AN ERROR ANALYSIS OF THE SECOND GRADE STUDENTS IN WRITING DESCRIPTIVE TEXT AT SMPN 3 GUGUAK, 50 KOTA

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ABSTRACT

The purpose of this research is to describe the second grade students' errors in writing descriptive text at SMPN 3 Guguak, 50 Kota. The research design is descriptive, using quantitative approach. The population of this research was the second grade students of SMPN 3 Guguak, 50 Kota. Cluster random sampling technique was used in this research to collect the data and the sample was class VIII-1 which consists of 28 students. The instrument for collecting the data in this research was writing test. The students requested to write descriptive text with the provided themes for 60 minutes. To make the test reliable, the researcher used inter – rater technique. The reliability of the test is 0.99. It means that the test is reliable. Then, the test was valid in terms of content because the material about descriptive text has been covered in curriculum and learn by the students. The result of this research in general, showed that 25 (89.28%) students made errors in the form of omission, addition, misformation, and misodering. There were 16 (57.14%) students who made omission errors, 7 (25%) students made addition errors, 16 (57.14%) students made misformation errors, and 6 (21.42%) students made misordering errors.

Based on the result, it can be concluded that the second grade students at SMPN 3 Guguak, 50 Kota still made errors in writing descriptive text. The teachers should give more explanation and exercises about writing descriptive text especially about the use of article, the use of be, the use of pronoun and the use of verb form because they still did not understand and were confused about all of them. And the students should improve their skill in writing descriptive text especially applying correct grammar. Further researchers are expected to find out and analyze the factors which cause the students make errors in writing descriptive text.

Key words : *error analysis, writing, descriptive text*

INTRODUCTION

English is the main language used in international communication. In Indonesia English is the foreign language that has to be taught in all levels of education [1]. It starts from elementary school, junior high school, senior high school, and university [2]. It is taught as one of the compulsory subjects in formal education from junior high school up to senior high school. It is also one of the local-content subjects in elementary school. While in the university level, it is taught as a complementary one.

Most students make errors in writing, especially in term of grammar [3]. Writing is as both combination of process and product [4]. Descriptive text is a kind of genre text to describe a subject such as describing a person, a place and a thing. It means describing a subject as much as possible or as detail as possible. Descriptive writing reproduces the way matters look, smell, test, feel or sound it also affect moods such as loneliness, happiness and fear [5]. In addition, descriptive text is used to create a visual image of people, places, even of units of times-days, or seasons.

The students' errors, in writing descriptive text were found by the researcher when doing teaching practice. In general, the students do not understand how to write according to the correct grammar in English. Most of them do not really understand the importance of using tense as aspect of grammar while writing. It causes the quality of their writing not good.

Several previous studies explained the students' ability in writing descriptive text. Yani (2022) found the students' error types of writing indicators; they are, title, topic sentence, development, arrangement, four to five grammatical sentences, proper word or phrase usage, and appropriate writing

mechanics [6]. Lestari (2020) found that the students' mistakes in using simple present tense were about their doubt in adjusting singular and plural [7]. Triyuono & Supeno (2021) found four types of simple present tense error and Adjective's error [8]. Rustiani & Efransyah (2022) found that Omission, addition, misformation, and misordering are the four types of errors that can occur when students write descriptive text [1].

METHOD

In this research the researcher used descriptive research, using quantitative methods approach. Descriptive research involves collecting data in order to test hypotheses or to answer the questions concerning the current status of the subject of the study [9]. Quantitative descriptive method is a method that describes the state of a phenomenon that has been carried out by a measuring instrument and then process according to its function. In other words, quantitative descriptive must organize and analyze numerical data, in order to provide an orderly, concise, and clear description of a phenomenon or event [10].

The number of population of this research was 82. The researcher chose cluster random sampling to collect the data. Cluster random sampling is a research method which every number of the population has an as equal opportunity to the participant [11]. The researcher wrote the name of the class on three small pieces of paper, then the paper was put into a bottle and then shaken, and finally the paper was removed as much as need. The name on the paper that came out of the bottle became the participant. In this study, the researcher chose one class out of 3 existing classes. As a result, one class that was selected as the sample was class VIII-1 that consist 28 students.

The researcher used writing test as the instrument for collecting the data. The students wrote a descriptive text. The text should contain at least 3 paragraphs. Researcher provided some themes therefore the students

are not confused and make it easier for them to write. The themes were "People, Family, Place, Animals, and Daily activity". The researcher gave 60 minutes of time allocation given to the students to complete the test.

To analyze the data, the researcher counted the errors made by students in writing descriptive text by counting the error from each types. Then, the researcher counted the percentage of students who made errors using the formula as follows:

$$P = \frac{R}{N} \ X \ 100\%$$

P : Percentage of students who made error
R : Total of the student errors
N : Total of the whole errors
Finally, the researcher described the result of the data analysis.

FINDINGS AND DISCUSSIONS

The purpose of this research is to find out the second grade students' errors in writing descriptive text at SMPN 3 Guguak, 50 Kota. After analysing the data, the researcher found 25(89.28%) students made errors in the form of omission, addition, misformation, and misodering. There were 16 (57.14%) students who made errors in the form of omission, 7 (25%) students made errors in the form of addition, 16 (57.14%) students made errors in the form of misformation, and 6 (21.42%) students made errors in the form of misordering. The result showed the most students made errors I the form of omission and misformation were 57.24%.

Table 1. Percentage of Students Who Made Error in Writing Descriptive

No	Kinds Of Errors	Number of Students who made errors	Percentage
1.	Omission Errors	16	57.14%
2.	Addition Errors	7	25%
3.	Misformation Errors	16	57.14%
4.	Misordering Errors	6	21.42%

1. The Students' Errors in Omission

Based on the result of the data analysis, the researcher found that the students made errors in omission errors. There were three types of errors made by students in the form of omission. There were 8 (28.57%) students who made errors in the form of omission of article, 8 (28.57%) in the form of be, 7 (25%) in the form of plurality.

The researcher found that 16 (57.14%) students made errors in all types form of omission in writing descriptive text. This means that they did not understand about the use of article, be, and plural form. This research in line with previous research conducted by (Mukarromah & Suryanto, 2022) which analyzed the students' writing in using simple present tense in descriptive text of the ten grade of SMA Istiqlal. The result of the research found that 46 (50%) students made omission error [5].

2. The Students' Errors in Addition

Based on the result of the data analysis, the researcher found that the students made errors in addition. There were three types of errors made by students in the form of omission. There were 1 (3,57%) students who made errors in the form of addition of be, 3 (10,71%) in the form of article, 4 (14,28%) in the form of plurality.

The researcher found that 7 (25%) students made errors in the form of addition in writing descriptive text. This research was supported by previous research conducted by (Rustiani & Efransyah, 2022) which analyzed the students' errors in writing descriptive text at the Eighth Grade Student of Junior High School in Cianjur. The result of the research found that 27(35%) students made addition error [1].

3. The Students' Errors in Misformation

Based on the result of the data analysis, the researcher found that the students made errors in misformation. There were three types of errors made by students in the form of misformation. There were 8 (28.57%) students made erros in he form of misformation of verb form, 8 (28.57%) in misformation of pronoun, 8 (28.57%) in misformation of be.

The researcher found that 16 (57.14%) students made errors in the form of misformation. This research different with previous research conducted by (Lestari, 2020) which analyzed the Error Analysis of Simple Present in Writing Descriptive Text. The result of the research found that 13 (39.39%) students made misformation error [7].

4. The students' Errors in Misordering

Based on the result of the data analysis, the researcher found that the students made errors in Misordering. There were 5 (17.85%) students who made errors in the form of misordering adjective, there was 0 (0%) in the form of misordering verb, and 1 (3.57%) in the form of misordering article.

The researcher found that 6 (21.42%) students who made errors in the form of misordering in writing descriptive text. This research in contrast with (Triyono & Supeno, 2021) which analyzed The Use of Simple Present Tense and Adjectives on Students' Descriptive Writing At Private Vocational School in Bogor. The result of the research found that 1 (9%) students made misordering error [10].

CONCLUSIONS AND SUGGESTIONS

Based on the findings, the highest percentage of students made omission errors, especially omission of article and in the form of be 8 (28.57%), and all of the types of misformation such as ; misformation of verb form, misformation of pronoun, in misformation of be 8 (28.57%). The teachers are suggested to provide motivation to students to increase students' desire to learn, students to improve their skills in writing descriptive text especially applying correct grammar. The further researchers are expected to find out and analyze the factors which cause the students' errors in writing descriptive text.

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