An Error Analysis in Writing Descriptive Text of The Tenth Grade Students

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Abstract

Writing is one of the most challenging skills to master because it needs various sub-skills to produce a good and correct written product. Without mastering these sub-skills, the results of the writing activity will include a variety of errors. This research aims to determine what types of errors occur and most often appear in writing descriptive texts. The qualitative method was utilized to answer the research questions in this research. This research was conducted in MAS Al-Bidayah Batujajar. The samples of this study were 34 students of class X MIPA. The data was collected from the written test. The result shows that there were four types of errors made by the students. They are Omission, Addition, Misinformation, and Misordering error. The frequency of each type of error is different. As for if sorted from the highest frequency to the lowest frequency is as follows: first is Misinformation error (39.82%), second is Addition error (37.17%), third is Omission error (21.24%), and fourth is Misordering error (1.77%).

Keywords: Error Analysis; Writing; Descriptive Text

INTRODUCTION

English is one of the foreign languages in Indonesia, which is considered as the first foreign language (Ratnaningsih & Azizah, 2019). Learning a foreign language is certainly not easy because it is a complex process that involves many skills that a language learner must master. According to Brown in (Okyar, 2021), in learning English, four primary skills must be mastered by a language learner: reading, listening, writing, and speaking. As cited in (Alisha et al., 2019), writing is an activity that consists of brainstorming, planning, outlining, organizing, drafting, and revising. Gerot & Wignel (1994) stated writing has fourteen genres, namely narrative, descriptive, recount, explanatory, recounts, spoofs, argumentation, reports, news items, anecdotes, procedure, hortatory, discussion, and reviews (Sipayung et al., 2021). According to (Ernawati et al., 2019), Descriptive text is a text that describes the characteristics of specific things. In this study, students were asked to write a descriptive text about a place. This is adjusted to the Kompetensi Dasar of English subject of the 10th grade. Wignell (1994) in (Apendi & Mulyani, 2020) stated that descriptive text contains some elements, namely social function, generic structure, and grammatical structure.

Among the four skills, writing is one of the most challenging skills to master because it needs various sub-skills to produce a good and correct written product. Without mastering these sub-skills, the results of the writing activity will include a variety of errors. It is usual since it is natural in the language learning process (Kharmilah & Narius, 2019). Things like this can happen to each language learner, whether a beginner or advanced level student.

Error is a common thing in every learning process, including language learning. Several experts, such as Dulay, Burt, and Krashen (1982), Edge (1989), Harmer (2001), and Hendrickson (1987) agree that errors are common in the language learning process. Every language learner must experience making an error as part of the learning itself (Karim et al., 2018). Furthermore,

Dulay and Brown said that language learners would not be able to learn a language without making errors because, essentially, the learning process is a process that involves errors and mistakes (Ma'mun, 2016). Regarding the definition of error, Dulay, Burt, and Krashen, 1982 state that errors are imperfections that occur in students' speech and writing (Karim et al., 2018). Meanwhile, Harmer in (Kharmilah & Narius, 2019) added that an error is a mistake made and cannot be corrected by the student himself. In addition, Harmer states that error is a grammatical learning error stored in the brain. Learning errors can come from the incompetence of language teachers or misperceptions during the learning process by the students (Ma'mun, 2016). In addition, Corder in (Karim et al., 2018) declares that error is a systematic and continuous deviant at certain phases in the student's linguistic system. Furthermore, Corder also categorizes the opinions of educators about errors. The first group of educators stated that the errors indicated an inaccuracy in the teaching process by the teacher. In comparison, the other group said that the error showed the result of the inappropriateness of the place occupied by students. Although defined as a drawback, Corder in (Ma'mun, 2016) considers that error also has the following significances such as 1). The existence of errors shows the teacher what has been mastered and what has not been mastered by students, 2) In research, an error explains how the language is learned and 3) Error is helpful as a tool for students to explore the grammar rules of the target language.

Based on the description above, it can be concluded that error analysis has several benefits. Some researchers agree that errors are part of error analysis. According to Sinha (1997), as cited in (Karim et al., 2018), error analysis is the activity of identifying, classifying, and explaining errors made by language learners that are contrary to the rules of the target language. Corder (1974) and Ellis (2002) state five stages in conducting error analysis. They are collecting the samples of the language learner's work, identifying the errors, describing the errors, explaining the errors, and evaluating the errors (Karim et al., 2018).

Some experts have expressed their thoughts regarding the classification and type of error. Ellis (2002) in (Karim et al., 2018) stated that errors are classified into different parts, such as verb errors, omission errors, misinformation, and misordering. Meanwhile, Richard (2009) states that errors are classified into Lexical error (vocabulary), Phonological error (pronunciation), Syntax error (grammar), interpretive error, and conversation error (Ratnaningsih & Azizah, 2019). However, the present study will adapt Dulay, Burt, and Krashen's (1982) classification. Dulay et al. classify the errors into four descriptive types. These are (1) Linguistic category, (2) Surface strategy taxonomy, (3) Comparative taxonomy, and (4) Communicative effect taxonomy. To answer the research questions, the Surface strategy taxonomy was chosen. The surface strategy taxonomy describes how language learners create or change a sentence or text. In this process, they sometimes make errors, such as omitting things that should be there and adding things that should not exist (Suriyanti, 2021). In Surface strategy taxonomy, Dulay et al. divide the errors into four categories. They are omission, addition, misinformation, and misordering error (Yuliawati, Lilik; Aprilia; Andayani, 2020).

Omission error is an error due to missing language items that should exist. Example: ***The book in the bag***. It is incorrect because to be '***is***' is omitted. On the other hand, an Addition error is an error due to the existence of items that should not be there. Example: ***She does not likes fruit***. The '***s***' in the word likes is an Addition error. The third error is Misinformation error, which is characterized by using the wrong form of morpheme or structure. Example: ***The tigers is in the zoo***. The sentence is incorrect because the students use the auxiliary '***is***' for the plural noun. Fourth, Misordering error is characterized by incorrect placement of a morpheme or group of morphemes. Example: ***Come the students are to school***. It is erroneous because it is better to write '***The students are come to school***' (Kharmilah & Narius, 2019).

Based on the problems described, through this research, the researcher intends a) to find out what types of errors occur in writing descriptive texts and 2) to find out the type of errors that

most often appear in writing descriptive texts. This study expects to provide an overview for English teachers about errors made by students in writing English descriptive texts. By knowing the types of errors that are most often made, the researcher expects that English teachers will be able to choose the proper method for teaching descriptive text to 10th-grade students to minimize the errors.

METHOD

The recent study used the descriptive qualitative method. According to Sugiyono (2005) as cited in (Ernawati et al., 2019), the qualitative descriptive method describes and analyzes the result of research but does not for creating broader conclusions. In this research, the qualitative method was used to identify the errors that occur and that most often appear in writing the descriptive text of 10th-grade students in Bandung Barat. This research was conducted at MAS Al-Bidayah Batujajar. The samples of this study were 34 students of class X MIPA. The data is collected from the written test as the first step in the error analysis activity stated by Corder (1974) and Ellis (2002). The students were asked to write a simple descriptive text about Malioboro Street's tourist destination. After the data was collected, the researcher took the next step, processing the data by identifying the error, describing the error, explaining the error, and evaluating the error. In this study, the researcher applied Dulay et al.'s classification system: omission, addition, misinformation, and misordering as references to identify the errors. Finally, to know the percentage of each kind of error made by students, the researcher uses (Burt, Dulay & Hernandez, 1976 in (Ernawati et al., 2019)) as follow:

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

Notes:
P = Percentage of students' error
F = Frequencies of errors
N = Total words of student's descriptive text.

RESULTS AND DISCUSSION

Results

The following is the result of the error analysis made by students in 10th grade in writing descriptive text.

Table 1. Types of Error Made by Students in Writing Descriptive Text

No	Name	Types of Error				Total Errors	Total Words	Percentage%
		OM	AD	MF	MO			
1	Student 1	2	1	6	-	9	38	23.6%
2	Student 2	2	-	3	-	5	64	7.8%
3	Student 3	-	1	1	-	2	51	3.9%
4	Student 4	1	2	1	-	4	58	6.8%
5	Student 5	1	3	1	-	5	57	8.7%
6	Student 6	-	3	2	-	5	57	8.7%
7	Student 7	-	3	-	-	3	58	5.1%
8	Student 8	-	2	-	-	2	52	3.8%

No		OM	MF	AD	MO	Total		
9	Student 9	2	1	3	-	6	38	15.7%
10	Student 10	1	-	2	-	3	87	3.4%
11	Student 11	1	3	-	-	4	78	5.1%
12	Student 12	-	-	3	-	3	105	2.8%
13	Student 13	1	2	-	-	3	68	4.4%
14	Student 14	-	-	3	-	3	51	5.8%
15	Student 15	-	1	-	-	1	38	2.6%
16	Student 16	-	2	2	-	4	79	5.0%
17	Student 17	-	1	-	-	1	72	1.3%
18	Student 18	2	1	-	-	3	56	5.3%
19	Student 19	2	-	1	-	3	34	8.8%
20	Student 20	-	2	2	-	4	35	11.4%
21	Student 21	1	1	1	-	3	35	8.5%
22	Student 22	-	3	1	-	4	49	8.1%
23	Student 23	2	1	1	-	4	51	7.8%
24	Student 24	-	1	2	-	3	35	8.5%
25	Student 25	1	2	2	-	5	48	10.4%
26	Student 26	-	2	2	-	4	35	11.4%
27	Student 27	1	-	2	-	3	58	5.1%
28	Student 28	1	-	-	1	2	41	4.8%
29	Student 29	1	1	1	-	3	48	6.2%
30	Student 30	-	1	1	-	2	42	4.7%
31	Student 31	-	-	-	-	0	36	0%
32	Student 32	-	2	1	-	3	35	8.5%
33	Student 33	1	-	-	1	2	34	5.8%
34	Student 34	1	-	1	-	2	42	4.7%
	Total	**24**	**42**	**45**	**2**	**113**	**1765**	

Note: **OM: Omission**   **MF: Misinformation**
AD: Addition   **MO: Misordering**

Table 2. The Percentage of Each Type of Errors

No	Type of Error	Total Error	Percentage (%)
1	Omission	24	21.24%
2	Addition	42	37.17%
3	Misinformation	45	39.82%
4	Misordering	2	1.77%
	Total	**113**	**100%**

$$\text{POM} = \frac{Total\ omission}{Total\ Error}\ x\ 100\% = \frac{24}{113}\ x\ 100\% = 21.24\%$$

$$\text{PAD} = \frac{Total\ Addition}{Total\ Error}\ x\ 100\% = \frac{42}{113}\ x\ 100\% = 37.17\%$$

$$\text{PMF} = \frac{Total\ Misinformation}{Total\ Error}\ x\ 100\% = \frac{45}{113}\ x\ 100\% = 39.82\%$$

$$PM0 \ = \frac{Total\ Misordering}{Total\ Error}\ x\ 100\% = \frac{2}{113}\ x\ 100\% = 1.77\%$$

Explanation:
POM: Percentage of Omission   PMF: Percentage of Misinformation
PAD: Percentage of Addition   PMO: Percentage of Misordering

Discussion

Based on the data in table 1, out of 34 students who participated in the test, 33 of them made errors in writing descriptive text; they are Omission, Addition, Misinformation, and Misordering error. Each student has different error percentage levels. The highest error percentage was made by student 1, with an error percentage of 23.6%. Student 1 made nine errors with details of two omission errors, one addition error, and six misinformation errors from 38 words. In contrast, the lowest error percentage is 0%, driven by student 31, where there is no single error made from 36 words.

Furthermore, to find out the frequency of each type of error, the number of errors made by each student is counted. The result obtained is 24 omission errors, 42 addition errors, a total of 45 misinformation errors, and a total of 2 misordering errors.

A more detailed explanation for each type of error is as follows:

1. Omission

    According to Dulay et al. (1982), an omission error is an error due to missing language items that should exist (Ernawati et al., 2019). From the data obtained from the participants' work, 24 omission errors were found, with 21,24% of the 113 total errors. The examples:

Students' Error	Correction
Malioboro Street for look and buy Batik.	Malioboro Street **is** for look and buy Batik.
Malioboro Street located in Yogyakarta.	Malioboro Street **is** located in Yogyakarta.
The speciality Malioboro Street is Batik.	The specialty **of** Malioboro Street is Batik

2. Addition

    An addition error is an error due to the existing items that should not be there (Dulay et al., 1982 in Ernawati et al., 2019). The researcher found 42 addition errors in this study, with 37.17% of 113 errors. For example:

Students' Error	Correction
Malioboro Street is a **one** famous location in Yogyakarta.	Malioboro Street is a famous location in Yogyakarta.
The specialty here **on** is Batik.	The specialty here is Batik.
Malioboro Street is **a** the most famous street.	Malioboro Street is the most famous street.

3. Misinformation

    Misinformation error is characterized by using the wrong morpheme or structure (Dulay et al., 1982 in Ernawati et al., 2019)). There were 45 misinformation errors in this study, with 39.82% of the total 113 errors made by students. In this study, misinformation error is the type of error that students mostly make. The result is different from Dulay et al.'s statement, which states that Omission error is the most frequent error made by language learners (Ma'mun, 2016). For example:

Students' Error	Correction
Many people selling Gudeg.	Many people **sell** Gudeg.
Malioboro Street is one of the most famous street in Yogyakarta.	Malioboro Street is one of the most famous **streets** in Yogyakarta.
The visitors can shopping, traveling, and see beautiful Indonesian art.	The visitors can shopping, **travel,** and see beautiful Indonesian art.

4. Misordering

   According to Dulay et al. (1982), a misordering error is characterized by the incorrect placement of a morpheme or group of morphemes (Ernawati et al., 2019). The researcher found that students made two errors from the existing data with 1.77% of the 113 errors.

   For example:

Students' Error	Correction
Visitors can go **there shopping**.	Visitors can go **shopping there**.
Located Malioboro in Yogyakarta, Indonesia.	**Malioboro is located** in Yogyakarta, Indonesia.

CONCLUSION

From the data analysis results, it is known that there are four types of errors made by 10th-grade students in writing a descriptive text about a place. They are Omission error, Addition error, Misinformation error, and Misordering error. The frequency of each type of error is different. As for if sorted from the highest frequency to the lowest frequency is as follows: first is Misinformation error (45 errors = 39.82%), second is Addition error (42 errors = 37.17%), third Omission error (24 errors = 21.24%) and fourth is Misordering error (2 errors = 1.77%). The results of this study are in line with previous research conducted by (Pardosi et al., 2019), which stated that the most common type of error made by students was misinformation error, followed sequentially by Addition, Omission, and Misordering error.

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