

ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT

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Abstract: The objectives of this research were to figure out and describe the types of grammatical simple present tense errors are found in the one of vocational high school in West Kalimantan 2022/2023. This research used qualitative case study research to analysis the students' writing ability in descriptive text using present tense based on the four level type of errors: omission, addition, selection and ordering for the one of vocational high school in West Kalimantan. It was conducted on February 2023. The researcher took 12 students as the sample. The subjects of this research was the the one of vocational high school in West Kalimantan 2022/2023 academic year. To collect the data, the researcher used essay writing test with students. After collected the data from the subjects the researcher analysis the data by using error analysis method to analyzed qualitative data. The result of this research showed that the students level of writing skills in descriptive text using present tense is average. The result of this research showed that the students most errors was in error of selection, The most difficult category in writing was in grammatical problem therefore the students should foccus and pay attention on terms of identify reference without ignoring the other aspect of rules of language.

Keyword: Error analysis, writing, descriptive text

Abstrak: Tujuan penelitian ini adalah untuk mengetahui dan mendeskripsikan jenis-jenis kesalahan gramatikal simple present tense yang ditemukan pada siswa jurusan Sekolah Menengah Atas (SMA) di Kalimantan Barat tahun 2022/2023. Penelitian ini menggunakan penelitian studi kasus kualitatif untuk menganalisis kemampuan menulis siswa dalam teks deskriptif menggunakan present tense berdasarkan empat tingkat jenis kesalahan: penghilangan, penambahan, pemilihan dan pengurutan untuk Kelas Sepuluh siswa jurusan Sekolah Menengah Atas (SMA) di Kalimantan Barat. Dilakukan pada bulan Februari 2023. Peneliti mengambil 12 siswa jurusan Sekolah Menengah Atas (SMA) di Kalimantan Barat sebagai sampel. Subyek penelitian ini adalah siswa kelas X siswa jurusan Sekolah Menengah Atas (SMA) di Kalimantan Barat tahun pelajaran 2022/2023. Untuk mengumpulkan data, peneliti menggunakan tes menulis esai dengan siswa. Setelah mengumpulkan data dari subjek peneliti menganalisis data siswa dengan menggunakan metode penelitian analisis kesalahan untuk menganalisis data kualitatif. Hasil penelitian ini menunjukkan bahwa tingkat keterampilan menulis teks deskriptif menggunakan present tense siswa adalah rata-rata. Hasil penelitian ini menunjukkan bahwa kesalahan siswa yang paling banyak adalah pada kesalahan selection, Kategori yang paling sulit dalam menulis adalah pada masalah tata bahasa oleh karena itu siswa harus fokus dan memperhatikan kerangka identifikasi referensi tanpa mengabaikan aspek kaidah bahasa lainnya.

INTRODUCTION

Writing is one of the most crucial and fundamental English skills because it provides the foundation for carrying out a discussion, gathering information, or sharing ideas in the language. Writing, according to Riza Oktari (2018: 144), is an excellent technique for students to improve their vocabulary and grammar skills, as well as their capacity to use language. According to Vacide Erdogan (2019), To prepare a generation for the twenty-first century, which requires people with the essential abilities to keep up with the quickly expanding technologies in the global workforce, education is now directed toward this goal. Students' academic performance is enhanced when their writing abilities are improved, and this sets them for future academic and professional success. Students must study grammatical principles in order to perform writing skills such as simple present tense as an advanced and demanding talent. The foundations in simple present tense are a fundamental component in this situation that must be properly grasped in order to generate great writing, particularly descriptive writing.

Language contains numerous structures. Descriptive writing is one of the ways writers interact with their readers. When students have ideas or facts in their heads, they can express these through descriptive language in writing (Didin, Dewi, and Lia, 2021: 104). As a result, the writers' feelings will develop and they will have a clear viewpoint of the object stated, and the reader will be able to imagine, feel, and comprehend the topic being read. Additionally, when writing in English, students may make grammatical errors.

Learners who lack strong expertise frequently see errors and mistakes in the same light. Brown defended his inaccuracy in Putri and Anna (2014:2) by claiming that every natural speaker makes mistakes or has a "performance lapse." Brown continued by stating that errors occur in both native and second language circumstances. Students make errors when they understand the system but fail to apply it. Meanwhile, an error reveals a portion of a learner's goal language skill. English pupils are frequently unable to correct their own mistakes. According to Corder's book, errors are classified into four categories. Omission, addition, misinformation, and misordering are the four most common types of errors.

- a. Omission
Omission errors are distinguished by the absence of an item that must be present in a well-formed speech.
- b. Addition
Addition errors are characterized by the presence of an item that should not be present in a well-formed utterance.
- c. Misformation
Misformation errors are characterized by the use of the erroneous form of the morpheme or structure.
- d. Misordering
Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

METHODS

Research Participants

The subject of the research is the one of vocational high school in West Kalimantan 2022/2023 Academic Year. In this study, the researcher takes one class. The researcher takes the X class that has 12 students in it.

Data Collection Method

The qualitative research method was used in this study. According to Jhon Gerring (2017: 20), qualitative data are more likely to be useful when little is known about a subject and the researcher's purpose is to develop a new concept, uncover a new hypothesis, or shine light on unknown causal mechanisms. When dealing with qualitative data, exploratory analysis works better. The author uses testing to gather data.

Data Analysis

Qualitative data collection methods are often dynamic and developing, allowing for the study of emergent themes. That is, the information gathered will be examined utilizing error analysis processes. The test is carried out to ascertain where or when the error occurred. Finally, using the prior theory, the obtained error data is evaluated to discover the categories of errors. Errors basically are classified into four types in this terminology: omission errors, addition errors, selection errors, and misordering errors. The study of various mistake categories will be presented in a table. Furthermore, the writer employed descriptive analysis (%) to determine the frequency of occurrence of each error type.

RESULTS AND DISCUSSION

Data Results

The researcher has provided a descriptive essay writing text. There were 12 students in class, and the researcher used them all as a sample. The researcher assigned an essay writing descriptive prose on "describe your idol figure" as the test. Following the researcher's guidance, students are supposed to write one or two paragraphs depending on the information provided. Following the test, the researcher will start analyzing the students' data to detect weaknesses in their writing by highlighting each incorrect item. The outcomes of this identification are displayed in the table below.

Table 1 The Results of Students' Errors in Descriptive Text

| No. | Student's Number | Type of Error | | | |
|-----|---------------------|----------------------|----------------------|-----------------------|-------------------------|
| | | Error of omission | Error of addition | Error of selection | Error of misordering |
| 1. | Student 1 | 6 | 2 | 1 | - |
| 2. | Student 2 | 5 | - | 3 | 2 |
| 3. | Student 3 | 9 | - | 14 | - |
| 4. | Student 4 | 3 | - | 1 | - |
| 5. | Student 5 | 1 | - | 3 | - |

| | | | | | |
|-----|------------|----|----|----|---|
| 6. | Student 6 | 1 | 2 | 4 | - |
| 7. | Student 7 | 1 | 1 | - | - |
| 8. | Student 8 | 1 | - | 2 | - |
| 9. | Student 9 | 5 | 2 | 15 | - |
| 10. | Student 10 | 1 | - | - | - |
| 11. | Student 11 | 1 | 2 | 2 | 1 |
| 12. | Student 12 | - | 1 | 1 | - |
| | TOTAL = | 34 | 10 | 46 | 3 |

As with the above calculations, the author presents the following examples and the reasons why errors occur:

| | |
|--------------------------|---------|
| The Error of Omission | = 36.6% |
| The Error of Addition | = 10.8% |
| The Error of Selection | = 49.4% |
| The Error of Misordering | = 3.2% |

To be more clearly the researcher explains each of the errors below:

1) Omission

Omission errors are identified by the absence of one or more components that must be present in a complete sentence. The total error of omission that appear are 34 error or 36,6%. Omission errors occur when a necessary word constituent is omitted by the learner. Omission errors were found in both the substance and grammar levels. The majority of students made errors by omitting an item that must be appear within a morpheme.

For example:

that why I'm attracted. While he is supposed to write, that's why I'm attracted. In this case, the student confuse about the verb. In researcher opinion, the student hesitate if adding a verb after "that" will make the sentence double verb.

The preceding example shows that students do not utilize an article and a verb. They erred since the article and verb are not used in Indonesian writing. The source of these issues is interlingual transmission. The student fails to apply the rules of their target language successfully.

2) Addition

The second form of error in this study is addition errors. As previously stated, addition errors are distinguished by the existence of one or more items that must be in well-formed sentences. At the substantive and grammatical text levels, the total number of addition errors is ten, or 10.8%. According to the study, this error occurs because students do not understand sentence structure. Consequently, the source of this error is none other than interlingual transfer. They include an unneeded word in their phrase.

For example:

he is the first child of. The word "of" there is not necessary because it is not needed. As we know without adding the word "of" we know that "He" in this context "Atta" is the first child. So, the right answer is suppose to be he is the first child.

3) Selection

These errors are distinguished using an improper form morpheme or structure. In error of omission, the item is not provided at all, but in error of selection, the students supply something but in the wrong form. Typically, errors occur because students fail to understand the rules. The researcher discovered 46 errors or 49.4% of the time (the error in the substance level is 17 errors or 18,2%, the error in the grammar text level is 15 errors or 16,4%, the error in the lexis text level is 3 errors or 3,2%, and the error in the discourse level is 11 errors or 11,4%). This is the most common error made by students. The students' lack of terminology, as well as its implementation, contributed to the errors. When it came to choosing the appropriate class of words, the students were confused.

For example:

her nose is pointed. While the student's sentence is suppose to be she has a pointed nose. Because this context is about someone body description, it is better use has than is in this sentence.

4) Misordering

These errors are distinguished by the improper placement of a morpheme or the incorrect sequence. The total error of ordering are 3 errors or 3,2% in discourse level. This error can sometimes be caused by interlingual transmission. The structure or sequence of their native language, Indonesian, had an impact on the students.

He is really good at aceleleration dribbling. The correct one is, He is really good at dribbling acceleration.

Based on Corder (1982), the error analysis technique revealed that the students made four sorts of errors: omission, addition, selection, and misordering. Students chose the most frequent inaccuracy category based on the frequency of each inaccuracy category. It is responsible for 49.4% of all errors. Furthermore, omission accounted for 36.6% of errors, addition accounted for 10.8%, and missordering accounted for the remaining. Because the majority of the students did not understand the target language's rules, they were unable to correctly generalize and apply the rule. Errors also occurred as a result of their mother tongue and Indonesian logical thought processes. To summary, it demonstrated that students struggle with grammatical usage when writing descriptive paragraphs. As a result, students continue to struggle with English grammatical tenses since, unlike English, Indonesian has a tense system that reflects the moment of occurrence. As a result, they made numerous errors in their writing.

Previous Research on Error Analysis Writing

A research carried out by Dr. Hemabati Ngangbam from English Departement, hail University in 2016 titled *An Analysis of Syntactic Errors Committed by Students of English Language Class in the Written Composition of Mutah University: A Case Study* found out that The subjects made the most mistakes in spelling, punctuation, sentence fragments, syntax, prepositions, and verbs. Spelling mistakes had the greatest error rates within the error typology, with 507 frequency or error rates of 9.65%. This finding indicates a relatively high rate in this mistake category.

In they research in 2019 titled *Grammatical Error in writing Descriptive text*, Kasini and Miftah from IKIP Siliwangi, found out The most error in students writing descriptive text is Omission total error 39.34%. Then the second difficulties is Addition with the number error is 18.03%. The third error is Misformation 13.935. And the last, the lower error is Missordering with the total error is 28.68%.

On the research titled *ESL Learners' Writing Skills: Problems, Factors and Suggestions*, Muhammad Fareed, Almas Ashraf, and Muhammad Bilal (2016) found out that the major language issues in the learners' writing were of grammar and syntax. These errors included incorrect use of prepositions, articles, tenses, singular/plural, verbs, sentence structure, and the use of informal and spoken expressions. Vocabulary also poses a problem for learners as they are not aware of collocational and connotational meanings of the words.

The previous studies above face the same problem with the researcher, the findings of these present studies revealed that the students produced all forms of errors in their writing task. That is generally the students struggle with grammatical and syntax. In this study the researcher using surface strategy taxonomy and used as basis for error classification. Those category are omission, addition, misformation, and misordering.

The most common error made by the one of vocational high school in Kalimantan Barat is a selection error. According to Brown (2000) a mistake is a notable departure from the adult grammar of a native speaker, demonstrating the learner's inter-language ability. During the early phases of language formation, intra-lingual transfer is prevalent. As the student achieves proficiency with the new system, however, more interlingual generalization inside the target language emerges, and his prior knowledge begins to have structure within the target language itself.

In this scenario, for example, students frequently make mistakes by selecting the incorrect word or item in the correct location. She have white skin while the student is supposed to write she has white skin.

CONCLUSSIONS

Based on the results of an error analysis on the use of the present tense in writing descriptive text by one of West Kalimantan's vocational high schools, the researcher might draw conclusions and make recommendations. The errors were categorised according to Corder's (1987) theory. Students committed four types of errors, according to the error analysis procedure: omission, addition, selection, and ordering. Based on the frequency of each inaccuracy category, students voted the most common inaccuracy category.. It was accountable for 49.4% of all errors. Furthermore, omissions accounted for 36.6% of the errors, additions accounted for 10.8%, and misordering accounted for 3.2%.

To summary, it proved students struggle with writing grammar base on Sari and Ade (2019). As a result, checking students' grammatical failures in writing is critical so that teachers may grasp the current state of the students' writing abilities and the kind of errors the students are likely to make the next time they write. In theory, error is acceptable and necessary during the learning process. As a result, various errors occurred during the writer's research.

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