AN ANALYSIS OF STUDENTS ERROR IN WRITING DESCRIPTIVE TEXT AT THE NINTH GRADE OF SMPN 07 KOTABUMI ACADEMIC YEAR 2020/2021

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Abstract: *Writing is one skill that should be learned by the students. Writing is activity that make the students exploring the thoughts and ideas. Descriptive text is a text that describes the characteristics of a certain person, thing, or place. Descriptive text is used to describe a particular person, place or thing. The structure of the text are: identification (identify the phenomenon to be described) and description (describe the parts, characteristics and characteristics). The researcher found some problems related to the students' errors in writing descriptive text at ninth grade students of SMPN 07 Kotabumi North Lampung. The purpose of the research were to find out what kinds of errors employed by the students in writing descriptive text and to find what are the most dominant errors made by the students. In collecting the data, the researcher assigned the ninth grade Students (class IX B) of SMPN 07 Kotabumi North Lampung to arrange descriptive text writing based on the guidelines given. There were four topic, they were people, animals, fruits and things. The percentages of the errors were done by the students at ninth grade SMPN 07 Kotabumi North Lampung in writing descriptive text based on surface strategy taxonomy: 20 items or 20% of omission errors, 7 items or 10% of addition errors, 53 items or 55% of misformation errors, 12 or 15% of misordering errors. Based on explanation above it can be concluded that the highest error was done by the students at the students at the ninth grade SMPN 07 Kotabumi North Lampung in writing descriptive text was misformation errors which covered 53 of misformation errors or 55% of the total errors. The lowest error was addition error or 10% (7 items) of total errors.*

Keyword: *Writing error, Descriptive text, Surface Strategy Taxonomy*
Abstrak: *Menulis merupakan salah satu keterampilan yang harus dipelajari oleh siswa. Menulis adalah kegiatan yang membuat siswa menggali pikiran dan gagasan. Deskriptif teks menulis adalah teks yang menggambarkan ciri-ciri seseorang, sesuatu, atau tempat tertentu teks deskriptif adalah tulisan untuk menggambarkan orang, tempat atau benda tertentu. Struktur teks tersebut adalah: identifikasi (mengidentifikasi fenomena yang akan dideskripsikan) dan deskripsi (mendeskripsikan bagian-bagian, sifat dan ciri). Peneliti menemukan beberapa masalah terkait dengan kesalahan siswa dalam menulis teks deskriptif pada siswa kelas IX SMPN 07 Kotabumi Lampung Utara. Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan apa yang dilakukan oleh siswa dalam menulis teks*

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deskriptif dan untuk menemukan kesalahan apa yang paling dominan dilakukan oleh siswa. Dalam pengumpulan data, peneliti menugaskan siswa kelas IX (kelas IX B) SMPN 07 Kotabumi Lampung Utara untuk menyusun teks deskriptif berdasarkan pedoman yang diberikan. Ada empat topik: manusia, hewan, buah-buahan, dan benda. Persentase kesalahan yang dilakukan oleh siswa kelas IX SMPN 07 Kotabumi Lampung Utara dalam menulis teks deskriptif berbasis taksonomi strategi permukaan: 45 item atau 25% kesalahan penghilangan, 26 item atau 15% kesalahan penambahan, 89 item atau 50 % kesalahan salah formasi, 18 atau 10% kesalahan salah urut. Berdasarkan penjelasan di atas dapat disimpulkan bahwa kesalahan tertinggi yang dilakukan siswa pada siswa kelas IX SMPN 07 Kotabumi Lampung Utara dalam menulis teks deskriptif adalah kesalahan salah formasi yang mencakup 89 kesalahan salah formasi atau 50% dari total kesalahan. Error yang paling rendah adalah error misordering atau 10% dari total error.

Keyword: *Kesalahan menulis, Teks Deskriptif, Surface Strategy Taxonomy.*

I. INTRODUCTION

Writing is one of the activiy that convey ideas, meaning, and feeling in written form to be deliver to other people. Besides, writing is comumincation activity that use language as media. Writing is also an complex activity because in writing it involves many cognition activiy and certain skill in order to produce meaningful writing result. Moreover, in writing activity it have to consider the grammar, and appropriate word that want to use in order to the readers can understand the meaning of the writing. From the explanation above, the writing is activiy in describing language in order to make the reader understand what the writer's message.

Based on interviewofthe Teacher at SMPN 07 Kotabumi, on Wednesday, 19 February 2020. The teacher states that still students who make errors in writing activity. In addition, the students still have low vocabulary. It showed by the students still feel difficult writing in English. Moreover, when the teacher gave question directlly the students still use Bahasa to answer it. When the teacher asked for the students to come in front the class to write sentences in English, the students still make errors. When giving task to descriptive text there many of students

who still do not understand how to make it. Then the students make errors in choosing the approriate word or incorrect grammar in changing the sentence.

Additionally, the researcher also conducted interview with several students is from class A,B and C in SMPN 07 Kotabumi at the same time. From that interview it is revealed that students feel confused in writing English. Moreover, they feel difficulties when they writing several texts including descriptive text. The students were not able to comprehend the context of English sentences. Besides, the students do not understand teacher's explanation when the teacher used English language. Sometimes, it makes them error in making a sentence especially when they were writing descriptive text.

In fact, there are many students made error in writing descriptive text. There are many factors caused the errors. One of them is caused by the students them selves. The

students do not understand clearly how to write descriptive text. Moreover, the students confused to arrange direct sentence to be indirect sentence correctly. There are some reasons of choosing the topic such as error in writing problem that should be investigated, writing is kind of skill in English that have to be understood by the students very well.

Based on the problem above, the researcher would like to investigate the problem that found by the students about students writing descriptive text at SMPN 07 Kotabumi. Therefore the researcher will conduct a research entitled "An Analysis of Students' Error in descriptive text at Ninth Grade SMPN 07 Kotabumi Academic Year 2020/2021".

II. THEORY REVIEW

Concept of Errors

In learning English process, the students sometimes make mistake it caused

by English is not the students' firts language. The students seldom use English in daily communication so the students make error when applying English. Error is incorrect response do by the students because the students have limited knowledge to make the correct answer. According to Dullay in Riyawi and Alwiyah (2017:35),errors are the incorrect aspect of learner speech or writing. They are those elements of verbal exchange or composition that deviate from a few decided on norm of mature language performance. Meanwhile, Jeremy in Wardhani (2015:3) errors are a part of the scholars inter-lingua this is the model of the language which a learner has at each person degree of development, and which is always reshaped as she or he ambitions closer to complete mastery.

According to Setyawati in Stevania et al. (2020:54), error in writing it caused by the languge influence which is mastered before, less understand od using language and

learning process that unclearly. Based the statement above, it can be conclued that errors by the students's happen because the students have limit understanding hoe to use langage correctly. Error in According to Brown (2000), devides some causes of errors, they are interlingual transfer, intralingual transfer, context of learning, and communication strategies.

Types of Errors

The students potentially make an error in the teaching learning process. The researcher would like to analyze whether the students' English is influenced by their mother tongue or not. Error analysis is the way to find about the students' errors which is to collect, to identify and to classify the kinds of errors.According to Corder and Ellis in Syahputri and Masita (2018:16) there are four types of error, they are:

1. Omission

This is error characterized by absence of an item that must appear in a well formed utterance, for example: 1) she go to school everyday; 2) she make a cake every Sunday. The sentences above are incorrect. The sentences are absent of suffix ''s/es''. The correct sentences must be: 1) she goes to school everyday; 2) she makes a cake every Sunday. Related to the seomission error Dulay, Burt, and Krasen (1982:155) state that The omission of content words in the second language usually occurs dueto insufficient vocabulary of students. Students cannot avoid this mistake,and they are often aware of it.

Omission mistakes are characterized with the aid of using the absence of an object that must seem in a well-shaped utterance. Omission can arise in morphology. Learners frequently pass over the 1/3individual singular morpheme-s, the plural marker-s and the beyond traumatic inflection-ed.in syntax, learner may also miss sure element. Which is

an compulsory element. Example of omission eror can be seen in the following table

TABLE 1
EXAMPLE OF OMISSION ERROR

Omission Error	Correct Sentence
You are good student	You are a good student

(Sari and Putri, 2016:24)

From the example above, that should be put "a" after word "are" to be effective sentence.

2. Addition

The characteristic of this error is that there are items that should not appear in a properly formatted sentence. for example: 1) I makes a cakes in the kitchen; 2) They goes to school everyday. This sentences added by suffix ''s/es'', so the sentences must be: 1) I make a cake in the kitchen; 2) They go to school everyday.

Dulay, Burt, and Krasen (1982:156) said that Addition errors usually occur in the

late stage of second language acquisition, when students have mastered some rules of the target language. In fact, addition errors occur to the faithful use of certain rules. An addition mistake is reverse of omissions. They are characterized with the aid of using the presence of an object which should now no longer seem in well-shaped utterance. Example: ***The books is here***

From that example, there is suffix –s added after word "book". It means there is indication error in addition. There are three types subtypes of addition error, as follow :

    a) Double marking

    b) Regularization

    c) Simple addition

3.   Misformation

According to James in Suhono (2016:10), Malformation refers to errors characterized by the use of wrong structures or morphemes. This error is characterized by incorrect structure or morpheme, for example: 1) I does not work in the office everyday; 2) He do not attend in the class on time.

Misformation is characterized by the use of incorrect shapes, morphemes or structures. In the error message, the student provided something even though it was incorrect. Misformation can be divided into some parts, they are:

    a) Regularization errors

    b) Archi-forms

    c) Alternating form

4. Misordering

The characteristic of this error is that the structure or the position of the morpheme in the sentence is incorrect., for example: 1*) I not do eat a cake; 2) She not does wake up earlier every morning*. The sentences above show incorrect placement of structure. The sentences happen misordering of word ''not'' and ''does/do''. So the correct sentences must be: 1) *I do not eat a cake; 2) She does*

not wake up earlier every morning. Related to this error, Dulay, Burt, and Krasen (1982:162) said that Studentsoften make mistakes in their sentences as a verbatim translation of the surface structure of their native language. They often make a sentence in English using the arrangement of Indonesia sentence. Misordering error are characterized by the wrong placement of morpheme or group of morphemes in an utterance. Example: *"where you do go?".* That sentence is not grammaticaly. That should be "*where do you go?"*. Based on the explanation above, the researcher concluded that there are four types of error such as ommision, addition, misformation and misordering.

Concept of Error Analysis

Error although it is inseparable from the process of language learning, still important to be treated in order to help the learners to eliminate their errors production.

To prepare the most appropriate treatment to be given, initially teacher needs to know specifically about students' error. In this case, teachers should make a careful study on it. The most common way used to study the error is through what we call ''Error analysis''.Step to conduct error analysis consist of describing, classifying and evaluating.

The Procedures of Error Analysis

According to Ellis (2017:142) in Amiri and Puteh), there are four procedures of error analysis, they are:

A.   Identifying Errors

B.   Describing Errors

C.   Explaining Errors

D.   Evaluating Errors

Concept of Writing

Writing is the ability to express thoughts, feelings and experiences to readers. In other words, writing can be said tobe away

of communication between writers and readers. In additions, Raimes in Ningsih (2013:21) states that writing is an effort to express ideas. Therefore, it is a skills activity that involves students' knowledge, thinking and critical thinking.

Writing Components

There are some components of writing need to be concerned in process of writing. Brown (2004:244-246)states five components in writing process, organitation, content, vocabullary, grammar, and mechanic.

Consept of Descriptive Text

Writing is script that gives shape to all things considered, and through the mind, everything felt, in the form of words, especially the written word that best prepared so that it can be understood and learned the benefits. Easily by people who read it, writer

usually poured what was in his mind by engaging the attention of readers.

III.   RESEARCH METHODS

Based on the characteristic of the research, this research is categorized as decriptive qualitative research. Sugiyono (2012:8) states that qualitative research is also called as naturalistic research. Besides, Moelong (2018:5) mentions that qualitative research is research that use natural setting in order to explain phenomenon that happen and conducted by using various method. It is The reseacher would describe and analyze the students' errors. The researcher collected the data from the students writing document. The description oh this research is about errors in writing. In this case, the researcher will analyze the existing data. The reseacher would describe and analyze the students' errors. The researcher collected the data from the students writing document. The description oh this research is about errors in

writing. In this case, the researcher analyzed the existing data.

Place of the Research

The researcher conducted the research at SMPN 07 Kotabumi. SMPN 07 Kotabumi is located at Jalan Stadion Barat No. 45 Kotabumi North Lampung. The reasons of choosing this school as the place of research because the students at the school especially the ninth grade sometimes confuse when the teacher asked them to make descriptive text. They still confusedhow to make descriptive text correctly. Sometimes they did mistake about simple present tense pattern and made content of descriptive text as well. Descriptive text is describing about something, but they told what they do about it.

Data Resource

The researcher had taken the data form the ninth grade students of SMPN 07 Kotabumi, which consists of eight classes, IX

A,IX B,IX C,IX D, IX EIX F, IX G, and IX H. They were 32 students for each classes, so the total is 256 students. The researcher took the data source from IX B that consists of 17 students because at the time of study during pandemic Covid 19 the class was divided into two parts, the morning class and the afternoon class and the researcher were only allowed in the morning class with half the number of students, namely 17 students out of a total class of 32 students. The reason why the researcher tookIX B to get data because students of IX B make dominant error in writing descriptive text among eight classes based on the score gotten from the Teacher.

In this research, the source of the data is from the students' writing descriptive text. The writing is made by ninth grade students of SMPN 7 Kotabumi. The students' result writing had been corrected before by the teacher. Thus, the reseacrher will get the documentation or the students' writing from the teacher that have been checked before.

Research Instrument

According to Marshall and Rossman in Sugiyono (2012:225) Thebasic method for qualitative researchersto gather information is toparticipate in the review of environmentaldocuments.In this research the researcher used documentation to analyze kinds of errors employed by the students, to analyze the most dominant errors made by the students and to analyze the causes of making errors employed by the student.The students' error form will be drawn in table as follow:

Table 2
TYPES OF ERROR

(*Dulay et.al, 1982:154-162*)

Note :

OM   : Omission

ADD   : Addition

MF   :Misformation

MO   : Misordering

Data Collection Techniques

In this research, the researcher used documentation as data colecting technique. The researcher used documentation to collect the data about the kinds of errors employed by the students, the most dominant errors made by the student, and the causes of making error that employed by the students. Then, the researcher copied the students' answer as the data.

Plan of Testing Validity of the data

In this case, to make sure the data in this research valid and reliable in testing the validity of the data, the researcher use Peer

Sentence	Types of Errors			
	OM	ADD	MF	MO

Debriefing. According to Lincoln and Guba (1985:14) peer debriefing is the process of exposing oneself to other researchers in a parallel way for the purpose of analysis an exploration of aspects of an investigation. In upholding the validity of research,

triangulation (qualitative research) and peer review are mandatory, while peer debriefing is the initiative of the researcher concerned. So the difference between the three is clear. Peer debriefing is a complement to increase the validity of a study through a provision of debriefing by external colleagues. Similar to the external validity of quantitative research. Peer debriefing is the process of working together with one or more peers, an unbiased and independent person who has no personal interest in the project, to enhance the validity of your research. It involves allowing a qualified, impartial colleague to review and assess your transcripts, methodology, and findings. Qualitative researchers use this technique to probe their process and establish credibility in their research.

Data Analysis

Data analysis in qualitative research is carry out after the completion of certain data collection. According to Miles and Huberman in Sugiyono (2012:246), activities in qualitative data analysis is carry out interactively and continue continuously until completion, so that the data are already saturated. The data that will be used is the students' writing descriptive text of nith grade. The data of this research will be analyzed by conducting some steps, as follows:

1) The researcher collected the students' writing descriptive text that given by the teacher.

2) The researcher classified the students' writing descriptive text into table of four types of errors.Miles and Huberman (1984) in Sugiyono (2012:245) says the most frequent form of display data for qualitative research data in the past has been narrative text. Looking at displays help us to understand what is happening and to do some thing-

further analysis or caution on that understanding. Data display was done by checking the wrong sentence in their writing task, boxing the errors and giving code by using alphabetical number, OM (omission), AD (addition), MF (misformation), MO (misordering), and the researcher used initial name of the students who made errors in sentences. For example, A.M for Azep Maulana, A.A.K for Ahmad Al Kindi, A.P for Adinda Putri, and other students initial name can be seen in appendix For example " she teach with the method is easy to understanding. OM (A.A.K)".

3) The reseacher desribe cleaarly about the writing descriptive text. The description is based on the result of the reseacher classification from the table.

4) The researcher explained types of the students' error based on Dulays' theory thn infer to the students' error.

5) The researcher evaluate the error by make tabulation of the students' errorsto find out the percentage of each subcategory of types of error. In this step te researcher identify frequency of error and present the number of error.

IV.   RESULT AND DISCUSSION

The main instrument of this research was writing descriptive text. The data were gained from the student composition. In collecting the data, the researcher instructed the nine year students (class IX) of SMPN 07 Kotabumi North Lampung to arrange descriptive text writing. The task guidelines were given to the students. There were three topics; people, animals and things. They should choose one of them. All of incorrect

form in students writing that applied simple present tense of each paragraph was regarded as error. In this research, the researcher analyzed 17 data about descriptive text based on students' writing task. The students' made a descriptive text based on their themes about people, animals, and things. The types of error were analyzed using Dulay's theory which consists of four types of errors: Omission, Addition, Misformation, and Misodering errors. After analyzing all of data, the writer found types of error in the students' writing task. The detail of the result is described in the following section.

Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well formed utterance. From this research, the researcher found that the student at the nine year of SMPN 07 Kotabumi North Lampung made omission errors in their descriptive text writing in Simple Present

Tense such as omits "to be", verb, adverb, and subject and object. They are presented in some parts as follows.

a.   Omission in the use of "to be"

b.   Omission of –s/-es after Verb

Addition Errors

Addition errors are characterized by the presence of an item which must not appear in a well formed utterance. From this research, the researcher found that the students at the nine years of SMPN 07 Kotabumi North Lampung made addition errors in their descriptive writing in using simple present tense and this part the research divided addition error.

Misformation Errors

A Misformation error is characterized by the incorrect form structure or morpheme. From this research, the researcher found that the student at the student at Nine years of SMPN 07 Kotabumi North Lampung made

misformation errors in their descriptive writing un using simple present tense; regularization errors, alternating form and archer-form.

Misordering Errors

Misordering errors is characterized by incorrect placement of structure or morpheme in an utterance. From this research, the researcher found that the student at the nine years of SMPN 07 Kotabumi North Lampung made Misordering errors in their descriptive writing in using simple present tense. There were some examples of Misordering errors done by the student of ninth years of SMPN 07 Kotabumi North Lampung.

Discussion

It can be concluded that the students make misordering errors in their writing because some factors, for example the students translate the sentence directly from their mother tongue, Bahasa Indonesia and

the students forgot to put noun at the end of the objective phrase. As in previous explanation, there are many errors made by the nine grade students of SMPN 07 Kotabumi. The first error which is often made by the nine grade students of SMPN 7 Kotabumi is omission errors. There was 20 words or 20% of omission errors. The example of this error is a word *teachs* in the sentence: *She **teach** with the method is easy to understand.* As we know, there is suffix – es for this word because this is a verb agreement with the third singular subject. It should be written in *teaches.* The second error is addition errors. There are 7 words or 10% of addition errors. The example of this error is a word *pet* in sentence I have a ***pet*** cat. As we know, cat belongs to one of pet. So, it is necessary to put the word *pet* on the sentence.

The third error is the highest error made by the nine grade students of SMPN 07 Kotabumi in their sentence is misformation

errors. There are 53 words or 55% of misformation errors. for example of this error is a word His in the sentence: I have pet a dog. His name Thomas. As we know, the personal pronoun of dog is its. It should be written its. The lowest error which is often made by the nine grade students of SMPN 7 Kotabumi is misordering errors. There are 12 words or 15% of misordering errors. The example of this error is on the phrase *Flower Beautiful* in the sentence *"Jasmine is a flower beautiful"*. As we know, to write noun and it's adjective, the adjective should be put before the noun. So, to make this sentence correct, the phrase should be written as *beautiful flower.* Based on the finding above, the researcher found that the dominant error types in writing descriptive text especially grammatical error which frequently made by students. The dominant errors that appear in this research is misformation error. There were 20 items or 20 % of omission errors, 7 items or 10 % were founds in addition, misformation errors

are 53 items or 55 %, and error in misordering was 12 or 15 % items. The dominant error done by the students as the nine grade of SMPN 07 Kotabumi North Lampung in grammatical error is misformation error. There are 53 items or 55% of misformation errors. The lowest error was Addition error, there are 7 item or 10%. Those statement supported by Muhsin's research in (2016) entitle *"Analyzing the students Errors in Using Simple Present (A Case Study at Junior High School in Makasar)"* who explained that the students made such kinds of errors because they were transferring the grammar rules of their mother tongue to the English language. This occurred since they did not really comprehend the target language. Moreover, Muhsin added that the errors occurred because the students do not understand the rule of form in sentence. It showed that the students made error in writing descriptive text are Ommision, Addition, Misformation and Misordering.

The highest percentage of students' error was misformation. It was occurred 53 items or 55% out of the whole errors. It can be said that the students might made errors especially in misformation because the students fail to arrange the correct structure of sentence or morpheme. For example students still confuse to use "to be", and made errors in used pronoun, possessive pronoun and others. Those statement supported by the research from Mutiasari in 2011 entitle *"Students' Errors in using simple present tense in descriptive text writing at the eight year students of SMPN 1 Sungkai Tengah"* explained that the highest error was misformation error sof simple present tense especially in using to be "is".

The lowest percentage was addition, this error compised the incorrect placement of a morpheme in an utterance or in sentence. The student committed 7 items or 10% out of the whole of errors, and the students difficult to arrange *Noun Phrase* or *Adjective Order.*

Those statement supported by the research from Mutiasari in 2011 entitle "students' errors in using simple present tense in descriptive text writing at the eight year student of SMPN 1 Sungkai Tengah" explained that the lowest error was misordering error because incorrect placement of structure in sentence. For example "there are also room canteens", the sentence misordering of words "room" and "canteens". So the correct sentence is canteen rooms.

Then, from the result of students' writing, many students made error in learning English. It can be concluded, learning English is not easy. In this research, many students made error is using vocabulary which appropriate. The students translate one by one word without see meaning of the word and the structure of the sentence. The students difficult in the understand the formula of simple present tense. Where simple present tense and I and add –s oe –es

after verb. However, the students still use verb past tense and verb –ing in simple present tense. The students have low knowledge of tense and lack of vocabulary mastery.

error was done by the students at the students at the ninth grade SMPN 07 Kotabumi north Lampung in writing descriptive text was misformation errors which covered 53 of misformation errors or 55% of the total errors. The lowest error was 7 addition error or 10% of total errors.

CONCLUSION

Based on the research, the researcher conclude the types of errors made by the students of SMPN 07 Kotabumi using Descriptive text are omission, addition, misformation and misrordering. Besides, The percentages of the errors were done by the students at ninth grade SMPN 07 Kotabumi north Lampung in writing descriptive text base on surface strategy taxonomy: 20 items or 20% of omission errors, 7 items or 15% of addition errors, 53 items or 55% of misformation errors, 12 or 15% of misordering errors. Based on explanation above it can be concluded that the highest

Suggestion

In line with the conclusion, the writer would like to give her suggestion for some parties as follows:

1. The next researcher

There are other taxonomies which can be used by next researcher for their research such: Linguistic Category Taxonomy. The next research and observe other subject of linguistic such as: morphology, phonetics, phonology, semantics, syntax, sociolinguistics, psycholinguistic, and pragmatics. From the research finding, in addition to the errors observed in this research, the writer also finds some other

errors such as the uses of capitalization, determiner, punctuation and others. The next researcher can be observing those errors further.

2.Teacher

From the discussion in the previous chapter, misformation was the highest number items errors from other. Thus, the researcher needs to suggest that the English teacher increase students' grammar mastery and give them more exercise grammar.

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