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An Analysis of Student's Error in Writing Descriptive Text

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Article Info	Abstract
<p>Keywords: <i>Learning Media;</i> <i>Interest to learn;</i> <i>Learning outcomes</i></p>	<p><i>This study aims to determine the Effect of Learning Media Influence and Interest in Learning Outcomes of English in Public Junior High School Students in Lebak Banten. Furthermore, the researcher to find out the effect of learning media interaction and learning interest on learning outcomes using the quantitative experiment method. This study using population of 583 students and sample of 70 students. The research hypotheses tested include: 1) There is a significant effect of learning media on learning outcomes. 2) There is a significant effect of interest in learning on learning outcomes. 3) There is a significant interactive influence on learning media and interest in learning about learning outcomes. Then from the results of the hypothesis test, it was found that 1) There is a significant effect of learning media on the learning outcomes of English students of Lebak region at Junior High School. This is evidenced by the acquisition of the $Sig. = 0,000 < 0,05$ and F count = 16,334. 2) There is a significant effect of interest in learning on the learning outcomes of English students in Lebak region at Junior High School. This is evidenced by the acquisition of $Sig. = 0,000 < 0,05$ and F count = 15,127. 3) There is a significant interaction effect of learning media and learning interest in the learning outcomes of English students of Lebak region Junior High School. This is evidenced by the acquisition of $Sig. = 0,000 < 0,05$ and F count = 13,833.</i></p>

INTRODUCTION

Writing is an important skill which must be learnt besides listening, speaking and reading, students must be able to communicate not only in oral form but also in written form. English is one of the major subjects which are examined in national examination. It means English is important to be understood by the student's to improve their English skill and to get better future. For these reasons, people need to learn English to develop their knowledge and skill for their bright future. For example, when the students wants to make a good writing, the students must give attention to formal aspects of written language such as grammar, careful selection of vocabulary and many others.

Even though writing is stated important as explained above, it is still a matter in our education. A study conducted by Ron and Valerie (1988: 3) states Writing is a form of problem solving which involves such processes as generating ideas, discovering a 'voice' with which to write, plan, set a good, monitoring and evaluating what going to be written as well as what has been written and searching for language with which to express exact meanings. Moreover, writers rarely know that unexactly to explore what they are going to write because many ideas are only revealed during the act of writing itself.

In this study, the writer focuses that there are four types of writing as a product. Based on Ken Hyland (2003: 20) the four kinds of writing as a product are: Recount, procedure, description report, and explanation. Moreover, from Ken Hyland here, there are four types of writing. Description is to give an account of imagined or factual events and phenomena. There are three the parts are called generic features use the term then in a descriptive writing : identification paragraph, description paragraph, and impression paragraph. The generic tense used in descriptive writing are simple present tense and simple present continue. In this case, the writer uses a descriptive writing to be analyzed to find the sources, and types errors in the students writing.

Its problem solving when students want to write something that already exists in the ideas so they can pour all the ideas in paper by own word used grammatical stuctures. According mention Ron and Valerie already above, however in SMAN 3 Rangkasbitung almost the students still lack of in writing skills because they have not be able to pour their ideas which they wants to write. Because they still do not understand the grammatical stucture of writing such as capitalization, comma, etc. The students also still do not understand the tenses which caused of problem the students in SMAN 3 Rangkasbitung. Therefore the writer to seek to know what kinds of types and sources of error are generally or commonly made in descriptive writing in SMAN 3 Rangkasbitung.

By considering the explanation above, the writer analyzed the students' errors in descriptive writing text. The writer intends to identify what type of errors most frequently committed by students. The writer observed an Error Analysis of Students' errors in descriptive writing text based on linguistic category taxonomies by Betty Schrampf Azar (1989: 29). They had studied English writing especially writing descriptive texts in Senior High School. In this study, the researcher analyzed the errors based on linguistic category taxonomies by betty Schrampf azar There are verb tense, omit a word, spelling, add a word, capitalization, word choice, word order, singular – plural, word form, article (1989: 29). This type of errors has interrelationship will one another. Then, the researcher described the errors by following linguistic taxonomies because it more clear types of student's error in descriptive writing text.

RESEARCH METHOD

In this study, the writer uses a descriptive qualitative approach and error analysis based on the aspect. it is a kind of method that analyses the errors made by the students in responding task administered by researcher. the procedures of this study is to identify, analyze, classify, and

quantify the types of error and the sources of error to evaluate the seriousness and to give the possible remedial teaching based on the types and sources of error. The writer did some steps in procedures for collecting the data are the writer give the writing task to the students, and then the students have to write the descriptive writing by following the instruction which is by the writer, after collecting the data by giving the previously prepared writing task for the students to do, also read and check the students writing and give a clue or the label that the students made on their grammatical errors, so return the students writing that already fixed, and detect the errors of the students writing, identify which one is error and which one is mistake, predict the sources of the serious errors, and make the report of the study also giving the remedial teaching such as remedial drills, lesson etc. Then this study, the writer uses the formula $P = F \times 100\%$ are P is percentage, F is frequency of wrong number, N is number of class, the total of this error type will be transferred to percentage.

FINDING AND DISCUSSION

The technique of this study, the writer uses the formula $P = F \times 100\%$ are P is percentage, F is frequency of wrong number, N is number of class, the total of this error type will be transferred to percentage. The focuses of the analysis are on the errors in using the 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. Each symbol stands for each error as follows:

Table. 1

No.	Types of Error	Symbol
1.	Singular – Plural	SP
2.	Word Form	WF
3.	Word Choice	WC
4.	Verb Tense	VT
5.	Add a Word	AW
6.	Omit a Word	OW
7.	Word Order	WO
8.	Incomplete Sentence	IS
9.	Spelling	Spel
10.	Punctuation	Pun
11.	Capitalization	Cap
12.	Article	Art

13.	Meaning not Clear	MC
14.	Run on Sentence	RS

Beside that, the symbol of sources of error are as follows:

Table. 2

No.	Sources of Errors	Symbol
1.	Intralingual Transfer	Tra
2.	Interlingual Transfer	Ter
3.	Context of Learning	CoL
4.	Communication Strategies	CoS

After analyzing the data, the writer counted the students' errors and sources of error starting from the most until the least error. The last she gave the conclusion and suggestion for this research. The analysis result of the students's errors and their sources is presented on the table as follows:

Table. 3
Percentage of students' error based on types of error

No.	Types of Error	Total	Percentage
1.	Singular – Plural	9	2.4 %
2.	Word Form	4	1.0 %
3.	Word Choice	30	8.1 %
4.	Verb Tense	78	21.3 %
5.	Add a Word	42	11.4 %
6.	Omit a Word	73	19.9 %
7.	Word Order	14	3.8 %
8.	Incomplete Sentence	-	-
9.	Spelling	66	18.0 %
10.	Punctuation	13	3.5 %
11.	Capitalization	33	9.0 %
12.	Article	4	1.0 %
13.	Meaning Not Clear	-	-
14.	Run On Sentence	-	-
Total		366	100 %

Based on the analysis of the data, the writer found that the total errors of each item are different. the most typical errors are in verb tense with 78 errors or 21,8 %, errors in omit a word 73 errors or 19,9 %, errors in spelling 66 errors or 18,0 %, errors in omit a word 42 errors or 11,4 %, errors in capitalization 33 errors or 9,0 %, errors in word choice 30 errors or 8,1 %, errors in word order 14 errors or 3,8 %, errors in singular plural 9 error or 2,4 % and the less error that

students never made in their writing are incomplete sentence, meaning not clear and run on sentence.

Table. 4
Percentage of students' error based on types of error

No.	Sources of Error	Total	Percentage
1.	Intralingual Transfer	236	67.6 %
2.	Interlingual Transfer	-	-
3.	Context of Learning	113	32.3 %
4.	Communication Strategies	-	-
Total		349	100 %

According to figure 4, it can be seen clearly the highest and least source of error. The highest source of error is intralingual transfer with rank 67,6 % and the least source of error is context of learning with rank 32.3%.

Based on the data above, there are many errors made by students on their descriptive writings. Those are singular – plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, punctuation, capitalization, spelling, article, meaning not clear and run on sentence. Based on the analysis of the data, the writer found that the total errors of each item are different. The most typical errors are in verb tense with 78 errors or 21.3 %, errors in omit a word 73 errors or 19.9 %, errors in spelling 66 errors or 18.0 %, errors in add a word 42 errors or 11.4 %, errors in cap 33 errors or 9.0 %, errors in word choice 30 errors or 8.1 %, errors in word order 14 errors or 3.8 %, errors in singular – plural 9 errors or 2.4 %, errors in word form 4 errors or 1.0 %, errors in article 4 errors or 1.0 %, and the less error that students never made in their writing are incomplete sentence, meaning not clear and run on sentence.

According to figure 4, it can be seen clearly the highest and least source of error. The highest source of error is intralingual transfer with rank 67,6 % and the least source of error is context of learning with rank 32.3%.

CONCLUSION

After collecting samples, identifying, classifying and calculating the errors based on the question of the study in chapter 1, “*What kinds of types and sources of error the students commonly used in descriptive writing in SMAN 3 Rangkasbitung*” ?, the writer found two the most typical and sources of errors on tenth grade students’ descriptive writing in SMAN 3 Rangkasbitung. The details descriptions are as follows: there are two most typical of errors on students’ descriptive writing. a. The first typical of errors made by the students is verb tense with 78 errors or 21.3 %. The source of this error is intralingual transfer. It is caused by the students’ limitation in understanding grammar in target language (English). The students are still confused in using verb 1 for *he* subject . b. The second typical of errors is omit a word

73 errors or 19.9 %. This error happened because of students' carelessness in committing the words into the sentence. Sometimes, the students used unnecessary words in the sentence. Source of this error is intralingual transfer. The minor errors on students' descriptive writing are: a. Spelling 66 errors or 18.0 %. b. Add a word 42 errors or 11.4 %. c. Capitalization 33 errors or 9.0 %. d. Word choice 30 errors or 8.1 %. e. Word order 14 errors or 3.8 %. f. Singular – plural 9 errors or 2.4 %. g. Word form 4 errors or 1.0 %. h. Article 4 errors or 1.0 %. There is one most source of error on students' descriptive writing is intralingual transfer with rank 67,6 %. There is one minor source of error on students' descriptive writing. is context of learning with rank 32.3 %.

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