AN ERROR ANALYSIS ON WRITING DESCRIPTIVE TEXT OF STUDENT'S SMK NEGERI 3 PEMATANG SIANTAR

[1]Marhaeni Kartika Dewi Matondang, [2]Anita Purba, [3]Suci Nurmalia
[123]Fakultas Keguruan dan Ilmu Pendidikan Universitas Simalungun,

ABSTRACT

The aim of this research is to find out the errors in writing descriptive text of the student's at SMKN 3 Pematang Siantar. The researcher useddescriptive qualitative method. the population is the students of tenth grade researcher took one classes. From the calculation above, all the number of population is 68 students.So the researcher will take 34 students as a sample. The technique of collecting data was Validityand Reliability.mark omission (OM), addition (AD), misformation (MF) and misordering (MO).The occurance of omission error was 57, the occurance of addition error was 29, the occurrence of misformation error was 5 and the occurances of misordering error was 7. Occurrences which totaled was 79. The most dominant error made by students in writing descriptive text was 57 occurrences or about 72,15 % in omission. Most often errors occurred was error of omission about 29 (36,71%) occurrences. This types of error was usually caused by carelessness. Carelessness occurred when the students are not deliberate to do some mistakes, but the result showed that it was the mistake. The mistake came out from wrong written a phoneme omitted or mistyping.
Keywords : Error Annalysis, Writing, Descriptive Text.

I. INTRODUCTION
The Background of Research

In modern era as right now, writing plays an important role in real life. There are several products of writing that human being as social creace as media to share idea. Personal letter is one of the examples of writing product that can be used as media to interact, sharing experiences and to communicate each other in written from personally. According to (Meyers, 2005) that writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.

One of the texts that must learned by the students tenth grade is descriptive text. Descriptive text is a type of text use by the researcher when he/she wants to tell how something looks, smells, feels, act, tastes, and sounds. Descriptive text have communicative purpose is to describe a particular persons, places, and things. The descriptive text have generic structure; first, identification is introducing where or who is the subject is being describe. Second, descriptive text also describe qualities and characteristic or the supporting part of the paragraph which describe in detail to assist the reader to see and fell the subject.

There are many rules in grammar that cannot be ignored. They are articles, part of speech, sentence pattern, tense, etc. Part of grammar that is considered to be most difficult to learn for Indonesian students is tenses. Simple present tense is the example. Simple present tense is used to express a habitual action with adverbs like usually, always, or often. The use of simple present tense often makes students confused. To understand about kind of text students must know what tenses use in the text.

Based on the observations of researcher at tenth grade SMKN 3 Pematang Siantar, the researcher conducted interview with the tenth grade English teacher at the school. The English teacher said that students from tenth grade students of SMKN 3 Pematang Siantar have difficulty in writing, especially descriptive text and students learning English can make a lot of mistakes. As in structure, there are no tenses in Indonesian language so that many students are confused in using the right tenses for their writing. Based on the problems above, the researcher is interested in conducting research with the title "students errors in writing descriptive text".

The Problem of Research

Based on the background above, the researcher formulated a research question as what are the errors in writing descriptive text of students at SMKN 3 Pematang Siantar?

The Objective of Research

Based on the problem of research above, the objective of the research is to find out the errors in writing descriptive text of the student's at SMKN 3 Pematang Siantar

II. THE REVIEW OF LITERATURE
Definition of Error Analysis

Error analysis is often happened in learning process by the learner. Error analysis take place in the learning process because of the differences between linguistic and the learning level. Thus, it is possible for the learner make error in learning process. (Brown, 2000) states that erroris noticeable from adult grammar or native speaker reflecting the inter language competence of learner. Meanwhile, Crystal in (Hasyim, 2002) mentions that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Based on the definition from experts above, it can be concluded that error are common phenomena that occur systematically in language learning for new learners. In addition, error is not a mistake of themselves but the students do not know the rules of second language.

The definition of Writing

Writing is which one the four skills to be students have mastered in language learners kinds as speaking, reading, and listening. Writing serves as the vehicle that allows to identify students level of understandings. In writing students should transfer their ideas and creativities. To make students easier to transfer in written situation class is supporting, so it can every students has own creativity in writing.

The Definition of Descriptive Text

Descriptive text is a text that describes a particular object in detail. So, as mentioned earlier, in this text you will describe objects clearly. It can be size, color, shape, smell, and so on. Descriptive text is part of the factual genre. Its social function is to describe a particular person, place, or thing. The description in writing is the process of creating visual images and sensory impressions through words.More often, the description is part of another piece of writing and is used for it inform the viewer about how something or someone looks or persuade the audience to see things from the author's point of view.

III. THE METHOD OF RESEARCH
The Research Design

The research design in the descriptive qualitative method.This method will find the answer by give the brief explanation upon problem,and the process will do by the deeper critical analysis.The writer will need a time to do the survey in purpose of the design and control the data.In other side the observation will also apply in order to made data more complete.The final result of the analysis in the answer of this research,the result will be put in the conlusion of this research.Beside that,the writer also adds the suggestion on it.

The Location of Research

The location of this research took place at SMKN 3 Pematangsiantar. It located at Jl. Medan km 10,5, Tambun Nabolon, kec.Siantar. The school is chosen as the field of this research therefore the researcher knows the condition of this school and the students.

The Population and Sample

The population is an entire, people, subject or events, which all have at least one characteristic in common and must be defined specially and ambiguously. In this research, the population is the students of tenth grade of SMKN 3 Pematangsiantar 2022/2023 academic year. The sample is a portion of the population that represents the same characteristics and characteristics so that it truly

represents the population (Sugiyono, 2017). In this research, the writer use cluster sampling is a probability sampling methods in which devide a population into cluster, such as districts or schools and then randomly select some of these cluster as the sample.

According to (Sugiono, 2012) cluster random sampling is an area sampling technique used to determine the sample if the object to be studied is very large. Cluster random sampling is a type of sampling technique in which a research devides the population into several separate groups known as clusters. Determination is the number of samples is done randomly selected again classes. In this research, the researcher took one classes. From the calculation above, all the number of population is 68 students.So the researcher will take 34 students as a sample. There are two classes of tenth - grade at SMKN 3 Pematangsiantar. The total population consisted of 68 students. The items can be seen in table below :

<div align="center">

Table 1. Data of Class X Busana

No	Classes	Number of Students
1	X^1 Busana	34
2	X^2 Busana	34
Total		**68**

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The Research Instrument

Research instrument is a toll used to measure observation natural or social phenomena (Sugiono, 2012). In this research, the researcher use writing test is use a tool to gather information of the students. The test include pre-test and post-test. Gay state the group that receives the new treatment is call the experimental class and the groups that thereceive a different treatment or is tread as usual is call control class.

The Technique of Collecting Data

In this study, the data collection procedure used only one experimental class without any comparison or control classes.

a. Validity

Validity is the most important quality of any test. Validity is concerned with what a test measures and for whom it is appropriate. Thus the validity of instrument is the device used to get the validity of the data. According to (Gay, 1992) content validity is the standard which a test measures an intended content area.

b. Reliability

According to (Creswell, 2012) internal consistency reliability is the instrument organized once, using one version of the instrument. The table below id the categories of reliability test used in determining the level of reliability of the test

The Technique of Analyzing Data

The data of the research was needed by two raters to identify students' errors in writing descriptive text based on surface strategy taxonomy in students descriptive text writing by giving mark omission (OM), addition (AD), misformation (MF) and misordering (MO).

IV. THE DATA AND DATA ANALYSIS
The Data and Data Analysis of Research

The data were taken from the students. The researcher analysis about " task to make descriptive text of error on the students" sentence structure that were found in English text writing assignment that focused on the types of error. The types of error are addition, omission, misformation, and misordering From the table student typs oof error ,the researcher found that the total errors made by the students are 79 by each types of error as the following table, it shows that the occurrences of omission error was 57, the occurrences of addition error was 29, the occurrences of misformation error was 5 and the occurrences of misordering error was 7. There were types of error found of the students" writing in descriptive text. They made this error because they did not understand well how to arranging a good sentence in English and how to use the structure correctly. There are some kinds of error of omission found by researcher. There were error of omission be, omission of plural and singular (s/es). Here is an

example of error of omission of be that the researcher got from the data The sentence was samosir island caldera wall by a narrow istimus which was a road brige croses the cuting. The sentence should be "Samosir island is connected to the caldera wall by a narrow istimus, which includes a road that crosses cutting". Samosir island is connected to the caldera wall by a narrow istimus, which includes a road that crosses cutting. Misformation means that the students usedof the wrongform of the morpheme or structure. The example of students error on misformation was "Monas is established to Commemerate " this sentence is wrong because the verb in the past form of "is" was "was".

After determining the error that made by students, the next stepwas calculating the percentage of all types of error to figure out dominanttype of error. There were 57 in omission, 29 in addition, 5 inmisformation, 7 in misordering.

Table 2. Data analysis about the percentage of error

No	Type of Error	Total	$P = f\,x100\%\ N$
1.	Omission	57	58,16%
2.	Addition	29	29,59%
3.	Misformation	5	5,11%
4.	Misordering	7	7,14%
	Total	98	100%

Based on the table above, Omission 58,16%, addition 29,59%, misformation 5,11%, and misordering 7,14% .

V. CONCLUSION AND SUGGESTION
Conclusion
After analyzing the data, it was found that, The occurance of omission error was 57, the occurance of addition error was 29, the occurrence of misformation error was 5 and the occurances of misordering error was 7. Occurrences which totaled was 79. The most dominant error made by students in writing descriptive text was 57 occurrences or about 72,15 % in omission. Most often errors occurred was error of omission about 29 (36,71%) occurrences. This types of error was usually caused by carelessness. Carelessness occurred when the students are not deliberate to do some mistakes, but the result showed that it was the mistake. The mistake came out from wrong written a phoneme omitted or mistyping.

Suggestion
After analyzing the data, some conclusion can be drawn as follows :
1. For other researchers
   by seeing the type of errors in writing descriptivetext, they can provide some techniques that can be applied by students toincrease appropriately in other cases of writing.
2. For students
   The students should have motivation to practice their writing whether in the class or at their home. The students should form a habbit of writing by trying to make writing in English. It is because the more they practice, the better their writing will be.

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