

AN ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT OF THE EIGHTH GRADE STUDENT OF JUNIOR HIGH SCHOOL IN CIANJUR

Ika Rustiani¹, Efransyah²

IKIP Siliwangi

¹ ikarustiani22@student.ikipsiliwangi.ac.id, ² efransyah@ikipsiliwangi.ac.id

Abstract

Writing is one of the skills in English. The five components of writing that must be grasped are content, organization, vocabulary, mechanics, and grammar. English grammar is different from Indonesian grammar. Therefore, many students still have difficulty in writing texts by paying attention to aspects of writing. Especially in the grammatical aspect, there are still many errors made by students. The goals of this research is to find out kinds of errors in writing descriptive texts of the eighth grade students of junior high school in cianjur. The descriptive qualitative method was employed in this research. The research instrument was acquired from the students' tests. The result showed that the errors made by students based on Dulay (1982) was four type of the grammatical errors, they were omission (14 with percentage 18%), addition (27 with percentage 35%), misformation (33 with percentage 42%), dan misordering (4 with percentage 5%). It means that misformation was the most common grammar error type committed by students.

Keywords: Writing, Error Analysis, Descriptive Text

INTRODUCTION

English is the primary language in which international communication is used. Therefore, English is the language that must be learned by students in Indonesia. Almost every level of education learns English. Despite studying at every level of education, students still have difficulty in learning and mastering English language skills. Listening, speaking, reading, and writing are the four skills that students need to acquire. Each skill has its own aspect that makes it difficult for students. One of the skills that are difficult for students to master is writing skill. Argawati & Suryani (2017) taken from Ernawati et al (2019) state that writing is the process of putting something down on paper for others to read, perform, or use. According Nunan (2007: 88) as cited in Vanesa & Setiawati (2021), Writing is the process of thinking up new ideas, deciding how to represent them in good writing, and clearly organizing them into statements and paragraphs. Through writing, students can think creatively and imaginatively. Students need to explore ideas so that students are able to express those ideas into an article or paragraph. The writing process requires thinking because the writing process starts from ideas and explores those ideas into words, sentences, paragraphs. When students are in the process of putting their thoughts into words, sentences, and paragraphs, they should focus on components of writing skills. So that a word, sentence, and paragraph becomes beautiful. According to Brereton (1982:1) taken from Jayanti & Dwi (2019) Finding a topic, selecting an approach, producing a rough draft, editing, creating a final product, and proofreading are the six stages that most successful writers take. Writing skills are divided into five aspects: content, organization, vocabulary, mechanics, and grammar. Brown (2004) taken from Achmad et al (2018) grammar is one of the difficult aspects for students. Students often experience errors in writing sentences

or paragraphs. Mistakes are such as the use of inappropriate vocabulary, the use of the wrong tenses, and the wrong placement of letters or words. Grammar in English is different from grammar in Indonesian. Grammar in English has many tenses. Tenses is a match between sentence forms to describe an event from a time predicate.

At the junior high school level, the basic competence that must be mastered in writing is compiling oral and written texts. The written texts studied by junior high school students in grade 8 are narrative text, recount text, and descriptive text. According to Herizal (2015) taken from Oktafiani & Husnussalam (2021) A descriptive text is one that explains the characteristics of someone, something, or a particular location. Sulandra (2011) as cited in Firdaus (2020) state that A descriptive paragraph communicates or depicts a location, object, or person in such vivid detail that readers can picture it. Descriptive text is a text that aims to describe something such as, people, animals, things, places, and so on. According to Sunarto, et. al (2018) taken from (Lestari, 2021) Identification and description are the generic structures of descriptive text. The tense used in writing descriptive text is the simple present tense. Peronity (2011: 1) taken from Jayanti & Dwi (2019) state that The linguistic elements of descriptive text include the use of the simple present tense to describe the object and the use of an adjective to explain the noun. Simple present tense is the simplest and easiest tense of the other tenses. However, there are still many students who experience writing errors when writing descriptive texts. Harmer (2007:96) as cited in Yuli (2017) Errors are problems that they can't fix on their own and, as a result, require explanation. Students will not comprehend English rules until they make mistakes initially. According to Dulay et. al. (1982:154) taken from Yuli (2017) Errors are classified as follows: omission, addition, misformation, and misordering. In this research, the researcher clarifies errors based on the type of error proposed by Dulay. This research aims to find out the type of errors and to find out the dominant type of errors in writing descriptive text of eighth grade of junior high school. The researcher conducted this paper under title "An Errors Analysis in Writing Descriptive Text of The Eighth Grade of Junior High School in Cianjur".

METHOD

The qualitative method was applied in this research to examine at the students' errors when producing descriptive text. According to Toendan (2015:151) taken from (Irine, 2020) Descriptive research is a kind of research that entails gathering information in order to explain existing circumstances. The goal of descriptive research is to create a systematized and accurate description of a certain thing based on facts, Suryana (2010) taken from Royani & Sadiyah (2019). The researcher was conducted in SMP Negeri 1 Pacet. the researcher just took one class at the sample, it was the eighth grade in VIII-F as a sample that consisted of 12 Students. The researcher gave the test for students to write descriptive text. This test should be completed by the students in order to find out the errors in their writing descriptive text. There were various actions taken to investigate the error. The first step was the researcher was identifying of the errors, the second was classification of the errors, the third was explaining of errors, and the last was making evaluation and correction of errors. The formula employed by the researcher was:

$$Pe = \frac{Fe}{T} \times 100\%$$

Note:

Pe= Percentage of students' errors

Fe= Frequencies of errors

T= The total number of words

RESULTS AND DISCUSSION

Results

The identification of errors was provided by the researcher in the table as follow:

Table 1.
The number of errors made by students

NO	STUDENTS	KINDS OF ERRORS				NUMBER OF ERRORS	NUMBER OF WORDS	PERCENTAGE
		OM	AD	MF	MO			
1	Students 1	2	4	7	1	14	120	12%
2	Students 2	1	-	2	1	4	87	5%
3	Students 3	2	-	1	1	4	79	5%
4	Students 4	1	-	-	-	1	95	1%
5	Students 5	2	6	7	-	15	95	16%
6	Students 6	1	2	-	-	3	93	3%
7	Students 7	1	7	2	-	10	117	9%
8	Students 8	-	1	4	-	5	111	5%
9	Students 9	-	1	8	-	9	88	10%
10	Students 10	3	2	-	1	6	114	5%
11	Students 11	-	2	-	-	2	66	3%
12	Students 12	1	2	2	-	5	73	7%
TOTAL		14	27	33	4	78	1138	100%

Note:

OM= Omission
AD= Addition

MF= Misformation
MO= Misordering

From the table above, it can be seen that the most errors made by students was on misformation with a score of 33. And the lowest error made was on misordering with a score of 4. And then, 14 scores for omission and 27 scores for addition. So the total error made by students is 78 scores.

Table 2.
The number of students who made errors

NO	KINDS OF ERRORS	NUMBER OF ERRORS	PERCENTAGE
1	Omission	14	18%
2	Addition	27	35%
3	Misformation	33	42%
4	Misordering	4	5%
Number of errors		78	100%

From the table 2 above, the total number of descriptive text errors committed by students was 78 from 12 students, according to the calculations. The most common error was misformation, which they committed 33 errors (42%). The lowest errors was misordering, which they made 4 errors (5%). Meanwhile, the students made 27 (35%) errors of addition and 14 (18%) errors of omission

Discussion

According to the results of the students' error analysis, students continue to make several errors when writing descriptive text. Errors were categorized into five kinds: omission, addition, misformation, and misordering. It can be explained that four type of errors are as follow:

1. Omission

The researcher discovered that students committed 18% omission errors after analyzing the data. Based on table 1 above, out of 12 students only 3 students did not have omission errors. In this type of error, students forgot to put s and es in the verb for the subject she, he it. and also students forgot to add the word for possession.

Here some examples:

Students writng	Correction
Panda look like dolls	Panda looks like dolls
Panda body looks a bit fat	Panda's body looks a bit fat
Panda food is cane and bamboo	Panda's food is cane and bamboo

2. Addition

After analysing the data, the students made 35% addition errors. In this type of errors, students brought up some words that shouldn't appear in the sentence.

Here some examples:

Students writing	Corection
Panda really like to eat bamboo	Panda really like eat bambo
Panda like to play	Panda like play
Panda's is a cute animal	Panda is a cute animal

3. Misformation

After analysing the data, the students made 42% misformation errors. In this type of errors, students use the wrong verb in the sentence. Incorrect usage of possessive pronoun terms is another error students make while writing descriptive text.

Here some examples:

Students writing	Correction
Panda can find in dense bamboo forest	Panda can be found in dense bamboo forest
Panda have a black and white fur	Panda has a black and white fur
The panda's thick fur is creamy white, with large black patches on its legs, shoulders, ears, and nose, and the area around their distinctive little eyes.	The panda's thick fur is creamy white, with large black patches on its legs, shoulders, ears, and nose, and the area around its distinctive little eyes.

4. Misordering

After analysing the data, the students made 5% misordering errors. In this type of error, only a few students experienced it. This can be seen in the small percentage compared to the other three errors. In this error, students misplaced the word in the sentence.

Here some examples:

Students Writing	Correction
Black and white panda color	Panda has black and white color
Panda has 2 hands and 2 foots, thick hairy and coloured black and white	Panda has 2 hands and 2 foots, thick hairy and black and white color

CONCLUSION

Based on the results and discussion of a research in which eighth grade junior high school students in Cianjur in writing descriptive texts, The following are some of the conclusions that can be taken from the analysis: Omission, addition, misformation, and misordering are the four types of errors that can occur when writing descriptive text. There were 78 errors committed by 12 students in writing descriptive text. The type of errors with the highest frequency occurs in the misformation error, which is 33 with a percentage of 42%. The kind of error with the lowest frequency is 4 with a percentage of 5%. Furthermore, the errors that often occurs is the addition of 27 with percentage of 35% and the last one is an error of omission which is 14 with a percentage of 18 %. Thus, misformation which accounts for 42% of all errors, is the most common.

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