

An Analysis Of Errors In Writing Descriptive Text Of Junior High School Students

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Abstract

This research was conducted to describe the types of errors made by 7 students of ninth grade of SMPN 30 Bandar Lampung in the academic year 2022/2023 in writing descriptive text. The descriptive qualitative method was used in this research. To collect the data the writer used writing assignment. The collected data were identified, classified, and analyzed based on the types of error using Dulay's theory. The result of this research showed that based on the surface strategy taxonomy, the students tended to make errors in the form of omission (29 errors = 35.8%), in the form of addition (4 errors = 4.9%), in the form of misformation (46 errors = 56.7%), and in the form of misordering (2 errors = 2.4%) out of the total errors were 81 errors. The reasons why they made errors because of the students lacked English grammatical rules mastery and different language rules between Indonesian and English language.

Keywords: *descriptive text, writing assignment, error analysis*

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I. INTRODUCTION

Writing is a tool for more than just information exchange. It helps you remember information and think clearly. It is widely accepted that writing takes a lot of work and experience. In the writing process, visual, motor, and cognitive abilities are all combined. For their writing to have a solid framework and be well-organized, students must write carefully constructed sentences. They should therefore be aware of a set of rules known as grammar that must be followed. The most crucial system for word placement in a phrase is grammar. It provides information about linguistic patterns and forms. Additionally, it teaches us the proper way to put words together in sentences, including how to employ word order, verb and noun systems, modifiers, phrases, and clauses (Brown, 2000: 362). It would be difficult to write without grammar, which could lead to problems like grammatical errors in writing. The issues mentioned above may be impacted by a number of things. The work of students includes talent, motivation, and cognitive ability. The curriculum, technique, and method are some examples of the external factors that affect the learning process. In reality, certain students struggle with English writing. They could struggle to write in the language. These reasons will lead to mistakes in the writing they produce. Making mistakes in learning a second language can be seen as a way for students to improve their skills because they can learn from their mistakes. According to the preceding statement, the author wants to learn which types of errors are commonly made by students when writing descriptive texts.

II. LITERATURE REVIEW

Error Analysis

According to Harmer (1991: 115), errors are a component of a student's interlanguage, which is the variety of language that learners have at different stages of development and that is modified to achieve complete mastery. Making mistakes, according to Corder (1982: 39), is a crucial component of the actual teaching process. Errors show that students are independently investigating the new framework rather than being stopped by established routines.

According to Brown (2006: 220), error analysis is the study of learner errors that may be seen, investigated, and categorized in order to transmit information about what occurs within the learners. According to Nunan in Rahmawati (2005: 31), error analysis is the process of locating the grammatical mistakes that they make. This analysis has been carefully selected to give students feedback and to group their mistakes. In real life, error analysis can be a very powerful tool for language learning. Teachers receive feedback from mistakes on the effectiveness of their lesson plans and methods. To categorize the flaws and offer students remarks, this analysis was carefully selected. In real life, error analysis can be a very powerful tool for language learning. Teachers receive feedback from mistakes on the effectiveness of their lesson plans and methods.

Types of error

There are four types of errors chosen by the researcher to be analyzed according to Dulay et al (1982) , those are:

1. Omission

Omission is the absence of a component that is expected to be present in a well-formed utterance.

2. Addition

Addition is defined as the inclusion of a word or phrase that is not expected to be present in a well-formed utterance.

3. Misformation

Misformation is the use of a morpheme or structure in the incorrect form. The error could have an impact on the ambiguous meaning and various interpretations.

4. Misordering

A morpheme or set of morphemes is regarded to be misordered when it is positioned incorrectly in an utterance.

III. METHOD

The researcher used descriptive qualitative method. The sample of this study was 7 students of ninth grade at SMPN 30 Bandar Lampung. In this research the researchers used qualitative descriptive research methodology. The data can be found by written test. The researcher gave the test for students to write descriptive text about their family. This test should be completed by the subjects in order to find out the errors in their writing. The test explores the grammar used. There were some steps to analyze the error. The first step in the process of analysis was identifying of errors, the second step was making the description of errors, the third step was explaining of errors, the fourth step was making evaluation of errors, and the last step was correction of errors. The researcher tried to classify the errors. The technique focus on the data of the errors type based on (Dulay et al., 1982) (omission, addition, misinformation, misordering). Besides that, to know the percentage of errors made by students, the researcher uses (Burt, Dulay, & Hernandez, 1976)

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

Notes:

P = Percentage of students' error

F = Frequencies of errors

N = Total words of students descriptive text

IV. RESULTS AND DISCUSSION

Results

Here is the result of students error analysis in writing descriptive text. There are;

Table 1. Number of Students Based Early Mathematical Ability

No	Name	Types of Error				Total Errors	Total Words	Percentage
		OM	AD	MF	MO			
1	Student 1	7	2	8	1	18	160	11.25%
2	Student 2	2		8		10	140	7.14 %
3	Student 3	2		7	1	10	181	5.52 %
4	Student 4	4		6		10	135	7.40 %
5	Student 5	6		1		7	194	3.60 %
6	Student 6	1		6		7	193	3.62 %
7	Student 7	7	2	10		19	171	11.11 %
Total		29	4	46	2	81	1174	

Note :

OM : Omission

AD : Addition

MF : Misformation

MO : Misordering

Table 2. The Result of the Errors

No	Type of Error	Total Errors	Percentage
1	Omission	29	35.8 %
2	Addition	4	4.9 %
3	Misformation	46	56.7 %
4	Misordering	2	2.4 %
Total Errors		81	100%

Discussion

Based on the table, there are four types of error analysis, there are:

1. Omission

Omissions, according to (Dulay et al., 1982), are a particular type of errors that are distinguished by the absence of a component that must be included in a well-formed utterance. In this research, the researcher found there are 29 omission or 35,8% from 7 students who did writing task. The example:

Students' Writing	Correction
My name is Siti Nuraini. I am fifteen years	My name is Siti Nuraini. I am fifteen years old
My mother forty years old	My mother is forty years old
My bro is a stiff person in front of crowd	My bro is a stiff person in front of a crowd

2. Addition

Addition defined as the existence of an item that should not appear in a well-formed utterance (Dulay et al., 1982). As we can see from the table 2, in the types of addition error there are 4 errors and can be percentage to 4.9%. from 7 students who did writing task. The example:

Students' Writing	Correction
I very love my family	I love my family
We are consist of one men and four women	We consist of one man and four women

3. Misformation

Dulay et al (1982) explains that "misformation mistakes are defined as the usage of incorrect morpheme or structural forms." In this research, the researchers found 46 errors in misformation or 56.7% in percentage from 7 students who did writing task. The example:

Students' Writing	Correction
My family call me selya	My family calls me selya
... while me and my little brother is a student	... while me and my little brother are students
I often feel envy	I often feel envious

4. Misordering

Dulay et al (1982) have argued, "The incorrect arrangement of a morpheme or collection of morphemes in an utterance is characterized as misordering." There were only 2 errors of misordering or can be percentage 2.4% from 7 students who did writing task. The example:

Students' Writing	Correction
.... have a body tall have a tall body
I only from family simple but happy	I only from simple family but happy

Based on the result of the data analysis above, the total errors happened by the ninth grade students, consist of 7 students, of SMPN 30 Bandar Lampung in writing descriptive text were 81. The type of errors happened can be divided into errors of omission, errors of addition, errors of misformation and errors of misordering. The result in this research that are errors were made by students can be percentage Misformation (46 errors = 56.7%), followed by omission (29 errors = 35.8%), addition (4 errors = 4.9%), and misordering (2 errors = 2.4%).

V. CONCLUSION

Based on the result of the research that has done, the researchers would like to present conclusion consists of several points that are related the statements of research question. There are (1) The type of grammatical errors happened by the ninth grade (7 students) of SMPN 30 Bandar Lampung in writing descriptive text can be divided into errors of omission, errors of addition, errors of misformation, and errors of misordering. (2) The dominant type of errors or the most frequently by the student of was error of misformation with percentage of 56.7%, and the last frequently errors happened by the student was error of misordering (2.4%). From those results the researcher suggests to teacher at SMPN 30 Bandar Lampung to implement good technique or method so that those errors from students can be solved.

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