

**AN ANALYSIS OF STUDENTS' ERROR IN DESCRIPTIVE TEXT WRITING
AT THE TENTH GRADE OF SMA MUHAMMADIYAH 18 JAKARTA IN
ACADEMIC YEARS 2019/2020**

A SKRIPSI

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ABSTRACT

DEVTIKA OLA ASMIA. NIM. 1301065041. *An Error Analysis on Descriptive Writing Made By The Tenth Grade Students' of SMA Muhammadiyah 18 Jakarta in the Second Semester of 2019/2020 Academic Year.* A Skripsi; The Study Programme of English Education, The School of Teacher Training and Education, The University of Muhammadiyah Prof. DR. Hamka (UHAMKA), Jakarta, 2020. The research was held at SMA Muhammadiyah 18 Jakarta. The objectives of the study were: to know the types error on the students' descriptive writing, to know the sources of the error, and to design the remedial teaching that are appropriate in order to reduce the students' errors made by the tenth grade students of SMA Muhammadiyah 18 Jakarta in second semester of the 2019/ 2020 Academic Year in their descriptive writing. The samples respondent of this study were 25 students at X A. The writer asked the students to make the descriptive writing based on the instruction given on the writing task. The writer used Azar's theory in analyzing the types of errors and Brown's theory for the sources of errors in analyzing the data. Based on the calculating the results, the most types of errors that students made were the 42 additional word errors (16,86%) referring to the first place, and the second are 40 word choice and omitted word errors (16,06%). The most sources of error 134 interlingual transfer (53,81%) referring to the first place, and 115 intralingual transfer (46,18%) as the second place. The result of the data analysis showed that the most types of error and sources of error were additional word and for the sources of error was on interlingual transfer. It indicates that most students need more explanation and more doing exercise to evaluate their writing errors in English.

Keyword: *Error analysis, descriptive writing, tenth grade students.*

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CHAPTER I

INTRODUCTION

A. The Background of the Research

Language is the most important part in communication. By language, people can share anything with everyone. It is also known as one of the very dominant languages in most aspects such as education, media, economy, business and government. As Richard and Rodgers (2001:21) argue “Language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relation.” It means the language as a tool for speaking with everyone.

English is the foreign language and as a compulsory subject that is learned in schools. It has been learned by the students’ elementary school up to university levels. However, it is not easy to teach and learn English for Indonesian people. There are some factors that make differences of Indonesian language with English language that is about vocabulary, pronunciation and spelling in English.

In learning English, students need to master four language skills, namely listening, speaking, reading and writing. By managing the four basic language skills, the students are able to use English well either in speaking and writing. Bell and Burnaby’s statement that is quoted by Nunan (1989:36), “Writing is an extremely complex cognitive activity in which is required to

demonstrate control of a number of variables simultaneously. At the sentences level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, letter, and information. Beyond the sentences, the writer must be able to structure and integrate information into cohesion, and coherent paragraph text”. Based on the quotation, writing is complicated activity. In writing, the students should not only focus on the grammatical, but also should be able to structure sentences and integrate the information into a paragraph cohesively. According to Auliya (2016: 1-17) An Error Analysis on the Use of Simple Present Tense in Writing Descriptive Text “They may have difficulties when they use the language in writing”.

Writing can be only done through learning activities and exercise, because it is unnatural skill and needs serious attempt to acquire it. However, the students still feel difficult in writing English grammatically. They spend a long time to write because they have difficulty in arranging their ideas, they do not know what and which words they have to use. They always look up the dictionary to find out the words or to check the spelling. According to Siahaan, J. (2013:114-121) “The findings revealed that the students representing the middle and high achievers had a good control about the schematic structure of descriptive text. They also were able to use appropriate linguistic features. On the other hand, it was also revealed that the low achievers were still confused in identifying the schematic structure of descriptive text. Moreover, the low achievers still needed a lot of improvement as they still made a lot of mistakes in they wrote the text”.

Error and mistake are different things and a teacher must be able to differ both of them. Harmer (2002:99) explains, “Mistake is when the students can correct themselves once the mistake has been pointed out of them; and error is when they cannot correct themselves and need explanations.” It means that mistake is when the students can correct the mistake well by themselves, and error is when they cannot correct the mistake by themselves and need explanation more. Moreover, conducted by Iseni, A. (2011:60) “In this work were studied errors made by students during tests, interviews, dictations, writing paragraphs and different essays. If in the spoken language errors can be allowed without being corrected, as long as the message comes clear, it is understood that in the written work errors should be corrected more carefully, because if they are left without correction, these errors can become fossilized. For the objective of our work it was important to attempt to find the most appropriate strategy to correct errors and mistakes and the best way to assess our students' writings”.

In syllabus of SMA Muhammadiyah 18 Jakarta for the tenth grade, the standard competence in writing is, “*Mendeskripsikan tempat wisata, dan bangunan bersejarah terkenal.*” (Syllabus SMA Muhammadiyah 18 Jakarta, 2013:7). It means that the students at the tenth grade must write the description of something or someone in daily activities.

This problem also happens in school, especially students at SMA Muhammadiyah 18 Jakarta. Based on the English teacher's explanation, in English learning process, almost all of the students make mistakes. They are caused of the

difference in spelling, pronunciation, the grammatical system and the selection of vocabulary. The differences of the system English and Bahasa Indonesia are also the most important factors that are the students make mistakes. Furthermore, the writer interested in conducting observation an error analysis in order to know the most typical types and sources of error made by the students on their writing in SMA Muhammadiyah 18 Jakarta. It is located on Cipulir Street, Kebayoran Lama, South Jakarta. It has 16 teachers and 7 classes for X. However, the writer just taught in X A with 25 students. When the writer asked the students to make descriptive writing about their president, the writer found that the students could not express and develop their ideas. When they made or composed the text, they made errors on their writings. The students did not understand about English grammar and lack of vocabulary. Therefore, they felt difficult to writer on paper.

Based on the statements above, the writer tries to analyze the errors in the form of descriptive writing. This analysis will give information about the students' difficulties in learning the target language, so that the teacher can help the students to minimize the errors they might do. The writer found that the students had weakness in English especially in writing. Many students were still confused and they were not capable of composing their writing correctly. In fact, it is often found that the students do make errors in their writings. It is caused by some factors. Such as student grammar problem and the lack of writing practice that is given by the teacher.

The teacher has to know the strength and the weakness of students in understanding the material. Especially in identifying the errors and the writer giving remedial teaching. The errors must be corrected in the remedial session. To make it successful, the errors need to be identified and analyzed. According to Pohan, A. E. (2018:1) “The Students’ Types Error on Writing Descriptive Text (An Analysis Study at Senior High School). *The objective of this study is to identify the types of error and the dominant error which made by students’ on writing descriptive text. The method which applied of this research is descriptive qualitative. The subject of the study is tenth grade which consist 31 students. Data was collected by portfolio and analyzed by descriptive method to describe the students’ error by the formula of percentage*”.

In order to know types and sources of the students’ error, the writer will do the error analysis focusing on the types and sources of the errors. The writer hope this research will be able to help the teachers to prepare the remedial programs and also help the students in making better writing.

Finally, based on the problems above, the writer would like to carry out a research with the title, “An Analysis on Students’ Descriptive Writing at the Tenth Grade on Second Semester at SMA Muhammadiyah 18 Jakarta in Academic Years 2019/2020.

B. The Question of the Research

Based on the problem above, the writer formulated the problems as follows:

1. “What are the most typical types of errors made by the students on their descriptive text writing at the tenth grade of SMA Muhammadiyah 18 Jakarta?”
2. What are the sources of errors that commonly students made on their descriptive text writing at the tenth grade of SMA Muhammadiyah 18 Jakarta?”
3. What remedial task can be given in order to minimize the students’ error at tenth grade of SMA Muhammadiyah 18 Jakarta?”

C. The Limitation of the Research

In this research, the writer focuses on the most typical types sources of errors on their descriptive text writing task in SMA Muhammadiyah 18 Jakarta in the 2019/2020 Academic Year. The writer chooses the tenth grade students of the students in SMA Muhammadiyah 18 Jakarta as sample of the data. The writer limits the study only on the analysis of errors based on Azar’s grammar classification, but the writer only takes some classifications, namely singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, and spelling.

D. The Objective of the Research

Related to the problem above, the objective of the research is to find out what the most types sources of errors are students made on descriptive writing and to design remedial teaching made by the students.

E. The Significance of the Research

Based on this research, the writer expects that the writer will get more knowledge about analyzing errors, differentiating error and mistakes, and so on. For the students, the writer expects that they will not do the errors again, and they can increase their writing ability, especially on writing a descriptive text. For the English teachers, the writer expects that the research will help them to minimize the errors made by their students, and the teachers can conduct the remedial teaching for the students.

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