

INVESTIGATING STUDENTS ERRORS IN DESCRIPTIVE WRITING AT SECOND SEMESTER STUDENTS AT STIKES YARSI MATARAM

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Abstrak

Analyzing the errors is one of the appropriate ways to use to show the true proficiency level of the target language that students learn at a particular time. By conducting analysis on grammatical errors, the teacher can conclude the most frequent of errors which are often made by students then, teachers can arrange the more effective and interesting strategies in teaching grammatical rules. This research was aimed to elaborate on kinds of students errors and possible causes of in writing a descriptive text. The instruments used for this research are writing tasks and questioner. This research was a descriptive qualitative method because the data of this research is in the form of sentences and paragraphs. The data gotten were then analyzed by using surface taxonomy strategy. The result of this research, It was found four types of errors in the students writing. Those are omission error, addition error, misformation error, and misordering error. Omission and misformation error is the most frequent of errors found in the text. Whereas, the sources of error found in this research are interlingual transfer, intralingual transfer, the context of learning and communication strategies. Based on the analysis researcher found that interlingual and context learning is the dominant cause of the error. The researcher can deliver suggestion especially to the teacher, they should give the clear explanation about the different rules both Indonesian and English, the teacher should emphasize the concepts of the verb tenses because the most frequent of errors relate to use subject-verb agreement.

Key Words : Error Analysis, Writing, Descriptive Text

Abstrak

Menganalisis kesalahan adalah salah satu cara yang tepat untuk menunjukkan tingkat kemahiran bahasa target yang dipelajari siswa pada waktu tertentu. Dengan melakukan analisis pada kesalahan tata bahasa, guru dapat mengatur strategi yang lebih efektif dan menarik dalam mengajarkan aturan tata bahasa. Penelitian ini bertujuan untuk berkolaborasi dengan siswa tentang kesalahan dan kemungkinan penyebab kesalahan penulisan dalam teks deskriptif. Alat-alat yang digunakan dalam penelitian ini adalah tugas siswa dan questioner. Penelitian ini adalah penelitian deskriptif kualitatif karena data penelitian ini berupa kalimat dan paragraf. Data yang didapat kemudian dianalisis dengan menggunakan strategi taksonomi. Dalam Penelitian ini peneliti telah menemukan empat jenis kesalahan dalam penulisan siswa. Kesalahan-kesalahan tersebut adalah kesalahan mengurangi, kesalahan penambahan, kesalahan formasi dan kesalahan urutan. Kesalahan pengurangan dan kesalahan identifikasi ditemukan dalam teks. Sedangkan sumber kesalahan yang ditemukan dalam penelitian ini adalah interlingual transfer, intralingual transfer, konteks pembelajaran dan strategi komunikasi. Berdasarkan analisis, peneliti menemukan bahwa pembelajaran interlingual dan konteks adalah penyebab dominan kesalahan. Penelitian ini dapat disampaikan kepada guru, mereka harus memberikan penjelasan yang jelas tentang aturan yang berbeda baik bahasa Indonesia dan bahasa Inggris, guru harus menekankan konsep kata kerja karena kesalahan yang paling sering terkait dengan penggunaan kesepakatan subjek-kata kerja.

Kata Kunci : Analisis Error, Menulis, Deskriptif Teks

INTRODUCTION

Error analysis as an approach of studying the learner language has traditionally been used for three different

purposes. Firstly in second language acquisition studies where the interlanguage of learners is examined for errors. Secondly, as evidence of cross-linguistic influence from the first language on the

second language acquisition and finally as an approach used for pedagogical reasons to point out problem areas to be focused on teaching. Error analysis is used quite frequently instead of and to the moe focus students error how to deal with those errors (Gass and selinker, 1994:26)

Making error is the most natural thing in the world and it is evidently attached to the human being. That error may happen in the teaching-learning process, it may be caused by the teachers or students. Several factors cause students to commit errors. Richard (1974: 174) point out that errors are not only caused by the interference from the mother tongue, but also overgeneralization ignores of the rule restriction, incomplete application of rules and false concepts hypothesized, and also developmental errors. Understanding the students' errors hopefully makes the teacher aware of students' problem in learning. The error can be useful feedback for the teacher. Therefore the teachers can succeed in their teaching of error. Writing is one of language skill which is very important in language teaching and learning process (Haerazi, et al., 2018). In learning language, students use writing to begin the process of learning to comprehend and produce language. Writing to the language around them, they are demanded to get the knowledge (Haerazi & Irawan, 2019).

Due to the importance of Writing as explained above, the teachers have to develop students' Writing ability since it is the first stage they learned English. By developing students' ability in writing, the teachers develop their students' ability become more independent learners, as the students will be able to reproduce language accurately and refine their understanding of grammar and develop their own vocabulary. Therefore teachers should explore a new product strategy in brightening Writing classes in order to encourage students in learning Writing

skill. They should create interesting and entertaining materials to motivate the students' active responds in doing a Writing exercise. After the teaching and learning process and all the materials are given to the students, there is an expectation that students will make progress in their study.

To know whether the students make some progress in their study, it is useful for the teacher to conduct a test or an examination by knowing the error of the student specifically for Writing. Because by knowing the error we can correct it, whether by ourselves or with other help. Based on the background above, the researcher is interested in studying about Student's Error in Writing at first-year students of STIKES Yarsi Mataram 2018/2019.

REVIEW OF RELATED LITERATURES

Error

To get a clear understanding of the error, it is better for the researcher to consider several opinions given by some linguists. According to Harmer as quoted by Brown (2000), "Errors are part of the students" interlingua that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims toward full mastery. While, according to Dullay, error is the flawed side of learner speech or writing, those are part of conversation or composition that deviates from some selected norm of nature language performance.² Brown has a different opinion. He gives more attention to the Interlingual competence of the speaker. He defines an error as a noticeable deviation from the adult grammar of a native speaker reflecting the Interlingual competence of the learner. Brown (2000:215)

From all definitions above, the researcher can summarize that error is the flawed side of learning process caused by

the factor of competence. On the other hand, they do not understand well the use of linguistics" system of the target language; it will lead the students to make errors consistently.

Types of Error

According to Klassen (1991:10), Error may be viewed as being the either global or local error. These errors are divided into two kinds of error:

1. Global errors

Global errors are errors that affect overall sentence organization which possibly influence the flow of communication. For example the wrong order of major constituents, "English language use many people." The sentence should be, "Many people use the English language."

2. Local errors

Local errors are errors that affect one element or constituent in a sentence which usually does not break the flow of communication. These errors include errors in noun and verb inflections, articles, and auxiliaries. For example, "Why you like him?" The listeners of the utterance will still understand the speaker's message although the sentence does not contain auxiliary. In addition, in classifying the student's errors in writing a descriptive paragraph the researcher would like to use Corder theory. He stated four types of error which will be explained below. The types of errors are the error of omission, the error of addition, the error of selection, error of ordering.

Sources of Errors

According to Brown (2007:263), there are four major sources of learners errors; they are interlingual transfer, intralingual transfer, context learning, and communication strategies.

Interlingual Errors

The beginnings of stages of learning a second language are characterized by a good deal of interlingual transfer (from the native language). In these stages, errors are

caused by interference of native language (mother tongue) of the learners. The students' errors are caused by the interference coming from the students' native language. Sentences in the target language may exhibit interference from their mother tongue. An Indonesian student often makes errors in saying English sentences mainly in the use of for singular and plural subjects because in Indonesian there is no change of Indonesian verb to conform it to either a singular or plural subject.

Dulay, Burt, and Krashen (1982:171) argue that the researcher usually translates the grammatical form of the learner's phrase or sentence into the learner's first language to see if similarities exist. Interlingual errors here refer to second language errors that reflect native language structure. For example, An Indonesian student may say, *I go to the office every day* instead of saying *I go to the office every day*, or he may say *where he goes?* instead of saying *where does he go?*, for there is no equivalent of the auxiliary verb do or does in Indonesian.

Intralingual Transfer

Intralingual errors are those coming from the structure of the target language itself. Dulay (1982:165) calls intralingual errors as developmental errors. He also says that since children acquiring a first language, they have not experienced learning a previous language. The errors that they made cannot possibly be due to any interference from another language. Brudiprabha in Richards (1973:6) suggests that many intralingual errors represent the learning difficulty of what are often from low-level rules in the target language, such as the differences between the verb inflection *I walk* and *she walks*.

This type of errors means that intralingual errors are also often further subdivided as what Richards (1973) distinguished the followings as quoted by Ellis (1997:59).

Overgeneralization

Errors arise when the learner creates a deviant structure on the basis of the other structure in the target language. It generally involves the creation of one deviant structure in place of the target structure. For example, *Budi must go*, where English allows: *Budi must go and Budi goes*.

Incomplete Application of Rules

It involves a failure to fully develop a structure. The learners of L2, English has been observed to use declarative word order in question. For example, *you study English?* It should be *done for you to study English?*. In making question students should pay attention to the use of auxiliary if they use verbal question.

Ignorance of Rules Restriction

It involves the application of rules to the context where they do not apply. An example is Doni made me work through the extension of the pattern found with the majority of verbs that take infinitival complements.

False Concepts Hypothesis

They arise when the learners do not fully comprehend a distinction in the target language. For example, The use of *was* as a marker of past tense in *One day they were given a new storybook*.

Context Learning

Context learning refers to the social situation, in the case of untutored second language learning, or the classroom context, frequently a teacher or textbooks can lead the learners to make errors because of misleading explanation from the teacher or faulty presentation of a structure of words in a textbook. In a social context, untutored language acquisition can bring about certain dialect acquisition, which may become a source of error.

Communication Strategy

Jain in Richards (1973:191) suggested that learning and teaching strategies, severally and in conjunction in with each other, through integration with the surface structure of English and the teaching situation, constitute some of the necessary and essential conditions for the learner to generate certain classes of sentences.

Teaching Writing

Haerazi (2017) states writing skills are the most difficult skills after the three language skills. Writing is the most difficult skill among other language skills, Richards stated that “Learning to write in either the first or second language is one of the most difficult tasks, a student encounters and one that few people can be said to fully master (Richards, 1990:101). Because of that, to make good writing, the students need hard thinking and they must have a piece of extended knowledge to get correct writing (Jupri, 2018).

Many ideas are dealing with the writing process. According to Clouse (2005: 12i), there are four steps in the writing process. They are as follows:

Prewriting

The procedures for coming up with ideas in the absence of inspiration. If the writers sit around waiting for inspiration, the writers may never get anything written; inspiration does not occur often enough for writers to depend on it (Haerazi, 2017). In fact, inspiration occurs so rarely that writers must develop another way to get ideas. The term prewriting is used because these procedures come before writing the first draft.

Drafting

Once writers generate enough ideas during prewriting to serve as a departure point, they make their first attempt at getting those ideas own. Typically, the first draft is very rough, which is why it so often is called a rough draft. The rough draft provides the raw material that can be

shaped and refined in the next stages of the writing process.

Revising

During revising, writers rework the raw material of the draft to get it in shape. This reworking is a time-consuming, difficult part of the process. It requires the writer to refine the content so that it is clear, points are adequately supported, and ideas are expressed in the best way and best order possible.

Editing

Because experienced readers expect the writer's writing to be free of errors, the writers must edit to find and eliminate mistakes so they do not distract or annoy the writer's reader. Many writers hunt for errors too soon, however, before they have revised for content and effective expression.

RESEARCH METHOD

In this research, the researcher uses the descriptive qualitative method. The data will be collected from the test that will be given to the students. The subjects are the second grade level of students of STIKES Yarsi Mataram. Therefore the researcher needs methods of research. So, the researcher will conduct a descriptive qualitative method to get her aimed. Descriptive qualitative method is the effort to observe, notify, analyze and interpret the condition happening. This research adopts the descriptive method which involves describing the character of a particular sample of individuals or other phenomena.

The subject of the research was the second grade level of students of STIKES Yarsi Mataram. The subject of the research is students in second grade In order to meet the data about the student's errors made by the second grade level of students of STIKES Yarsi Mataram in their descriptive writing. There are some items and steps that the researcher need to

explain in collecting the data, they are as follows :

The instrument of data collection

The researcher will gather the students' assignments in descriptive writing. The descriptive writing could be about places, people, or things. However, the data of descriptive writing about people was the focus and analyzed in this research. There are two data used by the researcher. The first is the students' descriptive writing data. From the data collection, the researcher makes an analysis of the errors that the students make. The grammatical errors are marked from any students' mistakes in their writing.

Furthermore, in order to answer the second research question, the researcher distributes the questionnaire to the students which consist of 21 questions in order to find out the possible causing of students' errors. The questionnaire which is used in this research is closed types questionnaire. The answers to the questionnaire determine by the researcher. They will be asked to choose one of four available options (strongly agree, agree, strongly disagree and disagree). However, the questionnaire consists of 21 questions which exploring the students' opinion about descriptive text and present tense, and also their problems caused the errors in writing descriptive text

Techniques of data collection

The technique of collecting the data used in this research is document analysis. The researcher collects the data from the texts that are written by the second grade level of students of STIKES Yarsi Mataram. The texts are descriptions about, place, things, animal, or people. The researcher analyzed the texts written by students based on surface strategy taxonomy.

In the process of distributing the questionnaire to the students, the

researcher allocates 30 minutes to them for answering the questions. The researcher explains and gives instruction on how to answer the questionnaire. In this research, the researcher asks the students to choose four options (strongly agree, agree, strongly disagree, and disagree) which are provided by the researcher to represent their opinion on the questions

Procedures of data collection

1. Procedures of data collection for RQ 1
 - The researcher will come to the field and introduce with the students
 - The researcher determines the students
 - The researcher will give the explanation related to the role of the test
 - The researcher will give instruction to the students to do the test
 - The researcher asked the students to do the test
2. Procedures of data collection for RQ 2
 - The researcher will give a questioner to the students
 - The researcher will give the instruction on how to answer the questioner
 - The researcher will ask the students to choose one of four available options (agree, and disagree)
 - The researcher will allocate 30 minutes to them for answering the questions

FINDINGS AND DISCUSSION

Datum 1: SN

My Mother

I have a beautiful mother. Her name is Aminah. I usually call her "Ibu". She is not tall but not short. She wears a veil. Her

eyes are black and she has brown skin. She also has a beautiful smile. She married my father in 2000. And has 2 children. They are my brother and I.

She is a very kind person. She is very lovely, patient, funny and a good housewife. My mother was a trader, and now she just at home because and become a full-time mother. My mother likes to cook a delicious variety of foods. Start from appetizer, main course, until desert. Other than that, she is very creative. She ever made me a dress and pencil case. My mother is an organized person, and all the things in the house are in the right place. She does not like messes.

She always gives her love every time and she often hugged me when I have a problem. Also, keep advise me. I'm proud to have a mother like her. She will always be the best mother for me and my family. From the paragraph above, the researcher found some type of error. Those type of error is an omission, misformation, and misordering. The classification of errors is explained below:

The first is the omission error. Omission errors are described as the absence of an item that must appear in well-formed utterances. The kinds of omission error found in the student's writing are the omission of the subject, omission of suffix-s and suffix-ing. Here is an example of an error or omission of the subject that the researcher picks from the data. In Bahasa Indonesia, the student wants to say "juga selalu menasehatiku". The student translated it word by word and it becomes: "Also keep advise me". This sentence is grammatically incorrect because there is no subject in the sentence. Subject is the most important item that must appear in the sentence and it is useful to make the reader understand the context easily. The correct sentence should be "She also advises me" or "she also keeps advising me". In the first correction, the

verb is followed by suffix-s because it is based on subject-verb agreement. The verb which follows third person singular in sample present tense should be added by suffix s/es. The second correction is based on the gerund form.

**Datum 2 : DYF
Monumen Nasional**

Monument Nasional is one monument that has value history for Indonesia. It was built to commemorate the resistance and the Indonesian people's struggle for independence from Dutch Colonial rule. Monument Nasional is also called as "Monas".

Monas is builded in Jakarta, the capital of Indonesia. Construction began on August 17, 1961 by the President of Indonesia Ir. Soekarno and finish on July 12, 1975. It located at Lapangan Merdeka, center of Indonesia and open for public from 8 A.M until 3 P.M. It has a fire crown coated by gold sheet at top of building.

The building height around 132 meters (433 feets) and has white color. If we have reach the top, we can see almost the whole of Jakarta city and many beautiful view in there. And the most specially is, it can survive for many years.

The researcher found some error in the descriptive text above. The researcher found the complete type of error here. The errors are omission error, addition error, misformation error, and misordering error.

The first is the omission error. The student often forgets some important part is a sentence. In the descriptive text above the researcher found three examples of omission error. The first example is shown in this sentence, "It located at Lapangan Merdeka, the center of Jakarta and open for public from 8 A.M until 3 P.M". Actually, in bahasa Indonesia student want to say " Dia terletak di Lapangan Merdeka, pusat kota Jakarta dan dibuka untuk umum mulai pukul 8 pagi sampai jam 3 sore".

This sentence should be in the form of passive sentence and it needs to *be* in front of *past participle verb*. Besides, conjunction *and* has some function such as connecting two or more noun, the adjective in the sentence. It also can be used to connect two sentences as additional information but, each sentence should have a subject. Therefore, the correct sentence should be, "It is located at Lapangan Merdeka, the center of Jakarta and it is opened for public from 8 A.M until 3 P.M.

The researcher also found the omission of *being* in descriptive text. Here is an example of omission of *being*, "The building height around 132 meters (433 feet) and has the white color". The sentence should have a subject, verb, and object or it can use *be* as *a verb*. It means that the second sentence which is related by conjunction also need a subject. The correct sentence should be, "The building height is around 132 meters (433 feet) and its color is white".

**Datum 3: MZ
Tokyo**

Tokyo is town center in Japan. This city is in Honshu Island. The city is the largest metropolitan area in the world. There are 35 million people living in Tokyo. So everything in Tokyo seemed smallest in the world. "Capsule Hotel" are popular in Japanese cities. So, not Tokyo only seemed smallest.

In Tokyo, rules is everywhere. So, Japanese people are love rules. It's clean everywhere. Everything in Tokyo is so shiny. In Tokyo, can found many place for get cheap and healthy food, but Tokyo might be expensive. Food in Tokyo is like sushi, soba, dorayaki, onigiri, and other delicious food

From the descriptive text above, the researcher found some errors. Omission errors dominate the descriptive text above. There is the omission of the subject, the

omission of the plural marker, the omission of article. Here are the examples of omission of article, "Tokyo is town center in Japan". Article is important in a sentence to indicate the singular count noun. To make this sentence correct, it should be added article in front of the noun. The correct sentence should be, "Tokyo is a town center in Japan".

Another omission error sentence is, "In Tokyo, can found many places forget cheap and healthy food". Adverb of place will be more appropriate if it is put the end of the sentence. The sentence above is incorrect because there is no subject. Meanwhile, the subject is the main item that must appear in the sentence. The researcher also found the omission of the plural marker in this sentence. The use of *many* is to indicate the plural noun, so the noun should be added with plural markers. Then, it is more appropriate when article *for* is changed into. *Found* should be changed to *find* because it is a simple present sentence. The correct sentence becomes, "we can find many places to get cheap and healthy food in Tokyo". The source of those kinds of the errors happens in the context of learning. Student memorized in a drill but improperly contextualized.

Second is the addition error. Additional is divided into three types. The researcher finds the example of additional error and its error is called ad double marking phenomenon. Here is an example of double marking error, "So, Japanese people are love rules". In this research, double marking error happens because learner combines *be* and *vl* in the active sentence. Whereas, *be* cannot stand in line with *a verb*. *Be* and *verb* can stand together as a passive sentence if *be* is followed by V3. To make a correct sentence, *are* should be eliminated. In addition, the Japanese have a meaning as Japan people and language. The use of people in the sentence is wrong and it must

be eliminated. The correct sentence should be, "So, Japanese loves rule". The verb is added with suffix-s because it is the rule of subject-verb agreement, in which verb is added by -s/es if the subject is third person singular. The source of this error type is intralingual transfer because the error is made as to the failure to delete an unimportant item in the sentence.

The third error found in the descriptive text above is misformation error. The researcher found two sentences of misformation errors. These two sentences are incorrect because of misformation of being. The first example of misformation error is, "Capsul Hotel are popular in Japanese cities". This sentence is an example of an alternating form. Alternating form happens because the student puts a morpheme or a group of morpheme in the incorrect order. The position of *Capsul Hotel* is as a subject in the sentence. *Capsul Hotel* indicates a singular noun and it has to use *is*. The correct sentence should be, "Capsul Hotel is popular in some cities of Japan".

The researcher also found misformation error in other sentences. Here is the example of misformation error, "in Tokyo, rules is everywhere". In bahasa Indonesia, the student may want to say "*peraturan-paraturan adalah segala-galanya di Jepang*". Rules indicate a plural noun and the use *is* in the sentence is wrong. It must use *are* to complete subject-verb agreement. Then the word *everywhere* means *dimana-mana*. It will be more relevant if it is changed into everything. The correct sentence should be, "rules are everything in Japan". The source of these error types is the context of learning because of misordering explanation from the teacher.

Conclusion

Regarding the findings and discussion in the previous chapter, the researcher has concluded that 13 data of

descriptive text written by second grade level of students of STIKES Yarsi Mataram contain four types of error. This research shows that students use four types of error. Those errors are omission error, addition error, misformation error, and misordering error. Some addition error is classified as double marking and regularization error. In addition, two types of misformation error are also found, those are alternating form and archi form. Omission error and misformation error are the most error found in the 13 data of second grade level of students of STIKES Yarsi Mataram.

The possible sources of error that the researcher found in this research are an

interlingual error, intralingual error, context of learning and communication strategies. Based on the analysis, the researcher found that interlingual and context of learning are the dominant sources of error. The benefit of conducting grammatical error analysis can be seen for a different point of view. For the teacher, it will be useful as the tool to make better lesson plan and strategies in teaching. Whereas, for the student, it can be used to measure their competence in understanding the explanation from the teacher. As a result, the error in student writing can be minimized.

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