

AN ANALYSIS OF ERRORS BY THE THIRD YEAR STUDENTS AT SMPN 14 PEKANBARU IN WRITING DESCRIPTIVE TEXTS

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Abstract : *The objective of this research is to find out types of errors made by the third year students of SMPN 14 Pekanbaru in writing descriptive text. This is a descriptive research. The subject of this study was the third year students of SMPN 14 Pekanbaru. In conducting this research, the writer used 30 students as a sample. The students were selected to be the sample using cluster sampling technique. The instrument used to collect the data was writing test. The result of this research showed that the students committed error into four types: omission, addition, misformaion, and misordering. From the frequency of each error type, 'omission' was the error which most frequently produced by the students. It took 47,25% of the total errors. Moreover, 32,11% errors fell into error of 'misformation' and 14,68% errors fell into 'addition'; whereas, for error of 'misordering', it only took 5,96%.*

Key Words: *Error, Writing, Descriptive text.*

ANALISIS EROR OLEH SISWA KELAS TIGA SMPN 14 PEKANBARU DALAM MENULIS TEKS DESKRIPTIF

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Abstrak : Penelitian ini bertujuan untuk mengetahui tipe eror yang telah dilakukan siswa kelas tiga SMPN 14 Pekanbaru dalam menulis teks deskriptif. Ini adalah penelitian deskriptif. Subjek penelitian ini adalah kelas tiga SMPN 14 Pekanbaru. Dalam pelaksanaannya, 30 siswa dipilih sebagai sampel. Siswa dipilih sebagai sample dengan menggunakan teknik cluster sampling. Instrument yang digunakan untuk memperoleh data adalah tes tulis. Hasil penelitian ini menunjukkan bahwa siswa kelas melakukan 4 tipe eror: omission, addition, misinformation, dan misordering. Dari frekuensi tiap eror, 'omission' adalah eror yang paling banyak dilakukan siswa, 47,25%. Eror 'misinformation' 32, 11% dan eror 'addition' 14,68%. Untuk eror 'misordering' 5,96%.

Kata Kunci: Eror, Menulis, Teks Deskriptif

INTRODUCTION

Writing is one of the important skills that must be learned by students. According to Schutz (1995), it is estimated that 75% of all international communication is in writing, 80% of all international information is the world's computer, and 90% of internet contents are in English. This can be seen in newspaper, magazines, and email that are written in English. In academic context, this skill is important for students to share and express ideas in written forms.

Most of students think that writing is the most complex skill among the four basic language skills. As stated by Richards (2002) that: Writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into readable text. L2 students have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and soon.

Heaton (1988) also assumes that "Writing skills are complex and sometimes difficult to teach, not only requiring mastery of grammatical and rhetorical devices but also conceptual and judgemental elements". In other words, we could say that writing is really hard and takes long time to master. When learners write, they should think at the topic that they are going to write. Thinking about the topic is not easy; it requires a lot of times to get the topic. After getting the topic, they need to think about the supporting idea. They also have to think about the content of the writing, grammatical competence, the unity of the paragraph, the ideas, background of knowledge, information, and all the composition in written form to get a good writing. The last, they have to review and revise what they have just written. It was the reason why writing becomes the most difficult skill to be learnt, it is complicated and needs hard thinking.

Writing is a challenge for some students. Therefore, the students should have an extensive knowledge if they want to write anything because it will support their writing. Writing English also need to be exercised, practiced, and learned through experiences. To get experiences in writing, sometimes the students were asked to accomplish some assignments given by teachers. It purposed to make students get used to write English writing. The students will get a good writing by the number of frequency in writing exercises. If the frequencies of writing exercises are frequently carried out, certainly the students' writing skill will be excellent. But if the writing exercises are rarely, writing skill will not be developed yet. In junior high school, students are taught to write several kinds of texts with descriptive texts being one of them.

Descriptive text, according to Djuharie (2007), is a text which describes and gives more detail information about particular people, thing, place and animal. After being taught how to write descriptive texts, students are expected to be able to write good descriptive texts by themselves. However, learning how to make good descriptive texts can be a serious problem for most of the junior high school students. They may face the difficulties in grammar and vocabulary. Structure or grammar is one of the basic components of language which must be learned by students. There is no language without grammar. Having knowledge of grammar will help people comprehend what other people say or write. On the other hand, it is difficult for Indonesian students to use correct structure in English because English and Indonesian have different structure in sentences.

METHODOLOGY

According to Gay (1987) population is the group of interest to the researcher, the group to which he or she would like the result of the study to be generalized. The population of the present study is the third year students of SMPN 14 Pekanbaru. The total population of this study is 254 students. 30 students were selected as the sample using cluster sampling technique.

A writing test used as the instrument for collecting the data. The text that used is descriptive text with the topic are “My Favorite Teacher”, My Favorite Toy”, or My Pet” which is guided by five questions. So that the students need to make a short text based on the instruction given.

To collect the data related to error of omission, error of addition, error of formation, and error of ordering by giving writing test with the same topic three times but the students are allowed to choose one of the the topic.

In analyzing the data, the writer will use error analysis method by Corder which is suggested by Ellis and Barkhuizen (2008). The data will be analyzed as follows:

1. Identification of errors

In this step, the writer will acquire data and make a list of students’ errors, and then the writer will check the sentences that the students made whether they used the simple present tense correctly or not.

2. Description of errors

The writer will identify and classify their errors individually into 4 types of errors based on Surface Strategy Taxonomy by Dulay *et al* (1982). They are omission, addition, misformation and misordering.

3. Explanation of errors

In this step, the writer calculate their percentages of errors individually according to Anas (2005) in order to know how frequent errors have been made by the third year students of SMPN 14 Pekanbaru:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Frequency of a type of error

N: Number of cases (total of frequency)

4. Evaluation of the errors

The last step is drawing a conclusion based on the analysis. In this step, the writer made a conclusion in the form of a brief description of the errors.

RESEARCH FINDINGS

The Data Description

The result of the errors made by the students can be seen as the following tables.

Table 4 The Recapitulation of Error Types, Frequency and Percentage of Errors

| No. | Types of Errors | Frequency of Errors | Percentage of Errors |
|-----|--------------------|---------------------|----------------------|
| 1. | Error of Omission | 103 | 47,25% |
| 3. | Error of Addition | 32 | 14,68% |
| 2. | Error of Formation | 70 | 32,11% |
| 4. | Error of Ordering | 13 | 5,96% |

It can be seen that the total errors of omission are 103 errors or 47,25%, errors of addition are 32 errors or 14.68 %, errors of formation are 70 errors or 32.11%, and errors of ordering are 13 errors or 5.96%. From the calculation of the data, error of omission is the most frequent errors made by the third year students of SMPN 14 Pekanbaru with the percentage 47.25%, and the lowest is error of ordering, 5,96%.

Data Analysis

After identifying the data, the writer analyzed the errors and classified them based on the classification of error by Dulay to know whether these errors involve in omission, addition, formation, or ordering. This is the following example is taken from the students' answer sheet.

a. Error of Omission

The most errors that students made in writing descriptive text is omission. There are 103 errors or 47,25% in omission made by the students. The students often omit the addition of the ending of the verb (-s/-es). Most students also committed errors by omitting a letter which must exist within a morpheme. The students did not use subject, predicate, to be, an article or preposition. The Examples of Error of Omission :

1. She work at SMPN 14
2. She has white hair white feathers.
3. Very afraid of fire.
4. My fish always swim with shallow.
5. She is teacher Junior High School 14 Pekanbaru.
6. She is grumpy, but always kind good.
7. He like eat fish and meat.
8. She good, friendly and patient.

b. Error of Addition

The total errors of addition is 32 or 14,68%. On the writer's opinion, these errors occurred because the students had not clearly understood of the structure of the

sentence. They add the unnecessary word that does not needed in their sentence. Source of this error is intralingual transfer. The Examples of Error of Addition :

1. Usually I call him with Bimbo.
2. My cat is very like playing yarn ball with me.
3. Her character is she's so funny and cheerful.
4. She is teach the English lesson.
5. I'm study at SMPN 14 PKU.

c. Error of Formation

The total error of formation that the writer found is 70 or 32,11%. These errors happened because the students having lack of vocabulary and its use. The students were confused in choosing the appropriate class of words. Source of this error is intralingual transfer. The Examples of Error of Formation :

1. My fish always swim with shallow.
2. I liked Oscar because he is my company when I'm alone.
3. My toy have a portable.
4. I took care of her since I was little.
5. She body tall than me.
6. I keep it for 2 years.
7. Its colour is brown and black.
8. But, she loved us.

d. Error of Ordering

The error of ordering that the writer found is 13 or 5,96%. And this is the lowest error that made by the students. This error happened because the students got the influence of the structure or order of their native language which is Indonesian language. Source of thi error is interlingual transfer. The Examples of Error of Addition :

1. My favorite is pet dog.
2. Name my fish Mbul.
3. She work in laboratory physics.

The Interpretation of the Data

The result of the error showed that students committed error into four types: omission, addition, misformation, and misordering. From the frequency of each error types, omission was the error which most frequently produced by the students. It took 47.25% of the total errors. Moreover, 32.11% errors fell into misformation and 14.68% errors fell into addition; whereas, for Misordering, it only took 5,96%. These errors were conducted because most of the students did not understand about the rules of target language as well, so that the students generalized the rule and applied it incompletely. Besides, errors occurred because their mother tongue and their Indonesian logical thinking. To sum up, it showed that the usage of the grammar in writing descriptive text is difficult for students. Therefore, They are still lack of understanding

the English Grammar in term of tenses because in the Indonesian does not have the tense system that show the time of the event unlike English. Therefore, they tended to make errors in writing. The most frequent errors that done by the third year students of SMPN 14 Pekanbaru is in *error of omission*.

CONCLUSION AND RECOMMENDATIONS

Conclusion

In conclusion, the result showed that the third year students of SMPN 14 Pekanbaru committed error into four types: omission, addition, misformation, and misordering. From the frequency of each error types, omission was the error which most frequently produced by the students. It took 47,25% of the total errors. Moreover, 32,11% errors fell into error of misformation and 14,68% errors fell into addition; whereas, for error of misordering, it only took 5,96% .

Recommendations

Error is something unavoidable in teaching and learning process of foreign language. The writer would like to offer suggestions to the teachers to decrease error in writing descriptive text.

First, the teachers have to give interesting topics which are familiar for the students for they can enjoy and motivate them to keep writing. After that, the topic can be expanded to the difficult ones to give challenges in order to enhance the students' vocabularies. Then the teachers should give more practice to students regularly. It is started from the simple topic to the hard one. Because it can improve the students' vocabularies and their skill in writing. Lastly, the teacher should give feedback to the students' assignment in order to the students know about the errors and mistake they have made and teachers have to pay attention to the students' errors and make them aware about their errors so they can make a correction by themselves and will not do the same error.

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