

ERROR IN DESCRIPTIVE TEXT OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT

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Abstrak: Bahasa Inggris memainkan peran penting sebagai sarana komunikasi Internasional. Ketika orang Indonesia ingin berkomunikasi menggunakan bahasa Inggris, orang Indonesia harus belajar struktur Bahasa Inggris. Pola struktur Bahasa Inggris berbeda dengan struktur Bahasa Indonesia sehingga menjadi kendala dalam berkomunikasi bagi orang Indonesia. Penelitian ini bertujuan untuk mengetahui kesalahan umum dan sumber kesalahan dalam teks deskriptif oleh mahasiswa semester empat Jurusan Pendidikan Bahasa Inggris STKIP PGRI Ponorogo. Pada Penelitian ini, menggunakan metode deskriptif yang menggambarkan seberapa jauh siswa membuat kesalahan dalam menulis teks deskriptif. Penelitian dilakukan pada bulan Juni-Juli 2018. Dalam penelitian ini, penulis mengambil 6 mahasiswa sebagai subjek. Untuk mengumpulkan data, penulis menggunakan analisis teks dan kesalahan. Analisis data menggunakan prinsip analisis kesalahan umum dan kesalahan sumber menggunakan teori Corder dan teori Brown. Hasil penelitian menunjukkan bahwa ada 108 kesalahan dalam penulisan teks deskriptif mereka. Penulis menemukan kesalahan tertinggi adalah kesalahan dalam verba(kata kerja) dan kesalahan terendah adalah kesalahan dalam kapitalisasi. Penulis menemukan beberapa sumber kesalahan oleh siswa adalah transfer intralingual.

Kata kunci: Analisis Kesalahan; Menulis; Teks Deskriptif

Abstract: English plays an important role as a means of communication among people in the world. When Indonesian people want to communicate in, Indonesian people must learn English language structure. Because English structure is different from Indonesian structure, it may be difficult to learn for Indonesian. So, they make an errors. This script aimed to know the commons errors and sources of error made in descriptive text by the fourth semester students of English Education Department STKIP PGRI Ponorogo. In this research, the researcher used descriptive method which intended to describe how far the students make errors in writing descriptive text. The research carried out on June- July 2018. In this research, the writer took 6 students as the subject. To collect the data, the writer used text and error analysis. The writer limited the study of analysis on the commons errors and sources errors using Corder and Brown's theory. The result of the study showed that there were 108 errors in their descriptive text writing. The writer found the highest errors was in verb tense and the lowest errors was errors in capitalization. The writer found the sources of errors by the students was intralingual transfer.

Keywords: Error Analysis; Writing; Descriptive Text

INTRODUCTION

English plays an important role as a means of communication among people in the world; for education, science, economy, business, etc. Realizing the importance of English in spoken and written communication, it becomes compulsory to learn English language (Arifin, 2019). In learning English, there are four skills that learners need to learn; they are writing, speaking, listening, and reading. Speaking and writing are productive skills. Listening and reading are receptive skills. Those skills are related to each other. In practice, people learn writing after speaking, listening, and reading. Writing is a very important skill as writing needs practice and many of the students consider writing is very challenging subject to learn (Arifin, 2018).

Writing skill becomes the most complicated skill that should be mastered by the English Education Department students because the student should be able to combine and express their feeling or opinion in good written form. There are rules or language components in producing good writing that cannot be forgotten; they are structure, vocabulary, coherence and spelling. Their writing can only be understood if those rules are applied correctly.

To be a good writer, the students have to understand the structure or grammar first. Structure of grammar is one of the basic components of language that must be learned by students. Harmer (2001:12) defines grammar as “the description of the ways in which words can change their forms and can be combined into sentences in that language”.

Descriptive text is a text which purpose is to describe and reveal a particular person, place, or thing. To make a good descriptive text, they must be careful to choose the verb, structure, symbols, or word to arrange the sentences and paragraph to be a good text. The students usually make errors, when they are writing descriptive text. The errors, which are made by the students, can be used as

a feedback by the lecturer in order to take some remedial teaching activities and better strategies in teaching English in the future. An analysis is very needed to find out the students' error in writing.

The first previous study was made by Meliyanti (2013), entitled *An Analysis on Students Grammatical Errors in Descriptive Texts Writing* (A Descriptive Study in the Second Year Students of MTsN Satu Atap-Balaraja). In her research, she found that the second grade of MTsN Satu Atap Balaraja still made many errors in writing descriptive paragraph. She found that commonest errors were 20.9% students who made errors in word choice.

The errors came from many factors; the students were still confused in choosing the right word in a sentence because of the lack of knowledge or poor vocabularies, interference (interlingual source).

The second previous study which is relevant to this research is Irfani (in Choironi, 2016) research. He found that the students made a more large number of errors in syntactical and morphological levels. Moreover, the students encountered obstacles in learning the grammatical aspect of the english language, such as in term of subject verb agreement, the use of articles and preposition, then the exercise of correct tenses. This research showed that the student made 15.13% errors in omission, 73.5% errors in misformation, 8.61% errors in addition and 2.67% in misordering. The most frequent type of errors committed by the students was misformation.

Another previous study on error analysis is conducted by Arifin, Retmono & Warsono. Their study was aimed at finding out the mistakes within the descriptive texts written by 27 higher education university students. They employed error analysis method and found out on that the students could write well in the identification and aspect part, but not in conclusion part. In case of lexicogrammatical features, the use of verbs caused the most number of mistakes, or 132 mistakes (30.07%), while the fewest ones was the use of

adjective, found only 4 times (0.91%) of the total mistakes.

Considering the previous studies, it is important for the researcher to analyze the STKIP PGRI Ponorogo students' errors and diagnose the reasons. Therefore, the writer used error analysis to detect the students' errors. It is important because the result of the research can contribute to the attempt of decreasing errors done by the students of English Education Department of STKIP PGRI Ponorogo. Based on the previous explanation the writer decided to undertake a study which explored errors that students had done in writing descriptive text.

METHOD

According to Bogdan and Taylor (1992: 21-22), qualitative research produces descriptive data in the form of words written or spoken of people and behaviors that can be observed. In the other hand the descriptive-case study design is suitable with the main objective of the study that is to describe the errors made by fourth semester students English Department of STKIP PGRI Ponorogo in descriptive text.

In this study, the writer used the descriptive qualitative method to analyze the error. It related on the error of grammatical features that were made by the the students in writing descriptive text.

In this study, the reseacher used an error analysis as the methodology in analyzing the data. Corder stated (in Rustiana, 2014: 34) that error analysis can deal effectively only with learner production; speaking or writing, not with the learner reception; reading and listening. The error analysis is compatible with the purpose of this study which tried to uncover the the errors occuring in descriptive text made by the students. In this study, the steps of analyzing error used by the writer are as follows.

Identification of errors

The first step in the process of analysis is identification of the errors. in this step, the writer identify the students' errors in their writing of descriptive text.

Classification of errors

In this step, after identification the errors the writer classified into some categories, singular-plural, word choice, word form, addition, omission, verb tense, spelling, article, punctuation, word order, meaning not clear, run-on sentence, and incomplete sentence.

Tabulation of errors

After classifying the error, the next step is tabulation of error. In this step, the writer drew the error into a table based on the classification of errors to tabulate the number of errors that made by the students and then the writer analyzed the data by using descriptive analysis technique(percentage) in which described in the table of percentage. The formula is:

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

Note:

P= Percentage

F= Frequency of error

N= Number of sample which is observed

Explanation of errors

In the last step in error analysis, the writer explained about the source of error made by the students. The writer tried to figure out the source of error by predict it.

FINDINGS AND DISCUSSIONS

Findings

After collecting the data from the fourth semester students English Department of STKIP PGRI Ponorogo, the writer found some errors that made by the students in their writing, as follow:

Table 1: Classification of errors

Students	Classification of error														Total of error
	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	Run-On sentence	
Student 1	6	2	1	5	2	5	3	3	3	3	1	2	2	3	41
Student 2	4	2	3	7	3	4	3	3	1	2	1	3	5	3	44
Student 3	2	2	3	3	1	2	1	1	0	1	1	1	4	3	25
Student 4	1	3	4	4	3	0	2	2	2	0	3	2	2	6	34
Student 5	3	3	4	7	2	4	1	2	4	1	0	2	4	6	43
Student 6	2	2	2	2	2	1	1	2	1	1	0	0	2	3	21
Total	18	14	17	28	13	16	11	13	11	8	6	10	19	24	208
Percentage of error	8.7%	6.7%	8.1%	13.5%	6.2%	7.7%	5.3%	6.2%	5.3%	3.8%	2.9%	4.8%	9.1%	11.5%	100%

The Percentages of student’ errors were converted into a pie chart. The pie chart covered the highest until the lowest rank as follows:

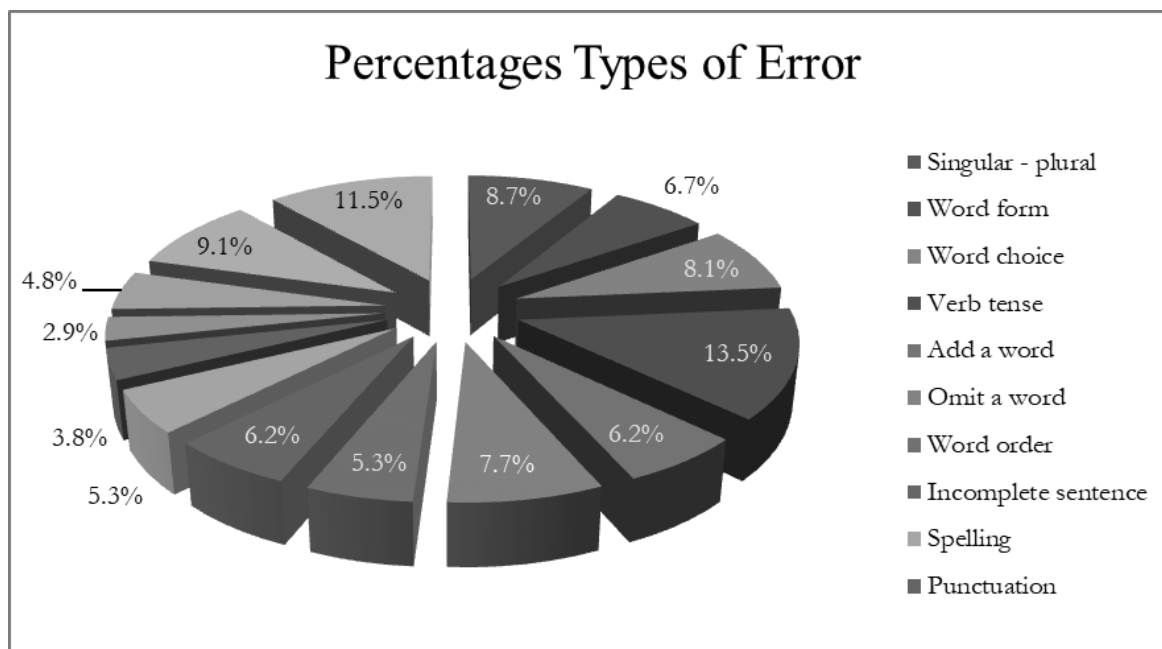


Diagram 2: The students’ types of errors

The writer elaborated the result of pie chart above started from the highest error number until the lowest rank. Based on the data description above, the writer would like to analyze the data by presenting the sources of students’ errors. the writer analyzed the students’ sources of error according to

Brown's theory. Brown divides the sources of error into four categories as follows: interlingual transfer, intralingual transfer, and context of learning. After analyzing, the writer calculated the data and then drew up the total calculation into table recapitulation and drew up into diagram. The table below is the recapitulation of students' sources of errors.

Table 2: The recapitulation of students' sources of errors

Types of Errors	Frequency of Error	Category	Frequency of Sources of Error	Percentage of Sources of Error
Word choice	17	Interlingual transfer	85	41%
Omit a word	16			
Article	10			
Add a word	13			
Singular- plural	18			
Spelling	11			
Verb tense	28	Intralingual transfer	90	43.2%
Word form	14			
Word order	11			
Incomplete sentence	13			
Run-on sentence	24	Context of learning	33	15.9%
Capitalization	6			
Punctuation	8			
Meaning not clear	19			
Total	208	Total	208	100%

Based on the tabel 2, the writer differs the category of the errors from the types of error made by student.

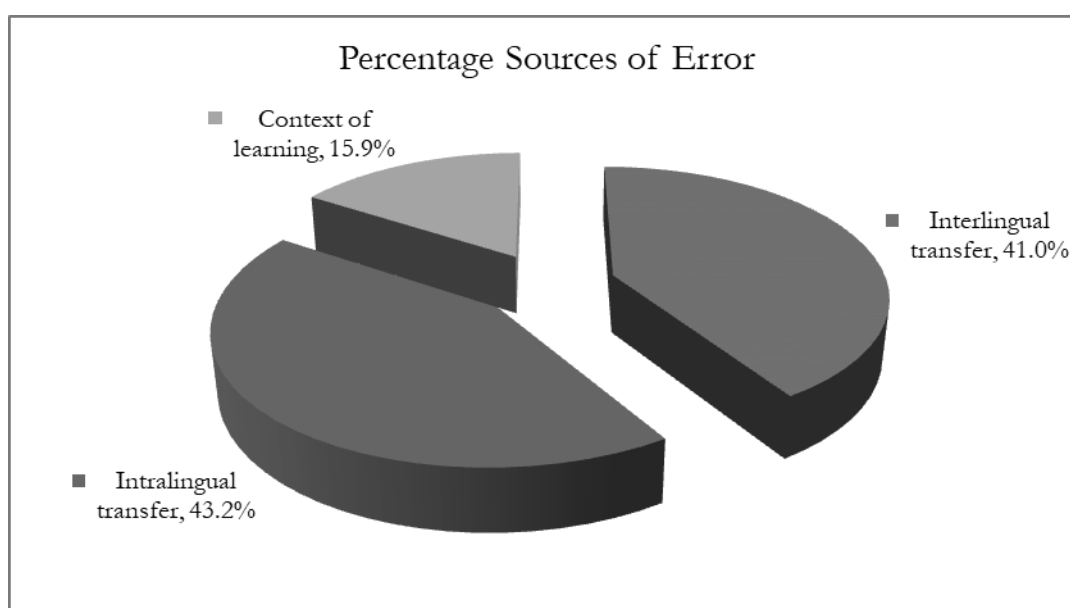


Diagram 2: Percentage sources of error

From the table and diagram above, it can be seen that the highest sources of errors made by fourth semester students English Department of STKIP PGRI Ponorogo was intralingual transfer (43.2%), secondly interlingual transfer(41%), and the lowest is context of learning(15.9%).

Discussion

This section deals with the discussion errors in writing descriptive text made by fourth semester students English Department of STKIP PGRI Ponorogo. Based on the result of the two tables and the two diagrams above, the writer calculated result into percentage and it was known that the highest types of error were made by students in descriptive text was verb tense(28 or 13.5%), and the lowest was capitalization (6 or 2.9%). Furthermore, the highest sources of error in writing descriptive text made by students fourth semester students English Department of STKIP PGRI Ponorogo was intralingual transfer(90 or 43.2%) errors and the lowest is context of learning (33 or 15.9%).

The reason why students made errors were: students have lack knowledge in grammatical rules. Students had some problems in using appropriate words in their sentences. Then, the errors came from many factors, the students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides, errors happened because of their first language (Indonesian) logical thinking, or we could say the learners' mother tongue interference (interlingual source).

CONCLUSION

Based on data analysis, the writer found some sources of errors by the students which were firstly intralingual transfer (43.2%), secondly interlingual transfer (41%), and the last context of learning (15.9%). It could be concluded that the students errors might be caused of lack knowledge in grammatical rules(verb, word form, singular-plural,

etc). Besides that, errors occurred because of their mother tongue(Indonesian logical thinking) and interference from the mother tongue, some students tried to translate the words one by one from Indonesian into English language without pay attention to the English structure rules and context. Additionally, they were also not careful and did not really pay attention to the grammar when they made an descriptive text especially in singular plural noun or verb.

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