

An Error Analysis on Students' Writing of Descriptive Text at SMK Negeri 1 Pedan, Klaten

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ABSTRACT

This study aims to determine the types of errors and causes of errors made by 10th grade students of SMK Negeri 1 Pedan in writing descriptive texts. This type of research is descriptive qualitative using the error analysis method. The subjects of this study were 30 students of SMK Negeri 1 Pedan who were then categorized and taken into 12 students and 2 teachers. This study used document review and interview techniques in data collection. The data of this study were taken from the works of students who sent their descriptive texts a person, famous figure or place through emails. 12 students and 2 teachers had problems with interlingual transfer, intralingual transfer and context of learning, the results of this study indicate that there were several errors that occurred namely 1) spelling error 2) punctuation error 3) grammar error 4) usage error. From the results of this study, the types of errors that often appeared and made by the students were spelling error. The reasons why students made these errors as follow: 1) students were not thorough 2) not understanding of English vocabulary 3) lack of understanding the material. Even though they experience some difficulties, students are still trying to do the assignment given and have enthusiasm when describing the character as seen from the results.

Keywords: Descriptive Text, English Language Teaching, Error Analysis

1. INTRODUCTION

Language is one of the abilities possessed by humans. Through language humans can communicate with others. According to Purwati (2013) using language is a mean of communication. By using a language people can communicate with each other. One of the languages that must be learned in this era is English language. English is an international language and many people are interested in learning the language. Not only because English can simplify work but English is also the language most widely used throughout the world. According to Petruta (2012) English is most spoken language round the world. 1 out of 5 folks is aware of it. It is estimated that there are 380 million native speakers. 300 million of them make use of English as a 2nd language and the rest use it as a foreign language. Where communication can run smoothly because the use of English Language is an international language, it is important to start learning English since Kindergarten. According to Silverman (2014) because kindergartners can comprehend oral language at a much higher level. Getting into senior high school doesn't mean learning English will be easy, because English is not the Indonesian native language.

English has 4 important skills. They are writing, speaking, listening and reading. In this research, the

researcher will only focus on writing because by writing, students can get many benefits. According to Graham, Haris and Hebert (2011) good writing is no longer just an alternative for young people; it is essential. An incapability to effectively use writing to bring thoughts and ideas prevents many American students from completing High Schools obtaining a post-secondary degree, obtaining a job that will pay a residing wage, and participating fully in neighborhood and civic life. In writing there are 4 errors types, spelling error, grammar error, punctuation error and usage error this classification is according to Harry (1994). These errors are often found in students at Senior High School.

According to Ernawati, Purnomo and Suryani (2019) English is known as one of International language in the world. It is as a tool or an aid to communicate with other people from other countries. Besides, it additionally used as one of the formal language in United Nation. From the fact, we can imagine how large the had an impact on of English language in contemporary global situation. In Indonesia, foreign language is the most important one. The government absolutely realizes with this situation. Therefore, they decide English language as a compulsory subject to learn in formal school. The higher the grade of education, the more difficult and complicated and the lessons are. Each grade has different types of text to learn. One of them is

descriptive text. Descriptive text is type of text used by a speaker or writer to describe particular thing, object, place or event. It is made clearly and in detail, making the reader feel what is being expressed in a descriptive text. According to Jackson and Stockwell (2010) descriptive functions to explain what something is like, to give its dimensions, its layout, its characteristics features, its uses, and so on. Thus, the researcher tries to conduct a research with a title An Error Analysis on Students' Writing of Descriptive Text at SMK Negeri 1 Pedan, Klaten.

2. METHOD

In this research, the researcher used a descriptive qualitative method employing the procedures of error analysis. The aim of this research is to describe a natural situation without giving manipulation to the subject research. According Sukmadinata (2016) stating that descriptive research is a research which aims to describe a situation phenomenon and it is done without manipulation or giving special attention to the subject of the research. Documents reviews and interviews were used to collect data. Documents reviews aimed to explore the errors in writing a descriptive text made by the tenth grade students of SMK Negeri 1 Pedan. Document reviews is a method of collecting qualitative data by analyzing documents created by the subject or students. According to Bowen (2009) document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. After documents reviews, the next step to do was interview. Interviews were conducted to investigate the students' and teachers' opinion about the causes of errors made by the students in writing descriptive texts

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Errors made by the students at SMK Negeri 1 Pedan, Klaten in writing a descriptive text

a. Spelling Error

Table 1. Students' Spelling Error

Student	Errors	Correction
1	humbel	Humble
2	islan	Island
3	avice	Advice

The examples show spelling errors. The students actually wanted to write like in column correction but student made mistakes in spelling. From the sample, the error was classified as a

spelling error.

b. Punctuation Error

Table 2. Students' Punctuation Error

Student	Errors	Correction
1	mankind,in	mankind, in
2	hair,he	hair, he
3	hand , reading	hand, reading

The table show that the column errors is incorrect. The student actually want to write like in column correction but students made mistakes in punctuation. From the samples, the errors were classified as punctuation error. The students did not write with correctly.

c. Grammar Error

Table 3. Students' Grammatical Error

Student	Errors	Correction
1	he has an father	he has a father
2	asa pants	as a pants
3	have an cat	have a cat

The examples show errors in grammar. The students actually wanted to write like in the column correction but student made mistakes in grammar. The researchers found errors made by the students including to find matching grammar in some words on production of verb group, subject and verb agreement, the use of preposition and the use of article.

d. Usage Error

Table 4. Students' words usage error

Student	Errors	Correction
1	sandal	Slippers
2	warung	Shop
3	workshard	Hardwork

The examples show errors in usage. The students intended to write the correct words in the column correction, but they misused some words. The errors are classified as usage error such as a misplaced modifier or an inappropriate verb tense. The errors appear when the students were unable to differ between "a" and "an".

3.1.2 Causes of the errors made by the students at SMK Negeri 1 Pedan, Klaten in writing a descriptive text

There were several causes that arouse when students wrote descriptive texts. They were interlingual transfer, intralingual transfer and context of learning. This classification is according to Brown (1987).

Teachers' Perspectives

a. Interlingual Transfer

Teacher A:

"Walaupun sudah SMK, beberapa siswa masih kurang paham dalam bahasa inggris. Beberapa siswa jika tidak mengetahui kosa kata bahasa inggris, sering banget menggunakan kosa kata bahasa inggris yang tidak sesuai artinya tapi pengucapannya atau pronunciationnya mirip, seperti menulis semut (ant) karena tidak tau spelling malah ditulis and (dan), karena dari saya tidak melarang hal tersebut, supaya menjadi sebuah pembenaran dan selalu diingat."

"Even though already in senior high school, some students still don't know the English language. Some students if not knowing the English vocabulary, often use English vocabulary that doesn't match the meaning but the pronounciation is similar, like writing ant (semut) because don't know the spelling student writing and (dan), because I'm do not prohibit, in order to be a correction and always be remember."

Teacher B:

"Pemahaman dalam penulisan masih sangat kurang, maka wajar jika mengalami kesalahan. Biasanya siswa disini pake bahasa inggris tapi tidak sesuai, yang penting ditulis pake bahasa inggris, walaupun tidak tau artinya."

"Understanding in writing is still lacking, it is fair to experience an error. Usually students in this school use English vocabulary that doesn't match, the important thing is writteng in English, although what is written doesn't know meaning."

The Teachers had a perspective on the interlingual transfer as the causes of errors made by the students at SMK Negeri 1 Pedan, Klaten. All teachers said the vocabulary understood by students was very limited.

a. Intralingual Transfer

Teacher A:

"Ada juga siswa yang nulis kosa katanya pake bahasa indonesia. Seperti yang saya bilang tadi mas, pemahamannya masih kurang sama siswa itu males membaca dan belajar."

"There are also students write their vocabulary in Indonesian. Like as I said, the understanding is still lacking, students are lazy to read and learning."

Teacher B:

"Kalo kesalahan ini karena siswa jarang

latihan, kurangnya rasa ingin tahu, makanya sering ditemukan dari bahasa inggris diubah menjadi bahasa indonesia."

"In this error because students rarely practice, lack of curiosity, that's why it is often found that English is changed to Indonesian."

Based on this interview all teachers had a perspective on the intralingual transfer. The statement states that using mother tongue (L1), lack of curiosity.

b. Context of Learning

Teacher A:

"Karena materi yang dikasih lewat grup chat, penjelasan juga lewat file materi tersebut mungkin siswa jadi bingung, kurang paham. Harusnya kalo tidak paham bisa bertanya, tapi tidak semua murid bertanya, mungkin karena sungkan, hanya beberapa saja, saya juga tidak yakin semuanya akan paham."

"Because the material is given through group chat, the explanation is also through the material file, maybe students are confused, don't understand. If students don't understand, can ask, but not all students will ask, maybe because they feel uncomfortable, only a few, I'm also not sure everyone will understand."

Teacher B:

"Semua materi sudah dikasih. Karena hanya membaca lewat power point, lalu saya kasihkan materi video, mungkin dari benak mereka masih kurang paham, ini maksudnya apa, untuk bertanya masih canggung, bahkan ada yang kesusahan dalam komunikasi, koneksi internet lambat, tidak punya handphone."

"All materials have been given. Because they only read through a power point, then I gave the video material, maybe from their minds they still don't understand, what this means, to ask questions is still awkward, some even have difficulties in communication, slow internet connection, don't have handphone."

After analyzed interview teachers had a perspective on the context of learning as the causes of errors made by students. The statement states that online learning is difficult.

Students' Perspectives

a. Interlingual Transfer

Student A:

"Bingung mas kalo nulis bahasa inggris, pernah nulis dengan (with) tapi nulis dalam bhs inggris jadi putih (white)."

"Confused, if write in English, I've written with but writing in English white. "

Student B:

"Karena mungkin kurang teliti dalam menulis dan kurang menguasai bahasa Inggris."

"Because maybe less careful in writing and not good at English."

Student F:

"Sering banget mas, kan jadi bingung bahasa inggris, jadi sering salah."

"Often times, get confused about English, so I often get it error."

Student G:

"Karena kurang paham, kadang suka lupa."

"Because don't understand, sometimes forget."

Student H:

"Kan bingung kak, kalo ngomong sama yang ditulis itu hampir sama, yaudah saya nulis yang saya denger aja kak, cuma ya tetep aja salah."

"Confused, if talking about the same thing that is written it is almost the same, so I just wrote what I heard, it's just still error."

Student I:

"Karena suaranya hampir mirip, saya sering melakukan kesalahan tersebut, karena saya juga kurang belajar listening."

"Because the sound is almost the same, I often make that error, because I also don't learning listening."

Student J:

"Saya pernah nulis seperti itu mas, saya kira kalo suaranya sama artinya juga bisa sama, ternyata salah."

"I have written like that, I think if the sound is the same it means the same thing, it turns out to be wrong."

Student K:

"Karena ejaannya susah, maka saya tulis yang hampir mirip, saya taunya cuma itu."

"Because the spelling is difficult, I wrote something almost similar, I know that's all."

Based on these interviews, 8 students saw that the interlingual transfer as the causes of errors made by the students at SMK Negeri 1 Pedan, Klaten. Some students had almost the same error, lack of vocabulary, and students were aware of it.

b. Intralingual Transfer

Student C:

"Karena kurangnya kosa kata yang saya pelajari. guru SMP Saya selalu bilang kak bahwa saya kurang mempelajari banyak kosa kata."

"Due to the lack of vocabulary that I learned. My teacher in Junior high school always told that I didn't learn a lot of vocabulary. "

Student D:

"Karena tidak tahu arti bahasa inggrisnya itu."
"Because don't know the English meaning."

Student F:

"Kalo tidak liat kamus kan bingung, makanya kalo gatau yang ditulis langsung bahasa indonya kak."

"If don't see the dictionary make confused, so if don't write it directly in the Indonesian language."

Student G:

"Kadang tanya sama kakak gatau, yaudah ditulis bahasa indonesinya aja."

"Sometimes I ask my brother and he doesn't know, okay, let's just write the Indonesian language."

Student I:

"Kalo saya cari artinya tidak ketemu, biasanya pakai bahasa indonesianya, soalnya susah mas."

"If I look for it it means I didn't find it, usually use the Indonesian language, the problem is it's hard."

Student J:

"Udah nanya sama teman tapi gatau, cari dikamus juga tidak ada, dari pada kosong mending ditulis bahasa indonesianya."

"I've asked a friend but I don't know, has no any search on the dictionary, rather than being blank, it's better to write the Indonesian language."

Student K:

"Karena tidak tau, saya tulis apa adanya."

"Because I don't know, I write that is."

These interviews show that intralingual transfer was the cause of errors made by the students at SMK Negeri 1 Pedan, Klaten. The statements in the interviews state that the students had almost the same error, were unable to identify the meaning and the

transfer errors from their mother tongue (L1).

c. Context of Learning

Student A:

"Tidak tatap muka jadi pernah salah karena kurang paham sama materinya yang diberikan."

"It's not face-to-face so I was wrong because I didn't understand the material given."

Student B:

"Terkadang saya kurang paham dengan materi yang disampaikan."

"Sometimes I don't understand the material presented."

Student C:

"Mungkin karena gurunya kadang terlalu cepat dan bertele-tele dalam menjelaskan materi."

"Maybe because the teacher is sometimes too fast and wordy in explaining the material."

Student D:

"Karena aku tidak dengerin materi, tidak buka materi."

"Because I don't listen to material, not open material."

Student E:

"Cuma ngirim materi tapi tidak jelasin, saya jadi bingung mas."

"Just sent the material but didn't explain it, I got confused."

Student F:

"Ya kan kalo daring gini semakin bingung ya kak, cuma dikasih materi gak ada penjelasannya."

"Yes, if it's online like this, it's getting more confused,, just given the material, there's no explanation."

Student G:

"Kalo daring materinya sulit dipahami kak."
"If the material online is difficult to understand."

Student H:

"Materinya sebenarnya sudah dikirim, tapi penjelasannya yang kurang, sehingga membuat saya belajar sendiri lagi."

"The material has actually been sent, but the explanation is lacking, so it makes me study on

my own again."

Student I:

"Materi sudah dikirim, sudah dipelajari tapi masih susah, mau nanya sungkan jadi saya tidak paham, makanya sering salah."

"The materials have been sent, have been studied but are still difficult, I feel hesitate to ask questions, so I don't understand, that's why it's often error."

Student J:

"Saya gak bisa mahami materi kak, soalnya gak dijelasin cuma dikasih tulisan."

"I cannot understand the material, because it is not explained, only a summary is given."

Student K:

"Materi banyak, tapi penjelasan sedikit, saya nanya teman juga gak paham, makanya salah terus kak."

"There is a lot of material, but a little explanation, I also don't understand asking friends, that's why it's always wrong sist."

Student L:

"Penjelasan materi yang diberikan kurang, cuma dikirim, dikerjain, yang penting ngumpulin."

"The explanation of the material provided is lacking, it is only sent, done, the important thing is to collect."

The statements show that 12 students had almost the same error, confused, lack of understanding, and little explanation from the teacher.

3.2 Discussion

After analyzed the data from worksheet, interviews with students and teachers, the researcher discussed the overall data to answer the research problem. The researcher found two themes. These themes are errors made by student in writing and causes of the errors in writing a descriptive text. In this part of the research, the researcher discusses all the themes.

3.2.1. Errors made by the students at SMK Negeri 1 Pedan, Klaten in writing a descriptive text

a. Spelling Error

In the findings it was explained that 30 students who experienced spelling errors in writing a descriptive text, spelling was important in writing. It is in line with the research conducted by Iswara (2015) stating that spelling words correctly is

important in writing and the spelling errors are mostly committed by students by using a descriptive text as a medium to gain the spelling error words.

b. Punctuation Error

There were 17 students from 30 students experiencing punctuation errors in writing a descriptive text and some students experienced errors in writing some words after “period” (.) or “coma” (,) without giving a “space” and many more. It is in line with the research conducted by Husada, Hidayati and Humaira (2018) claiming that using punctuation is considered as an important aspect in productive writing, and this study found that the students still made many errors in using punctuation such as period, addition, omission and comma.

c. Grammar Error

It was found that there were 22 students from 30 students to experience grammar error in writing a descriptive text and some students experienced errors in writing some words. It is in accordance with the research conducted by Ernawati, Purnomo and Suryani (2019). This research used grammatical errors in writing a descriptive text such as mis formation, mis ordering and omission.

d. Usage Error

It was explained that there were 22 from 30 students were unable to use English words correctly. Some students deleted some conjunctions in their words. It is in line the research conducted by Ningthias and Mulyana (2018) showing that the students committed some grammatical errors in writing a descriptive text, especially in the use of adverbs, adjectives, nouns, articles, preposition, pronouns, and verbs.

3.2.1 Causes of the errors made by the students at SMK Negeri 1 Pedan, Klaten in writing a descriptive text

In this research causes of errors had two perspectives, from the teachers and the students. These two perspectives became two themes.

Teachers’ Perspectives

a. Interlingual Transfer

One of the causes of the errors experienced by the students was the interlingual transfer. The data suggest that the causes of the errors made by the students were Indonesian words (L1), spelling, inaccurate use. Falhasiri, Tavakoli, Hasiri and Reza (2011) had similar findings that the students’ misuse of prepositions and subject omission may be the causes of errors in writing a descriptive text.

b. Intralingual Transfer

The data show that the teachers stated the

intralingual transfer as the causes of errors. Some teachers had experienced a learning process such as lack of understanding, lack of vocabulary and Indonesian words (L1). It is accordance with the statement of Maulita (2016) claiming that students make mistake in the target language, since they do not know the language very well, and they have difficulties in using it.

c. Context of Learning

Context refers to classroom with the teachers and materials in the case of a school learning. The data obtained from teachers were slow internet, hesitating to ask which affected students learning. Adnan and Anwar (2020) would agree with these findings stating that lack of access to internet facilities, lack of proper interaction and contact with students and instructors and ineffective may affect students’ learning.

Students’ Perspectives

a. Interlingual Transfer

Not only the teachers, the students also had perspectives on interlingual transfer. According to the data, almost all students experienced interlingual transfer and the causes were confused, lack of understanding, lack of vocabulary and also Indonesian words. It relates to the statement of Sarifuddin and Alawiyah (2019) saying that students experienced errors such as omissions, additions and missing mis formation.

b. Intralingual Transfer

According to the data, the students also had perspectives on the intralingual transfer as the causes of errors. They were unable to understand the meaning, lack of vocabulary and also lack of target language. This supports the statement of Kaweera (2013) suggesting that writing errors is assumed as inadequate acquisition of the target language and rely on the structures of their own native language.

c. Context of Learning

Most students were unable to understand the materials that had been submitted. Causes the errors were because the teachers’ explanation was not detailed, even only limited to text without explanation and the material was difficult to understand. It is related with the statement of Pardo (2006) that not all teachers are able to understand the context of their teaching, what they think is best for their students, not necessarily the students also understand. From the various perspectives above, it can be categorized that including teachers’ perspectives, in terms of the causes of errors made by the students were interlingual transfer, intralingual transfer and context of learning. All teachers had these perspectives. 5 of 12 students had perspectives the causes of errors. The same problems experienced from these two points of view were confuse, lack of vocabulary, lack of understanding, lack of target

language and also Indonesian words (L1).

4. CONCLUSION

In this section, the researcher describes the following conclusions that have been written in the previous studies. This conclusion answers the problem formulation of this research namely the errors made by the students and the causes of the errors made by the student in writing a descriptive text.

There were 4 types of errors made by the students in writing descriptive text, namely spelling error, punctuation error, grammar error and usage error. Errors experienced by the students such as misspellings, inappropriate use of capital letters. Furthermore, the causes of errors caused by the students were interlingual transfer, intralingual transfer and context of learning. The students and teachers had almost the same perspectives, such as confuse, lack of vocabulary, lack of understanding, lack of the target language, used Indonesian word (L1) and the materials were difficult to understand.

These results were to identify the types of errors made by the students and to find out the causes of the students' errors in writing a descriptive text. However, the findings of this research focused only on four types: spelling error, punctuation error, grammar error and usage error. The researcher would like to provide some suggestions for the next researchers to conduct research which categorize errors in other types because students' experiences will be different from those of others. Furthermore, the next researchers may investigate appropriate methods that can minimize errors in writing a descriptive text.

AUTHORS' CONTRIBUTIONS

All authors have worked based on their job descriptions. The first author coordinated all processes of the research and article writing. The member authors served managing administration, collecting data, helping analyze the data. Without exception, the all researchers were involved in writing the article as the research outcome.

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