

**AN ERROR ANALYSIS ON DESCRIPTIVE WRITING MADE BY THE  
TENTH GRADE STUDENTS OF SMK BINA KARYA UTAMA JAKARTA  
IN THE FIRST SEMESTER OF THE 2019/2020  
ACADEMIC YEAR**

**A PAPER  
SUBMITTED AS PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
*SARJANA PENDIDIKAN***



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## ABSTRACT

**SITI ARIFAH LINA.1301065160.** *An Error Analysis on Descriptive Writing Made by The Tenth Grade Students of SMK Bina Karya Utama JAKARTA in the First Semester of The 2019/2020 Academic Year* A paper, Jakarta: The Study Programme of English Education, The School of Teacher Training and Education, The University of Muhammadiyah Prof, DR. Hamka,2020.

The objective of the research was to find the empirical evidence of the most typical errors, and the sources of errors which were made by the tenth grade students of SMK Bina Karya Utama Jakarta. The population of the research was the tenth grade students of SMK Bina Karya Utama Jakarta. It consisted of 72 students, but when the writer took the data, there were only 30 students that present in the class. The writer used a purposive cluster sampling technique to get the samples.

The method employed in this research was a descriptive analysis. The writer administered a guided task on descriptive writing. The students wrote 3 paragraphs based on the outline given by the writer. To distinguish errors and mistakes, the writer returned the writings that have been marked to the students to be revised. The writer asked the students do the same test on different day.

The research showed that the most typical errors done by the students were in capitalization with 131 or 19.06%, add word with 123 or 17.20%, word choice with 113 or 16.44%, omit a word with 73 or 10.62%, verb tense with 56 or 8.15%, word order with 36 or 5.24%, article with 33 or 4.80%, word form with 25 or 3.63%, and meaning not clear with 25 or 3.63%. The smallest typical errors done by the students were in run on sentence with 7 or 1.01%, singular-plural with 12 or 1.74%, incomplete sentence with 13 or 1.89 %, punctuation with 16 or 2.32%, and spelling with 24 or 3.49%.

**Keywords:** writing, error, error analysis, the types of error, and sources of error.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is important because people use it to communicate with each others. In fact, human beings are social creature that cannot live alone. To live together, people need to communicate with each others in order to make other people know and understand what he/she feels and thinks. People use language to think: in order to discover what they know, perhaps talk to a friend, or mutter to themselves silently for meaningful purposes and to carry out authentic functions.

In senior high schools where students are prepared to take higher education in universities, they are trained to use English for communication. Of the four language skills they learn, it seems that the most difficult one is writing. Nunan States: “It has been argued that learning to write fluently and expressively is the most of difficulty of the macro skill of all language users regardless of whether the language in question in a first, second or foreign language”.(Nunan, 1989:35)

In writing learning, besides applying accurate the grammatical aspects, students must also give attention to the rules in writing such as the punctuation, capitalization and formats. In these two areas, students usually make some mistakes and errors in their writings. They appear because the systems of the mother language and the target language are different. In the

process of learning writing, students usually make mistakes and errors, in spelling, punctuation or grammar.

In the process of writing, it is normal to make some mistakes. A mistake in language learning is divided into two aspects, namely: the mistake and the error. According to Brown, "A mistake refers to performance error that is either a random guess or a 'slip', in that it is a failure to utilize a known system correctly, a mistake can be self-corrected." (Doughlas, 2000:217) It means that a mistake is closely to the slip in which the students randomly guess the word, but they can correct themselves. Meanwhile Ellis states, "Errors reflect gaps in learner's knowledge; they occur because the learner does not know what is correct." (Rod, 2003:17) It means that error occurs when the students do not know the correct one and it makse a gap between teacher and the learner.

Based on the statement above, the writer concludes that mistake and error are different because mistake appears by a slip or misspell the word and it can be corrected by students, but error appears when the learner does not know what is correct and it cannot be corrected by themselves.

To reduce the students' errors the role of the teacher is important. Students who found some writing difficulties of English composition in SMK Bina Karya Utama Jakarta need the teacher's role as both corrector and reviewer. In more specific, as a reviewer, Harmer states, "There are three roles of the teacher such as motivator, resource, and feedback provider." (Harmer, 2001:261-262) It means that the teachers should not only

give the students' writing scores but they also give the correction or feedback for the students' errors and mistakes. The feedback can be the example of writing, they have to know their errors and mistakes. Referring to the mistake that was made by the students of SMK Bina Karya Utama Jakarta. The writer needs to find more information about the students' mistakes and errors in order to find the sources of errors and how to plan the remedial teaching.

Therefore, the writer chooses the error analysis as the title of this paper, and the writer uses the descriptive text as the composition to analyze the student's writing. The common error can be identified through error analysis, and they can concentrate more on the correction. By knowing the general errors, the students are expected not to commit the same error in the future.

That is why, based on the fact above, the writer is interested in knowing the types and sources of errors made by the tenth grade students of SMK Bina Karya Utama Jakarta. The writer chooses "*An Error Analysis on Descriptive Writing Made by the Tenth Grade Students of SMK Bina Karya Utama Jakarta. in first Semester of the 2019 / 2020 Academic Year*" as the title of this paper.

## **B. The Identification of the Problem**

Based on the background of the study, the following problems are:

1. What are the most typical types of errors made by the tenth grade students of SMK Bina Karya Utama Jakarta on their descriptive writing?



2. What are the most typical sources of errors commonly made by the tenth grade students of SMK Bina Karya Utama Jakarta in their descriptive writing?
3. What is the appropriate remedial teaching to minimize the students' errors made by the tenth grade students of SMK Bina Karya Utama Jakarta?

### **C. The Limitation of the Problem**

To analyze the students' writing, the writer limits the problem only on the students' error descriptive writing skill in the second semester of the tenth grade students of SMK Bina Karya Utama Jakarta in the 2019 / 2020 academic year.

### **D. The Question of the Problem**

The problem of this study can be formulated into: (1) "What are the most typical types and sources of errors made by the students on their descriptive writing of the tenth grade students of SMK Bina Karya Utama Jakarta?" (2) "What is the appropriate remedial teaching to minimize the students error made by the tenth grade students of SMK Bina Karya Utama Jakarta.?"

### **E. The Objective of the Study**

Related to the previous problem, the objective of the study is to find out the typical and sources of errors on the students' descriptive writing and

to design the remedial teaching made by the tenth grade students of SMK Bina Karya Utama Jakarta.

#### **F. The Significance of the Study**

There are some beneficial things to get for students and teachers in recognizing kinds of errors. For readers, they can notice what types of errors typically occurred in the students' procedure texts. Based on this, the teacher can do some remedial teaching to minimize the errors.

For students, by reading the texts returned back to them to re-learn, they hopefully get informed of what errors they have made and what revision they need to do. These can become a mutual activity that can increase their writing skill, especially in composing procedure texts.

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