

AN ANALYSIS OF STUDENTS' ERROR IN WRITING DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS IN SMK N 2 PADANGPANJANG

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Abstract

Error analysis is a method for identifying faults in foreign language learning. This study used error analysis to examine writing errors in descriptive text made by tenth-grade students at SMK N 2 Padangpanjang. It used a qualitative descriptive method and descriptive writing tests as instruments. The sample consisted of 20 tenth-grade students from SMK N 2 Padangpanjang. The aim of this research is to analyze the errors and causes of the errors made by students in writing descriptive text. The results of the study showed that tenth-grade students at SMK N 2 Padangpanjang made 33 errors in their writing. These errors were classified into categories including addition, omission, formation, and ordering. The highest frequency of error was omission (39.39%), followed by formation errors (36.36%), addition errors (18.18%), and ordering errors (6.06%) which had the lowest frequency.

Keywords : Error Analysis, Descriptive Texts

Abstrak

Analisis kesalahan adalah metode untuk mengidentifikasi kesalahan dalam pembelajaran bahasa asing. Penelitian ini menggunakan analisis kesalahan untuk menemukan kesalahan-kesalahan dalam menulis deskriptif teks yang ditulis oleh siswa kelas sepuluh di SMK N 2 Padangpanjang. Pada penelitian ini digunakan metode deskriptif kualitatif, serta tes menulis teks deskriptif sebagai instrumen. Adapun sampel yang diambil sejumlah 20 orang siswa kelas sepuluh SMK N 2 Padangpanjang. Tujuan dari penelitian ini adalah untuk mengetahui analisis kesalahan-kesalahan siswa serta penyebab kesalahan tersebut pada teks deskriptif. Hasil penelitian menunjukkan bahwa siswa kelas sepuluh di SMK N 2 Padangpanjang masih membuat 33 kesalahan dalam tulisan mereka. Kesalahan tersebut diklasifikasikan diantaranya : penambahan, penghilangan, pembentukan dan pengurutan. Adapun frekuensi tertinggi adalah kesalahan pengurangan (39,39%), diikuti oleh kesalahan pembentukan (36,36%), sedangkan kesalahan penambahan (18,18%), dan diikuti kesalahan pengurutan (6,06%) yang merupakan frekuensi terendah.

Kata kunci : Analisis Kesalahan, Teks Deskriptif

INTRODUCTION

English is known as one of the International language that is almost used by the entire human in this world. So that English becomes a crucial language that should be mastered especially for the students. In learning English, writing is one of the most important skills that should be mastered by the students. Writing is one of the ways to communicate with others using paper or computer screen. It is also a process of collecting idea and then pour it out into a paper. One of the activities that a person does to explain something in written form is called writing. Moreover, writing is also called one of the abilities that can create a tangible result that can be touched, read, and stored for a long time (Harmer, 2004). In addition, According to

Richards and Renandya (2002) writing is a productive skill that can be developed through practice. Many students feel that writing is problematic because it requires a long teaching process to make a good paragraph. Among the four language skills, writing is the most challenging skill for second or foreign learners to master.

Descriptive text is one of the several texts that should be produced by the students in the school. Descriptive text is a text that is used to describe people, place or thing. According to Abisamra (2001) descriptive refers to a text that depicts a person, place, or object in great detail to assist readers in visualizing the object being described. In the process of writing a descriptive text students should master some aspects of the language features. According to Gerot and Wignel (1995) the grammatical features of descriptive text are composed into four parts, they are (1) Focus on specific participants, (2) using simple present tense, (3) using of noun phrase, (4) using of auxiliary verb, (5) using of linking verb.

In writing, making an error becomes as a natural part of the process. When the students did a writing's process, they may make errors unconsciously. According to Feltsen's (2009) error is something that we cannot correct; to correct and understand it, we must first learn and study it, whereas mistakes can be corrected because the knowledge has already been learned. So, when the learners learn language and then they make a fallacy that they haven't been taught before, it is called error. In addition, Harmer (2007) stated that error is signs from the students who have not mastered the English rules. Errors are faults which the students cannot correct themselves and therefore, need the explanations. There are some types of error. According to Dulay in James (1998) error can be classified into four types, they are: (1) omission; It is characterized by the absence of an item that must be in well-formed utterance, (2) addition; on committing these errors, some elements are presented which is actually it should not be presented, (3) mis formation; this error is characterized by the use of the wrong form of the morpheme or structure, (4) mis ordering; It is characterized by the incorrect placement of morpheme in utterance.

So that, one of the strategies widely used by linguists to solve this problem is do an error analysis. According to Sutrisno (2017), Error analysis is a common work procedure used by researchers and educators that includes sample collection, error identification, error classification, and error counting. Khansir (2012), adds that error analysis is a type of linguistic analysis that focuses on learner errors.

Based on preliminary-research in SMK Negeri 2 Padangpanjang, the Tenth Grade Students faced difficulties in writing descriptive text. They did some errors when produced a descriptive text such as in the grammar, vocabulary, and diction. In addition, the researchist hopes this error can be overcome by knowing the types of errors, so that they can produce a good writing output especially in descriptive text.

METHOD

In this research, descriptive qualitative method was used. Heigham and Crocker (2009), said that qualitative research aimed to understand how participants experienced a phenomenon at a specific time and within a particular context, exploring the various meanings it holded for them. Creswell (2009) stated that the qualitative research allows the researcher to make an interpretation of what the researcher sees, hears, and understands. The location of the research was at SMK N 2 Padangpanjang, which is located at Ganting, Padangpanjang Timur, Padangpanjang city. The participant of this research was 20 students of tenth grade SMK N 2 Padangpanjang. Writing test was used as the research instrument. The students were asked to write a descriptive text according to the material that had been studied. They were given 30 minutes to write their text. After the data were collected, then they were analyzed by three

major phases: data reduction, data display, and conclusion drawing or verification (Sugiyono, 2016).

RESULT

The data of this research was taken from 20 students of the tenth grade students of SMK N 2 Padangpanjang. The data was collected on Friday, 19th July 2024. Error Classifications consists of four types, which are Addition (*A*), Ommision (*O*), Misordering (*MO*), Misformation (*MF*). The description of the data can be seen in the table below:

Table 1

The Table of Identification of Students Errors

Responden (1)	NE (2)	Error (3)	Correction (4)	Error Classifications (5)			
				A	O	MO	MF
Student 1	1	He is really playful	It is really playfull				V
	2	I like to rubs it	I like to rub it	V			
	3	He is also always try	He also always try	V			
Student 2	4	Cristiano Ronaldo is a very hansome man	Cristiano Ronaldo is a very handsome man		V		
	5	His favorite celor is white	His favorite colour is white		V		
	6	He is very kind an generous	He is very kind and generous		V		
Student 3	7	My friend Fatir	My friend is Fatir		V		
	8	His voice was a little heavy	His voice is a little heavy				V
Student 4	9	This place is at on altitude	This place is on altitude	V			
	10	And is surrounded by trees	And it is surrounded by trees		V		
Student 5	11	He size is as big as the palm of my hand	It's size is as big as the palm of my hand				V
	12	He always go to my room	He always goes to my room		V		
Student 6	13	Now I attend	Now I am attending				V

	14	My favorit subject is sport	My favorite subject is sport		V		
	15	We have been friend	We have been being friend				V
Student 7	16	His also kind and warm	He is also kind and warm				V
	17	His always gets good grades	He always gets good grades				V
	18	He is 2 meter tall	He is 2 meters tall	V			
Student 8	19	My mother is beutiful woman	My mother is a beautiful woman		V		
	20	Compared to me who is 17 years old	Compared with me who is 17 years old				V
Student 9	21	I consist of 3 brothers	I have three brothers				V
	22	I had to continue my studier	I have to continue my study				V
Student 10	23	She use this phone	She uses this phone		V		
	24	My phone is make from China	My phone made from China				V
Student 11	25	My favorit game is mobile legends	My favorite game is mobile legends		V		
	26	Can play this game with friends	We can play this game with friends		V		
Student 12	27	I can have new friends	I have new friends	V			
Student 13	28	My friends is Azzihad	My friend is Azzihad	V			
Student 14	29	My freind Nasib	My friend is Nasib		V		
	30	Nasib is big body	Nasib has big body				V
	31	Ice cream favorit Nasib is vanila	Nasib's favorite ice cream is vanila			V	
Student 15	32	I like this game and I like this song Inggris	I like this game and English song			V	
	33	Lionel Messi is a profesional foot ball from Arghentina	Lionel Messi is a profesional foot ball player from Arghentina		V		
Student 16	0	-	-	-	-	-	-
Student 17	0	-	-	-	-	-	-

Student 18	0	-	-	-	-	-	-
Student 19	0	-	-	-	-	-	-
Student 20	0	-	-	-	-	-	-
Total				6	13	2	12

Noted :

Error Classification

A (Addition)

O (Omission)

MO (Misordering)

MF (Misformation)

In the tabel below (Table 2), it is described about frequency of errors based on tabel 1. In this table, the frequency of errors in percentage explained. The comprehensive information is depicted in the table below :

Table
Table of Students Errors

No.	Types of Errors	Number of students	Frequency of Errors
1	Addition	5	6(18.18%)
2	Omission	10	13(39.39%)
3	Mis-ordering	2	2(6.06%)
4	Mis-formation	9	12(36.36%)
Total of Frequency			100 %)

a. Addition

There are 5 students made errors in addition with total errors is 6 errors or 18.18 %. In this case, students added some unnecessary word or incorrect elements. Students did not know vocabulary or spelling before. Some examples of addition such as :

a) (Student 1) I like to rubs it

b) (Student 4) This place is at on altitude

Based on examples above, the errors analysis can explain as follows :

First example from (Student 1) He wrote "I like to rubs it". He added consonant /s/ in the word rub. It should be I like to rub it. Based on the rules, Words that use the infinitive must use verb 1. After to infinitive has to use verb 1 without additional things (s,es,ed,ing,etc)

Second example from (Student 4) He wrote "This place is at on altitude". He added double preposition. Word of altitude more appropriate to use preposition on than at. On is used to denote something that is on the surface or to indicate more specific location in a vertical or horizontal continuum. If we use at, it has to be places which are specific such as at corner, at school, at home, etc. It should be this place on altitude.

b. Omission

Based on the data above, error in Omission made by students are 13 errors or 39.39 %. In this situation, students have left out some necessary components. They neglected to include the elements in the sentence. Some examples of Omission such as :

- a) (Student 2) Cristiano Ronaldo is a very hansome man
- b) (Student 3) He is very kind an generous

Based on some examples above, the errors analysis can be explained as follows :

First, from (Students 2) He Wrote “Cristiano Ronaldo is a very hansome man”. He omitted the items that should include in a sentence. In word hansome, he omitted the consonant /d/. It has an error on spelling the word hansome. That sentence should be Cristiano Ronaldo is a very handsome man.

Next error from (Student 3) He wrote “He is very kind an generous”. He omitted consonant /d/ for word and. That sentence should be He is very kind and generous.

c. Mis-ordering

There are 2 students made error in Mis-ordering with the total errors are 2 errors or 6.06 %. It is occurred because they put some element in wrong place. for example from (Student 14) He wrote “Ice cream favorite Nasib is vanilla”. He has an error on possessive pronoun to express his friend favorite ice cream. In english, if the mother tongue can not be translated word by word into english, because it will be a werid translation. The student has to remember the expression of english. Based on his sentence It should be *Nasib’s favorite ice cream is vanlila*.

d. Mis-formation

There are 9 students made error in Mis-formation with the total errors 12 errors or 36.36 %. It occurred because the students could face difficulties picking and forming adjective and noun into correct sentence. Some example of Mis-formation as follows :

- a) (Student 7) His also kind and warm
- b) (Student 5) He size is as big as the palm of my hand

Based on some example above, the error analysis can be explained as follows :

First from (Student 7) He wrote “His also kind and warm. Heused inappropriate subject pronoun. The word his is not belongssubjectpronoun, buthisinsidetopossessive pronoun. Based on that sentence, he translated his first language into english. So there is an error of word choosing. It should be he is also kind and warm.

Second example from, (Student 5) He wrote “He size is as big as the palm of my hand.” the student tended to use inappropriate subject to modify a sentence. He made error in forming it. The student did not know the possessive pronoun. He put the wrong subject on that sentence. It should be It is as big as the palm of my hand.

Based on analysis above, it can be stated that total errors of addition are 6 errors on percentage 18.18 %, while total errors of omission are 13 errors on percentage 39.39 %, than total errors of Misordering are 2 errors on percentage 6.06 %, last total errors of misformation are 12 errors on percentage 36.36 %

DISCUSSION

According to Dulay in James (1998) errors can be classified into four kinds, they are omission, addition, misformation and misordering. Most of the students made errors on Omission with the frequency of errors 39.39 %. It is high frequency because most of them have made errors on the test regarding the omission with some required element. They omitted the items that should appear in the sentence. First, the omission of noun, the students omitted the necessary noun in a sentence. Moreover, the student also committed error in omission of spelling for instance. The results of this research were also found by Eka (2014) entitled “Error Analysis The Student’ Writing of Descriptive Text” showed that students made errors on

omission with the frequency of errors (23,33 %), they omitted some prominent word or letter in sentence. in her reserch, omission is the second highest level .

The second level of errors is in misformation with frequency 36,36 %. It is high frequency of errors because that students may struggle with selecting and arranging adjectives and nouns correctly in sentences. Firstly, students often used inappropriate adjectives to modify nouns. Additionally, they tended to choose incorrect words. Given the prevalence of these issues, teachers should give more attention to this type of error. Based on the research of Puteri (2019) showed that students made error on misformation with the total of frequency of errors (33,77 %), they use wrong form of the morphem or structure. In this case, the error of misformation is the third level on her research.

The third level of errors was Addition, with frequency 18.18%. It is high frequency occurred because students inserted unnecessary or incorrect elements. It did not imply that students were unfamiliar with the vocabulary or spelling. However, since each vocabulary had its own specific spelling, this led to confusion and resulted in errors. Based on the research of Intan (2019) entitled “Error Analysis of The Tenth Grde Student’ of MAN 1 Palu” stated that students made error on addition with the frequency of errors (9,75%), they added some required element. In her research, they added unimportant or incorect element. Further more, addition is the third highest level in her research. It can concluded that student’ errors on addition at SMK N 2 Padangpanjang with MAN 1 Palu have the same frequency.

The last level of errors is in Misordering with frequency 6.06 %. The students have made errors on the test regarding the Misordering, it happened because of students put some element / word in wrong place. The students committed errors when they use adjective to describe a noun. Most of students also Misorder word order of two or more adjectives to describe a noun. Based on the research of Sasmiasih (2014) entitled “Error Analysis The Student’ Writing of Descriptive Text” expalined that they made errors on misordering with the total of frequency (6,7%), the students put some element or word on the wrong place or incorrect placement. In this case, they misordering their sentence. in her research the error of misordering is the last level of error. It can be conclude that people rarely make error on misordering and student’ made errors on addition at SMK N 2 Padangpanjang with MAN 1 Palu have the same frequency.

CONCLUSION AND SUGGESTION

After analyzing the students writing test, it was found that the types of error that was made the tenth grade student are omission (13 errors or 39.39 %), Misformation (12 errors or 36.36 %), Addition (6 errors or 18.18 %) and Misordering (2 errors or 6.06 %). Fisrt, the students omitted the items that should appear in the sentence., the omission of noun, they omitted the necessary noun in a sentence. Moreover, the student also committed error in omission of spelling for instance. Second, the students add some unnecessary or incorrect element. Nevertheless, it does not mean the students have not known the vocabularies and spelling before. Third, tended to use inappropriate adjective to modify a noun. Moreover, the students tended to select the wrong word. Fourth, the students put some element or word on the wrong place or incorrect placement.

Based on the conclusion above, it can be suggested that: (1) The teacher should be able to understand their students better in order to create a pleasant learning class. (2) the teachers should not give unexpected tasks too often that made students feel difficult. Being able to be a friendly and welcoming teacher, can certainly make students comfortable while studying. (3) The appropriate method, model and strategi in teaching can be choosen by teacher. (4) In assignment, the feedback should be given by teacher to students to make them undertand about errors and mistake they made in writing descriptive text.

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