

ARTICLE

ERROR ANALYSIS ON GRAMMAR USED IN DESCRIPTIVE TEXT WRITTEN BY THE EIGHTH GRADE STUDENTS OF SMP NEGERI 2 PAPAR IN ACADEMIC YEAR 2016/2017



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ERROR ANALYSIS ON GRAMMAR USED IN DESCRIPTIVE TEXT WRITTEN BY THE EIGHT GRADE STUDENTS OF SMP NEGERI 2 PAPAR IN ACADEMIC YEAR 2016/2017

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ABSTRACT

Most of the students consider writing is the most difficult skill than others. Therefore, the students often make errors, and also when they use grammar in descriptive text. This research is aimed at finding out types of errors in descriptive texts are made by the eighth year students of SMP Negeri 2 Papar, and the frequency of each kinds of error are made by the students. This research used quantitative research design of survey/descriptive study. The instrument that was used is diagnostic test in the form written test of writing a descriptive text based on provided topic. Test was used by the researcher to get the data during the process on writing descriptive text by the students in the classroom. Then, observation and questionnaire are only used to strengthen and support the data. The research was done in two meetings. The result of this research found that the students made the four kinds of errors, those are error of misformation 50 %, error of addition 31,81 %, error of omission 9,09 %, error of misordering 9,09 %. Finally, the writer concluded that eighth year students of SMP Negeri 2 Papar still faced some difficulties on the use of grammar in writing descriptive text.

Keyword: *error analysis, grammar, writing, descriptive text*

I. BACKGROUND OF STUDY

Learning a language means learning to use that language to communicate both in oral form and written form. Learning a language particularly learning English, involves four basic skills: listening, speaking, reading, and writing. They are called language skills. Natria (2007:2) in the 2004 Competency-Based Curriculum for junior high school,

“English teaching in junior high school covers four competences: they are listening, speaking, reading, and writing. Those basic competences are integratedly

taught because the main goal of teaching English is that students are able to develop their communicative skills in both written and spoken English”.

Each student must be able to master language component such as vocabulary, pronunciation, spelling, and grammar. In order to learn English well, both the language skills and language components should be mastered, because both of them are related each other to support the development of that basic competence.

However, teaching and learning English has aimed to attain those basic

competences. It means that in learning English, student should acquire those competences. Agustien (2002:31) points out that it is possible to attain the basic competences if people do not possess linguistics competence such as pronunciation, intonation, spelling, punctuation, vocabulary, sentence structure, the structure of spoken and written language, connective words, etc.

However, teaching and learning English has aimed to attain those basic competences. It means that in learning English, student should acquire those competences. Agustien (2002:31) points out that it is possible to attain the basic competences if people do not possess linguistics competence such as pronunciation, intonation, spelling, punctuation, vocabulary, sentence structure, the structure of spoken and written language, connective words, etc.

The basic competences above cannot be separated from each other especially on using in communication in oral or written forms. During a program for teaching practice or PPL (Praktek Pengalaman Lapangan), the writer found out that many students often got difficulty in writing. Their sentences are ungrammatical, and they often make errors when they write sentences. They consider that writing is one of the difficult subjects. Because, it requires the students to demonstrate control of a number of variables simultaneously; they control

content, format, sentence structure, vocabulary, punctuation, spelling, etc.

In Junior High School there are many texts that must be mastered by students. Based on English syllabus for junior high school, there are five written text types that the students need to learn in Junior High School: *procedure, descriptive, recount, narrative, and report*. The election of the texts is based on the students' level too, and one of the texts that must be mastered is descriptive text. In Standard Competence of Syllabus especially in basic competence 6.1, it is written that "*Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount*". So the students must be able to express their idea in writing functional text there is descriptive text to interact with their surroundings.

To write the descriptive text, students should know the definition of the text. Nurmansyah (2009) stated that descriptive text is basically has functions to give information; the social context of this text is to describe a specific thing, animal, or human being. Descriptive text has two text organizations there are identification (mention the special participant) and description (mention the part, quality, and

characteristics of subject being described). This text consists of language features such as simple present tense, adjective and compound adjective, linking verb/relating verbs and degree of comparison.

Cook and Suter (1980:47) in Farisa's thesis (2011:3), point out that the simple present tense indicates that something is happen now. It means that simple present tense is used to explain something is happen now. In writing descriptive text, students need to master simple present tense to express their idea to describe something that happens now.

In the descriptive text that is written should be clear, vivid, and concrete. So the reader can understand with the description. If a student has made an error using grammar, usually they don't realize about it. It makes the students confused and sometimes it becomes the difficulties to the students in writing a text. They often make error in writing that text.

Error is incorrect form from the model of pattern. Funder (1987:1) states, "Error is judgements of an experimental stimulus that depart from model judgements process. A mistake, by contrast is an incorrect word stimulus and therefore more difficult to determine". It means that error is really different from mistake. When the students make a mistake, they realize it and they know how to correct it. But it is different from errors, if the students make an error, they do not know that they have

made an error and they also do not know how to correct it.

Dulay, Burt and Krashen (1982:130) defined error as "the flawed side of learner speech or writing which deviates from some selected norm of mature language performance". They further discussed that errors may be distinguished based on the causes: errors caused by factors such as fatigue and inattention are performance, and those caused by lack of knowledge of the rules of the language are called competence error.

Brown (2000:257) also made a distinction between mistakes and errors. A mistake indicates "a failure to utilize a known system correctly" and an error "reflects the competence of the learner". It was also admitted, however, that one may be able to tell the difference between error and a mistake in all occasions (2000:217). It was emphasized that the important thing is that learners do make errors, which can be observed, analyzed and classified to reveal something of the system operating within the learners (2000:218). So, errors are parts of composition that are wrong according to the rules of target language. For the reason above, it is very important to analyze the errors because it can help the teacher to know kinds of error are made by the students in write a descriptive text. Most of the students in junior high school, they often make error when they use grammar in a descriptive text. It is the reason why the

writer wants to analyze the error in the sentence of descriptive text in the students writing.

The writer choose SMPN 2 Papar as the place to do research especially at second grade students as the subject of this research. There are some consideration for the writer choosing this school. For the first, SMPN 2 Papar is one of many good schools in Kediri. The second is this school has complete facilities to support teaching learning process like LCD projector, props, English books, etc. Furthermore, SMPN 2 Papar creates good human resources with good qualities. It can be seen from discipline attitude and graduation result. The last is the second grade students do not understand the ways to write paragraph descriptive well because it is a new material for them so errors when they write paragraphs cannot be avoided.

The second grade students of SMPN 2 Papar consist of eleven classes. The writer chose F-class as the class research because F-class is bad class in the second grade students. This research is aimed at finding out types of errors in descriptive texts are made by the eighth year students of SMP Negeri 2 Papar, and the frequency of each kinds of error are made by the students in using grammar on descriptive text.

II. RESEARCH METHOD

This research used quantitative research design of survey/descriptive.

To get the data, writer used test, questionnaire and observation. In this research, the writer used diagnostic test to know the error that made by the eighth grade students at SMP NEGERI 2 Papar. Then, the writer give a questionnaire to the students to get additional information about source of error in writing descriptive text. Additionally, he observed the teacher when he teach in the classroom.

After the writer got the data, he used an descriptive model of analys is involving :

1. Identification of errors
2. Classification of errors
3. Interpreting and representing

The frequency occurrence of each type of error is indicated by the percentage. To find the percentage of each kind of error, the writer used the following formula:

$$\frac{\text{Frequency of one error indicator} \times 100}{\text{Total frequency of errors indicator}} = n$$

III. FINDINGS AND DISCUSSION

A. Findings

In categorizing and classifying the error in this research, the writer focuses on his description only on the errors of grammar which is used by the students in their writing descriptive text. The writer limits his description to the descriptive aspects of errors based on the surface taxonomy by Dulay. The analysis is done through some steps, namely: identifying the error, then classifying the errors based on the four types of errors, and the last step was

describing the frequency of errors. It was counting, tabulating, and presenting in form percentage.

1. Identification the error

In this section, the writer discusses about each kinds of errors which is done by the students in their composition, the students had made in their writing by giving one or more example in each error. The writer tries to identify most the errors which had been written from the students' work.

a. Error of Omission

b. Error of Misformation

c. Error of Addition

d. Error of Misordering

2. Classification of Error

After finding the students' errors, the writer started to analyze the data. First, he counted the errors made by each student. Next, he calculated the frequency of errors by conducting an error analysis. To find out the typed of errors, he classified the errors into several categories based on the students' errors.

Since there were 30 students participating and 2 students did not participate because of sickness, the writer had 30 writing works for the percentages of errors in using grammar. But because of some reason, there are only 5 data of student's writing. The result of the data can be seen in table 1. There were 22 grammar errors.

TABLE 4.1

The Total Number of Error

No.	Code	O	A	Misf.	Miso.
1	ABF	0	5	2	0
2	RAT	0	0	1	2
3	RA	2	1	1	0
4	SOR	0	1	7	0
5	YP	0	0	0	0
Total		2	7	11	2

The data above shows that the total number of omission is 2, addition errors is 7, misformation is 11 and misordering is 2.

3. Describing the Frequency of Error

After the writer found the results of the errors and counted the frequency of each types of error, the next step was tabulating the data and collecting the frequency of errors. In this step, the writer found the total number of the frequency of the errors of using grammar in writing descriptive text done by the eighth grade students of SMP Negeri 2 Papar. They were stated in the table below:

TABLE 4.2

Total Frequency of Errors

No	O	A	Misf.	Miso.	Total
Total	2	7	11	2	22

From total number of errors above, the writer could count, tabulate, and present the errors into the form of percentage.

a. Error of Omission

The writer had found the frequency of the omission errors. That was 2. And total

frequency of errors was 22. The total frequency of this errors is 9,09%.

b. Error of Addition

The writer had found the frequency of the addition errors. That was 7. And total frequency of errors was 22. The percentage is 31,81%.

c. Error of Misformation

The writer had found the frequency of the misformation errors. That was 11. And total frequency of errors was 22. The percentage is 50%.

d. Error of Misordering

The writer had found the frequency of the misordering errors. That was 2. And total frequency of errors was 22. The percentage is 9,09%.

From the description of the percentage of each type of errors, the writer could draw the percentage of errors in table below.

TABLE 4.3
Total Frequency of Errors

O		A		Misf.		Miso.	
To tal	%	To tal	%	To tal	%	To tal	%
2	9,0 9%	7	31,8 1%	11	50 %	2	9,0 9%

B. Discussion

This part is presented to discuss the result of the research data with some previous theories. All of the data is given to show the errors are made by the students in the use of grammar in writing descriptive text.

There are 11 misformation, 50 % the students made this error.

Here are the examples of students' error:

a) This is my description about my pet.

It should be

a) That is my description about my pet.

Addition is the second rank among the four types of errors. There are 7 , 31,81% students made errors of addition.

Here are the examples:

a) She is beautiful girls.

It should be

a) She is a beautiful girl.

Error of misordering and error of omission are equally occupy the third position of the four types of errors made by the students when making a descriptive text. The percentage of this kind of error is 2, 9,09% students made errors of misordering.

Here are the examples of students' error:

a) She is exotic skin.

It should be

a) Her skin is exotic.

Here are the examples of student's error:

a) I very happy school in here.

It should be

a) I am very happy to study in here.

In concluding the research, the writer pays attention to considerable previous study. A "Skripsi" entitled "Error Analysis in the Teaching of English (A Case Study at Second Grade of SMP PGRI 2 Ciputat)" by Eka Sasmiasih 2014 The finding of her study showed the highest frequency of error is misformation error (53,33%). The lowest

frequency of error is misordering error (6,67%). On the other hand, the highest cause of error is First Language (52,54%), while the lowest cause of error is Translation (6,78%).

The second previous study is a “Skripsi” from Farisa Nur Aviva entitled “Error Analysis On The Use Of Simple Present Tense Found In Descriptive Text Written by the Eight Grade Students Of SMPN 7 Kediri in the Academic Year 2010/2011.”

The finding of her study showed the highest frequency of error is misinformation error (52,2%) and the lowest frequency of error is misordering error (7,72%).

IV. Conclusion

From the result of the data analysis, it can be concluded that the eighth year students of SMP Negeri 2 Papar especially VIII-F class produced errors in their writing descriptive text. As mentioned in the previous chapter, the students’ work were analyzed according to the surface strategy taxonomy, there are:

1. Errors of Misformation

There were 11 misformation, 50 % the students made this error.

2. Errors of Addition

There were 7 errors of addition and the percentage of this kind of errors is 31,81 %.

3. Errors of Omission

There are 2 errors of omission and the percentage of this errors is 9,09 %.

4. Error of Misordering

There are 2 errors of misordering and the percentage of this errors is 9,09 %

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