

## **ENGLISH LANGUAGE ERROR ANALYSIS OF DESCRIPTIVE TEXT PRODUCED BY SEVENTH GRADER**

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### **ABSTRACT**

This study aims to describe the error on descriptive text written by seventh C grader in SMPN 1 Porong and to identify the causes of error. The research method of this research is descriptive qualitative method. The researcher used interactive model by Miles and Huberman that consists of three steps, they are; data condensation, data display, and drawing verifying conclusions. The researcher used the document observation sheet and questionnaire form as the instrument of this research. The researcher only selected 20 descriptive texts written by the students. Based on the research finding, it can be concluded that the students produced error on their descriptive texts. The highest error is miss-formation error (48,87%) because the students lack on writing practice. The researcher found the causes of error from the questionnaire is communication strategy-based error as 50% because the students get misunderstanding in receiving descriptive text material from the teacher's explanation. The teacher should change the method in the teaching process to help the students understand descriptive text well. For the next researcher, this research can be a reference for error analysis on other English skills.

**KEYWORDS:** English Language, Error Analysis; Descriptive Text

### **ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan error atau kesalahan pada teks deskriptif yang ditulis oleh siswa kelas VII C di SMPN 1 Porong dan untuk mengidentifikasi penyebab kesalahan tersebut. Metode penelitian dalam penelitian ini adalah metode deskriptif kualitatif. Peneliti menggunakan model interaktif Miles dan Huberman yang terdiri dari tiga langkah, yaitu; pemadatan data, penyajian data, dan penarikan kesimpulan verifikasi. Peneliti menggunakan lembar observasi dokumen dan formulir angket sebagai instrumen penelitian. Peneliti hanya memilih 20 teks deskriptif yang ditulis oleh siswa. Berdasarkan temuan penelitian, dapat disimpulkan bahwa siswa menghasilkan kesalahan pada teks deskriptif mereka. Kesalahan tertinggi adalah kesalahan formasi (48,87%) karena siswa kurang dalam latihan menulis. Peneliti menemukan penyebab kesalahan dari kuesioner adalah kesalahan berbasis strategi komunikasi sebesar 50% karena siswa mendapatkan kesalahpahaman dalam menerima materi teks deskriptif dari penjelasan guru. Guru harus mengubah metode dalam proses pengajaran untuk membantu siswa memahami teks deskriptif dengan baik. Bagi peneliti selanjutnya, penelitian ini dapat menjadi referensi untuk analisis kesalahan pada keterampilan bahasa Inggris lainnya.

**KATA KUNCI:** Bahasa Inggris, Error Analisis; Teks Deskriptif

## INTRODUCTION

English is generally taught in Indonesia as the foreign language. It should be given to the students from elementary grade up to university because English is international language. In learning English, the learners are expected to be able to master four language skills, they are; listening, speaking, reading, and writing. Writing is considered as complex skill to be achieved by the students. In the writing skill there are some component, such as content, organization, vocabulary, language use and mechanics. According to (Yolanda and Al-Hafizh 2014) writing is the mental work of inventing ideas, thinking on how to convey them and arranging them into clear statements and paragraphs. (Zemach and Rumisek 2005) states in writing has four steps of the writing process, they are; pre-writing, drafting, reviewing and revising, last rewriting. Writing to communicate with other people because writing can express our ideas to the reader with the rules. The writing skill can develop by often to write all of our thinks or ideas in text. The writer should understand the steps of writing to make their writing interest the reader.

In written language, the students have to use structure based on the writing genre. Writing English is complicated skills to be learnt by students, because they need more knowledge in writing sentences correctly. Students produce error in written because they less writing skill and knowledge in English. Related to writing, a writer used term of construction produced

in written expression by students, to specify of writing in descriptive text. Most of students from schools commonly produce error in writing, such as in writing descriptive text. Students must have imagination to describe something. Students can describe about person, place, and object. English as a foreign language, so the students produce mistakes and error in their English learning process.

(Wishon and Burks 2011) states that descriptive text is paints pictures of words with information appealing to the five senses of the reader sight, sound, touch, taste, and smell. The description writer often used comparisons to help readers imagine something else. Description used to describe a person, place, and object. The descriptive text is really different from the other kinds of text. The writer of description creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader. According to (Gerot and Wignell 1994) descriptive text has two kinds of generic structure, they are; identification and description. Identifies the described a specific participant, they are a person, place, object to described in the descriptive text. Then, he explains in second paragraph that is description to information describes the specific participant in the text. In description it contains descriptive details of the specific participant, they are characteristics, appearances, personality, also habit or qualities. Christie in (Anggun 2016) states language features of descriptive text, they are; focus on specific

participants, used present tense, linking verb, action verb, mental verb, nominal group, adjective, and adverbs, adverbial phrases. From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description and characteristics of person, place, and object. In descriptive text has two generic structure such as identification and description also used language features make descriptive text more vivid.

The students learn the second language which is different from their mother tongue. (Al-Khresheh 2016) states that error description helps to serve three main purposes; initially, it would be to expound all that is unstated instinctively, in order to substantiate the instinct of an individual. The second purpose may be a prerequisite for counting the errors of the learners. The third purpose is to create error categories and subcategories that can help develop a comprehensive second language error taxonomy.

According to (Muftah and Rafic-Galea 2013) analyzing error made by the students is one of the way to show the true proficiency level of target language (L2) they are learning at a particular time. It also helps the second language researchers to recognize the students learning problem as well as the factors indicate. According to (Richards and Richards 1974) mistake refers to performance error due to a random guess or slip then he says that error are a systematic error due to a lack of language

skills, error cannot be self-corrected but mistakes can be self-corrected if the deviation is indicated to the speaker. (James 1998) explains that difference mistake refers to the learners is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and James shall say that the fault. He also explains that is the learner is unable or in any way disinclined to make correction, James assume that the form the learner used was the one intended. Analyzing students' errors which are considered to be systematic is nature in insightful information for second language teacher, learners, researchers and the classroom teaching practice as well (Muftah and Rafic-Galea 2013). (Al-Khresheh 2016) states that in error analysis have four stages are; collection of a sample of learner language, identification of errors, description of errors, and explanation of error. By error analysis, the researcher knows the skill of the students especially on writing descriptive text that can give directive of their problem in writing descriptive text. Then, descriptive text written in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting.

Some students produce errors in writing that learning English occurred because they translate Indonesian language to English directly. Most of them influenced by Indonesian language

structure. Beside students writing errors can occur in the form of spelling that different between English and Indonesia language. The students must prefer to learn speaking to writing to prevent the errors. Automatically they can reduce produce of writing errors.

Based on that phenomenon, an error analysis is important to be conducted to analyze the students' error, especially in writing descriptive text. (Brown 2000) states that error analysis is the student error study that can be observed, analyzed, and classified to reveal something of the system operating within the learner. According to (James 1998) error analysis is the process to establish the incidence, nature, causes also consequences of unsuccessful language. (James 1998) says that error has five types of error, they are; omission error, addition error, misformation error, misordering error, and blends error. (James 1998) states that makes four major categories of causes of error, they are; interlingual error, intralingual error, communication strategy-based error, and induced error.

In this research the researcher used a reference from a related research that conducted by (Pratama 2015) and the title is "An Error Analysis in Writing Descriptive Text Made by The Eight Grade Students of SMP Muhammadiyah 2 Masaran in 2014/2015 Academic Year". Based on the result of the research shows that the eight grade students of SMP Muhammadiyah 2 Masaran produced errors in their writing descriptive text. The researcher used elicitation to collect the data of descriptive

qualitative research. The researcher finds three hundred eighteen errors made by the students. In the result show that the dominant type of errors commonly in syntactical errors consist of 214 or 67,30 % errors. The source of errors itself because the students lack of vocabulary and also the students change Indonesian language to English directly.

Refers to related research, the researcher conducted this research focus on error analysis on writing descriptive text produced by seventh grader of SMPN 1 Porong. The objectives of this research is to describe the error on descriptive text written by seventh C grader in SMPN 1 Porong and to identify the causes of error. The result of this research teacher should change the method in the teaching process to help the students understand descriptive text material well. Then for the next researcher, this research can be a reference for error analysis on other English skills such as listening, speaking, and reading.

## **METHOD**

The researcher prefers to use qualitative method in this research, because the researcher wants to describe the students' errors on descriptive text includes the types of error and the causes of the error. Qualitative methods is a source of well-founded, detailed descriptions and explanations of human processes, using qualitative data. It is possible to preserve chronological flow, see what events have contributed to what effects and extract fruitful explanations

(Miles, Huberman, and Saldaña 2014). In this research, the researcher was apply the interactive model by Miles and Huberman to analyze the data. The object of this research are twenty descriptive texts written by the students as the subject this research.

According to (Creswell 2014) research instrument data may be increase with open-ended observations, or census data may be followed by profundity explanatory interview. In this research, the researcher used two kinds of instruments, they are; document observation sheet and questionnaire. The instruments can help the researcher get valid data. The first instrument that used by the researcher is document observation sheet to analyze the students' error in writing descriptive text. The observation sheet should be valid and reliable to support all of information in the research. (Creswell 2014) says that qualitative observation is when the researcher takes fields notes about the behavior and activities of individuals at the researcher site. In this techniques the researcher ask descriptive text from the English teacher of written by seventh C grade in SMPN 1 Porong by online because has COVID-19 pandemic such that the researcher cannot get the data directly. With this situation, the student send the assignment from WhatsApp, while the student study from home to cut the chain of COVID-19 because it is deadly virus then should be stay at home.

Second, the researcher used

questionnaire to identify the causes of error in writing descriptive text written by the students. That instrument used to help the researcher in getting data related to the causes of error. In this questionnaire, the researcher state 20 statements that each of them has different objective as follows. From the activities above, the researcher get valid the data for this research. The questionnaire are adopted from (Mohamed 2014).

**Table 1. The Objective of the Statements**

<b>Objective to be achieved</b>	<b>Statement</b>	<b>Item Number</b>
To investigate the interest of students in learning English	4 statements	1, 2, 3, 4
To investigate the students writing skill	4 statements	5, 6, 7, 8
To investigate the students learning experiences in English writing	6 statements	9, 10, 11, 12, 13, 14

From the table above, it shows that the researcher categories of statements from different objectives included all of the causes of error, they are; interlingual error, intralingual error, communication strategy-based error, and induced error. The category of the statements it can help the researcher in identifying the causes of error in writing descriptive text produced by the students more easily. Statement 1 up to 4 focus on interlingual error. Statement 5 until 8 that researcher aims to know the causes of error produced by students from the intralingual error. Then, the researcher

categories based of six statements from number 9-14 refers to know the causes of error in induced error. The last, the researcher categories that statements in number 15 until 20 aims to identify the causes of error from the communication strategy-based error. All of the categories help the researcher analyze the causes of error well.

Data collection is the researcher collected the data to support of the research use Miles and Huberman model followed. After all the data collected, then the researcher analyzed the data using interactive model by Miles and Huberman. The data analysis process involving three steps, they are; data condensation, data display, and drawing/ verifying conclusions (Miles, Huberman, and Saldaña 2014). In this data condensation step, the researcher get the first information from the English teacher. The researcher asks the English teacher the descriptive text written by the students as the subject of this research. From this step, the researcher gets the data to analyze in this research.

In data display, the researcher analyses the types and causes of error after collect the data from the English teacher. The researcher used the formulation to know the percentages the types of error produced by the students. After that, the researcher used questionnaire to know the causes of error. The researcher draws a conclusion based on the result of data analysis. The researcher analyze the data using the

following formula (Sudijono 2008).

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

Notes:

P= Percentage

F = Frequency of error made

N= Number of Cases (Total of Frequency)

The last step, drawing/ verifying conclusions, from this research, the researcher conclude analyze the data after all the steps done. The researcher inform the types and causes of error to the English teacher. It can help the teacher to reduce the error produce by the students. Such that, the teacher changed their method to teach descriptive text. Therefore, the students more creative in writing descriptive text.

## DISCUSSION

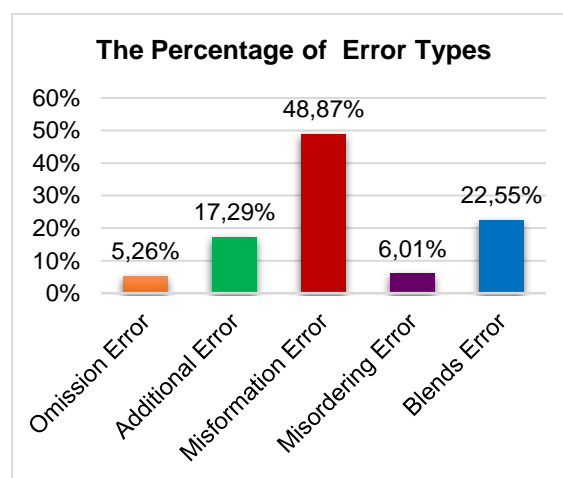
In this research, the researcher analyzed the data about descriptive text written by seventh C grader of SMPN 1 Porong to answer in the research questions of this research. There are 20 descriptive texts as the main data which consist of three topics of descriptive text, they are; person, animal, and thing. The types of error are analyzed using James's theory which is consist of five types of error; omission, addition, misformation, misordering, and blends (James 1998). Therefore, the researcher categorised into several types of error. Omission errors are divided into eight types of error. Then, additional errors are divided into six

categories. Thus, the researcher categorised of misformation error are divide into nine categories. Therefore, misordering error are divided into three categories. Furthermore, blends error divided into three categories.

The researcher has read and analyzed twenty descriptive texts written by seventh C grader in SMPN 1 Porong which contain five types of error, they are; omission error, additional error, misformation error, misordering error, and blends error. Thus, the researcher analyzed the whole data to answer of research questions. Then, the researcher used James's theory as well as to analyzed types of error based on students' descriptive text and causes of error based on students' answer on questionnaire form.

The researcher found five types of error on descriptive texts written by seventh C grader in SMPN 1 Porong. The types of error are, Omission error, Additional error, Misformation error, Misordering error, and Blends error. Each type of error aware categoried by the researcher in some categories. The categories of error on omission error are; omission of subject and omission of S/Es after verb. Then, categories of additional error are, additional of auxiliary, additional of preposition, additional of conjunction, additional of linking verb, and additional of simple present tense. Thus, categories of error on misformation error, they are; misformation of tense, misformation of verb, misformation of preposition,

misformation of auxiliary, and misformation of word spelling. After that, categories of error are; misordering of modifiers, misordering of adverb, and misordering of clause. Last, categories on deletion blend, addition blend and standard blend. In addition, the researcher also found the causes of error based on students' answer on questionnaire form, they are; interlingual error, intralingual error, communication strategy-based error, and induced error. Based on the research finding, the researcher will present the result of the types of error in this research in the following diagram:



**Figure 2. The Percentage of Types of Error**

The diagram above indicates that the types of error often appear on descriptive texts written by seventh C SMPN 1 Porong. There are the types of error are misformation error as 48,87%, while type of blends error is 22,55%, then type of additional error as many as 17,29%, after that is 6.01% as misordering error, last is

type of omission error 5,26%. From the diagram easily to know the often appears and rarely appears types of error. The teacher is the important thing to make the students understand well about descriptive to reduce types of error on misformation error. Misformation error is the wrong form of a structure or morpheme. The students produced misformation error especially on misformation of word spelling. One of the factor students produced misformation of word spelling because the students less practice to write vocab then produced error. When the students often practice it can less produced the types of error.

The second causes of error is blends error that the learners' is undecided about which someone of these two targets on their mind in the situations. In fact, that the students often appear types of error on standard blends because confused to arranged the sentences then produced standard blends. The students should be practice write sentences to reduce that error. Third, additional error refers to the appearance in a well-formed utterance of an object that must not occur. The students produced additional error on auxiliary and simple present tense as the often appears. The students indicated not understand well on using auxiliary verb and simple present tense then the teacher must give more knowledge to understand well. Fourth, misordering error is part of linguistical competence to selecting the right forms to use in the right context and to arrange them in the right order. The students produced error on misordering error especially on modifier. Modifier is a

word or phrase that qualifies (modifies) a word, phrase or clause. The last types of error is omission error. Omission error is to be distinguished from ellipsis (E), and from zero (Z), which is permitted by grammar (indeed it is powerful), while omission in ungrammatical. The students dominant produced error on s or es after verb.

From the explanation, it shows that the types of error produced by the students. The often appear types of error is misformation error, while the students incorrect on structure of sentences. After present and explain the diagram of types of error, the researcher also will present and explain the causes of error as the result of this research in the following diagram:

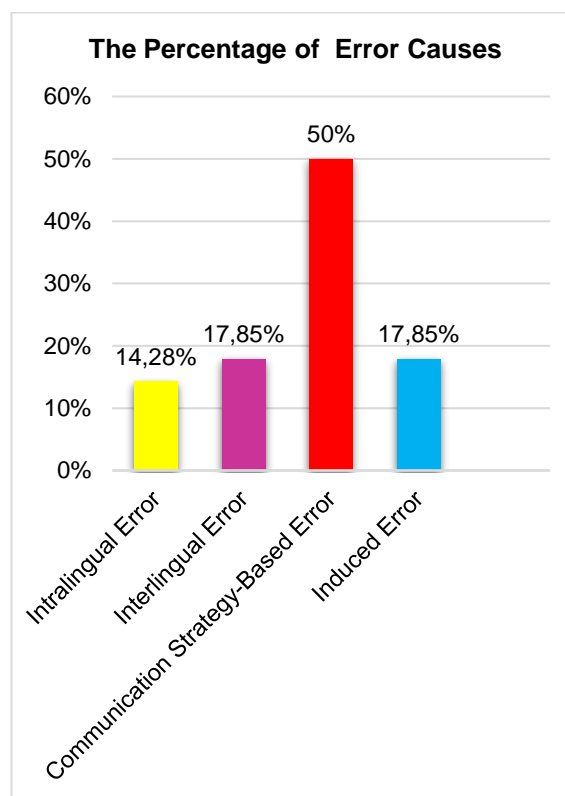


Figure 2. The Percentage of Error Causes



The diagram above shows that the often appears percentage causes of error from the students answer questionnaire seventh C SMPN 1 Porong. The often appears, 50% of causes of error because communication strategy-based error, intermediate is has same percentage causes of error are interlingual error and induced error as 17,85 %, the rarely appears causes of error is intralingual error as much as 14,28%. The students should improve their skill to communicate with another, especially with their teacher. Based on the causes of error that communication strategy-based error as the often appears produced by the students. Communication strategy-based error refers to the learners' assumption such as synonym and antonym then the concept indirectly. Some teacher gives explanation of the material indirectly to know the receive information skill from their students.

The others causes of error is interlingual error and induced error as the same percentage. Interlingual transfers which are error influenced by the mother tongue of the learners itself. From the interlingual error that the family of the students more often interactive that help it. In the questionnaire filled shows the interest students in learning English. Then, induced error is being misleading from the methods in which the teachers give definitions, examples, explanations, also organize practice opportunity. The teacher influenced on the classroom situation well

and make misunderstanding of their methods to give explanation the students. Induced error shows the students learning experiences in English writing from the questionnaire filled by the students. The last, intralingual error is partial target language exposure. The researcher shows the students writing skill based on the questionnaire filed by the students. Four students indicated the causes of error from the intralingual error.

Based on the diagram of the percentage of causes of error shows that communication strategy-based error as the often appear causes of the error in the students learning English. From the result that the students must be active to communicate with others to improve their speaking skill. Through the communication with others it make the students get more knowledge of synonym and antonym.

## **CONCLUSION**

Based on the research finding, the researcher found error on students' descriptive texts and the causes of error from questionnaire filled by the students. The highest percentage of error based on descriptive text written by seventh C grader in SMPN 1 Porong from 20 students is misinformation error as 48.87%. Then, blend error as much as 22.55%. After that, the type of additional error is 17.29%. Next, misordering error as much as 6.01%, and the lowest percentage is type of omission error as 5.26%. Misinformation error as the highest type of

error because students produced of the wrong form of structure in their sentences. The misformation error produced by students is misformation of word spelling. The students produced their error because they only know what they say without understand well the spelling of word in the sentences.

In addition, the researcher found the causes of error from the questionnaire filled by the students that the highest percentage causes of error is communication strategy-based error as 50%, second are interlingual and induced error as much as 17.85%, last is intralingual error as many as 14.28%. The causes of error based on the students answer of questionnaire form that identified the students assumption of the teacher explanation about descriptive text material which causes misunderstanding in receiving material.

### **Suggestion**

Based on the analysis, the researcher would like give some suggestions for the teacher in teaching descriptive text. The teacher should gives the detail explanation of descriptive text material that include, gives more knowledge about generic structure and language features of descriptive text. Then, the students will understand well about descriptive text material and they will reduce the error in writing descriptive text. An error analysis will be a useful strategy in teaching descriptive text material. The teacher should change the method in teaching process.

In this case, it can be an effective way to make students more understand descriptive texts material and motivate them to improve their skill in writing descriptive text. For the next researcher, the result of this research can be a reference for the next research that used error analysis in other types of text and other English language skills, such as; listening, speaking, and reading.

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