

An Analysis Of Students Grammatical Errors In Writing Descriptive Text Of Fourth Semester English Students At Lakidende University

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Abstrak

Tujuan dari penelitian ini adalah (1) Untuk menemukan jenis-jenis kesalahan yang dilakukan oleh siswa dalam menulis teks deskriptif. dan (2) Untuk menemukan sumber alasan mengapa siswa membuat kesalahan dalam menulis teks deskriptif. Peneliti menggunakan metode dengan analisis deskriptif kualitatif. Subyek penelitian ini adalah mahasiswa bahasa Inggris semester empat di Universitas Lakidende yang berjumlah 26 mahasiswa. Peneliti mengambil data dari siswa bahasa Inggris semester empat dalam bentuk teks deskriptif yang telah mereka tulis. Kemudian data dianalisis dengan Taksonomi Strategi Permukaan untuk mengklasifikasikan jenis kesalahan dan sumber kesalahan. Teknik analisis data adalah identifikasi, klasifikasi, penjelasan dan evaluasi. Instrumen untuk mengumpulkan data adalah tugas menulis. Hasil penelitian menunjukkan bahwa terdapat 4 jenis kesalahan yang dilakukan siswa dalam menulis teks deskriptif. Total error sebanyak 62 error yang terbagi atas 10% omission dengan 6 error, 16% addition dengan 10 error, 69% misformation dengan 43 error dan 5% misordering dengan 3 error. Berdasarkan analisis data, kesalahan umum yang dilakukan siswa adalah salah informasi. Penyebab kesalahan adalah transfer interlingual dan intralingual. Peneliti menyimpulkan bahwa kemungkinan penyebab kesalahan berasal dari bahasa ibu (Interlingual transfer), kesalahan tersebut merupakan hasil dari perpindahan tata bahasa dari bahasa pertama (Indonesia) ke bahasa kedua (Inggris), dan siswa dapat memilih kata yang mana. tepat dan benar dalam menulis kalimat yang baik.

Kata Kunci: Kesalahan, Analisis Kesalahan, Penulisan, Teks Deskriptif

Abstract

The aims of this research were (1) To find the types of errors made by students in writing Descriptive text. and (2) To find source of the reason why did the students made errors in writing Descriptive text. The researcher uses method with an analysis descriptive qualitative. The subject of the research was Fourth semester English students at Lakidende University which consists of 26 students. The researcher took the data from fourth semester English students in the form of descriptive text they had written. Then the data was analyzed by Surface Strategy Taxonomy to classify the types of errors and sources of errors. The techniques of analyzing data were identification, classification, explanation and evaluation. The instruments to collect the data were writing task. The result of the research showed that there are 4 types error made by the students on their writing descriptive text. The totals errors were 62 errors which are divided 10% omission with 6 errors, 16% addition with 10 errors, 69% misformation with 43 errors and 5% misordering with 3 errors. According to the data analysis, the common error made by the students was misformation. The causes of errors were interlingual and intralingual transfer. The researcher concluded that the possible causes of errors are from the mother tongue (Interlingual transfer), those errors are resulted from the transfer of the first language (Indonesian) grammatical to the

second language (English), and the students can choose which word is appropriate and correct within writing a good sentence.

Keywords: Errors, Error Analysis, Writing, Descriptive text

INTRUDUCTION

Language is a means of communication that must be owned by the people who do social connections with the other. With the language of everything we want to point out can be carried out well. Language has an important rule for human life, because by using language the people will express their ideas, emotion, and desires, and it is used as a medium in interacts between one another to fulfill their daily need. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. English is a worldwide language and is used by most countries in the world. English as a foreign language in Indonesia plays an important role in aspects of life such as education, economics, politics, etc. With the important role of English, many people want to learn and master in order to make it easier to communicate with other people from various countries. English is applied in Indonesian education and is a compulsory subject, starting from the junior high school, senior high school, and is a complementary subject at the highest level of the institution. Basically, the application of English education so that students can have good English skills so that they are ready to compete in the global era.

There are four English skills that are mastered in learning English. They are listening, speaking, reading, and writing. Writing skill is the most important and needs to be separated and given special attention, because writing is considered as the most difficult and the biggest challenge for many students. It happens because writing obviously needs long process or much time, needs deep thought, expression, and understanding to create many interesting ideas. Furthermore, the biggest challenge in writing well is mastering the aspects of writing for example spelling, capitalization, punctuation, vocabulary, and grammar or sentence structure.

Writing has several types of texts, one of which is Descriptive. Descriptive text is a type of text use by the writer when he/she wants to tell how something looks, smells, feels, act, tastes, and sounds. Descriptive text have communicative purpose is to describe a particular persons, places, and things. The descriptive text have generic structure; first, identification is introducing where or who is the subject is being describe. Second, descriptive text also describe qualities and characteristic or the supporting part of the paragraph which describe in detail to assist the reader to see and fell the subject. There are many rules in grammar that cannot be ignored. They are articles, part of speech, sentence pattern, tense, etc. Part of grammar that is considered to be most difficult to learn for Indonesian students is tenses. Simple present tense is the example. Simple present tense is used to express a habitual action with adverbs like usually, always, or often. The use of simple present tense often makes students confused. To understand about kind of text students must know what tenses use in the text.

The difficulties face the students in writing English text sometimes bring errors. The students who learn English may produce many errors in their writings. Some of them are confused in using adjective in their writings; for example, "bag pink" it should be "pink bag". This error happens because the students directly translate Indonesian language to English. In other words, the students are influenced by Indonesian pattern in composing words or sentences. Each language especially English has its own rules, skills, and grammar. Grammar itself has a great role on one's acquisition in English which is different from that of Indonesian language. The problem now is how far the students understand and can apply those rules.

So many types of common errors based on aspects of the grammar that are wrongly used by the students such as : omission, addition, misformation and misordering. In this case, the writer only focuses on errors based on Surface Strategy Taxonomy. Where it has 4 categories namely : omission, addition, misformation and misordering. The writer interest to identify the students' Errors grammatical to know what kinds of errors that mostly made by students especially based on Surface Strategy Taxonomy. Meanwhile, the researcher chooses

one of the writing genres skill namely descriptive text that conducts students analysis. Where, descriptive text can support the students to express their description to other people easily.

METHOD

In analyzing the data, the researcher use errors analysis method. Corder as quoted by Ellis (1994) suggest the following steps to conduct an error analysis study.

Table 1 Steps to conduct an Error Analysis

No.	Steps	Explanation
1.	Collection of samples of students	Deciding what samples of learner language to use for the analysis and how to collect these samples.
2.	Identification of errors	Identifying the error by underlying the errors the students made.
3.	Classification of errors	Grouping the errors that have been found and stating the classes of the errors.
4.	Explanation of errors	Explaining the errors by establishing the source of the errors and calculating how often the errors appear
5.	Evaluation of errors	Evaluating the errors step involves tabelizing the errors and drawing conclusion

FINDINGS AND DISCUSSIONS

Source of Errors in Surface Strategy Taxonomy

After analyzing the data, the researcher finds two sources of errors. They are interlingua and intralingua transfer.

1. Interlingual Transfer

In the interlingual transfer, the errors happened because he students were still influenced by their mother tongue in writing descriptive text. They thought that the words which they wrote to make sentences were correct. They were still influenced by their habits when making sentences using their native language (Indonesian). The formations and structures of the adjective word in English and Indonesian were very different. Some of them still made errors in writing descriptive text using pronoun, auxiliary verb, adverb, adjective, singular plural form.

As we know, English and Indonesian pronoun have some differences; one of them is that in Indonesian, pronouns have no difference for male and female specifically in singular pronouns, but it is different in English in which the pronouns for male and female have special differences in the singular pronouns. Students were wrong in determining singular pronouns, they assume that the words they choose were right and appropriate to be made in to sentence. Dealing with this research, the types of errors are those which are caused by the interlingual transfer appear in the data explained and discussed below.

- a. The sentence from initials student PS She is very diligent and she loves her family. The meaning is Dia sangat cerdas dan dia menyanggani keluarganya. The correct sentence is: He is very diligent and he loves his family.
- b. The sentence from initials student D his eyes are very beatiful. The meaning is matanya sangat indah. The correct sentence is Her eyes are very beautiful.
- c. The sentence from initials student KPM He is not has a good skill in music The meaning is dia tidak memiliki kemampuan yang baik dalam musik. The correct sentence is: He

has not a good skill in music.

- d. The sentence from initials student AA and I am now 20 years old The meaning is dan sekarang saya berusia 20 tahun. The correct sentence is: and now I am 20 years old.
- e. The sentence from initials student AWN Haechan has skin tan then the other NCT members. The meaning is Haechan memiliki kulit sawo matang daripada member NCT yang lain. The correct sentence is: Haechan has tan skin then the other NCT members.
- f. The sentence from initials student SW How can't I proud to be his fans. The meaning is bagaimana saya tidak bangga menjadi fansnya. The correct sentence is: How can't I proud to be his fan.

2. Intralingual Transfer

The intralingual transfer is the source of errors that is produced by learners who do not reflect the structure of mother tongue but a generalization based on the partial exposure to the target language. In this case, the errors caused by intralingual transfer can be found in the following sentence:

- a. The sentence from initials student KPM He is has not a good skill in music. The meaning is dia tidak memiliki kemampuan yang baik dalam musik. The correct sentence is He has not a good skill in music.
- b. The sentence from initials student NRM He has white skin and a pretty handsome face. The meaning is Dia memiliki kulit putih dan wajah yang tampan. The correct sentence is He has white skin and a handsome face.
- c. The sentence from initials student AWN He must have called his mother. The meaning is dia harus memanggil ibunya. The correct sentence is he must called his mother.
- d. The sentence from initials student NW His hobby travelling. The meaning is Hobinya adalah bepergian. The correct sentence is His hobby is travelling.
- e. The sentence from initials student Wy He always obeys me. The meaning is Dia selalu mematuhi. The correct sentence is he always obeys to me.
- f. The sentence from initials student MAM That will makes every boy mesmerized. The meaning is itu akan membuat setiap laki-laki terpukau. The correct sentence is That will makes every boys mesmerized.

CONCLUSIONS

- a. The types of errors made by students based on surface strategy taxonomy are omissions, addition, misformation and misordering. Omission is a type of error whose item is not in the sentence. Then, addition can be divided into 3 types, those are (double marking, regulation, simple addition). Whereas, misformation can be divided into 3 types, those are (Regulation, arch form, alternating form). The last is misordering. From the findings above, the researcher found many errors in descriptive text. There are 62 errors from 26 texts. Those are 69% errors of Misformation, Then 16% errors of addition, 10% errors of omission, and 5% misordering errors. it can be inferred the highest frequency of errors is misfomation which consists 43 errors or 69% and the lowest is misordering which consists 3 or 5%.
- b. There are many reasons why the students made errors. Because, first they are not well trained in making English sentence. Second, they do not understand the rules of grammar when they make English sentence. Third, they still have not understood English grammar rule deeply. Fourth, they lack understanding of English sentence patterns which are quite different from Indonesian sentence patterns.

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