

AN ERROR ANALYSIS OF STUDENTS' DESCRIPTIVE WRITING AMONG THE TENTH GRADE STUDENTS OF SMKN 1 PRAYA TENGAH IN THE 2020/2021 ACADEMIC YEAR

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Abstrak

Tujuan penelitian ini adalah untuk menemukan yang paling umum dan sumber kesalahan yang dibuat oleh para siswa dalam tulisan deskriptif. Sampel studi ini adalah 30 siswa. Penulis menggunakan deskriptif kuantitatif dan kualitatif metode analitis. Sang penulis menganalisis jenis-jenis kesalahan dengan menggunakan teori Azars dan sumber kesalahan dari teori Brown. Hasil riset itu menyingkapkan bahwa jenis kesalahan yang paling banyak hingga yang paling tidak umum dalam tulisan para siswa. Hasil penelitian mengungkapkan bahwa sebagian besar jenis kesalahan adalah mengeja dengan 24,30% kemudian pengajaran perulangan adalah guru bahasa Inggris harus memberikan lebih banyak latihan dalam mengajar dan belajar proses bagaimana mengeja dengan benar kata-kata. Selain itu, sumber yang paling salah adalah intralingua transfer dengan 54,58% kemudian pengajaran pemulihan adalah, guru harus memberikan penjelasan lebih lanjut tentang aturan tata bahasa Inggris terutama dalam aspek tata bahasa untuk mengurangi kesalahan siswa.

Kata kunci: kesalahan, kesalahan, analisa kesalahan, tulisan deskriptif

Abstract

The purpose of this study was to find the most typical errors and sources made by the students in descriptive writing. The samples of this study were 30 students. The writer used the descriptive quantitative and qualitative analytical method. The writer analyzed the types of error by using Azars' theory and the source of error by Brown's theory. The result of the research revealed that the most up to the least common types of errors on the students' writing. The result of the research revealed the most types of error was spelling with 24,30% hence the remedial teaching is the English teacher should give more practice in teaching and learning process how to spell correctly the words. Furthermore, the most source of error was intralingua transfer with 54, 58% thus the remedial teaching is, the teacher should give more explanation about the rule of English grammar especially in grammatical aspect in order to reduce the students' error.

Keywords: error, mistake, error analysis, descriptive writing

1. INTRODUCTION

Writing can be learned by the students through particular activities and exercises. Learning activities and exercises from the teacher can help the students to know the rules or structure, in this case in English writing. For example, in learning writing the students must practice how to write by using capitalization, punctuation, verb tense, properly and correctly. Within the process, the teacher usually finds errors made by the students.

The writer found that the students had

difficulties and confusion in English writing. They did not compose their writing correctly. It was found that when the writer checked the students' writing some of the students' faults were: the use of tenses, and the incorrect form of their sentence structures. Therefore, they received bad scores for writing.

The mistakes need to be identified and analyzed. The process is called an error analysis. Error analysis is used to analyze and identify the kinds of error that students make. Richard (1985: 96) explains Error analysis is the study and analysis of errors

made by second language learners. It can be said that error analysis is the process which focuses on the mistakes which are done by the students.

Despite the importance of error analysis, the writer found that the teachers of English in SMKN 1 Praya Tengah have not carried out the error analysis of the students' writing. Therefore, the writer chooses "*An Error Analysis of Descriptive Writing of the Tenth Grade Students of SMKN 1 Praya Tengah in the 2020/2021 Academic Year*". Therefore, the writer can also offer a suggestion to correct the errors and the appropriate remedial teaching program.

2. LITERATURE REVIEW

a. The Definition of Writing

Writing is not an easy skill to learn. Unlike other skills, writing is a process which follows some rules. There are several things that should be understood in writing. A writer should set the ideas about the things that are going to be written. She or he should make a plan in the form of an outline before starting to write. Brown (2001: 336) states that Writing is a process of putting ideas down on paper to transform thought into words, to sharpen your main idea to give them structure and coherent organization. Meyers (2005: 2) adds more about writing. He said that Writing is an action, a process of discovering, an organization of your ideas, putting them on paper, reshaping and revising them. Based on definitions above, it can be concluded that writing is an action of process putting ideas which cannot simply be acquired, their feeling as well as their knowledge to others that result from composing words on paper to perform creativity in using the language skills to produce a written text.

b. The Definition of Descriptive Writing

Description is the form of writing which

aims to expand the reader's knowledge and experience by delineating objects.

According to Langan (2003: 167) description is a verbal picture of a person, place and thing. Another definition comes from Kalidjernih (2010: 23) description is a writing strategy that is intended to describe 'something' so that the readers can feel what the writer feels. Suparno and Yunus in Dalman affirm (2014: 94) description is a form of essay that describes something in accordance with the actual situation. Based on three explanations above, the writer concludes that descriptive writing is a text that describes an object based on the topic the writer chooses to make the readers feel what the writer feels in the real situation. And the purpose is to make the reader feel and know an object even though they have not seen it yet.

c. The Difference between Mistake and Error

The students often make errors and mistakes in the process of learning a second language. In this case, it is important to know the differences between error and mistake. To differentiate between error and mistake, Hubbard et al (1983: 134) state errors are caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it: and mistakes are caused by temporary lapses of memory, confusion, slips of tongue, and so on.

In addition, Ellis (2003: 17) states that error reflects gaps in a learner's knowledge; they occur because the learner does not know what is correct, and mistakes reflect occasional lapses in a particular instance, the learner is unable to perform what he or she knows. Sumarsono (201: 139) explains that errors (or errors) occur due to the lack of mastery of the learners in the target language system, while mistakes are occurred because the mistake maker does not master in the process of learning

because of psychological factors (eg stress, nervousness, anxiety), or because of negligence.

Based on the three experts above, error is different from mistake. Error can occur because the students lack knowledge. However, mistakes can occur because of the failure of the student's performance and caused from psychological factors (e.g. stress, nervousness, anxiety), or because of negligence. It means that errors happen because the learner does not know the English rules and mistakes happen because the learner remembers the information in English rules.

d. The Types of Error

The students think that writing is the most complicated skill to be learnt. Commonly, they often make errors in their writing such as in grammatical structure, spelling, and punctuation. The researchers must know what the types of error that students make are. Harmer and Tornbury (1999: 114), the types of error are lexical errors, discourse errors and grammar errors.

Another classification taken from Dulay et al (1982: 149) gave different types of errors in grammatical aspects in taxonomies terms. There are four type's of errors which follow linguistic taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Moreover, Betty Schramper Azar (1980: 30) gives the types of errors in grammatical aspect namely singular plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run on sentence.

Based on the statement above, the writer focuses on Azar's statement and the writer chooses by Azar's book as her guidance to analyze students' writing errors.

e. The Source of Error

The teacher should know the sources that make an error occur. In error analysis, the cause of error is called a source of error. There are many linguists who explain the causes of errors. Brown (2005: 5) distinguishes the source of error into four sources. They are Interlingua transfer, intralingua transfer, context of learning, and communication strategies.

In addition, Richard (1978: 173) claims the cause and sources of errors into two main sources namely Interlingua errors and Interlingua and development errors. Another source of errors from Norrish (1983: 41). In this research, the writer only focuses on Interlingua transfers and intralingua transfer for identifying the source of errors because of the school's administration. The school only gives two weeks for doing the research. In this case, the English teacher has limited meetings to teach in the class. Therefore, the writer could not observe the activity in the class. Therefore, the writer uses Interlingua transfer and intralingua transfer as they are already covered by the others.

f. The Definition of Error Analysis

In the language teaching process, error analysis is used to analyze and identify the kinds of error that students make and its causes when they learn the target language. Learners commonly find the difficulties when they begin to learn the target language, and they will produce many errors. Although the errors are seen as a normal process, they still need to be analyzed. It is important to know of error analysis. Richard (1985: 96) explains error analysis is the study and analysis of errors made by second language learners.

In addition, James (1998: 5) states that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Ellis quoted by

Tarigan (1998: 68) explains that error analysis is a procedure which is commonly used by researchers and teachers. It involves several steps, namely; collecting the sample of the target language, identifying errors in the sample, describing the error, classifying the errors based on the cause, and the last one is evaluating the errors.

Based on the expert above, the writer can conclude that in the language teaching process, error analysis is used to analyze, identify and describe the nature and causes of error. It can be analyzing by several steps; collecting the sample of the target language, identifying errors in the sample, describing the error, classifying the errors based on the cause, and evaluating the errors. Of error that students make and it is caused when they learn the target language.

3. METHOD

In this study, the writer chose the tenth grade students of SMKN 1 Praya Tengah in the 2020/2021 academic year. According to the English teacher information, the tenth grade there is no excellent class, so the writer assumes that the average score student's ability in each class are quite the same, then the writer chose one class randomly as a researched sample that is X KWH 1 consists of 30 Students.

The method that is used is descriptive analytical method based on the grammatical aspect. The writer identifies and classifies the types and sources of error made by students in their descriptive writing. The function of this research is to identify, analyze, classify, and quantify the types and the sources of errors to evaluate based on the types and sources of errors.

In this research, the writer only focuses Interlingua transfer, intralingua transfer, context of learning, and communication strategies for identifying the source of errors as they are already covered the others.

In this research, the writer used a writing task to collect the data. The writing task is guided-writing form. The students completed a writing based on the topic during the first meeting.

On the second meeting, returning the students' writing and asking the students to correct their faults that had been underlined by the writer. The next processes are identifying and classifying the students' errors based on the types of error from Azar and the sources of error from Brown.

4. THE RESULT OF THE STUDY

After collecting samples, identifying the errors, classifying the error, and calculating the data, the writer has made several conclusions related to the objective of the study. The errors of spelling took the highest percentage with 24,30%, followed by the errors of verb tense with 22,79%, the errors of capitalization 21,11%, the error of punctuation with 6,37%, the errors of singular-plural with 5,57%, the errors of word choice with 5,57, the errors of omit a word with 5,17%, the errors of add a word with 4,38%, the error of word order 2,59%, the errors of meaning not clear with 1,19%, the errors of word form with 0.79%, the errors of article with 0,79%, the errors of incomplete sentence with 0,59%, and the lowest percentage was the errors of run on sentence with 0.00%.

In addition, the students' errors occurred because of some sources. The writer mentioned the sources of the errors from the highest percentage to the lowest percentage.

5. CONCLUSION

The writer found that there were many typical errors made by the tenth grade of SMKN 1 Praya Tengah in their descriptive writing. The writer mentioned the types of errors that the students made from the highest percentage to the lowest percentage. The highest percentage of the sources of the errors was intralingua transfer with 137 errors or 54,58%. The second source of errors was context of learning with errors 83 or 33,06%. The third source of errors was intralingua transfer with 28 errors or 11,15%. The lowest percentage of the sources of errors was communication strategies with 3 errors or 1,19%.

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