>Type of Syntactical Error</b>		
	<b>-s/-es in plural marker</b>		
	omission	8	3,64%
	<b>Be</b>		
	Omission	15	6,81%
	Addition	14	6,36%
	Misuse	14	6,36%
	<b>Preposition</b>		
	Omission	9	4,09%
	<b>Article</b>		

	Omission	8	3,64%
	Addition	10	4,55%
	<b>s/es for v1 after 3<sup>rd</sup> person singular</b>		
	Omission	20	9,09%
	<b>Pronoun</b>		
	Omission of 's in possessive pronoun	4	1,82%
	Possessive for subjective pronoun	18	8,18%
	Subjective for possessive pronoun	19	8,64%
	<b>Misordering</b>	13	5,91%
		152	69,09%
<b>3</b>	<b>Discourse level</b>		
	<b>Reference</b>	22	10%
		22	10%
	<b>TOTAL</b>	220	100%

### 3.4 Sources of Error

In this point, the researcher tries to find the source of errors. The researcher classifies the sources of errors into two: interlingual transfer and intralingual transfer. Interlingual caused by interference of the learner's mother tongue. The students often use mother tongue rules in arranging the sentences in the second language, in this case the student use Indonesian language's rules to make sentences in English. Intralingual transfer is the negative transfer of item within the target language or put another way, incorrect generalization of rules within the target language (Brown 2000:224).

## 4. CONCLUSION, PEDAGOGICAL IMPLICATION

The result of this research shows that the seventh grade students of SMP N 1 Gatak made errors in their writing descriptive text. In this research, the researcher found two hundred and twenty errors originated from the sixty compositional works of sixty students. The researcher uses surface strategy taxonomy and linguistic category taxonomy to analyze the data.

The result of the analysis is that the sixty students' compositional works produce 220 errors which are divided into three main categories, namely: morphological error, syntactical error, and discourse error. The three main categories elaborated into components which have their own types, those are omission, addition, and misordering. In morphological error, the researcher found one type of error in morphological. The error is wrong spelling (46 errors or 20,91 %). The second is syntactical error (152 errors or 69,09%), this kind of errors are divided into seven kinds of errors. The last type of error is discourse, the researcher found one kind of this error namely reference. The count error in reference is 22 errors or 10%. Based on the three main categories, the most errors made by the students are syntactical

error whereas 152 errors or 69,09 % of errors. While the dominant error type made by the student is wrong spelling consists of 46 errors or 20,91 % of errors.

It can be concluded that the students still make error in writing descriptive text. The students have lack of vocabulary or do not mastery spelling of words. The students also use Indonesian rules in writing English composition.

The researcher found interlingual transfer and intralingual transfer as the source of the students' errors. Interlingual transfer is the source of error refers to the interference of the language system. In the other hand, intralingual transfer is source of error refers to partial learning of the target language.

Based on the research, the researcher will give some advices for the English teaching learning process in Indonesia. By using error analysis the English teacher can select the appropriate methods which are used to teach the students. Error analysis is useful to know the weaknesses the students in learning English especially in writing English text. Error analysis can make the teacher knows about the sources of error, then the teacher can minimalize or anticipate the error made by the students to increase their abilities.

In this case, the researcher found the dominant in each type of error. There are three dominant' types of error; the dominant in morphological is wrong spelling; the dominant in syntactical is omission of s/es for v1 after 3<sup>rd</sup> person singular; and dominant in discourse is reference. To minimalize those weaknesses, the teacher can do remedial teaching which is focused on wrong spelling, omission of s/es for v1 after 3<sup>rd</sup> person singular; and reference.

According to Istyas (2009) remedial teaching is a form of teaching which is correcting or a form that makes teaching better than before. In other word, remedial teaching is an improvement of teaching that has a function for healing. There are four ways to improve the students writing: (1) set specific and understandable goals; (2) teach students how to revise; (3) teach summarizing not analyzing; (4) require more and longer writing.

In the other hand, remedial teaching is a form of learning to remedy, treat, and fix the students which have some problem on their learning. Every student has different difficulties in their learning process, so the teacher should give different treatment for every student. There are some steps to do remedial teaching:

1. Morphological error in wrong spelling
  - a. Teacher determines every student's need first, then creating word lists.
  - b. The students are guided to discover patterns and make generalization of the words.
  - c. The teacher introduces the spelling pattern of the words.
  - d. The teacher should encourage students to discover the pattern in their wring and reading.
2. Syntactical error in omission of s/es for v1 after 3<sup>rd</sup> person singular
  - a. Show the student to make sentences in order such as "She lives in Solo". Make sure that the students understand the pattern of the sentence.
  - b. The teacher should give the students worksheets to practice.
  - c. The teacher should give the clear explanation about the basic structure of the sentence.
3. Discourse error in reference
  - a. The teacher should give the clear explanation of descriptive text, especially reference.
  - b. The teacher also can give the students exercise about reference.

Remedial teaching is important to get optimal result of English learning for the students who have lack in knowledge in writing and other aspects of English. In the other hand, error analysis is useful to analyze the problem faced by the students in learning English.

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