

**AN ANALYSIS OF STUDENTS' ERRORS IN WRITING DESCRIPTIVE TEXT**

**AT SMKS PULAU BERAYAN DARAT MEDAN**

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**ABSTRACT**

This research was conducted to describe students' errors in writing descriptive text. The purpose of this study is to analyze the errors made by students when writing descriptive text. This research method used descriptive qualitative method. This research was conducted at SMKS Pulau Berayan Darat Medan. There were 23 students in class XII, this study used a writing test instrument. Based on the research results, it was found that students made types of errors including omission as much as 27.5%, misinformation as much as 16.5%, addition as much as 9% and the most dominant error made was misordering as much as 47%. The occurrence of errors made by students can be caused by various factors, including lack of attention, inaccuracy, lack of grammar knowledge, or time pressure.

**Keyword:** *Writing, Descriptive Text, Writing Error, Error Analysis*

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## CHAPTER I

### INTRODUCTION

English is one of the subjects taught in senior high school. According to Harmer (2001) English will continue to be the most spoken language in the world and a crucial tool for many academics, tourists, and global citizens that want to communicate easily between nations. In English language classes, students should master four skills: writing, listening, speaking, and reading. In addition, writing is one of the most difficult skills to master in English.

Writing is a creative and expressive process. This is in agreement with Dalman's (2014) argument that writing is a creative process of pouring thoughts into written language with the goal of informing, convincing, or entertaining. When writing, students must explore their thoughts and organize it into a good piece of writing. There are several types of texts that must be learned by students, especially in senior high school which is a basic ability that must be possessed including Narrative Text, Recount Text, Procedure Text, and Descriptive Text.

Descriptive texts are those that describe a subject or thing in detail. Husna (2013) explains that descriptive text is a type of writing that includes an object's or something's description, definition, and characteristics. Then, Klein (2017) explains that descriptive writing helps readers picture a character in a particular situation or behavior. There are two main generic structures in descriptive text. First is identification, which gives the introduction, and an overview of the topic. The second is a description that contains specific characteristics of the object, place, or person being described. For example, characteristics, physical appearance, and other things that are written specifically.

Before writing a descriptive text, students must understand the characteristics of descriptive text, including using attribute verbs (such as to be, is, am, are), focusing only on specific objects, using simple present tense, using many adjectives, and using detail sentences to describe an object. It needs to be emphasized that there are various components in writing that must be mastered by students in order to write well, especially when writing descriptive text. This is due to the fact that there are various factors to focus on when writing including content, rhetoric, vocabulary, writing mechanics such as punctuation and capitalization, and grammatical structure. Therefore,

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students must thoroughly understand all the rules that must be followed, namely grammar.

Grammar is an arrangement of rules that govern how words and word clusters in a specific language can be structured into good sentences, Cowan, R. (2008). By learning grammar, students can construct sentences, represent their thoughts, and comprehend what others say or write. Writing without grammar, in particular, can be confusing and cause problems, such as grammatical errors when writing. The aforementioned issues can be influenced by a variety of factors, one of which being a student's motivation, cognitive abilities, intelligence, and talent. And other external influences such as learning programs, approaches, and methodologies in the learning process. It is highly common for foreign language learners to experience this. Students regularly commit errors, especially when writing sentences in English.

However, this is normal because errors are common. But this does not mean that errors can continue to be made. Students must learn from their previous experiences. According to Langan (2001) writing is a skill that develops through consistent practice. The more students practice writing, the lower their error rate. Alexander, L. G (1975) states that students should be trained to produce with as few errors as possible. Writing sentences in English is not the same as writing sentences in Indonesian. Because verbs in Indonesian always use the same form and there are no second verb or third verbs. Many students tend to make mistakes when writing English sentences and struggle with tenses and structures. In fact, the use of grammar is the most difficult thing for students because it contains many rules that must be followed by students, particularly the usage of tenses that only use at specific times.

However, the majority of student errors should be detected, classed, or characterized, which is referred to as error analysis. That is why the researchers are interested in analyzing descriptive writing by students. By knowing students' errors that are obtained from descriptive writing tests, the researchers will know what errors are often made by students and their causes.

Based on the explanation above, the researchers were very interested in researching "**AN ANALYSIS OF STUDENTS' ERRORS IN WRITING DESCRIPTIVE TEXT AT SMKS PULAU BERAYAN DARAT MEDAN**". Therefore, the researchers will research

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grade XII students at SMKS Pulau Berayan Darat Medan. Because error analysis should not be ignored in foreign language teaching.

According to the research above, the following were the research's problems:

1. What were the types of errors that were made by grade XII students at SMKS Pulau Berayan Darat Medan in writing descriptive text?
2. What were the most dominant errors that were made by grade XII students at SMKS Pulau Berayan Darat Medan in writing descriptive texts?

Based on the problem above, this research intends to find out:

1. To analyze the types of errors that were made by grade XII students at SMKS Pulau Berayan Darat Medan in writing descriptive text.
2. To analyze the most dominant types of errors that were made by grade XII students at SMKS Pulau Berayan Darat Medan in writing descriptive text.

The research is focused on the errors that were made by the students when writing descriptive text. Participants in this research were grade XII students at SMKS Pulau Berayan Darat Medan during the school year 2023/2024. The findings of this research were expected to provide the following benefits:

a. For the Researchers

The researchers can use all the theories they have learned during college and will be able to teach descriptive text effectively when the researchers become actual teachers

b. For the students

This research can help students to minimize errors in writing descriptive text and then the results of this research were expected to increase students' learning motivation and provide concrete experience in the process of writing descriptive text.

c. For the teacher

This research can help teachers to minimize students' errors in writing descriptive texts. The results of this study are expected to be a reference for developing English teaching models, especially in writing descriptive texts.

d. For the other researcher

It is hoped that this study can help other researchers to add references for further

research in writing skills and it is hoped that future researchers can apply their knowledge in writing descriptive texts to conduct better research.

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## CHAPTER II

### RESEARCH METHOD

The research approach is descriptive qualitative. Sugiyono (2016) states that the descriptive qualitative method, which is based on the Post-positivism school of philosophy, is an investigative method that is used to research the actual object conditions where the researcher is the key instrument and data collection is done in triangulation (combined). When assessing and reporting qualitative findings, the researchers prefer accurate explanations. This descriptive qualitative research approach intends to describe and categorize the errors that were made by students in writing descriptive text. The variable of this research is Descriptive Text.

The research was conducted at SMKS Pulau Berayan Darat Medan, located at Jl. Bilal Ujung number 3 PuloBrayan 1, Kecamatan Medan Timur, Sumatera Utara, and conducted on July 2023. The subjects of the research were the students at SMKS Pulau Berayan Darat. The research focused on one class, namely XII – Airframe and Powerplant, which consists of 23 students.

The researchers used a writing test instrument. The writing test was used to collect information from students' writing. The researchers used a writing guide for the test so that students know what to write. The researchers collected students' assignments and used it to identify common mistakes that students made when writing descriptive texts.

The procedure for collecting data in conducting research, which were follows:

1. First, the researchers provided explanations and directions regarding what students should do in taking the test,
2. Second, the researchers gave a test about writing descriptive text. The writing test that was conducted by the students showed their understanding of writing descriptive text,
3. Finally, all the answers were collected and analyzed by the researchers.

The researchers analyzed the data in three steps, which were as follows:

1. Identifying the errors

By emphasizing the errors that were made by students after the data had been analyzed.

## 2. Classifying the errors

Students' errors were categorized as omission, addition, misordering and misformation.

## 3. Percentage data was calculated by counting the number of correct and incorrect answers to determine the student's aptitude and error in utilizing the present tense.

The researchers used this strategy to calculate the proportion of each student.

$$P = \frac{F}{N} \times 100\%$$

P: the Percentage of Error

F: the Number of a particular type of Error

N: the Total Number of all types of Error

## 4. Finding out the dominant type of error.

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### CHAPTER III

#### DISCUSSION AND FINDING

The sentence might get muddled and the text flow disrupted by errors in typography. Consequently, it's critical to have an accurate grasp of the grammar and spelling guidelines, Lunsford, A.A., & Connors, R.J. (2017). In classifying students' errors, the researchers used an error classification that included four different error categories. The data collected by the researchers were categorized based on the types of errors in writing, namely:

1. Omission Error:

When the students omit out words, phrases, or information that should be in the sentence, the sentence becomes incomplete or unclear.

*Example:*

Omission error : "The dog is sleeping on the chair."

Correct sentence : "The dog is on the chair."

2. Misinformation Error:

When students include inaccurate or incorrect information in their writing, this can mislead readers and reduce the credibility of the text.

*Example:*

Misinformation error : "The Sun revolves around the Earth."

Correct sentence : "The Earth revolves around the Sun."

3. Misordering Error:

When students organize sentences or information in the improper order, it causes confusion or loss of plot in the text.

*Example:*

Misordering error : "Rudi went for a walk after finishing his dinner."

Correct sentence : "After finishing his dinner, Rudi went for a walk."

4. Addition Error:

When students add unnecessary words or information into a sentence, the statement becomes redundant or less concise.

*Example:*

Addition error : "The student are currently studying for the exam."



Correct sentence : "The students are studying for the exam."

The researchers carried out the research findings regarding student errors. Students from class XII - Air Frame and Power Plant at SMKS Pulau Berayan Darat Medan conducted the descriptive text writing test on Monday, July 24, 2023. A total of 23 students participated in the research.

No	Student's Initial	Omission	Misinformation	Misordering	Addition	Total
1	ATS	0	0	1	0	1
2	AM	0	0	1	0	1
3	AF	1	1	0	0	2
4	AMH	0	0	0	1	1
5	AKP	0	2	0	0	2
6	ASS	1	0	1	0	2
7	B	2	5	2	0	9
8	DJF	2	0	5	0	7
9	DR	0	0	5	2	7
10	HA	2	1	0	0	3
11	JRA	1	2	2	0	5
12	JAH	1	0	2	0	3
13	MRS	0	0	1	1	2
14	MES	3	0	8	1	12
15	MN	1	0	0	0	1
16	MAH	2	0	3	0	5
17	MHPR	0	0	2	0	2
18	NIA	4	0	2	0	6
19	RM	0	2	0	1	3
20	TMR	0	0	1	1	2
21	UU	2	1	4	0	7
22	VS	1	0	2	0	3
23	VHML	3	0	0	1	4
	<b>Total</b>	25	15	43	8	91

	<b>Percentage of errors</b>	<b>27,5%</b>	<b>16,5%</b>	<b>47%</b>	<b>9%</b>	<b>100%</b>
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From the data above, it can be determined that the students of class XII – Air Frame and Power Plant at SMKS Pulau Berayan Darat Medan committed four types of errors in writing descriptive text. The types of errors are:

1. Omission

Student UU : “Revan is handsome that i really love.”

The correct answer : “Revan is a handsome boy that i really love.”

2. Misinformation

Student HA : “Anisa is very handsome.”

The correct answer : “Anisa is very beautiful.”

3. Misordering

Siswa ATS : “He have long body and fair skin.”

The correct answer : “He has tall body and fair skin.”

4. Additional

Student TMR : “He is one of all my friends.”

The correct answer : “He is one of my friends.”

Also from the data above it could be concluded that as many as 43% of the total 23 students in class XII - Air Frame and Power Plant made the most dominant error misordering when writing descriptive text in English.

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## CHAPTER IV

### CONCLUSION AND SUGGESTION

The types of errors in English writing frequently provide a lack of knowledge regarding basic grammar, Brown, H.D. (2020). Based on research conducted at SMKS Pulau Berayan Darat Medan, it was found that students of class XII-Airframe and PowerPlant made many errors in writing descriptive text. Those are Omision, Misordering, Misinformation and Addition. From the data, it was found that they dominantly made mistakes in the misordering errors. Misordering errors indicate that students have difficulty in arranging sentences or information in the right order, both the use of "subject" and "object pronouns", "subject" with its "to be", "subject" with its "possessive pronouns", improper use of "has" and "have", confusing conveying information and disrupting the storyline in the text.

The following are suggestions from the researchers to improve writing skills and reduce students' errors when writing descriptive texts in English:

1. Increased Writing Practice:

Teachers can provide more writing exercises to students with a focus on constructing organized sentences and paragraphs. These exercises should involve a variety of topics and situations to help students understand how to structure a text with a clear storyline.

2. Model Texts and Examples:

Teachers can provide model texts and good examples to students. By seeing correct examples, students will find it easier to understand how to compose texts effectively.

3. Review and Feedback:

Teachers should regularly review the texts written by students and provide constructive feedback on any writing errors. By getting feedback, students can understand where their mistakes lie and how to avoid them.

4. Use of Graphs or Diagrams:

Teachers can use graphs or diagrams to teach about proper text structure. This can help students visualize how information should be arranged logically and sequentially in the text.

5. Collaborative Activities:

Teachers can encourage collaborative activities in the classroom, such as group discussions or shared writing activities. This can help students learn from each other and provide mutual support to improve their writing skills.

By giving special attention and proper support, students are expected to improve their writing skills and reduce errors in writing descriptive texts. A structured approach that focuses on organizing sentences and paragraphs will help students become more skilled and effective writers. To correct the errors, students should be more careful in their writing, paying attention to details and ensuring that the words and materials provided are acceptable and accurate. Teachers can also provide critical feedback and assist students in understanding and avoiding these errors to improve their writing.

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