

**AN ERROR ANALYSIS OF THE DESCRIPTIVE WRITING OF THE ELEVENTH
GRADE STUDENTS OF SMKN 20 JAKARTA IN THE 2017/2018 ACADEMIC YEAR**

A PAPER

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ABSTRACT

FATHUR RAHMAN. 1301065063. *An Error Analysis of Descriptive Writing of the Eleventh Grade Students of SMKN 20 Jakarta in the 2017/2018 Academic Year.* The School of the Teacher Training and Education, The University of Muhammadiyah Prof. DR. HAMKA. Jakarta, 2020.

This research was held at SMKN 20 Jakarta. The objective of the study is to find the empirical evidence of the most common types and sources of error that the eleventh grade students of SMKN 20 Jakarta made in their descriptive writing in the 2017/2018 academic year. The samples of this study were 21 students of XI PB class.

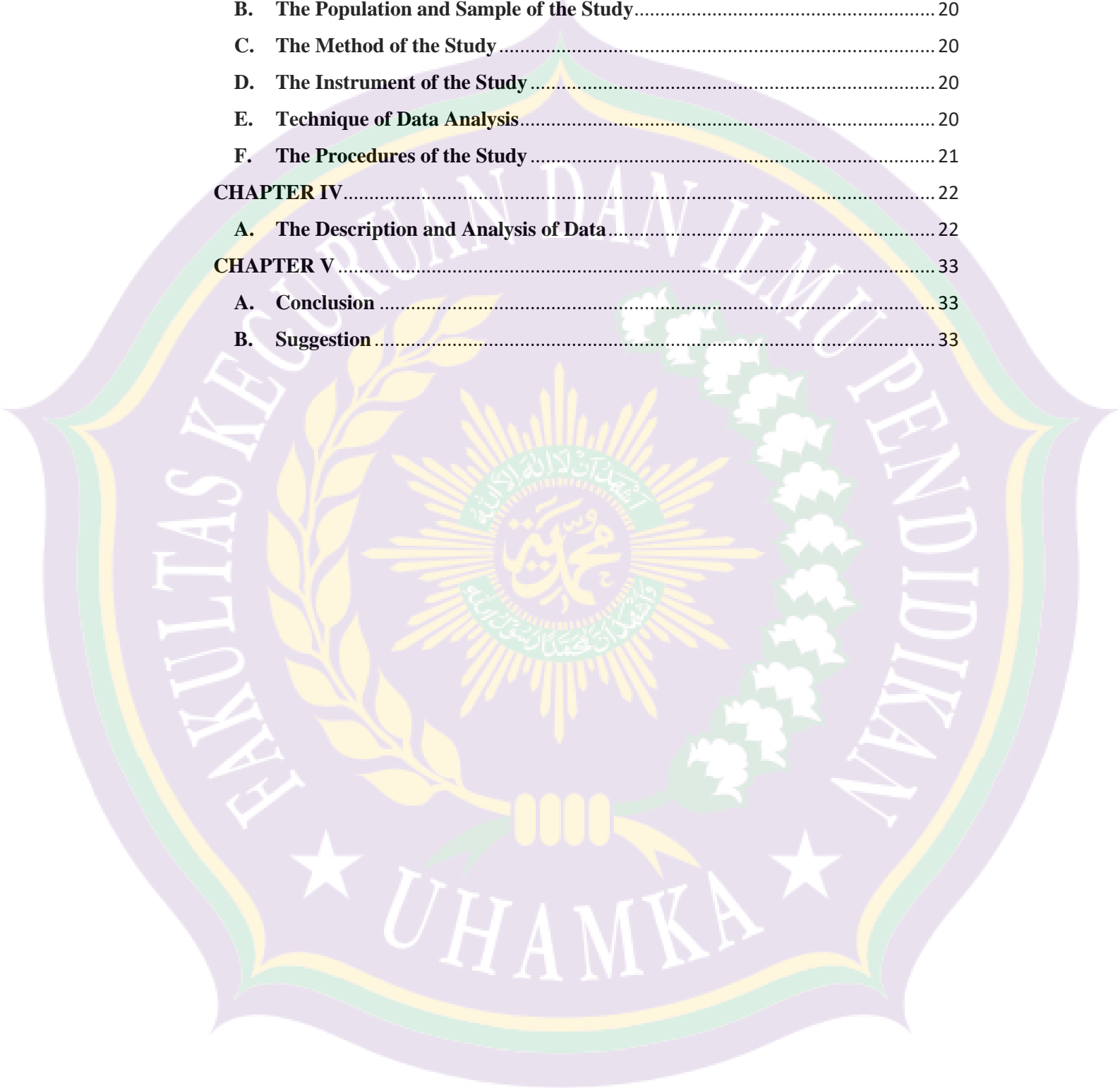
The writer used error analysis and descriptive analysis as methods of research. He found that the top three typical errors that the students made were punctuation with 44 or 22.3% errors, word choice with 25 or 12.7% errors, and add a word with 21 or 10.7% errors. The down three typical errors that the students made were meaning not clear with 3 or 1.5% errors, verb tense with 2 or 1% errors, and article with 1 or 0.5% errors. Meanwhile, the highest source of the students' error was intralingua errors with 187 or 89.1% errors and the lowest source of the students' error was interlanguage errors with 7 or 10.9% errors.

It can be concluded that the teacher needs to give more explanation about the terms of punctuation, word choice, and add a word to the students. It is proven that the top three types of error are punctuation, word choice, and add a word. Moreover, the benefits of the research result are to give the information about the types and sources of error that the eleventh grade students of SMKN 20 Jakarta made and to give appropriate remedial teaching in order to reduce the students' errors in punctuation, word choice, and add a word.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, English is learned in every education level. It is compulsory subject in junior and senior secondary schools. In elementary schools, English is a local content subject. Meanwhile, English is a complementary subject in universities. The teaching process in every education level is done based on specified curriculum.

There are four skills that students have to learn in learning English. They are listening, speaking, reading, and writing. Listening and reading are receptive skills, because people receive the language and decode the meaning to understand the message. On the other hand, speaking and writing are productive skills because people use the language that they have acquired and produce the message through speech or written text that they want others to understand. According to Dewi (2020 : vol 3, no 1), “ The students usually make error on the use of grammar when they produce an english writing, also in writing descriptive text.”

Writing is one of four English skills that students must learn in learning English. According to Oshima and Hogue (2006:265), “Writing is a process of creating, organizing, writing, and polishing”. Because of the complicated process in writing, students need broad knowledge and take more time to think to make it. Royani (2019: vol 2, no 6) stated that writing is considered as the most complicated skill to be mastered required not only great vocabularies but also grammar.

There are many kinds of writing that students have learned since junior secondary school such as procedure text, narrative text, and etc. Wishon and Burk (1986:378-383) stated that there are four kinds of writing, they are descriptive, expository, narrative, and argumentative. One of those writing that the eleventh grade students of senior secondary school have to learn is the descriptive text although in junior secondary school student have learned it as well. Fawcett and

Sandberg (1984:60) state that a descriptive text is kind of text that describes something, a person, a scene, or an object into words, so others can imagine it.

In the even semester of the 2017 Academic Year, the writer conducted teaching practice (*Program Pengalaman Lapangan*) in SMKN 20 Jakarta which have 22 classes of X, XI and XII in the school. One of the class that the writer taught was XI PB 1. He taught the students how to compose a descriptive text. The students wrote a descriptive text based on the topic which have been selected. The writer found that many students made grammatical errors. For example, they put “many” for uncountable nouns. It can be seen in the sentence “*there is so many sugar in john’s tea.*” The phrase is wrong. It should use the word “much” before the noun because sugar is one of uncountable nouns. The correct sentence is “*there is so much sugar in john’s tea.*” It happened because of some factors. It could be the negative transfer from their mother tongue. They applied Indonesian grammar rules (word choice) in their writing. The grammatical errors in this writing work is a crucial issue and many students have ignored it.

Ideally, the teacher gives remedial teaching to minimize the students’ error when it happens seriously. In order to give remedial teaching precisely, the teacher needs to do investigation. According to Brown (2000:206), “The fact that learners do make errors and that errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ error, called error analysis. In fact, the teacher rarely gives remedial teaching to the students.” It means, the truth that learners do make mistakes that blunders can be watched, analyzed, and classified to uncover something of the framework working inside the learner.

Based on the grammatical deviations that students made in the class of XI PB 1 of SMKN 20 Jakarta, the writer is interested in analyzing the errors from the descriptive text they made. Therefore, he would like to carry out a research under the title “*An Error Analysis of Descriptive Writing of the Eleventh Grade Students of SMKN 20 Jakarta in the 2017/2018 Academic Year*”

B. The Question of the Study

Based on the description above, the writer would like to propose the questions of the problem as follows:

1. What are the types of error which the students of SMKN 20 Jakarta made in their descriptive writing?
2. What are the sources of errors which the students of SMKN 20 Jakarta made in their descriptive writing?

C. The Objective of the Study

Based on the formulation of the problem above, the objectives of this study mainly intend as follow:

1. To find empirical evidence of the grammatical errors made by eleventh grade students of SMKN 20 Jakarta in their descriptive writing.
2. To find the sources of errors made by the students in their descriptive writing.

D. The Limitation of the Study

In analyzing the students' writing, the writer only focuses on descriptive writing. The writer limits the scope of study based on grammar error classification of Betty Azar, namely: singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.

The writer uses sources of errors from Richards and Fisiak in Tarigan because they only investigates the sources of error from the students' writing. The sources are interlanguage errors and intralingual errors (over generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized).

E. The Significance of the Study

It is expected that the study will be useful for English teacher of SMKN 20 Jakarta about the common errors which students made and for the writer himself, in particular, improvement of his understandings about error analysis and the readers.

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