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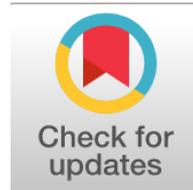
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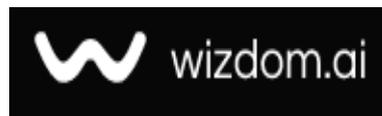
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An Error Analysis Student's Writing Descriptive Text At Junior High School

Analisis Kesalahan Penulisan Teks Deskriptif Siswa Di Sekolah Menengah Pertama

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Abstract

Error analysis is one of method to help the teacher in teaching and learning language , not only in English but in other languagesince the teacher will observe the reason or context why the mistakes are made by the students especially in writing. This error happened when the learners cannot correct themselves. Based on the experience of the writer, not every student at SMP PGRI 10 Candi write the text correctly, because some student in SMP PGRI 10 Candi translate Bahasa to English directly. This is mean that students are influenced by Bahasa patterns in writing. So, the writer wants to help the students at SMP PGRI 10 Candi write descriptive text better and appropriate with the generic structure. The aim of this study is to find out the types of error analysis by Dulay Theory and the dominant type of Surface Strategy Taxonomy in descriptive text that the student wrote. The types of error based on Surface Strategy Taxonomy are (1) Omission (2) Addition (3) Misformation (4) Misordeing. This study used qualitative research through content analysis method. This data was classified based on several criteria. From this study the researcher concluded that the dominant types of errors analysis is in misformation

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Introduction

Writing is skill in learning English which need some creation, idea, and originality . By writing it allows us to share communication and information not only at that time but can be learnt with next generations (young generation). Writing skill will purpose the students to master the other skills. When students are afraid and shy to express their ideas in speaking, they can inform what they want to say by writing it down on a paper in order to express their thought and their feeling. There are five types of writing such as descriptive, narrative, recount, procedure and report text. The ability to write descriptive text is one of the requirements of students at second year of Junior High School based on the national curriculum in Indonesia. So, the students must to be able to write a descriptive text. The students should organize their thinking logically and they can communicate to the other people in detail when they want to describe people, place, animal or idol.

Sometimes in writing English students have difficulty. These difficulties lead to writing errors, whether in grammar, prepositions, articles, verbs, etc. The example : *"My chicken have two legs"* and the truth is *My chicken has two legs"*. In other words, in writing words or sentences, students are inspired by Indonesian language trends. This is why the researcher choose an error analysis as topic research. The researcher used Surface Strategy. This illustrates how the composition of the surface diverges. Learners can remove items that are required or add items that are not necessary; they may be incorrectly formatted or the wrong items may be organized. In this section, errors are grouped into four categories: omissions, inclusion, misinformation and order error.

Literature Interview

A. Error

"Dulay [1] said that errors have been claimed to be the faulty side or learner's speech or writing. There are some parts of conversation or composition that diverge from those identified norms of mature performances in the language. If the deviations happen as a result of lack of knowledge, a mistake occurs, and the students can not correct themselves. They are reliable and constant. This suggests that the learners have not learned the language structure they are using. In other sentences, the lack of understanding of the law of language results in errors."

B. Error Analysis

According to Brown [2] the measurement of errors can be used to evaluate the errors made by the learners. Error analysis is the fact that learners make mistakes, and it is possible to observe, evaluate and identify these mistakes to expose the learner's English learning style. In the teaching and learning process, the errors will assist the instructor since the teacher can observe the explanation or context why the learners make the errors. Based on Dulay [1] evaluating the learner's mistakes give information to interfere with the nature of the language learning process, it demonstrates the correct output of the teachers and curriculum and which typed error detracts from ability of the learner to communicate effectively.

It can be assumed that error analysis is the method of finding, evaluating, defining and explaining the error of the student in learning the target language. Then, in order to avoid or minimize the errors committed by the students, the purpose of an error analysis is to find out the input used as a guide in language learning.

C. Types of Error Analysis

According to Dulay [1], the researcher uses the taxonomy of the surface strategy since the precise description of errors is a separate operation from the role of deducting the root of the error. In descriptive error classification, the most useful and commonly used are linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. The reasons for these four taxonomy errors are as follows:

1. Linguistic Category Taxonomy

The taxonomy of the linguistic group classifies errors according to either the language component or the error-affected linguistic component. Parts of the language can include phonology (e.g. pronunciation), syntax, morphology (grammar), semantic, lexicon (meaning and vocabulary) and discourse (style). Constituents include elements, such as the noun phrase, the auxiliary phrase, the preposition of the verb phrase, the adverb and the adjective, that constitute each language part. Example: *I'm not an teacher.*

2. Surface Strategy Taxonomy

Based on the Dulay, Burt and Krashen [1] argument, the taxonomy of the surface strategy highlights how the structure of the surface is altered: learners can exclude or add unnecessary objects; they may or misform items. A simple overview of cognitive processes that underscore the learning process can be established by classifying mistakes using surface strategy taxonomy. The contemporary language or language to be understood. Taxonomy for surface strategy includes exclusion, inclusion, mis-formation and mis-order errors.

3. Comparative Taxonomy

Dulay, Burt, and Krashen[1] pointed out that it is important to point out that the classification of errors in comparative taxonomy is based on a comparison of the second language error structure with several other forms of constructions. For example, if a comparative taxonomy is used to identify the errors, the structure of the errors of the students may be compared with those errors mentioned. For children who have English as their first language, these comparisons identify two main types of errors, which are errors of creation and interlingual error.

4. Communicative Effect Taxonomy

This form of taxonomy classifies errors based on the perspective of their effects on Dulay, Burt and Krashen[1], the listener order. It deals a lot with distinguishing between mistakes that tend to cause miscommunication and errors that do not. Errors are classified into two groups in this form of taxonomy, namely global errors and local errors.

D. Writing

Writing as one of four basic language skills is considered a difficult skill and it is also a difficult subject in the school. It is because students have to produce a correct text by using English according to the grammatically. Meanwhile, Harmer [3] states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.

Meyers [4] states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper - or on a computer screen. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. Writing does not only put the idea into a paper but how written text can be understandable by paying attention to some aspects to create a good written text.

Hedge [5] mentions that in writing, the writer should consider a high degree of accuracy, complex grammar devices, a careful choice of vocabulary, and sentence structures in order to create style, tone, and information appropriate for the readers of one's written text. People need a letter and someone to communicate in writing. That is because it is important for writing skills to enhance the communicative competence of language learning. Learners have learned to develop language through both written and spoken approaches in order to enhance their communicative abilities. In the communication process, learners grasp the principles of how to connect with others, how to get information about the language itself and how to communicate. Based on the opinions above, it can be concluded that writing skill is a way to produce language that comes from our thought. It is written on a paper or a computer screen and difficult to teach to students, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgmental elements. Boardman [6] said in his book that writing is a continuous process of thinking and organizing. She suggests four basic steps into writing as follow :

- 1) Assessing the assignment : The most important piece of information for students to know is the topic and purpose of the assignment.
- 2) Generating ideas : The students take those steps to figure out what kind of information they need to look for.
- 3) Organizing ideas: The students need to make a topic outline. Here, the students at first have to decide the main idea of the paragraph. After that, they need to consider which points to include in order to support the main point.
- 4) Writing the first draft: After having the ideas generated and organized pattern to follow, the students write the first draft.

E. Descriptive Text

Based on the argument of Axelrod and Cooper [7] states the word mentioned comes from the Latin definition , means to draw or copy in prose. The written explanation lets readers visualize what is described. Good description can also be evocative, evoking memories or indicating emotions related to the subject described. Writing is based on a summary of a sensory test encounter, you'll feel like you're still eating chilli peppers, and you can explain something with your imagination.

1. Generic Descriptive Text structure

One text to another has laws of its own, and they're different. An description of the descriptive text structure according to Hammond[8] is given here.

1. Identification: which determines the person, place, or thing to be described.
2. Description of features: description of elements, characteristics and characteristics.

2. The descriptive language characteristics are:

a. Verbs in present tense

The writer should use present tense verbs in descriptive text. Verbs; be (is, am, and are), have, verbs that connect (seems, looks, sounds, like)

b. Adjectives

In descriptive text, adjectives are often important, since they are used to define the subject's features.

c. Topic sentence

It was used to start the paragraph and arrange the different aspects of the summary.

Methodology

This research used a qualitative research. Robert and Knopp [9] said that Qualitative research is an approach to social science research that emphasizes the collection of natural descriptive data, uses inductive thinking and emphasizes the comprehension of the point of view of the subjects. While, according to summary that Sugiyono [10] stated that qualitative research was natural. This meant the research was taken from natural description without manipulation the condition.

Result and Discussion

Based on the data of the study, the researchers find classification and correction error based on surface strategy taxonomy.

Student (s)	No	Identification Of Errors	TYPE OF ERROR				Expalantion and Correction	
			O	A	MF	MO		
	AF (1)	1	My uncle two cow				√	
		2	Two cow	√				
		3	The cow have four legs			√		Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "The cow has four legs".
		4	The cow have two ears and two eyes				√	
AA (2)	5	The mouth is very small	√					Subject is ommited in this sentence, the appropriate subject is possessive pronoun (its) to explain the possession. It should be "Its mouth is very small".

Table 1. Classification and Correction Errors

AM (3)	6	Love bird owl small eyes			√		Misformation of auxiliary verb (has). If the subject is third singular (she/he/it) then should use verb (has) for the singular subject. So, the correct sentence is "Love bird has small eyes".
	7	My bird have soft fetahers			√		Misformation of auxiliary verb (has). If the subject is third singular (it) then should use verb (has) for the singular subject. So, the correct sentence is "My bird has soft feathers".
ADS (4)	8	Kelvin has short small and long ears		√			Addition of adjective short - smal. There are double adjective in one sentence. So, it should be "Kelvin has long ears"
	9	The fur is very soft and the colour is full white		√			Addition of adjective full white and that are unnecessary. So, it should be "The fur is very soft and the colour is white"
CAP (5)	10	Love bird have a good voice			√		Misformation of auxiliary verb (has). If the subject is third singular (it) then should use verb (has) for the singular subject. So, the correct sentence is "Love bird has a good voice".
DLA (6)	11	I like the tail is little long	√				Omission of conjunction.

		but beautiful					Need an conjunction to complete the sentence so the correct sentence is "I like the tail because beautiful".
MIR (7)	12	Chicken is have two eyes for see			√		Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "Chicken has two eyes for see".
	13	It have two legs and two wings			√		Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "It has two legs and two wings".
	14	My chicken have a black tail			√		Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "My chicken has a black tail".
	15	My chicken have comb			√		Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the

							singular subject. So, the correct sentence is "My chicken has comb".
Table 2.							
MS (8)	16	I see chicken have black tail with full fut		√			# Addition of adjective (with full fur). That is unnecessary. # Misformation of verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "I see chicken has black tail"
	17	The chicken have comb			√		Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "The chicken has comb."
MIAF (9)	18	Arwana fish favorite pet my father	√				Omission of to be (is) in explaining noun and appostrophe('s) . It should be "Arwana fish is my father's favorite pet"
	19	Arwana fish favorite pet my father				√	Misordering in construction sentence, it should be "Arwana fish is my father's favorite pet"
	20	The food sometimes is meat and chicken			√		Misformation of to be (are). The correct sentence is "The food sometimes are meat and chicken".

	21	the colour body is red and purple.			√		Misformation of to be (are). The correct sentence is "The colour body are red and purple".
MYA (10)	22	The owl has tow wings and tow small legs			√		Misformation of nomina phrase The correct sentence is "The owl has two wings and two small legs".
MR (11)	23	..is owl	√				Omission of subject (it). It should be "It is owl"
MMZ (12)	24	Chicken have two eyes for see			√		Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "Chicken has two eyes for see".
	25	It have two legs and two wings			√		Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "It has two legs and two wings".
	26	My chicken have comb			√		Misformation of auxiliary verb(has). So, the correct sentence is "My chicken has comb"
NOR (13)	27	My rabbit fur is white	√				Omission of to be (is) in explaining

Table 3.

							noun and appostrophe('s) . It should be "My rabbit's fur is white".
RTN (14)	28	The duck have two legs and the colour is black			√		Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "The duck has two legs and the colour is black".
	29	The duck have a long neck			√		Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "Ithe duck have a long neck".
	30	The duck have beak			√		Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "The duck has beak".
	31	The duck have beak the colour is black	√				Omission of conjunction (and) in explaining noun. It should be "The duck has beak and the colour is black".
SDL (15)	32	The duck have soft feathers			√		Misformation of auxiliary

						verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "The duck has soft feathers".
	33	The duck also have a long neck			√	Misformation of verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "The duck has a long neck".
	34	The eyes is small and the colour is balock			√	Misformation of noun. That isn't correct / typo. So, the correct sentence is "The eyes is small and the colour is black".
	35	The duck have beak similiar with bird			√	Misformation of auxiliary verb (has). If the subject is third singular(it) then should use verb (has) for the singular subject. So, the correct sentence is "The duck has a beak similiar with bird".
TIPR (16)	36	My father has a .	√			Omission of object to explain subjct. It should be "My father has a horse".
	37	The.. is has brown fur	√			Omission of subject. It should be "The horse has brown fur".

	38	The is has brown fur					Addition of to be (is). It should be "The horse has brown fur".
	39	Horse has hair on.	√				Omission of adverb. It should be "Horse has hair on its head".

Table 4.

1. Omission

Omission error is characterized by the absence of an item that must appear in a well-formed utterance. There are some Omission errors found by the researcher :

a. Student 1 (AF)

The student made an error in this sentence in the form of omission of suffix-s, the noun plural (two) or more than one noun, then adding suffix-s to the noun cow. There ought to be two cows.

b. Student 6 (DLA)

Omission of conjunction. Need an conjunction to complete the sentence. The sentence should be I like the tail because beautiful.

c. Student 9 (MIAF)

The student failed to appear in the sentence (*is/am/are*). The mistake occurred because the student attempted to apply English rules in the wrong construction or did not master the grammatical structure of English and did not use the apostrophe('s). In this case, MIAF made the mistake of being excluded. The sentence should be Arwana fish is my father's favorite pet.

d. Student 11 (MR)

The subject that should appear in the sentence has been omitted by the student. The mistake occurred because the student did not know that the subject's presence was a sentence requirement. The sentence ought to be It is owl.

2. Addition

Addition error is the opposite of omission. It is characterized by the presence of an item, which must not appear in a well-formed utterance. There are some addition errors found by the researcher :

a. Student 4 (Ads)

In addition, the writer located the error of addition of adjective "full and white" and that are unnecessary. The sentence should be The fur is very soft and the colour is white.

b. Student 16 (TIPR)

The researcher found the error in addition to being in the sentences of the students. In this example, TIPR made the addition error of to be. The sentence should be *Horse has hair on its head* . To be *is* should be omitted and the adverb *its head*. The sentence should be *Horse has hair on its head*.

3. Misformation

Misformation error is characterized by the use of the wrong form of morpheme or structure. There are some misformation errors the researcher found from the students' paper.

a. Student 1 (AF)

In this sentence misformation of auxiliary verb (have). If the subject is singular noun (he) then should use verb (have). It should be My uncle have two cows.

b. Student 3 (AM)

In this sentence misformation of auxiliary verb (has). If the subject is third singular (she/he/it) then should use verb (has) for the singular subject. So, the correct sentence is Love bird has small eyes.

The other students also mis-formed the auxiliary form, CAP, MIR, MS, MMZ, RTN, and SDL.

c. Student 9 (MIAF)

Misformation of to be (are). The correct sentence is "The food sometimes are meat and chicken".

4. Misordering

Misordering error is characterized by incorrect placement of morpheme or a group of morphem in an utterance. There are some misordering errors found from the students' paper.

a. Student 9 (MIAF)

Misordering in construction sentence, it should be Arwana fish is my father's pet.

Conclusion

Based on analysis presented in the previous chapter the researcher can conclude several research results, as follow:

The researcher analyzed type of error sentence of descriptive text based on Dulay theory that were made by the students in SMP PGRI 10 Candi is 39. The writer found all the types of errors, namely Omission 10, Addition 4, Misformation 24, Misordering 1. Misformation in Auxiliary verb (has) is the dominant type of error that made by student.

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