
AN ANALYSIS OF STUDENTS' ERRORS IN WRITING DESCRIPTIVE TEXTS

Sri Puji Rahayu¹, Dyah Kusumastuti²

¹English Language Education, Universitas Muhammadiyah Purwokerto, Indonesia,
Email: ayuayuhayu18@gmail.com

² English Language Education, Universitas Muhammadiyah Purwokerto,
Indonesia, Email: dyahkusumastuti@ump.ac.id (corresponding author)

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Abstract: This research is to find out the research of the students writing descriptive text. Researchers used the descriptive qualitative method. This research was conducted at a private high school in Cilacap, Central Java, Indonesia with a population of 85 students consisting of 12th grade students divided into 4 classes. The researchers used simple random sampling with a total sample of 20 students. Written test instruments were used in this study and interviews were used to find out why students made many mistakes in writing. There were several types of errors found in students' writing, namely omission of 92 or 54%. The occurrence of addition is 28 or about 16%. The occurrence of misformation errors is 47 or about 28%. The occurrence of misordering errors is 4 or about 2%.

Keyword: *Descriptive Text, Error Analysis, Intralingual, Interlingual interference, Writing*

INTRODUCTION

Learning a language is the most difficult learning when learning to write. This relates to the author's experience during an internship in high school. It was noticed that many students were still struggling or did not even understand how to write proper sentence structure. Especially for high school students. It was observed that there were many students still struggling to learn English especially in a form of writing activity.

Writing is the process of combining ideas or thoughts to convey information through written media using appropriate sentence structure and vocabulary. According to Sulaeman and Enawar (2022), writing is a skill used for indirect communication. Writing is a productive and expressive activity, so writers must be able to communicate effectively using grammar, language structure and vocabulary. Talking about writing, there are some genres in English. One of those is descriptive text, it is kind of writing a description of a person in the form of objects/things, places and people.

As writing considered difficult for students in high schools, there are also errors in their writing. According to Ratnaningsih and Azizah (2019), when writing descriptive text and there are some errors, it is actually a natural learning process. Writing mistakes happened because students do not understand the mistakes they have made, therefore, they keep making these mistakes.

As the errors happened in the students' writing, the researchers wanted to know deeply and then conducted the study entitled "Analysis of students' errors in writing descriptive text".

ERROR ANALYSIS

Error analysis (EA) is a technique for identifying, classifying, and systematically interpreting unacceptable forms of language within production data of persons learning a second or foreign language (Setiyorini et al., 2020). The definition means that error analysis is the activity of identifying, classifying, interpreting or explaining errors made by someone during writing, to obtain information about the common difficulties people face when writing English texts. There is a difference between a mistake and error. Botley (2015) stated that errors are systematic and poor knowledge of the target language. Errors, on the other hand, reflect Chomsky's "performance." That is, a non-systematic error in which the learner knows the correct grammatical system but for some reasons fails to use it correctly. While mistake is random performance slip caused by fatigue, excitement in which it is readily self-corrected.

THE KINDS OF ERROR

The surface strategy taxonomy is one of four error types developed by Heidi Dulay. Duray et al. (1982) is a taxonomy of surface strategies, emphasizing how surface structures change. In other words, these errors explained how strategic taxonomies might change. Because students may skip or add items they do not need, it is also possible to format items incorrectly or get them out of order. Based on surface strategy taxonomy, they are classified into four categories: omission, addition, mis formation, and mis ordering.

Omission according to Brown (1982) is characterized by the absence of objects such as morphemes and words in a sentence, rendering the sentence inaccurate. While mis formation is error of addition is the

opposite of error of omission. It is characterized by adding morphemes that do not appear in the sentence. Misformation errors are characterized by the misfor use of morphemes or structures. Reasoning errors are characterized by improper placement of morphemes. Then, ordering errors are usually related to the domain of syntax, as they are the ordering of the elements.

CAUSE OF ERRORS

There is an opinion why students struggle with their English writing skills (Kristiana et al., 2021), research has shown that the most difficult aspect of writing is the ability for students to select words and put them into meaningful sentences. It is stated that it was shown to be arranged. Students also struggle with writing, from finding ideas to write until implementing ideas. It seems to be more difficult than other indicators to organize and generate ideas. This is due to the fact that students struggle with both cohesiveness and coherence due to poor reading comprehension, poor first language communication, and poor writing practice. The researcher classified the occurrence of errors into three categories (Syahputri and Masita, 2018). Cross-language interference causes learners to make mistakes in transitioning from their native language system to their target language system. Intra-language interference, is the cause of errors in the target language itself due to the complexity of the system, carelessness Intra-language interference is the cause of errors in the target language itself due to the complexity of the system.

METHODOLOGY

This study used descriptive qualitative methods to identify and analyze students' grammatical errors

in writing expositions. According to Devetak, et. al (2010), qualitative research is an exploratory approach that emphasizes language rather than quantification during data collection and analysis. The purpose of this method is to describe and disclose data in numerical form. In this study, researchers use a writing test as a tool. A sample is a fraction of the number and characteristics of this population. The researchers then used 11 sample classes. Arikunto (2010) found that 10–15% or more may be required if the study involved more than a few hundred subjects, but otherwise, if fewer than 100 subjects, it is stated that because the study is a population study, it is better to get every subject. Based on the description above, researchers randomly select the 24 subjects. The researchers collected the data by giving eleventh grade students used written test. More specifically the students were asked to write a descriptive text, and interviews to analyze the mistakes they made in the descriptive texts that have been written by students, then the results of the test data be analyzed for existing errors. The writer used descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with number of cases. Researcher analyze the student description text, more spesifically identify and classification-based categories error. This technique focuses on data taken using the theory of Surface Strategy Taxonomy by Dulay et.al namely Omission, Addition, Mis formation, Mis ordering.

RESULT AND DISCUSSION

Result

In assessing students' writing test results, the researchers collaborated with other researchers who had backgrounds in the field of

English education, so that there were 3 assessors who assessed students' writing test results. The collection of interview data with students is related to the opinions and responses of students with an understanding of the difficulty of writing texts in English.

1. The Result of Data Test

Students' writing results were analyzed through aspects of types of errors in student description texts. Based on the Surface Strategy Taxonomy theory by Brown (1982), there are four types of errors as follows: omissions, additions, misformation, and misordering.

Student test scores were obtained based on the average value of the total number of scores of researchers and between assessors. which can be seen in the following table.

Table 4.2
Average Score Result

No	Name	The Kinds of Errors				Total of Errors
		Omission	Addition	Misformation	Misordering	
1.	Researcher	92	28	47	4	171
2.	Inter rater 1	24	8	27	9	68
3.	Inter rater 2	50	8	33	16	109
	Total	55	15	36	10	116
	Percentages	47%	13%	31%	9%	100%

Based on the table of data on types of student errors in writing descriptive text above, the authors concluded that the error scores made by all eleventh graders of IPS 2 are very high. There are four types of errors, namely Omissions, Additions, misformation, and misordering. The following is the error score obtained for each aspect of Omission: 55 (47%), Addition: 15 (13%), Misformation: 36 (31%), and Misordering: 10 (9%).

2. Interviews

In this section, the researchers also conducted interviews with several students. The interviewees were consisting of 8 students. After the

writers analysed the results of the interview and based on the students' writing tests, it can be concluded that students still have difficulty memorizing vocabulary, students are not interested in learning foreign languages, interference language students are still translating word by word to compose a descriptive text, and only 8 students in class who feel learning a foreign language is important to learn. After reviewing in more detail, students consider English important, but many of them are not interested in learning more. In writing practice students still find it difficult to assemble a text and compose text in English. This happens because students still seem not understand and lack the desire to increase vocabulary and practice it.

DISCUSSION

1. Kinds of Students' Errors in Writing Descriptive Text

After getting the results of writing descriptive student texts, the writers then identified the types of errors based on their category namely omission, addition, misformation, misordering and the writer reconstructed the students' writing.

It is found that omission errors were the most dominant errors, the researchers found that there were 92 omission errors in writing descriptive paragraphs which were made by all students.

In this error, the omission error results from an element being omitted from each sentence. Error in article 'a' made by students, an example of an error made by ARF "My mother a strong woman in the world" which should have added "is" as an auxiliary verb which changed to "My mother is a strong woman in the world". The mistake of the verb to be 'is', which was made by DRA students "he my world, he my life, he is my first

love" where the verb be here is omitted which should be like "he is my world, he is my life, he is my first love." There was also a mistake by ANA with the sentence "she is so strong" which was corrected to "she is so strong". The first student who has removed the prepositions in the RB sentence, whose sentence is "at her 40 years of working" is not quite right because the use of prepositions is not appropriate, which we can fix to "In her 40 years of working". In this section, there are 28 addition errors in writing descriptive paragraphs. In the addition error category, this error occurs when there are additional elements that should not be present in a good sentence structure.

The following is an example of the addition error made by NAV "He workings at police station in Cilacap" which should be "He works at a police station in Cilacap". This is corrected because the verb "working" is only used when the writer wants to express in present continuous sentence but the grammar in her writing is still having error as she added -s in the sentence.

Another kind of error is misformation error which was made by DRA. He wrote "Someday my father told me" Which should have become "One day my father told me", because someday is used when a moment has not yet happened and it is uncertain when it will occur. Meanwhile, one day is used for events that have definitely happened in the past.

Other kinds of errors are misordering. The errors occur where there are sentences which the order is not appropriate, these sentences can be good sentences if the arrangement presented is correct. The following error occurred in writing a descriptive text by the student "We Never you are am miss you" which should be "We will always miss you".

2. Causes of Errors in Writing Descriptive Text

The discussion of the research results in this study included a problem statement, and the discussion focused only on the problems of the problem statement. In the previous chapter, the purpose of this study was to find out the most common types of mistakes and then to find the main causes of mistakes students make when writing expositions.

Researchers interpreted the data based on the description and analysis of the data above. The results showed that the most common type of error what students do in writing descriptive text is omission error, namely 55 or 47% error. English is a language that has differences in spoken and written structures. When students speak in English they are not too concerned with the correct pronunciation or way of speaking, but when they write a paragraph in English, they must pay attention to the correct use of grammatical and tenses, because most students still make omissions in using grammar. Therefore, most of the students had the omission error.

CONCLUSION

Based on the results of the analysis of students' errors in writing descriptive texts The researchers have analysed twenty student worksheets to write descriptive texts, there are several conclusions that can be drawn to answer the research questions as stated in chapter 1. Based on the results and discussion, this study is about grammatical errors in writing descriptive text, and according to the data analysis the researchers got all items in all texts, namely: omission is 47%, addition 13%, 31% misformation and 9% misordering. The researchers found that based on these findings, the students still

experience writing errors, this is closely related to their mother tongue. Errors in the first language are a matter of the habits of students who have used their mother tongue for daily communication.

SUGGESTION

After doing this research, the researchers have some suggestions for teachers and students. Teachers should pay more attention to teaching and give lots of practice on writing a text in English. In addition, the teacher must also provide and explain clear materials about the use of to be, prepositions, plural markers ("s" or "es"), about adding articles (a, an, the) in writing descriptive text. Then the teacher must give examples as well of how to make and arrange sentences with proper and appropriate grammar for students to avoid mistakes that will occur when writing descriptive text. They should discuss with their students how to identify and correct their errors in writing descriptive paragraphs. In addition, students need more practice writing texts for practicing in the classroom and outside the classroom. Students must focus more and practice in learning English, especially in writing. They must have good attention and motivation in the process of learning English.

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