AN ERROR ANALYSIS ON STUDENTS' DESCRIPTIVE WRITING

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Abstract

The objective of this research was to find the types and source of errors that students made on their descriptive writing. The researcher used Dulay's surface strategy taxonomy to categorize the types of errors and used Ellis theory to find source of errors. The data were collected through case study in qualitative method which used data analysis and interview as the instruments. The subject of this research is te teacher and students of the tenth graders of science class, there were 30 students. The finding of this study showed the highest frequency of error is misformation errors (34%). The lowest frequency of error is misordering error (16%). Meanwhile, the highest cause of error is intralingual transfer (59%), while the lowest cause of errors is interlingual transfer (41%). Based on the result, it can be concluded that the most types of errors made by students is misformation errors, and the source of errors is mostly from intralingual transfer due to exploiting redundancy, incomplete rule applications, and misanalysis.

Keywords: Error Analysis, Descriptive writing.

Writing is one of the skills that is important for students. Writing skill is a language skill that should be mastered in primary and secondary English education. Wibowo (2013) revealed that writing becomes an important thing that should be mastered by people to be able to write and communicate in higher education or workplace. To reach students in good writing, teachers must maximize students in English learning. Thus, teachers must pay attention to the writing components in teaching writing to avoid errors in students' writing.

There are several types of writing. Based on Kurikulum Tingkat Satuan Pendidikan (KTSP) 2013 – 2013 School-Based Curriculum mentions in Standar Kompetensi (SK) - Competence Standard and Kompetensi Dasar (KD) - Basic Competence that there are four kinds of writing text to learn in Senior High School, namely: narrative, expository, descriptive, and argumentative writing. In descriptive writing, students usually write by describing things in paragraphs based on the generic structure of descriptive writing. Dewi & Huda (2020) state most English learners still have difficulty in descriptive writing. This is due to several differences between Indonesian and English such as: structural and grammatical terms and styles.

Unfortunately, there are still many errors found in students' writing. So, identifying errors is indispensable to fixing students' writing errors. "Identifying learners' errors become crucial factors to improve their writing product (Karim et al., 2018). The purpose of analyzing students' writing errors is that teachers and students can find out what types and sources of students' writing errors are. When the teacher knows the students' errors in writing, the teacher can determine English learning strategies in writing.

In a previous research, Pasaribu (2021) surveyed " A common error analysis in students' English narrative writing." This research was conducted at the University of HKBP Nommensen Medan. The objective of this research is the researcher can find types of error based on brown's theory and cause of error in based on Norrish's theory. Besides, The second previous research in Sasmiasih (2014) in her title "Error analysis on the students writing of descriptive text." This research was conducted second Grade Students of SMP PGRI 2 Ciputat. This research focused to find types of omission, addition, mis-formation, and mis-ordering errors in using adjectives in descriptive text. Besides, the researcher also identify source of error in using adjectives in descriptive text consists are carelessness, first language, and translation.

Based on the description above, the researcher conducted the research about error analysis in finding the types of error based on the surface strategy taxonomy. There are omission, addition, misformation, and misordering (Dulay, 1982). Besides, the researcher also tried to find source of errors based on the ellis's theory, there are intralingual and interlingual transfer (Ellis, 2015).

METHOD

This research used the qualitative method. A qualitative method can be conducted by using a case study. The researcher used a case study to do the research and used the error analysis procedure to find and describe the result of research. The teacher and 30 students' writing task from X IPA 1 was chosen as source of this data considered of thirty students' paper taken by researcher.

The instrument in this research was in the form of writing tasks. According to Bowen (2009) document analysis is a form of qualitative research in which documents are interpreted by the researchers to give voice and meaning around an assessment topic. The teacher gave the assignment about "description of place" with a table of outlines to guide the students' writing. The data to support the idea of the source of the study was taken through the interviewed teacher and students. Therefore, list of interview protocols which consist of some questions were prepared.

To collect the data, the researcher asked students' task from teacher about their descriptive writing. Next, the writing sheets were read, identified, classified, counted and categorized based on the errors done in the writing product. The data were categorized based on the types and source of errors made by the students. The researcher also conducted interviews with the English teacher. The teacher was asked 11 questions related to the classroom condition and teaching learning activities. Meanwhile, the researcher also interviewed 6 students by asking 7 questions related to the classroom condition and learning activities. All of interview questions were based on the prepared protocol.

To get the result, the data will be calculated and drawn up in the table of percentages which the formula as follows:

$$P = F/N \times 100\%$$

P= Percentage

F= Frequency of error occurred

N= Number of cases (total frequent / total individual

In conducting the research, the researcher applied the following procedures based on Irawati, (2015): Collecting data, identifying of errors, classifying into error types, and counting the errors.

RESULT AND DISCUSSION

After collecting the data from students' task, the researcher identified,

classified errors into types, and counted of errors based on data analysis procedures. Based on the result, the researcher found that there were 191 erroneous sentences from 218 sentences in 30 students' descriptive writing papers. The following table showed the common errors in the result.

Table 1 Result of Errors

Types of Errors (Surface Strategy Taxonomy)	Numbers of Errors	Percentage
Misformation	65	34%
Omission	56	29%
Addition	40	21%
Misordering	30	16%
Total	**191**	**100%**

Table 1 shows that from 191 erroneous, the most common error was misformation errors with (65/34). It is a very high frequency of errors because the students might face difficulties in using tenses and auxiliaries verb. Then, it is followed by omission errors with (56/29%), It is happened because they have made errors on the test regarding the omission with some required element. Next, from addition errors are (40/21%). It happened because some students add the word that doesn't need in the sentences. The last is misordering errors with (30/16%). it happened because of students put some element / word in wrong place.

This result finding is supported by the previous study from Sasmiasih (2014) viewed from the perspective of surface strategy taxonomy, the highest percentage of occurrence is error on misformation. . It is because of the students tended to use inappropriate adjective to modify a noun.

Meanwhile, the researcher also analyzed the sources of errors through some types of errors found. The following table

and result of interviews showed the source of errors in the result.

Table 2 Result of Source of Errors

Source of Errors	Numbers of Errors	Percentage
Intralingual Transfer	113	41%
Interlingual Transfer	78	59%
Total	**191**	**100%**

Based on the result, the table shows from 191 errornous, there were 113 errors came from intralingual transfer. It is because the students made the errors due to misanalysis, exploiting redundancy, and rule incomple application. Besides, there are 78 errors from came interlingual transfer. It is caused by students still write the sentences or phrase based on Indonesian rule.

The results of this research are consistent with the result from Pratiwi (2015), she found the most reason students made source of error is intralingual transfer due to overgeneralization and incomplete application of language rules.

Based on the interviews with the teacher and six students, the researcher stated some students made errors because they had difficulties in lack of vocabulary, grammar, and structure. The interview also supported the statement that students made some errors because they couldn't make sentences or paragraphs accurately. It happened because students do not understand English and the diction, so they make errors because they use English sentences with their mother language in producing paragraphs.

Furthermore, the teacher and students said that the teacher usually just explained the material and only give the task with imitation technique. Besides, three students said the teacher did not give any corrections in the students' papers assignment about their errors. According to

the teacher also, she just gave evaluations after providing assessments to the students in general. It means the teacher did not give any feedback or correction to the students in detail. The teacher only explained the common errors from all students in front of the class. It may students can make some errors again because some students cannot listen to the teacher or do not enter the classroom when the teacher explains the corrections.

CONCLUSION

There were four types of errors based on the surface strategy taxonomy. Those are omission, addition, misformation and misordering. From the total number of 191 errors, it assumed that the most errors in students' descriptive writing is the misformation errors.The source of errors that found were two, interlingual and intralingual transfer. Interlingual transfer due to second language learner interference in the language structure. Meanwhile, the intralingual transfer was caused by exploiting redundancy, incomplete rule application, and misanalysis. This source of errors is more dominant.

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