ANANALYSIS OF THE STUDENTS' ERROR IN WRITING DESCRIPTIVE TEXT

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ABSTRACT

This study deals with an analysis on students' errors in writing Decsriptive text. The objectives of this study were to find out the kinds of error made by students in writing descriptive text, and to find out the most dominant kinds of error made by students in writing descriptive text. This study was conducted at SMP SWASTA BUDI SETIA SUNGGAL with the number of population was 175 students of eight grade students. They were into five classes. By using random sampling was conducted to take the sample of research. The total sample was 35 students of eight grade students. Written test as the instrument was used in this research. The method of the research was descriptive quantitative method. The research of this study is only one week. The result of the test showed that there were four types of error in writing. They were omission, addition, misformation and misordering. The dominant types of error in writing descriptive text was omission with 86 or 43% error, then misformation with 45 or 22.5%. Next misordering error with 39 or 19.5%. And the last addition error with 30 or 15%. The cause of error found in students" writing text, they were intralingual interference, interlingual interference and carelessness.
Key Word :*Error Analysis,Writing,Descriptive Text,*

I. INTRODUCTION
A. The Background of the Study

In modern era as right now, writing plays an important role in real life. There are several products of writing that human being as social creace as media to share idea. Personal letter is one of the examples of writing product that can be used as media to interact, sharing experiences and to communicate each other in written from personally. Meyers (2005:2) that writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.

As a part of English skill, the learners of English language should master it. it is important for person especially adult level in making communication or giving approach to other person. Harmer (2001:79) writing is a form of communication to deliver thought or to express feeling thought written form. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader thought writing.

One of the texts that must learned by the students eight grade is descriptive text. Descriptive text is a type of text use by the writer when he/she wants to tell how something looks, smells, feels, act, tastes, and sounds. Descriptive text have communicative purpose is to describe a particular persons, places, and things. The descriptive text have generic structure; first, identification is introducing where or who is the subject is being describe. Second, descriptive text also describe qualities and characteristic or the supporting part of the paragraph which describe in detail to assist the reader to see and fell the subject.

There are many rules in grammar that cannot be ignored. They are articles, part of speech, sentence pattern, tense, etc. Part of grammar that is considered to be most difficult to learn for Indonesian students is tenses. Simple present tense is the example. Simple present tense is used to express a habitual action with adverbs like usually, always, or often. The use of simple present tense often makes students confused. To understand about kind of text students must know what tenses use in the text.

Based on the researcher observation at SMP Swasta Budi SetiaSunggal of eight grade, researcher did interview with the English teacher of eight grade at that school. The English teacher said that the students of eight grade at SMP Swasta Budi SetiaSunggal have problem in writing especially descriptive text and students who learn English may produce many errors. Such as in structure, there is no tenses in Indonesian language so many students confuse in using the right tenses for their writing especially writing descriptive text. Based on the problem stated above, the researcher is interested in conducting a research with the title " the students' error in writing descriptive text".

II. METHOD OF RESEARCH

This research was conducted at SMP SWASTA BUDI SETIA on Jl. Medan-Binjai Km.12 / Jl. Pembangunan, No.40 DesaPurwodadi, KecSunggal, Kab. Deli Serdang. Academic year 2017/2018. The

reason for choosing this school because the researcher found the problem in this school especially errors in writing descriptive text and a similar research has never been conducted in this school.

The population of this research was in VIII grade students of SMP SWASTA BUDI SETIA . Which consisted of five classes which consited 175 students , and the sample of research was 35 students. The sample was taken 20% from the total of population.

This research was based on the descriptive quatitative method which aims to gather the data in order to know the students' error in writing descriptive text.The researcher collected the data by giving written test. The instrument of this research is to write descriptive text. It is used to find out what error that made by students.

To collect the data of this research, the researcher use some steps, namely; the students were asked to write descriptive text, the researcher collected the students' writing and analyzed the students'writing about descriptive text.

The data analyses were an important part in conducted a research. In analysis the data, descriptive quantitative technique is use the procedures in administering the test were following:

1. Identifying the students' writing
2. Classifying the errors, they are :
    a. Addition
    b. Omission
    c. Misordering
    d. Misformation
3. Finding out the dominant types of errors that made by students to obtain the percentage of the data, The formula based on Sudjono's (2004:43) as the following:

$$X = \frac{F}{N} x100$$

III. REVIEW OF LITERATURE
1. Error

Ancker (2000:77),making mistakes or errors is a natural process of learning and must be considered as part of cognition. It means that error is a natural phenomenon that accompanies any human activity, especially when we try the activity for the first time. When error handled well, it is a welcome companion on the road to understanding. When we recognize it, and identify its causes, our ability better in the future increases. We are aware that one learns from one's mistakes, and want to implement this process fully in our teaching and learning. Intellectually, understanding the reasons behind an error is an effective way to grasp the nature of a phenomenon under investigation.

Olasahinde (2002:90) also argues that it is inevitable that learners make errors. He also cited that errors are unavoidable and a necessary part of the learning curve. It means that in learning process we always get barriers and it is normally in order to learn certain information, acquire certain skill, etc. Everyone feel the error is make them so confused and failed whereas in begin of the study many foreign things. We don't know and its make me error. So,we must searching the correct information to repaired own error. For this cases is normally because nobody perfect in the world.

Hasyin (2002:14) observed that errors are advantageous for both learners and teachers. It provides information to the teachers on students' error. The student helps the teachers in three ways, firstly to correct their errors, secondly to improve their teaching and thirdly to focus on those area that need reinforcement. For students error is needed to show them what aspect in grammar which is difficult for them. To show the errors made by students, to know the source or the cause of error, and how the students can learn from their mistakes in order to prevent them to make the same errors repeatedly. For teachers or lectures, it is required to evaluate themselves whether they are successfully or not in teaching English. So, how much errors made by students is references for teachers to increase competence in order torepaired the students' error.

Error is significant in three aspect: they all the teacher what is needed to be taught, they tell the researcher how learning process, and they are medium to learners to the their hypothesis. This is positive of error analysis in teaching learning. Mitchell and Myles (2004:21) claims that errors if studied could reveal a developing system of the students L2 language and this system is dynamic and open to changes and resetting of parameters. This view is supported by Stark (2001:19) in his study, who also explained that the teachers need to view students' errors positive and should not regard them as the learners' failure to grasp the rules and structures but view the errors as process of learning. He subscribes to the view that errorsare normal and inevitable features of learning.

Brown, H.D. (2007) that "An error reflects the competence of the learner."While mistakes can be self-corrected an error cannot be-self-corrected". It means that mistakes refers to student errors based on the allegation that one or the failure to use a particular system are already known. The student is already recognized, know, and understand certain patterns in the use of language to be used. But because of the 'slip

of tongue', irregular grammar, errors in recall or even physical factorssuch as fatigue and unbridled emotion. While the error refersto the students' mistakes in terms of understanding. So, an error which appears here is not because students are experiencing technique factors such as the 'slip of the tongue' but the error is an error that appears here shows that students' do not recognize, know and understand the patterns of language use. To distinguish between error and mistake is to check the error back to the students concerned. If he is able to recognize and correct the made, the indicates that the error made is "Error In Performance" which means the mistake is a mistake. Whereas if the student is not able to recognize and correct a mistake made significant mistakes is an "Error in Competence" which means error.

1.1 Error Analysis

Vahdatinejad (2008:15) maintains that error analysis can be used to determine what a learner still needs to be taught . It provides the necessary information about what is lacking in his or her competence. He also makes distinction between errors and lapses (simple mistakes). Mistakes are a sure sign that learners are learning language, especially L2. This statement suggest learners know a point or have used many times correctly but somehow slip has occurred. Errors, On the other hand, occur because learners don't probably know a particular point of target language. Hence error correction has a role to play in language learning. The explained above means that the students still always learning about their errors for whatever their lack. And the teachers should also help students to find the weakness of the students and give their treatments through explanation or information.

1.2 Types of Errors

Corder and Ellis (2001 :56), classifies errors into four types, they are:

a. Ommission

Ommission is the error of leaving out an item that is required for an utterance to be considered grammatical, for example: There is picture on the wall. This sentence leaves out an article "a" that must beaded before the word picture.

b. Addition

Addition is the error of adding some unnecessary or incorrect element in an utterance. For instance: The books is here. There is suffix "-s" added after the world "book". Hence, this indicates addition error.

c. Misformation

Misformation is the error of using one the grammatical form place another grammatical form, for example: "I see her yesterday." This sentence contains misformation in using irregular verb which marked by the using the wrong form "see" to replace "saw".

d. Misordering

Misordering is the error of putting the words in utterance in the wrong order. For example: "She will come evening tomorrow." This sentence has the wrong order of adverb of time "evening tomorrow". It must be changed becomes: "She will come tomorrow evening.

1.3 Cause of Errors

The cause of error can be devided into three categories namely Brown (2002:224):

a. Interlingual Interference

Interlingual Interference is a cause of errors where the learners transfer their native language system into the target language system. Interlingual interference is called as interlingual, which is defined by Smith (1994:7) as the systematic linguisticbehavior of the learners of second or other language.

b. Intralingual Interferences

Intralingual is a cause of error from the target language it self due it's complicated system Brown (2002:224). In this case, the learners have been saved from the interferences of their mother tongue but as they learn the target language. They find it more complicated and the result learning, the learner seem to make generalization of the target system on the basis of the data to which they are exposed.

c. Carelessness

The error of carelessness is caused of the less knowledge of the students and the students who are purposely done the mistake. It can be shown when the students use double preposition or may be phonemeomitted or mistyping.

1.4 The Process of Writing

a. Prewriting

Hall (2001:15), prewriting is freely exploring topics, choosing a   topic, and beginning to gather and organize details before you write. Oshima and Hogue (2007:16), prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

b. Dafting/Organizing

Hall (2001:15), drafting is getting your ideas down on paper in roughly the format you intend. Oshima andHongue (2007:17), the writing process is to organize the ideas into a simple outline. The writer of

our models wrote a sentence that named a topic and told the main idea. Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

c. Revising

Hall (2001:15), revising is correcting any major errors and improving writing's form and content. Oshima andHongue (2007:18), the writer attacked the bis issues of content and organization.

e. Editing and Proofreading

Hall (2001:15), editing and proofreading is polishing the writing and fixing errors in grammar, spelling, and mechanics. They you develop good proofreading skills, each writing chapter offers a specific focus. Look at your draft with this suggested topic in mind.

f. Publishing and Presenting

 Hall (2001:15), Publishing and Presenting is sharing your writing. The writing process gives you an overview of the strategies and techniques that are available to you as part of the writing process. Each of the chapters in the writing section will teach you strategies suited to specific forms of writing.

1.5 Aspect of Writing

Aspect of writing consists of grammar, form, mechanic, vocabulary, and style. The following aspect can be explained asfollows:

a. Grammar

Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

b. Form (organization)

Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

c. Mechanic

Mechanic is the use of the graphic convention of the language we have to pay attention the use of the punctuation and applying of the word of sentence. Function is very determiners whiter the writer can clear for the reader.

d. Vocabulary

Vocabulary is the most important aspect in teaching a language mastery vocabulary. It means that, we can explore our idea and effect it in writing.

e. Style

 Style means the choice of structure and lexical items to give a particular tone to flavor the writing. It should be noted that the choice of lexical item to be used writing must be accordance with the readers. by seeing the opinion above, it can be said that there are five aspects in writing that have to be paid attention in writing in order to make the writing more better and understand by the reader.

1.6 The Types of Writing

Hall (2001:14), one way to analyze types of writing is by modes-the forms that writing takes. The list on this page shows the modes of writing that you'll encounter in this book. Another way to think about the writing that you do is to analyze its audience and purpose. Some writing is reflexive; it is from yourself and for yourself. Poems and journals are often reflexive. Because it is self-sponsored, reflexive writing is more thoughtful andexploratory and allows you to learn as you write. In contrast, some writing is extensive; it is for other based on assignments from others. Extensive writing is frequently school-sponsored and includes short stories, research papers, and other class-based writing. When you write extensively, you adopt a more authoritative tone.

The modes of writing

1. Narration
2. Description
3. Persuasion
4. Exposition
5. Research
6. Response to literature
7. Poems and plays
8. Writing for assessment
9. Workplace writing

The researcher just only focus on descriptive writing. So, the researcher discuss about all of descriptive writing.

2. Descriptive Writing

Oshima andHongue (2007:61), descriptive writing appeals to the sense, so it tells how somethings looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the

object, place, or person in his or her mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space. Oshima andHongue (2007:65), the supporting sentences not only provide details that prove the truth of your topic sentences, but they also make your writing rich and interesting.

Hall (2001:97), description is writing that uses vivid details to capture a scene, setting, person, or moment. Effective descriptive writing includes

    a. Sensory details-sight, sounds, smells, tastes, and physical sentations
    b. Vivid, precise language.
    c. Figurative language or comparisons
    d. Adjectives and adverbs that paint a word picture.
    e. An organization suited to the subject.

Hall (2001:115), descriptive writing are chosen to offer specific information, images, that accompany such writing in magazines and newspaper are equally important in conveying a specific idea.

2.1 Generic Structure of Descriptive Text

Generic structure of Descriptive includes:

    a. General classification   : contains the identification of matter / a will describe.
    b. Description   : contains the explanation / description of the thing / person to mention a few properties.
    c. Language Features   : the use of adjective and compound adjectives, using the simple present tense.

2.2 Example of Descriptive Text

My Beloved Mother

(Identification)

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I llove her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

(Description)

My mother's name is khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person.

She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

Finding out the dominant types of errors that made by students to obtain the percentage of the data, The formula based on Sudjono's (2004:43) as the following:

Table. 1
Data analysis about the percentage of error

No	Type of Error	Total	$X = \dfrac{F}{N} x\mathbf{100}\%$
1.	Omission	86	43 %
2.	Addition	30	15%
3.	Misformation	45	22.5%
4.	Misordering	39	19.5%
	Total	200 (N)	100%

Cause of Error

The errors made by students are causes by some factor either from the students itself or from the other person. Brown (2002) calssifies the causes of errors into three domains, they are :interlingual interference, intralingual interferences, and carelessness.

Based on types of error occurred analyzed in the table 4.1 it was found that the most often errors occurred was error of omission about 86occurances. This type of error was usually caused by carelessness. Carelessness occurred when the students are not deliberate to do some mistakes, but the result showed that it was the mistake. The mistake came out from wrong written a phoneme omitted or mistyping. For example "I have a favorite books and a set novel" this sentence is incorrect. This erroroccurance because of carelessness. The sentence should be "I have a favorite book and a set novels. Another caused of error it caused of interlingual interference. This happened because the students put the sentence into the wrong order and where students transfer their native language system into the target language system. For example "He is an animal active". This sentence should be "He is an active animal". This caused the students often put the sentence in a wrong order. The last caused of error by intralingualinterferences.Intralingual interferences means that error

from the target language it self. Due its complicated system. This happened because the students often made incorrect structure form in their writing. Here is one of the example of error in misformation that researcher got from the data " I go to the zoo yesterday" this sentence is wrong because the verb in the past form of go was went. It should be "I went to the zoo yesterday". The error occurance because intralingual interference when the students did not understand the structure of the past tense.

1.   **The Findings**
    After analyzing the data, it was found that :
  1. The occurance of omission error was 86, the occurance of addition error was 30, the occurrence of misformation error was 45 and the occurances of misordering error was 39. Occurrences which totaled was 200.
  2. The most dominant error made by students in writing descriptive text was 86 occurrences or about 43 % in omission.
  3. Most often errors occurred was error of omission about 86 occurrences. This types of error was usually caused by carelessness. Carelessness occurred when the students are not deliberate to do some mistakes, but the result showed that it was the mistake. The mistake came out from wrong written a phoneme omitted or mistyping.

IV. CONCLUSION
a. Conclusion
    After analyzing the data, some conclusion can be drawn as follows :
  1. Based on the result of the students' error in writing descriptive text, it was found that the four types of error found in this research, they were omission, addition, misformation and misordering.
      The occurrences of omission error was 86 or 43%. The occurance of addition error was 30 or 15%. The occurance of misformation error was 45 or 22.5%. And the occurances of misordering error was 39 or 19.5%.
  2. The most dominant error made by students in writing descriptive text was 86 occurances or about 43% in omission. Most often errors occurred was error of omission about 86occurances. This types of error was usually caused by carelessness. Carelessness occurred when the students are not deliberate to do some mistakes, but the result showed that it was the mistake. The mistake came out from wrong written a phoneme omitted or mistyping.

b. Suggestion
  1. The teachers should give much practice about the use of ending -s or –es in writing descriptive and explain about how to construct sentences grammatically and appropriately to the students in order to minimize the errors especially in omission errors as the common error in this research, therefore the students can apply their knowledge in the real context of writing.
  2. For other researchers, by seeing the type of errors in writing descriptive text, they can provide some techniques that can be applied by students to increase appropriately in other cases of writing.

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