Error analysis in descriptive text writing made by the first-grade students of senior high school

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ABSTRACT

This research was aimed at finding out the types of errors made by the students in writing descriptive text. In conducting the research, the researcher used descriptive qualitative design. The researcher analyzed and described students' errors based on surface strategy taxonomy. The population of this research was the first-grade students of SMAN 14 Bandar Lampung in the academic year 2020/2021. The sample of this research was X science 2 which consisted of 32 students. The instrument of this research was a writing task. The writing task was used to collect data on errors committed by the students. The result of the analysis showed the students committed all types of errors in omission, addition, misformation, and misordering. It shows that the frequency of the errors from the students' descriptive writing based on surface strategy taxonomy that is an omission that consists of 65 or 25%, the second is an addition that consists of 52 or 20%, then the third is misformation that consists of 130 errors or 50%, and the last is misordering that consists of 13 or 5%. Based on the result of this research was most of the students still committed all four errors types of Surface Strategy Taxonomy. It means that although the students were taught English especially in the descriptive text in Junior High School, they still had problems in writing descriptive text.

Key Words: Error, Error Analysis, Descriptive Text Writing

I.INTRODUCTION

Writing is one of the productive skills that students of senior high school need to master well. According to Chaffee (1999), writing represents our thoughts, feelings, and experiences. In line with this, Ramies (1983) states that writing is an ability in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand. In other words, writing is considered an important activity for students to express their ideas, thoughts, feelings, and judgments about everything they have read, seen, or experienced. Moreover, in their school, the writing skill will help them to express their ideas in answering the essay and accomplishing their assignment from their teacher. Therefore, the ability to write in any form will give many advantages in students' life as gaining success in their study at school.

Along with the importance of learning English as a second language in Indonesia, four skills should be mastered by the students such as listening, speaking, reading, and writing. Writing is one of the skills which is considered difficult by students. For instance, when the students are asked to make a short sentence based on words given or

are asked to rearrange sentences, they make mistakes because they are lack vocabulary and they do not understand English grammatically. The teaching of grammar and vocabulary has always been the central aspect of foreign language teaching development of the structure. The relation between structure and grammar is very strong as we need grammar, especially in written language. Grammar must consistently be introduced to the students, particularly the beginners.

Nunan (1989) points out that it has been argued that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is first, second or foreign language. Heaton (1975) who explains that the writing skills are complex skill and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. It means that ability to write needs a special skill and process in organizing language material by using learners' own words and ideas and to be a good composition.

Since finding the students' errors is very essential for the students' improvement in learning a second language, many language researchers have been analyzed and categorized students' errors in speech and writing. Two of them are Corder (1981) and Ellis (1997). They classified students' errors in a general classification, namely omission, addition, misordering, and misselection. Some studies have been conducted by analyzing and classifying students' errors into the classification proposed by Corder and Ellis.

One of them is a study conducted by Mustafa, Kirana, and Bahri (2017). In their study, they analyzed the errors of recount texts written by 19 students studying in the second year at a middle school in Banda Aceh. They reported that the most dominant error in the students' texts was misselection/misinformation. It was followed by omission, addition, and misordering. They also stated that the errors were caused by both interlingual and intralingual factors. The other study was done by Tririzki (2017) she analyzed students' grammatical errors in the writing report text. Subjects of this study were the eleventh-grade students of senior high school. According to Surface Strategy Taxonomy, the higher or the first was misformation. The omission placed second place, while addition and misordering placed the third and fourth.

The last study was done by Sari (2014) did research about students' errors in the writing of recount text. The subjects of this research were 31 students of class X4 at SMAN 1 Pesisir Tengah of the 2013/2014 academic year. The method used in this research was descriptive qualitative. The result shows that based on surface strategy taxonomy, most of the students made omission errors. The errors made by the students happened because of the students' lack of knowledge of English grammar and also the influence of their first language.

Based on Kerangka Dasar Kurikulum 2013 for a descriptive text, students are expected to be able to write various topics that they have to describe a person, tourism place, historical building, etc as a base on their knowledge. Relate to the cases which were discussed in the previous paragraphs, the researcher has been interviewing the English

teacher in SMAN 14 Bandar Lampung Some problems that happen in students' English writing are caused by differences in English and Indonesian structure and also, they do not understand how to make good writing. Especially in descriptive text writing. Therefore, the statements above are the reasons why this research intend to find out types of errors and why do the students make an error in descriptive text writing.

II.   METHOD

This study was qualitative research that used descriptive design. The participant of this research was the first-grade students of SMAN 14 Bandar Lampung in the academic year of 2020/2021. Then, there was only one class X science 2 which consisted of 32 students. The instrument of this research was the writing task. In this research, the learning material was focused on descriptive text. The topics were l. My family member, 2. My Physical appearance.

III.   RESULT AND DISCUSSION

Results

After collecting the data from the test which have been done by the first-grade students class X science 2 of SMAN 14 Bandar Lampung, the researcher found some errors made by the students who encountered errors in their writing descriptive paragraph based on surface strategy taxonomy, the students' errors in some components. The percentage of errors in each type is shown in the following table:

Table 1 The frequency and percentage of Students ′Error

No	Type Error	Total Error	Percentage
1.	Omission	65	25%
2.	Addition	52	20%
3.	Misformation	130	50%
4.	Misordering	13	5%
	Total	**260**	**100%**

Based on the table data of recapitulation students' error on descriptive text writing above, the researcher concluded that the score of error was made by all of the students' X science 2 of SMAN 14 Bandar Lampung is high. Most students committed all types of errors based on surface strategy taxonomy. The frequency of the errors resulted from the students' descriptive writing based on surface strategy taxonomy that is an omission that consists of 65 or 25%, the second is an addition that consists of 52 or 20%, then the third is misformation that consists of 130 errors or 50%, and the last is misordering that consists of 13 or 5%. It can be inferred the highest frequency of errors is Misfomation which consists of 130 errors or 50% and the lowest is misordering which consists of 13 errors or 5%.

Discussion

Based on the result of the research, the researcher used surface strategy from Dulay et.al (1982) that surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Analyzing errors from a surface strategy taxonomy perspective holds much promise for researchers concerning identifying cognitive processes that underlie the learner's reconstruction of the new language. The students' errors in writing descriptive text classified into four types based on surface strategy taxonomy: omission, addition, misformation, and misordering. It can be inferred that the highest frequency of errors in writing descriptively is misformation which consists of 130 errors or 50 %., followed by omission which consists of 65 errors or 25 %, then the addition is 52 errors or 20 % and the last is misordering which consists of 13 errors or 5 %.

Table 2 Error Comparison writer′s research and previous research.

No	Type of Error	Writer's	Tririzki's	Sari's	Mustafa, Kirana, and Bahri
1.	Omission	25%	21%	15.22%	14.4%
2.	Addition	20%	12%	1.78%	10.6%
3.	Misformation	50%	55.5%	80.20%	72%
4.	Misordering	5%	11.5%	2.80%	0%
	Total	**100%**	**100%**	**100%**	**100%**

The table above shows the differences and similarities between researcher research and previous research. From three previous research, the researcher research is similar to Tririzki's research while two previous research from (Sari's and Mustafa, Kirana, and Bahri's) are quieted different from the writer's research. In all of the previous research, misformation places at the highest level. The table above depicts that omission has placed the second level in the Writer's research and all of the previous research, but the percentages are different. Furthermore, in Writer's and previous research addition and misordering have placed the third and the last level. It is also similar to Brown's statement (2000) that error is noticeable from adult grammar or native speakers reflecting the inter-language competence of the learner. Setiyadi (2006) also states that language learner whose mother tongue has no tenses tend to have more difficulties in learning a target language which has tenses. Since English is a foreign language for them and their L1 (Bahasa Indonesia) does not impose such rules of tenses.

In the current research, the total number of misformation is about 50%. The second total number of omissions is about 25%. The third is an addition which consists of 20%. The lowest number of errors based on Surface Strategy Taxonomy is misordering. The percentage of this type of error is only 5%. Takes from the sample, "I like to eat *food delicious*". The word *food delicious* in that sentence is incorrect since it is wrongly ordered. This error is caused by the influence of Bahasa Indonesia. It is in line with Ellis

(2002) states that the second language learners may be confused to recognize the use of the second language because of their first language influences.

From the table, it can be inferred that all of the researches have the same order in four types of error. The highest or the first is misformation. The omission is second place, while an addition is the third place, and misordering is the lowest place. It can be inferred that in all of the researchers the subjects still did many errors in writing since they were still developing their knowledge.

In analyzing the error in descriptive text writing, the last step that the writer doing is Evaluating. Where in this evaluation, the researcher can specify what should be emphasized or repaired to test the result of the students. Where in descriptive text writing itself, many students still make errors, and that's all there must be a way of the improvement, so the students did not make a lot of error again. And the researcher also became know what types of errors that the students make errors in descriptive text writing.

Here, the researcher evaluated the test result of the students after the researcher identified, described, classified, and explained the error of the students' test results. The purposes of the researcher were to know the types of errors that the students made in descriptive text writing. Whit this evaluation, the researcher knew what should be emphasized or repaired on the students' test results. Where in evaluating this, the researcher confirmed that the student answers incorrectly so that students know the types of errors that they made in descriptive text writing. The researcher suggested to the students to pay more attention again when the teacher was explaining and teaching in class, especially about descriptive text writing. More memorizing vocabulary, so that mastery of vocabulary that they have better. And the students also have to learn more about the differences in the structure of the adjective in English and Indonesian, for the students can make the sentence correctly in descriptive text writing.

Based on the explanation above, the researcher analyzed the errors based on Surface Strategy Taxonomy. There are many errors committed by students in writing such as omission, addition, misformation, and misordering. This error is caused by the influence of Bahasa Indonesia. So, it can be inferred that English teachers may use the information of the types of students' errors as guidance to evaluate the weakness or progress of students' ability in learning English, particularly in writing descriptive text. By correcting students' writing errors, then the teacher advisedly gives it back to the students and also gives them exercise or homework until they understand the rule of English grammar so they will know their grammatical errors.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Most students committed all types of errors based on surface strategy taxonomy. The frequency of the errors resulted from the students' descriptive writing based on surface strategy taxonomy that is an omission that consists of 65 or 25%, the second is an addition that consists of 52 or 20%, then the third is misformation that consists of 130

errors or 50%, and the last is misordering that consists of 13 or 5%. It can be inferred the highest frequency of errors is Misfomation which consists of 130 errors or 50% and the lowest is misordering which consists of 13 errors or 5%. Which the types of errors that they made are because, First, the students might face difficulties selecting and forming adjectives and nouns into correct sentences. the students tended to use an inappropriate adjective to modify a noun. Moreover, the students tended to select the wrong word. With those frequencies, the teacher should pay more attention to this type of error. Second, most of them have made errors on the test regarding the omission with miss some required elements. They omitted the items that should appear in the sentence. the omission of a noun, the students omitted the necessary noun in a sentence. Moreover, the student also committed errors in the omission of spelling for instance. Third, the students add some unnecessary or incorrect elements. Nevertheless, it does not mean the students have not known the vocabulary and spelling before. However, both vocabularies have their spelling, and it may cause students' confusion, which then results from some errors.

And the last was students put some element/word in the wrong place. The students committed errors when they use an adjective to describe a noun. Most students also misorder word series of two or more adjectives to describe a noun. Most of the students in the first grade of X science 2 of SMAN 14 Bandar Lampung still committed all four errors types of Surface Strategy Taxonomy. It means that although the students were taught English especially in the descriptive text in Junior High School, they still had problems in writing descriptive text.

Suggestions
Considering the result of the study, the researcher would like to give some suggestions for both the teachers and students are proposed as follows. First, for Teacher The researcher hopes the teachers can choose the appropriate method for the students, approach, technique, model, and strategy in teaching, especially teaching descriptive writing and teaching writing in general. The teachers should give feedback to the students' assignments so that the students know about the errors and mistakes they have made. The researcher also hopes the teacher can gives sufficient explanation and practice about grammar and gives more exercise for the students about descriptive text, writing process, until writing product, and how to select the word in sequence sentence. That can minimize the error was made by the students. Second, for Students, students should pay more attention to these errors (omission, addition, misformation, misordering) of their descriptive writing. The students should be more active in practicing English ability, especially writing ability in the classroom, and encouraging English knowledge to many sources. The students should be more memorize and understanding about all formulas of tenses and vocabularies knowledge. The students must have a great motivation on themselves that more often writing to increase their ability in writing.

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