

THE ANALYSIS OF ERRORS COMMITTED BY GRADE TEN STUDENTS OF SMA DWIJENDRA IN THEIR TASK-BASED DESCRIPTIVE WRITING

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi jenis – jenis kesalahan dan menganalisis sumber-sumber kesalahan yang dilakukan oleh siswa kelas X.3 SMA Dwijendra Bualu dalam menyusun teks deskriptif serta mengungkapkan implikasi dari kesalahan-kesalahan tersebut terhadap kompetensi bahasa kedua siswa kelas X.3 SMA Dwijendra Bualu. Penelitian ini didesain dengan menggunakan metode deskriptif kualitatif. Data untuk jenis-jenis dan sumber-sumber kesalahan diperoleh dengan cara memberikan tugas kepada siswa untuk membuat tulisan deskriptif. Sedangkan, untuk mengungkapkan implikasi dari kesalahan yang terdapat dalam tulisan siswa diperoleh dari hasil analisis data tersebut. Hasil analisis data menunjukkan bahwa, terdapat delapan belas jenis kesalahan yaitu: determiner, auxiliary, qualifier, preposition, pronoun, conjunction, -s for plural case, -s for verb after modal, placement of capital letter, wrong word choice, addition of noun, s-v agreement, wrong verb tenses, addition of verb, omission of verb, omission of letter, addition of letter and changing letter position. Selain itu, terdapat dua jenis sumber kesalahan, yaitu: kesalahan interlingual dan kesalahan intralingual. Disisi lain, kesalahan-kesalahan yang muncul berdampak pada kompetensi dan perkembangan bahasa kedua siswa, khususnya dalam menulis teks deskripsi. Oleh karena itu, harus dilakukan analisis kesalahan untuk meminimalisir kemunculan kesalahan-kesalahan tersebut. Sehingga, siswa dapat memahami dan mampu menulis teks deskripsi berdasarkan struktur kebahasaan bahasa target.

Kata Kunci: Jenis kesalahan, sumber kesalahan, implikasi kesalahan, tulisan deskriptif

Abstract

This study was aimed at identifying the types and the sources of errors committed by the tenth (X.3) grade students of SMA Dwijendra Bualu in composing descriptive writing as well as revealing the implications of errors toward learners L2 competency. This research was designed by using descriptive qualitative method. The data for the types and the sources of errors were collected through administering writing task to the students. Meanwhile, the implications of errors were drawn from the result of data analysis. The research shows 18 types of errors, such as: determiner, auxiliary, qualifier, preposition, pronoun, conjunction, -s for plural case, -s for verb after modal, placement of capital letter, wrong word choice, addition of noun, s-v agreement, wrong verb tenses, addition of verb, omission of verb, omission of letter, addition of letter and changing letter position. Besides that, there are two sources of errors, namely: interlingual and intralingual errors. On the other hand, the errors that the students commit affect their L2 competency and development, especially in writing descriptive text. That is why, it is crucial conducting error analysis in order to minimize the appearance of errors. So, the students are able to acquire and compose descriptive text based on the structure of target language.

Keywords: Types of errors, Sources of errors, Implication of errors, Descriptive Writing

INTRODUCTION

According to the philosophy of myths and religion, language is the source of human life and power. Knowing language will lead human to be different with any other creatures. Moreover, language gives human beings a privilege to interact with one another as a power to express themselves (Rodman, Hyams, & Fromkin, 2003). That is why, when people begin to learn a language, step by step they will be able to produce new sentences never spoken before as well as to understand sentences never heard before. (Scanrino & Liddicoat, 2009) said that language is seen as a code because it is made up of words and a series of rules that connect words together used by people not only to maintain communication but also as a way to express their ideas or

feeling. In short, language is a complex thing. It covers symbols, sounds, words and many possible sentences as well as a code, system or rule used by people to communicate purposefully to establish and maintain social-interpersonal relationship.

From the researcher's point of view, people not only acquire one language that is first language (L1) in their daily life. It means, they acquire or learn another language(s) as the subsequent of their first language. Take for example, learning or acquiring English. They learn the language for some reasons, for instance to be able to adapt with people around them, to study abroad, as job requirement, or to maintain interaction with people who know the language. The process of acquiring or learning another language(s) is usually called as Second Language Acquisition, (Troike, 2006). SLA is the study of individuals or groups who are learning a language subsequent to their first language. In this case, Second Language Acquisition has a close relationship to the effort of absorbing and understanding L2 linguistic structure. In order to achieve the goal, the students creatively construct their own linguistic system based on their understanding.

In terms of second language learning, another aspect that should be investigated is the errors that the learners made. Ellis & Barkhuizen in (Taher, 2011) stated that, mistakes appear when learners have not yet learned a certain grammatical form. Whereas, errors occur because of the gap in learner's knowledge about the language that is being learned.

Error Analysis related to some aspects, such as: learners' language development, strategies of learning a new language, the types of errors, the sources of errors, speaking and writing competency, grammar understanding as well as the teaching method. These trends can be found in the studies conducted by (Touchie, 1986), (Hasyim, 2002), (Al-buainain, 2009), (Chelli, 2010), (Heydari & Bagheri, 2012), (Phettongkam, 2013), (Fitriani, 2014). As an example, (Hasyim, 2002) conducts EA research in the teaching of English. The study is conducted to investigate what aspect of grammar is difficult to learn by the students and to describe whether the teacher are successful or not in TLP. The result of the study reveals that, the students commit errors in using adjectives, presenting subject and incorrect agreement, using question word "how far", using preposition and using passive voice.

By seeing this condition, the researcher is interested to conduct error analysis study in order to notice students' language development, to reveal the difficulties of learning L2 and to find out the implications of errors toward students' L2 competency. The result of interview showed that, the difficulty of tenth grade students of SMA Dwijendra Bualu was related to writing text. That is, the difficulty of deciding a topic, developing ideas as well as composing descriptive writing. On the other hand, based on basic competence that stated in syllabus, the students should be able to: "analyze the social functions, textual structure, and linguistic aspects of simple descriptive texts about people, tourist destinations, and famous historical places appropriately according to their use"

This condition motivates the researcher to conduct error analysis study in order to gather information about: the types of errors, the sources of errors committed by the tenth grade students of SMA Dwijendra Bualu in composing descriptive writing as well as revealing the implication of errors toward their L2 competency. In order to do so, researcher use some theories which were proposed by Corder in Ellis (2012) to analyze the types of errors and Brown (2007) theory to analyze the sources of the errors. The purposes of the study are of three folds: To classify the types of errors in descriptive writing made by the tenth grade students of SMA Dwijendra Bualu, to analyze the sources of the errors in descriptive writing made by the tenth grade students of SMA Dwijendra Bualu, and to describe the implications of errors with regard to second language competency of the tenth grade students of SMA Dwijendra Bualu.

Significance of the Study

The significance of conducting Error Analysis can be described such as follows: First, it provides evidence about how learners acquire the language and how their L2 competency develops. Take for example, using L1 system as a connector to approach L2 utterance/sentence. In this case, there is a process of activating their background knowledge about the target language which already stated in their mind or studied in previous learning. At this point, researcher or teacher observes learners' L2 development. That is, learners' understanding about L2 through analyzing students' work (language). The second significance about conducting EA is, having description about the condition which is relevant and appropriate to increase students' development. In particular, condition that enable, facilitates and accelerate the development of L2 competence. In this case, the result of data analysis brings a lots of information for teachers to provide solution (e.g. technique/method/strategy) to cope students' problems and/or to develop their L2 understanding. The third significance of conducting EA is monitoring teaching and learning process; especially, monitoring writing process. At this point, researchers or teachers can gather information from students' work. The information can

be about the achievement of teaching and learning process or learning objectives. This information is used as a reflection for researcher or teacher either to decide another plan if the goal of teaching and learning is not achieved yet or to create the following plan if the goal is already achieved. The fourth significance of conducting EA is, to enable researcher or teacher knowing what have been taught and what have been missed during language learning process. It means that, through analyzing learners' work, researcher or teacher can gather a lot of information about the materials which have been taught/studied and missed during teaching and learning process. Therefore, researcher or teacher is able to decide a plan dealing with the materials which are missed during language learning process. Furthermore, this activity is beneficial to enhance students' second language competency, because researcher or teacher not only focus on teaching the materials but also monitoring the materials that is taught in a certain period of time. The last significance of conducting EA is, increasing students' awareness about errors that they commit. As a case in point, correction and explanation given by the researcher or teacher increase students' awareness in minimizing the errors for further learning process. In this case, giving feedback such as explanation helps students to be more aware about errors that they made. Consequently, the students will focus on constructing the utterance/sentence as well as the appropriate L2 linguistic structure.

METHOD

This research used qualitative research design. Qualitative research aims at discovering the underlying motives and desires (Kothari, 2004). The design is used to reveal the real/factual phenomenon which is faced by people or a certain group in a certain situation. In line with the explanation, it was expected that the researcher was able to describe students' errors. That is, describing and/or explaining the appearance of errors on students' descriptive writing which were committed by the tenth grade students of SMA Dwijendra Bualu. The subjects were the tenth grade students of SMA Dwijendra Bualu. That is, the students in class X.3. The researcher conducted the study at SMA Dwijendra Bualu which is one of private school in Denpasar. It is located in Jl. I Gst. Ngurah Rai Nusa Dua.

In order to gather the data, the researcher used task-based descriptive writing and interview guide. First, writing task; at this point, the researcher asked the students to write a piece of descriptive writing whether about person, object or place. Second, interview guide; researcher prepared a list of questions to be answered by the students. There were some steps followed by the researcher in collecting the data, such as: planning, data collection and reporting. First, planning; in this step, the researcher prepared the instruments, selecting the place of research and asking permission to conduct the research. Second, data collection; in this step, the researcher collected data by administering writing task to the subject of research and using interview guide. In this case, the students were assigned to compose a descriptive writing and answering a list of questions. Third, reporting; this step was divided into two parts, namely: data analysis process and making report. Data analysis process was related to the process of analyzing students' writing by using the theories which were stated in chapter two. Meanwhile, making report was related to the act of describing and explaining what result that the researcher gained from data analysis and then it was given to the supervisors to be checked.

The method of analyzing data follows the four steps of data analysis (Miles & Huberman, 1984), which comprise data collection, data reduction, data display and verification. First is data collection. In this step, the researcher collected the data by using writing-task. Second, data reduction; in data reduction, the researcher selected learners' language to be analyzed and focusing on what area that the researcher explore. In this case, the researcher selected utterance(s) on students' descriptive writing and focused on analyzing the types and the sources of errors. Third, data display; at this point, researcher described and explained about the existing phenomenon based on the result of analysis in order to get factual information about the condition faced by the students. Fourth, verification refers to conclusion part and verification about the data. In this study, verification was important in analyzing the data, because it explained everything which were done by the researcher.

With regard to data reduction and display, there are two tables prepared for tabulating the results of error analysis and exemplify the errors. The followings are the two tables used.

Data Display Table 1: Error Analysis

Identification of Error	Description of Error	Explanation of error	Error evaluation
Was	Subject verb agreement	The learner has used the wrong form of the verb; it should be "were" as it refers to a plural noun "we". "Was" is	Problems with subject-verb agreement are very common among second language learners of English mainly because the learner has

		only used with singular nouns.	trouble identifying the subject in the noun phrase.
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Data Display 2a: Interlingual Errors and Example

Sentence Structure	a) Addition of subject and predicate in a sentence	_____
	b) Word order	a. The order of words following L1 structure
		b. Wrong Word Order
	c) Run of sentence	a. Comma splice
		b. Two sentence crammed together
		c. Conjunction misuse
	d) Sentence fragment	a. Missing subject
		b. Missing verb
c. Missing subject and verb		
d. It is a subordinate clause		

Data Display 2b: Intralingual Errors and Example

Intralingual Errors	Examples
Overgeneralization	
Simplification	
False Concept Hypothesize	
Avoidance	

With those tables, the data results of data analysis (i.e. data display) are presented systematically. All these findings are presented and discussed in the following section.

FINDINGS AND DISCUSSION

This section is organized to follow closely the order of the research questions as mentioned previously. First, the types of errors in descriptive writing made by the tenth grade students, second, the sources of the errors in descriptive writing made, and third, to reveal the implications of errors with regard to second language competency of the tenth grade students of SMA Dwijendra Bualu.

1) Types of Errors

There were 18 types of errors identified from the data set, which can be detailed in the following table

Finding of Types of Errors

Types	Frequency
a) Determiner	14
b) Auxiliary	4
c) Qualifier	1
d) Preposition	4
e) Pronoun	21
f) Conjunction	2
g) -s for plural case	7
h) -s for verb after modal	1
i) Placement of capital letter	6
j) Wrong word choice	13
k) Addition of noun	3

l) s-v agreement	27
m) Wrong verb tenses	10
n) Addition of verb	3
o) Omission of verb	8
p) Omission of letter	6
q) Addition of letter	6
r) Changing letter position	1
Total	137

This table reveals the types of errors and the frequency of occurrence. It is obvious that the dominant errors were found in the aspect of S-V agreement followed by the use of pronoun. The following is how the problems are supported with examples.

Types of Errors and Example

Types	Specific types	Examples
a) Determiners indefinite articles (a/an) definite articles (the)	a) Addition of definite article " the " b) Omission of indefinite article " a "	The pineapple plant originally came from the wilds of South America Brownny is ___ cute cat
b) Auxiliaries	a) Omission of auxiliary verb (to be present: is) b) Omission of auxiliary verb (to be present: is) c) Wrong use of auxiliary verb (to be present: is)	My brother name ___ I WayanAdhiGunawan Her body ___ thin Her favorite colors is black and white
c) Qualifier	a) Wrong use of intensifiers " too "	I love it too much
d) Prepositions	a) Omission of preposition " in " b) Misused preposition of place " at "	She lives ___ Nusa Dua She lives at TanjungBenoa
e) Pronoun	a) Wrong use of personal pronoun as subject " she " b) Wrong choice of personal pronoun as object " him ."	I have a friend. She name is Aliana Tri Ananda. She never sad. So, I like him .
f) Conjunction	a) Omission of conjunction " and "	He sells soft drink, candies, snacks, ___ stationary.
g) -s for plural case	a) Omission of -s for plural noun	Her favorite color are black and white
h) -s for verb after modal	a) -s for verb after modal	He can cooks delicious food
i) Wrong word choice	a) Using L1 (Bahasa Indonesia) to change the word in L2. b) Wrong vocabulary use/selection.	She is smart learn kimia She place Nusa Dua
j) Placement of capital	a) For name of place	She live at taman giri street

letter	b) For person's name c) The sentence after full stop (.)	His name is genta astawa He was smart Japanese language and English language. his favorite game is The Class Royale.
k) addition of noun	a) Word repetition	By using strange voice that I don't understand its voice
l) s-v agreement	a) Wrong use of "have" for 3 rd person singular subject	Dessy have father, mother and one brother
m) Wrong verb tense	a) Wrong use of auxiliary verb (to be in simple past: was) in present time b) Adding -ed in verb "call" for simple present tense. c) using "had" for simple present tense	I have a friend, her name is Dian. She is my seatmate. She was shorter than me. I have a cat. I called the brown cat as Browny. Browny and friends sharing food they had
n) Addition of verb	a) Addition of auxiliary verb: " is "	She is really likes math
o) Omission of verb	a) Omission of verb "get" b) Omission of verb "is" c) Omission of verb "has"	My mother always ___ up early to cook My mother ___ taller than me My mother ___ white skin
p) Omission of letter	a) Omission of letter a in word "salad", e in word "favorite" and h in word "fresh" b) change word "in" with "it"	Her favorit food is fruit slad . The pineapple is a fruit that taste delicious and fres Fishy swims alone it its tank
q) Addition of letter	a) addition of letter u in word "those" b) addition of letter e in word "perfect"	For thouse who like it But his nose sharp is perefect
r) Changing letter position in a word	a) changing the position of letter in word "on" and "with"	She was born in TanjungBenoa" no " August 6 th 2001 He is very smart and kind whit friends

The examples of errors above may be typical errors committed by students who learn English as a foreign language. The differences between the first and the target language in term of how they are spelled, the sentence structure, the word order, other grammatical features can be referred to in explaining the errors committed by the students. To make it easier to understand why those errors occurs, the following data on the sources of errors are presented.

2) Sources of Error

a) Interlingual Errors

The table below shows that, there are 4 aspects related to the interference of sentence structure.

Finding of Interlingual Errors

Sentence Structure	Category	Description	F	
Sentence Structure	a) Word order	a. The order of words following L1 structure	19	
		b. Wrong Word Order	11	
	b) Run on sentence	a. Comma splice	6	
		b. Two sentence crammed together	3	
		c. Conjunction misuse	10	
	c) Sentence fragment	a. Sentence fragment	4	
		b. Missing verb	5	
		c. Missing subject and verb	0	
		d. It is a subordinate clause	1	
	d) Addition of subject and predicate in a sentence	_____	11	
	TOTAL			70

Interlingual Errors and Example

Sentence Structure	Category	Description	Example
Sentence Structure	a) Wrong order	a) The construction of sentence following L1 structure	The pineapple is a fruit that taste delicious and fres.
		b) Wrong word order	She have long hair black
	b) Run on sentence	a) Comma splice	Not only delicious __ pineapple also contain vitamin c which a lot
		b) Two sentence crammed together	My mother is my hero. She always woke me and my sister up in every morning for school and my mother always up early to cook.
		c) Conjunction misuse	Rabbit is cute animals and have many different colors such as white, black, brown, gray and others. Okta have red eyes, big body and thick hair. While , bom-bom is smaller than okta.
	c) Sentence fragment	a) Missing subject	... has yellow eyes, white fur and long ears. ... are so cute and adorable
		b) Missing verb	My mother __ white skin
		c) It is a subordinate clause	Her name is Mahita.....

	d) Addition of subject and predicate in a sentence	She has straight black hair, she has oval face, she has small eyes, she has sharp nose.
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b) Intralingual Errors

There are some aspects related to intralingual errors such as shown in the following table.

Finding of Intralingual Errors

Intralingual Errors	F
Overgeneralization	10
Incomplete Application of Rules	26
False Concepts Hypothesized	2
TOTAL	38

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demonstrate the types errors as well as the reasons why those errors occurred in students' discourse. The following is the data regarding intralingual data and the example.

Intralingual Errors and Example

Intralingual Errors	Example
a) Overgeneralization: the use of one form in one context and extending its application to another context where it should not apply	He can cooks delicious food She have a sister Okta have red eyes
b) Incomplete application of rules/ simplification: choosing a simple form and constructions instead of more complex ones.	Brown love eating fish She don't like drawing She live in Taman Giri
c) False concepts hypothesized: occurs when learners have wrong hypotheses form of target language.	She is really likes math

DISCUSSION

There were 18 types of errors found in students' writing. By seeing the result of analysis, the students should be able to work hard and should pay attention not only about the content of the text that they composed but also about the grammatical elements such as: spelling, the use of pronoun, singular/plural noun, the use of article, verb tense, s-v agreement, conjunction, word choice and so forth. It is supported by Heaton in (Adas & Bakir, 2013) he said that, writing is often considered as a task which involves the students in manipulating word grammatically, correct sentences and linking those sentences to form a piece of writing that communicates their ideas of certain topic. In relation with that, (Coulmas, 1989) said that, once a writer (student) wants to write a piece of any text, s/he firstly should understand that writing is a system of recording language by means of visible or tactile marks. It means that, there is symbols, letters and/or signs which should orderly placed to construct a certain meaning. That is why, the students should be more aware about the way they spell the word in composing a text.

On the other hand, the sources of errors were caused by the interference of L1 and the system/pattern of L2. In this case, the students just translate the sentence from Bahasa Indonesia into English without considering the rules or pattern of English. Meanwhile, the negative transfer of items within the target language could be the result of having insufficient L2 knowledge or understanding, lack of practicing, context of learning especially misleading explanation from the teacher, faulty presentation of a structure or word in a textbook or even because of a pattern that is memorized but it is not properly contextualized.

In relation with the explanation above, errors bring consequent for students' L2 competency. Especially, for ten grade (X.3) students of SMA Dwijendra Bualu. First, errors bring negative impact to the process of

absorbing L2 linguistic system. As a case in point, if there is no correction given to the students related to the errors that they commit, they will be accustomed to do the same mistakes without any regret. As it is shown, the result of data analysis reveals that many errors occur on students writing. Particularly, errors which were caused by target language system and first language structure. Take for example, false concept hypothesized (she **is** really like math). Here, the students' concept about the appearance of to be (**is**) is the marker of verb (for every type of sentence: nominal and verbal sentence). Besides that, errors are the cause of L1 linguistic system. In this case, L1 system is applied to accommodate them acquiring the target language. For instance, (Pineapple also contains **vitamin C which a lot** in Bahasa Indonesia meaning that *Nanas juga mengandung vitamin C yang banyak*). However, it is not appropriate with L2 structure. The appropriate sentence structure should be (Pineapple also contains a lot of vitamin C).

Second, the appearances of errors affect students' language developmental stage include their L2 competency. The more errors appear in their production, the more difficult for them to absorb L2 system. Particularly, the more errors they commit in writing, the more difficult for them to compose any type of writing include descriptive writing.

Third, the appearance of errors affects a whole sustainability of second language learning. It means that, if the students want to learn/move to the next pattern or rule of target language system, consequently the students should understand the previous pattern of target language itself. *Fourth*, it emphasizes on the students' error awareness. At this point, writing teachers should educate students about errors and the principles of Second Language Acquisition. By doing this, the students will be more aware about the errors whether as the effect of first language or the target language linguistic system. It means that, the students know how to correct error since they have understanding of why the errors occur. Furthermore, the students can avoid errors for the next learning.

CONCLUSION

The result of data analysis showed that, there were 18 types of errors. determiners, auxiliaries, qualifiers, prepositions, pronouns, conjunctions, -s for plural case, -s for verb after modal, wrong word choice, placement of capital letter, addition of noun, s-v agreement, wrong verb tense, addition and omission of verb, omission of letter, addition of letter and changing letter position in a word. In this study, the types of errors above were analyzed by using Corder's theory stated in (Ellis, 2012). At this point, the result of data analysis supported by Corder in (Benzigar, 2013) and Chastian in (Wu & Garza, 2014) theory about types of errors, namely: preposition, article, singular noun, s-v agreement, sentence structure and capitalization. Besides that, the data about the sources that were found in this study supported (Brown, 2007) theory about the sources of errors, namely: interlingual errors in which covered: addition of subject and predicate in a sentence, wrong order, run on sentence and sentence fragment. Whereas, for intralingual errors, were related to: overgeneralization, incomplete application of rules and false concepts hypothesized.

Besides that, the implications of errors toward students' L2 competency during language learning process inhibit language learning process. First, it blocks the process of absorbing L2 linguistic system. As a case in point, if there is no correction given to the students related to the errors that they commit, they will be accustomed to do the same mistakes without any regret. Second, errors hinder a whole sustainability of L2 learning. It means that, the appearance of errors affect students' language developmental stage include their L2 competency. The more errors appear in their production, the more difficult for them to absorb L2 system. In this case, language learning is seen as a sustainable process. So that, the students should learn L2 linguistics system step by step in order to master or possess sufficient knowledge (the established pattern) that enable them to acquire the next level of L2 linguistic system.

In addition, it also related to error awareness. At this point, writing teachers should educate students about the errors and the principles of Second Language Acquisition. By doing so, the students will be more aware about the errors, because they know why the errors occur and how to avoid it during writing process.

SUGGESTIONS

The suggestions in this study are expected to be useful for the researcher, teachers, and other researchers. The suggestions can be illustrated as follows:

a) For researcher

For researcher, the result which were gained from analyzing students' work were seen as a guide/insight to provide and/or solve the difficulty that were found by the students in composing descriptive writing.

Especially for grade ten (X.3) students of SMA Dwijendra Bualu. Therefore, in order to help the students, researcher should prepare many possible strategies to facilitate and accelerate them during writing process.

b) For the teachers

Teachers are expected to give feedback to students' about the appearance of errors in the text that they compose, reduce errors and strengthen students' understanding about how to compose a text especially composing descriptive writing. Besides that, it enables teacher to mark either the aspect that have been taught or the aspect which need to be improved. In order to do so, teachers should provide writing time/schedule for students. Through applying writing schedule, it increases students' awareness about errors that they commit.

c) For another researchers

For researcher especially for those who conduct similar study. The result of this study can be used as an empirical review in their research and/or the researcher who might be interested in providing solution (strategy/technique) to help students in minimizing the errors when composing any kind of text especially descriptive writing.

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