

The Student's Errors in Writing Descriptive Text at Seventh Grade Students of Junior High School Laboratorium Jambi City

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ABSTRACT

The purpose of conducting this research is to know the student's errors in writing descriptive text at seventh grade of SMP Laboratorium Jambi City. The research design of this research is quantitative with descriptive approach. The method used in this study is a qualitative description. Fifteen seventh-grade junior high school students were the subjects in this study. The population of this research are 10 students and research used total sampling technique. The data of this research were collected through the test. The data were analyzed by using descriptive quantitative. The result showed that the seventh grade of SMP Laboratorium Jambi City, there are still some mistakes in writing descriptive texts about people, animals, and objects.

Keywords: : *Grammatical, Errors, Writing Descriptive Text.*

INTRODUCTION

English is an international language which, in Latin terminology, also known as "lingua franca" (Iamsiu, 2013:1). English as a foreign language in Indonesia has influenced many aspects of life. Language has an important role on the intellect, improvement and society. In Indonesia, students who learn English are expected to master all language skills, so do English Education students. They are required to communicate in English well. These four language skills are integrated to make the communicative competence. Therefore, each of the skills should be considered as equally important to be mastered. Listening and reading are referred as receptive skills, it is related with inputs which are comprehended by students when they are learning English. Meanwhile, speaking and writing are referred as productive skills, it is related with outputs or products which are produced by students after getting inputs from listening and reading activities.

Writing English also meet to be exercised, practiced, and learned through experiences. To get experiences in writing, students have to do the exercises often. It purposed to make students get used to write English writing paragraph. The students will get a good writing by the number of

frequency in writing exercises. If the frequencies of writing exercises are frequently carried out, certainly the students' writing skill will be excellent. But if the writing exercises are rarely, writing skill will not be developed yet. Anisa and Marlina (2014) said that writing is an important skill, because through writing the students can enhance their ideas, thoughts and experiences. Moreover, to express their feeling, need and desire in writing form, the students need writing skills. It means that writing is one language skills to express idea, thought, feeling and opinion in written form. Grammar is a fundamental aspect in writing. It reflects the meaning, genre, and the discourse of the writing product (Wahyuningsih, 2015). Faisan and Suwandita (2013) mention that grammar means the rules which structure our language. It means that grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language and grammar is also a theory of a language, of how language is put together and how it works. Thus, grammar is very important to be mastered by the students in their English skill.

REVIEW OF RELATED LITERATURE

Definition of Writing

Dantes (in Soviyah and Etikaningsih, 2018:32) states that writing becomes one of the most important aspects of the language skills since it helps students expand the other language macro skills without them being aware of doing it. According to Utami (2014:10) writing is how to produce a written product. The process involves a series of thinking activities in which this researches have to transform their ideas coherently and cohesively into written text.

In addition, writing is one of English skills that must be learned by the students. To acquire it, the students should get sufficient writing practices. These practices are supposed to stimulate the students' skill in writing and expressing thoughts in a good passage.

The Definition of Descriptive Text

According to Wardah (2018:16) descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. It means that Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. The goal subjective description is to create vivid mental images.

The Types of Error

In classifying the student's errors in writing descriptive paragraph, this research would like to use Corder theory. He stated four types error which will be explained below.

1. Error of Omission

Error of omission is the absence of an item that should appear (Noviyanti, 2013:7). Omission errors, which characterized by the absence of item that must be appeared in a well-formed utterance (Krashen, 2013:92).

2. Error of Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance (Krashen,

2013:92). There are three types of addition where errors have been observed in the speech of L1 and L2, namely double markings, regularization, and simple addition (Dulay in Meliyanti, 2013:9).

3. Error of Selection

This error is made by the learner where the learner chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in error of selection, the learner supplies something even though that is incorrect (Noviyanti, 2013:8).

4. Error of Ordering

Error of ordering is the error where the items presented are correct but wrongly sequence (Noviyanti, 2013:8).

Error Analysis

According to Brown (in Meliyanti, 2013:7) errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learner errors, called error analysis. Then, according to Meliyanti (2013:7) error analysis is an activity to identify, classify, and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

RESEARCH METHODOLOGY

Quantitative research methods are research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative, with the aim of testing predetermined hypotheses (Sugiyono, 2019:16-17). According to Creswell (2012: 13), quantitative research requires researchers to explain how variables affect another variable.

This research uses the descriptive quantitative design, because it describes the grammatical errors in students' writing descriptive text at Seventh Grade Students of Junior High School Laboratorium Jambi

City where the students had good skill in writing descriptive text and it can be seen from their writing. This research selected this method because it conveys a broader understanding of the grammatical errors in students writing descriptive text.

This research used total sampling technique with the students of class VII Junior High School Laboratorium Jambi City. Thus, test is the instrument of this research. Further, in analyzing the data, this research used descriptive analysis with mean formula.

FINDINGS AND DISCUSSIONS

This research analyses 10 data about descriptive text related to this research questions of the research. 10 data itself consist of topics of descriptive text about scorpion. After analyzing all of the data that is found in the student's writing, this research determines the source of errors, this is the data.

Table 1.
The Recapitulation of Students Error

| No | Student Number | Types of Error | | | |
|--------------|----------------|-------------------|-------------------|--------------------|-------------------|
| | | Error of Omission | Error of Addition | Error of Selection | Error of Ordering |
| 1 | Student 1 | 4 | 0 | 0 | 0 |
| 2 | Student 2 | 1 | 0 | 0 | 0 |
| 3 | Student 3 | 0 | 0 | 0 | 1 |
| 4 | Student 4 | 0 | 0 | 0 | 1 |
| 5 | Student 5 | 6 | 0 | 0 | 0 |
| 6 | Student 6 | 0 | 0 | 0 | 0 |
| 7 | Student 7 | 3 | 0 | 0 | 0 |
| 8 | Student 8 | 2 | 0 | 0 | 0 |
| 9 | Student 9 | 5 | 0 | 0 | 2 |
| 10 | Student 10 | 6 | 0 | 0 | 2 |
| Total | | 27 | 0 | 0 | 6 |

The result of the error analysis process showed that students committed error into two types: error of omission and error of ordering. Error of omission is the absence of an item that should appear (Noviyanti, 2013:7). Ommision errors, which characterized by the absence of item that must be appeared in a well-formed utterance (Krashen, 2013:92). Meanwhile, error of ordering is the error where the items

presented are correct but wrongly secuence (Noviyanti, 2013:8).

From the frequency of each error types, omission was the error which most frequently produced by the students. Found 27 error from of the total errors. Moreover, for ordering, it only found 6 error from of the total errors. Whereas, for addition and selection error not found.

These errors were conducted because most of the students did not understand about the rules of English language as well, so that the students generalized the rule and applied it incompletely. Besides, errors occured because their mother tongue and their Indonesian logical thinking. To sum up, it showed that the usage of the grammar in writing descriptive paragraph is difficult for students. Therefore, they are still lack of understanding the English Grammar in term of tenses because in the Indonesian does not have the tense system that show the time of the event unlike English. Therefore, they tended to make errors in writing.

CONCLUSIONS

This research found that the ability of the Seventh Grade Students of Junior High School Laboratorium Jambi City in writing descriptive paragraph is medium. This research found that there were 7 students who made errors in omission, 27 error from of the total errors. Further, this research found that there were 4 students who made errors in ordering, 6 error from of the total errors.

The errors came from many factors, the students still confused to choose the right word in a sentence because of the lack of knowledge or vocabularies and its use. Besides, errors happened because of their first language (Indonesian logical thinking). Some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.

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