

STUDENTS' WRITING ERROR WRITTEN BY EIGHTH GRADE STUDENTS OF SMP JOSEPH KHATULISTIWA SINTANG

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Abstract:The background of this research is students' errors in writing descriptive texts. The students do not understand the correct structure of writing descriptive text. The objective of this research is to find out the types of errors and to identify the dominant types of errors that found in students' writing products. The subject of this research is the students' writing descriptive text products written by eighth grade students of SMP Joseph Khatulistiwa Sungai Tebelian. This research used qualitative method, by classifying the errors using Surface Strategy Taxonomy. It consisted of four types of errors in the students' writing descriptive text product. These were omission, addition, misformation and misordering. Qualitative data was collected from documentation of students' writing descriptive text products. Qualitative data were analyzed through collection of a sample of learner language, identification of errors, description of errors and explanation of errors. The data analysis in this research was taken from 10 students of SMP Joseph Khatulistiwa Sungai Tebelian. The researcher analyzed 10 worksheets of students writing products. The researcher found the total of students' errors were 46 errors of students errors. The finding showed there were four types of errors such as 26 errors of omission on percentage 57%, 12 errors of misformation on percentage 26%, 6 errors of addition on percentage 13%, and 2 errors of misordering on percentage 4%. The dominant type of error was omission with 27 errors.

Keywords: descriptive text, error, writing.

INTRODUCTION

There were some problems occurred in SMP Joseph Khatulistiwa Sungai Tebelian in writing descriptive text. The students did not know how to replace subject, verb and auxiliaries based on the correct pattern of simple present tense. After observe the problems, there were found four types of errors such as omission, addition, misformation and misordering. This problem happened because of the lack of learners' understanding of the rules of simple present tense especially in writing descriptive text.

Error is a deviation created by learners who have not understood the target language rules is known as an error (Corder as cited in Vera et al., 2019:515). It is also supported by Dulay et al. (1982:138), language errors made by students or children have taught them that producing mistakes is an unavoidable part of the learning process.

Error and mistake have different meanings, according to Richards et al. (2002:184), when writing or speaking process, a student produces a mistake due to a lack of concentration, exhaustion, carelessness, and the others. An error is when a linguistic item is used in a way that a native or skilled speaker of the language considers inappropriate or insufficient learning. While Ellis (1997: 17) stated errors show gaps in a student's understanding; they arise when a student is

uncertain of what is correct one. Mistakes are failures in implementation that happen when a learner is unable to implement what he or she understands in a given situation.

There are four types of descriptive taxonomies for analyzing errors, they are: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy (Dulay et al. p. 1982:146). According Dulay et al. (1982:146), linguistic category taxonomy categorizes the error based on the components of language that focus on linguistic, such as phonology (pronunciation), syntax (grammar) and morphology, lexicon and semantics (vocabulary) and discourse (style).

Based on Dulay et al., (1982:150), the surface strategy taxonomy is divided in four part, such as omission, addition, misformation and misordering. The first, omission error is an error that happens when in a sentence there are one or several words that are omitted, thus making the sentence becomes an error and difficult to understand. The second, an addition error is an error that happens when there are one or several words that are added in a sentence so that making the sentence error. The third, misformation error is an error which happens on the wrong use of morpheme or structure in using the foreign language. The fourth, misordering is an error which happens because of arranging the morpheme incorrectly, it is not appropriate with the grammatical rules.

Comparative taxonomy is an error type which comparing the structure of a foreign language with the other language. It supported by Dulay et al., (1982:163), comparing the pattern of target language errors and the other types of constructs are used to classify errors in a comparative taxonomy. Dulay et al., (1982:164) also said that within this taxonomy, these comparing have provided two main error types: error of developmental and error of interlanguage.

Communicative effect taxonomy is a type of error that focuses on the viewpoint that influences the listener or reader. This type has to do with the difference of errors which appear to involve miscommunication and those that do not. (Dulay et al.,1982, p. 189)

There have three causes of error based on Richards as cited in Irawansyah (2017:125-126), the first, based on Richard (1973:174), overgeneralization happen where the learners apply a deviant structure of the other structure of the target language based on their experience. The second, based on Richards as cited in Sijono & Ilinawati (2020-162), ignorance of rule restriction occurs when students fail to understand the rules of target language, they prefer to ignore the rule of target language structure and still focus to use first language structure.

The third, incomplete application of rules when the students failed to apply the certain rules completely. Sijono & Ilinawati (2020) also said that the application of incomplete rules occurs when the students failed to improve the certain structure. It is happen because the students

only know how to use the simpler target language rules in communication and they are difficult to understand and apply the complex types of target language.

The fourth, false concepts hypothesized where the students incorrectly interpreted the structure rule of target language and they still apply the wrong concepts of target language. As claimed by Richard (1973:178), false concepts hypothesized develops when the students make faulty understanding of target language rules.

The students' errors in the learning process can be detected by using error analysis. According to Richards and Schmidt (2002:184), error analysis is an investigation of analysis of the target language learners' errors made in a learning process. While, Brown (2007:259) argued that error analysis is a probe of learner' errors that can be observed, analyzed, and classified to discuss something that happens in a foreign language learning process.

The definition of writing according to Harmer (as cited in Vera et al., 2019:514), writing has long been an element of the English curriculum. Likewise, Brown (as cited in Fitri et al., 2017:2) said writing is the act of replacing ideas down on paper to transfer ideas into words and give them structure and coherence, it is a thinking process.

In writing, be found some kinds of writing text such as descriptive, narrative, procedure and recount text. This research will focus on descriptive text, as stated by Knapp and Watkins (2005:97-98) descriptive is a kind of text which has a purpose to describe a person, place and thing.

Additionally, Sudarwati and Grace (as cited in Sahal, 2018:24) mention the generic structure of descriptive text is made up of two parts. Identification and description are two of them. (Husna et al., as cited in Sahal, 2018, p.24). In descriptive text, be found certain items of descriptive text, such as: focuses on the participants specifically, simple present tense is also used, using adjectives and adverbs that describe objects (Emilia as cited in Sahal, 2018, p.24-25).

Several previous studies have shown that there were some types of errors found in students' writing descriptive text. a research conducted by Siti Nurjanah (2017) stated the dominant types of errors is misformation 39.54%, the second is omission 32.21%, the third is misordering 16.39% and the last is addition 11.87%. Another study by Vattia Sahal (2018) stated the most frequent error was omission, with 56 errors (62,92%). At the same time, be found 12 (13,48%) addition errors, 3 (3,37%) misordering errors, and 18 (20,22%) misformation errors.

Referring to those problems, the researcher was interested to conduct a study about "Errors Found in Students' Writing Written By Eighth Grade Students of SMP Joseph Khatulistiwa Sungai Tebelian in Academic Year 2021/2022." The researcher analyzed the students' errors by using error analysis. This research was conducted with the aim that, the results

of this research could be applied to find out the types of students' errors and also to identify the dominant types of students' errors in writing descriptive text at SMP Joseph Khatulistiwa Sungai Tebelian.

METHOD

The researcher applied a method of descriptive qualitative as the research design to conduct the research. Based on Christensen et al., (2015:46) claimed a qualitative research study is one in which non-numerical data is collected to address a research issue. Non-numerical data includes things like a person's statements during an interview, written documents, photos, attire, or observed behavior.

Referring to the statements above, the researcher used a qualitative method to find out the types of error found in the students writing descriptive text products and to identify the dominant types of errors that happen in the students writing descriptive text products. The qualitative data in this research were in form of students' writing products. After that, the researcher would describe and discuss the result of the research.

The subject of the research was the students' writing descriptive text products written by eighth grade students of SMP Joseph Khatulistiwa Sungai Tebelian in the academy 2021/2022. The researcher applied purposive sampling in collecting the sample of the research. The researcher choosed the eighth grade students that amount 10 students consists of 5 females and 5 males at SMP Joseph Khatulistiwa Sungai Tebelian.

In collected the data the researcher used documentation. The data documentation in this research was students' writing descriptive text products which was written by the eighth students of SMP Joseph Khatulistiwa Sungai Tebelian. The students writing products had been taken by the teacher. The topic of descriptive text focused on describing person around their life.

The researcher analyzed the data trough several stages, according to Corder (as cited in Ellis, 1999:48) there are four stages of error analysis to analyze the data in qualitative research.

1. Collection of A Sample of Learner Language. This is the first step in analyzing the data. In this stage, the researcher gathered entire of the data that had been acquired from documentation of students' writing descriptive text products.
2. Identification of Errors. After collecting the data which form of the students' writing products. In this stage, the researcher identified the students' errors in writing descriptive text by using surface strategy taxonomy. Dulay et al. (1982:150) claimed four categories of errors based on surface strategy taxonomy: (1) omission, (2) addition, (3) misformation, and (4) misordering.
3. Description of Errors. In this stage, after identified the students' errors using surface strategy taxonomy. The researcher described the errors by coding the data.

Table 1. Codes of the errors.

No	Codes	Description	Examples
1.	OM	Omission	She best person in my life.
2.	ADD	Addition	She is a kind and polite.
3.	MISORD	Misordering	She is a beautiful girls young
4.	MISFOR	Misformation	Her hobby is song
5.	SS	Suffix s/es	She like pizza and orange juice
6.	AA	Articles a/an/the	she has got big and pointed nose
7.	CO	Conjunction	Her nose is big flat
8.	TB	Tobe (is, are, am)	She short and thin
9.	PN	Pronoun	Tika and me go to church together
10.	AUX	Auxiliary	She got a big and pointed nose.
11.	NV	No Verb	Tika and I church together
12.	DPN	Double Pronoun	She is he is a kind person
13.	DAD	Double Adjective	She has got big and brown blue eyes
14.	NO	Noun	Her nose is flat nose and small nose.
15.	NOBA	Noun Before Adjective	She is a beautiful girl young.
16.	NN	No Noun	She has got big and brown blue.

4. Explanation of Errors. After identified the students' errors by using surface taxonomy strategy and describe the error by using coding. In this stage, the researcher calculated the errors into percent and after that explained the students' types of errors in writing descriptive text and the dominant students' types of errors in writing descriptive text written by the eighth-grade students of SMP Joseph Khatulistiwa Sungai Tebelian.

Percentage formula:

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

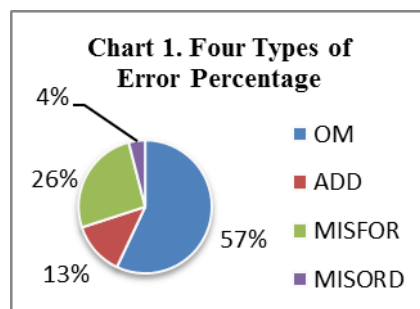
F = Frequency

N = Number of Students

100 = Constant Value

FINDING AND DISCUSSION

The object of this research is the students' writing product in writing descriptive text. After analyzing 10 worksheets of the students' writing products by using surface taxonomy. There were found 40 errors of students errors in their writing product in writing descriptive text. The results were shown in the chart as follows:



From the chart above, it could be seen that the first type of error was an omission, where the students did not write some items which must be written in a correct sentence. This type had been grouped into several categories based on the code, specifically the first, 8 errors of omission to be (TB) where most students did not add to be (am, is, are) before adjective words. The second, 6 errors of omission suffix (SS) where some students did not add suffix –s or –es for plural noun and on the verb for the third-person singular. The third, 4 errors of omission articles (AA) where the students did not use article (a, an and the) for showing singular noun. The fourth, 3 errors of omission conjunction (CO) where some students did not add conjunction “and” to separate two nouns and adjective. The next, 1 error of omission auxiliary (AUX), 1 error of omission verb (NV), and 1 error of omission noun (NN) where some students did not write auxiliary, verb and noun on the sentences. The last, 2 errors of omission pronoun (PN), where some students did not add pronoun to show possession. The total errors of omission were 27 errors (OM).

The second type of error was misformation with 12 errors (MISFOR), where the students used the wrong formation of the word in writing descriptive. Based on the students’ results in writing descriptive text were found that most of the students used inappropriate pronouns for the gender of the subject with 10 errors included in category misformation pronoun (PN). Where the subject was a girl but they used his or he in writing the sentence. The next, 2 errors of misformation noun (NO) where some students used inappropriate noun.

The third type of error was addition where some students added some unwanted items. Some of the students wrote double pronouns with 1 errors of addition pronoun (DPN), double adjective 1 error of addition adjective (DAD), double noun with 2 errors of addition noun (NO) and there were also 2 errors of addition articles (AA) where some students who added the article (a, an, the) in front of the adjective word with and articles “a” or “an” before the adjective. Based on the students’ writing product there were 6 total of addition errors (ADD) were found.

The fourth type was misordering (MISORD) with 2 errors of misordering noun before adjective (NOBA) were found in the students’ writing products. Some of the students put some words in the wrong order such as putting adjective after the noun.

Referring to the argumentation and chart above, it could be concluded that there were four types of students’ errors such as omission, misordering, addition and misformation which found on 10 worksheets of students’ writing product in writing descriptive text by the eight grade students of SMP Joseph Khatulistiwa Sungai Tebelian. The dominant types of errors were found in students’ writing products in writing descriptive text which written by the eighth grade students of SMP Joseph Khatulistiwa Sintang were omission with 27 errors on percentage 57% from 46 total of errors which analyzed from 10 worksheets of students’ writing products. The omission errors were the students did not write to be (is, am, are) before adjective words and suffix -s or –

es for the third person singular and plural nouns. It was caused by overgeneralization of target language rules.

Generally, four error types which found in this research caused by several aspects such as the first, overgeneralization where the students used incorrect structure in the target language structure. It is supported by Richard (1973:174), overgeneralization happen where the learners apply a deviant structure of the other structure of the target language based on their experience. While, Brown (as cited in Othman & Ahamed, 2019, p.10) also claimed overgeneralization is adopts incorrect generalization of target language rules.

The second, ignorance of rule restriction, where the students ignored to apply the correct rule of the target language. It is supported by Richards (as cited in Sijono & Ilinawati, 2020, p.162), ignorance of rule restriction occurs when students fail to understand the rules of target language, they prefer to ignore the rule of target language structure and still focus to use first language structure.

The third, incomplete application of rules when the students failed to apply the certain rules completely. Sijono & Ilinawati (2020) also said that the application of incomplete rules occurs when the students failed to improve the certain structure. It is happen because the students only know how to use the simpler target language rules in communication and they are difficult to understand and apply the complex types of target language. The fourth, false concepts hypothesized where the students incorrectly interpreted the structure rule of target language and they still apply the wrong concepts of target language. As claimed by Richard (1973:178), false concepts hypothesized develops when the students make faulty understanding of target language rules.

CONCLUSION

Based on the finding of the students' writing product in writing descriptive text. There were four types of errors which was used in analyzing the data such as omission, addition, misformation and misordering. The types of errors found in the students' writing products which was made by the students such as 26 omission errors on percentage 57%, 12 misformation errors on percentage 26%, 6 addition errors on percentage 13% and 2 misordering errors on percentage 4%. The total of the errors were 48 errors. Thus, the dominant types of errors found in the students' writing product in writing descriptive text was omission. It was caused by overgeneralization of target language rules.

SUGGESTION

The researcher would provide some suggestion based on the findings and conclusions of this study. The first for the teachers, by finding out the types and the dominant types of the students' errors in writing descriptive text, the teacher should give more understanding about the

grammatical rules in writing process, to avoid the students make same errors related on this research and to increase the efficiency of the students learning process of foreign language. The second, the students should be more practice in writing process in learning foreign language, learn from the errors and try to decrease making some errors. The third, this research can be used as references for the other researchers in conducting their research about errors analysis by using surface strategy taxonomy

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