

AN ERROR ANALYSIS OF DESCRIPTIVE ESSAY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT PGRI UNIVERSITY OF BANYUWANGI

**ABDUL HALIM
WAGEYONO
YUNITA ERVIANA
ELOK FIKIANI**

Pendidikan Bahasa Inggris
Fakultas Bahasa dan Seni
Universitas PGRI Banyuwangi
halim_sid@yahoo.com

ABSTRAK

Writing is an important skill in language learning. There are four components of the language skills are: listening, speaking, reading, and writing. Writing is a skill which can be learned by anyone who wants to express their thought, ideas, feeling, etc. To get the data of the research, the researcher used essay writing test as the instrument. The researchers used purposive sampling to take the sample that is a class 14A. Purposive of the research was taken from the Fourth Semester students of English Department PGRI University of Banyuwangi in the 2015/2016 academic year. They are 12 students as sample which was taken by using cluster random sampling. Based on data of the result and discussion, it can be concluded that type of errors made by the students in their English writing descriptive essay from the highest percentage to lowest are error of grammar, vocabulary and organization. The result of the error analysis process showed that the students committed error into three types, grammar, vocabulary, mechanics, content and organization. From the frequency of each error types, vocabulary was the error which most frequently produced by the students. makes error of mechanics 120 or 41,49% that capitalization is 61 or 21,32%. Punctuation is 59 or 20,62%.. With those frequency, the lecturer should pay more attention to this part. It indicates that the students are weak in making a precise set of a sentence in particular and in writing in general. The second level error, is vocabulary is 53 or 40,25 that are spelling is 14 or 4,89%. Addition word 23 or 8,04%. Word choice is 36 or 12,58%. Diction is 44 or 1,38%. %. The third level error, is grammar 21 or 16,41% that article is 14 or 4,89%. Singular or plural is 10 or 3,49%. Preposition is 8 or 2,79%. The fourth level error, is content 6 or ,09%. The last level error, is organization 11 or 3,84%.

Key Words: writing, descriptive essay and error analysis

INTRODUCTION

Language has become important tool for communication.

English is an International language to communicate with other countries. There are general functions of English. First, English is used for communication by most people in the world. People in different countries with different languages can communicate each other by using English. Second, English plays an important role in some fields, such as technology, education, politics and economics. Third, people can express their ideas and thoughts by using English in spoken and in written form.

Communication is very important to people's life. People need to communicate with others to have relationship in the society. People who keep the communication with other will have stronger relation than people who isolate themselves from the community and do not make communication with others. There are a lot of languages in this world for human, one of them is English. It is considered as an international language. According to Barber (2003:234), English is one of the major world-languages. It is used by most of countries around the world. Indonesia is one of countries include English as a school subject..

English is a foreign language in our country. In Indonesian Schools, English is determined as a compulsory subject in the national curriculum. It is an important subject in the field of education in Indonesia. Moreover, English has become the compulsory subject which is taught in Elementary School, in Junior High School, and in Senior High School, even in the University. According to Barber (2003:234) English is one of the major world-languages. There are four skills to learnt by students in

learning English. They are listening, speaking, reading and writing.

Those language skills are supported by language components such as grammar, vocabulary, and pronunciation. Four language skills above, writing is considered as a difficult and complicated skill. This is supported by Richards (in Anindita, 2015:1) who says that learning to write well need lengthy process. It induces anxiety and frustration in many learners. This means that writing needs skill to make it well. Writing can make students creative because they produced idea or imagination in writing to practice their ability in writing. The last problem is the problem relating to the learning process of writing. This means that writing is learned through an instructional process. A writer considered some aspects, such as grammar, mechanics, content, and vocabulary when they write (Faye, 2005:105). However, writing is not an easy thing to do even it is the hardest language skill to master. Many students think that writing is difficult and weak in expressing their ideas written.

From the reason above, the researcher is motivated to know about the students as English Department PGRI University of Banyuwangi. The information was gained by interviewing the English lecturer. The result of interview was that most of the students' error in writing an essay in terms of developing and organizing their ideas, using their vocabulary appropriately and mastering tenses.

From the description above, the writer tries to classify kinds of error or mistake made by college students' grammar, vocabulary,

tenses, and structure. Therefore, an error analysis has an important role to reveal what kinds of error that the students do most. Finally, the writer is interested in conducting an error analysis under the title: "An Error Analysis of Descriptive Essay of the Fourth Semester Students of English Department PGRI University of Banyuwangi".

Based on the background above, the research was formulated as follows: What errors are found in descriptive essay of The Fourth Semester Students of English Department PGRI University of Banyuwangi 2015-2016?

RESEARCH METHODOLOGY

The Research Design

This research uses descriptive quantitative design. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. Quantitative methods are research techniques that are used to gather quantitative data - information dealing with numbers and anything that is measurable. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena. The greatest strength of quantitative research is that it produce quantifiable, reliable data that are usually generalizable to some larger population. Quantitative analysis also allows researchers to test specific hypotheses, in contrast to qualitative research, which is more exploratory. Quantitative methods are a systematic process in which numerical data are controlled and measured to address the accumulation of facts and then

utilized to obtain information about the world.

Research Area

The researcher conducted this research at English Department PGRI University of Banyuwangi which is located on Jl. IkanTongkol, Kertosari, Kecamatan Banyuwangi. Researcher conducted the research at the college from 19th of April to 30th of July 2016. The researcher chose students at English Department PGRI University of Banyuwangi, because the students' in English grammar and vocabulary are good. It is known from the English lecturer there. So, the researcher wants to know how the students use aspect of writing in descriptive essay.

The Research Respondents

The respondents of the research are the Sixth Semester Students of English Department PGRI University of Banyuwangi which are divided into two regular classes 14A 14B.. The researcher took sample of population in 2014 A and 2014 B. The total element of population is 34 students. of two class . There are 31 students in that classes (7 male and 24 female). The researcher choose random sampling with kind of sample is simple random sampling, because the researcher have criteria to research and shorten the time. Random sampling is a method of selecting a sample from a statistical population such a way that every possible sample that could be selected has a predetermined probability of being selected. The steps for take sample are make sample frame as take attendance, determine total of sample, the election of sample is lottery, and chosen sample until

number of fulfilled. In addition Arikunto (2006: 150) stated that a test is a set of questions, exercises or other instruments which are used to measure skill, knowledge, intelligence owned by the individual person or groups.

Data Collecting Method

The instrument of the research was test. The test was an essay writing test about ‘Describing your daily activity’. So, the students need to make an essay based on the instruction given. Before the students do the test, the writer gives the explanation and direction about what the students should do with the test.

Data Analysis Method

The collected data are analyzed by using procedures in doing error analysis. It consists of collecting of the sample, identification of error, and describing student’s errors after researcher correcting sample of students. To do the last step which is quantifying each percentage of error, the formula below is used: $P = \frac{f}{n} \times 100\%$

Note: P = Percentage; F = Frequency of a type of error; N = Number of total errors occur.

Table 2: Classification of score level

Score Level	Remark
80-100	Excellent
66-79	Good
56-65	Enough
40-55	Bad
30-39	Fail

RESEARCH FINDING AND DISCUSSION

The frequency and the percentage of errors

From the error analysis, it can be conclude that the total frequency and percentage of the students errors in descriptive essay. The total errors of grammar is 32 or 16,41%. Error of vocabulary is 117 or 40,89%. Error is mechanics is 120 or 41,49%. Error of content is 6 or 2,09%. Error of organization is 11 or ,384%.

Error analysis of grammar

Based on the analysis,the percentage grammar is 32 or 16,41%. Analysis the article errors by some students article is 14 or 4,89%. The researcher explain one of errors on the table. The occurrence of the error is assumed because it is not easy to determine whether or not a word or phrase usses article. Furthemore, the students have to decide what article uses in that word (a/an/the). This case caused some problems students writing. For example. “*The leader of Islamic boarding house*”. The sentence is not complete because “*Islamic boarding house*”require article “*the*” to indicate something that already know about or something that is common knowledge. So, the correct sentence is “*The leader of the Islamic boarding school*”.

Analysis singular/plural errors by some students is 10 or 3,49%. The researcher explains one of errors on the table. To show a plural usually determine by adding s/es in the last word, or some words involve in irregular plural. *Es* is added in the word *hobby* to show a plural and *S* is added in the words *friend* to show a plural. So, the correct sentence should be, “*My hobbies are reading and swimming*” and “*All of my friends*”.

In addition, analysis preposition errors by some students is 8 or 2,79%. The researcher explain one of errors on the table. Sometimes students are confused to choose a right preposition. For example “*at Monday, Thursday, and Saturday*” should be “*on Monday, Thursday, and Saturday*”.

4.3 Error analysis of vocabulary

Based on the analysis, the percentage of vocabulary is 117 or 40,89%. Analysis the spelling errors by some students is 14 or 4,89%. The researcher explain one of errors on the table some of them are omitted, substitute and even misform. Not to mention that there is some of the phonetic sound which spelled improperly, like short, month, and so on. This is happened because the students thought that the English pronunciation is similar to its spelling.

Analysis addition word errors by some students is 23 or 8,04%. The researcher explain one of errors on the table, the sentences above is still not understandable. For example “*I take a rest at 4:30*”, it is not explanation about time. So, researcher should add some word to make it more understandable “*I take a rest at 4:30 p.m.*”.

Based on analysis word choice errors by some students is 36 or 12,58%. The researchers explain one of errors on the table. Sometimes, the students miss the words to make their composition understandable. Because, sometimes two words have same meaning but different usage in the sentence. For instance, “*to clean the page of school*” and “*to clean the yard of my school*”, they are same of meaning but they are used in different way. It is known that “*page*” use to a book

and “*yard*” use for home, school, and so on. The sentence meaning about college to clean. So, “*yard*” it use sentence.

The researcher explain one of errors on the table. Based on analysis diction errors which by some students is 44 or 15,38%, because of their limited vocabulary or they think in the context of Indonesian language. The words page, sport, and took is correct if it sees only to its same meaning, but if it seen in the form of a sentence above the usage of the words is incorrect.

Error analysis of mechanics

Based on the analysis, the percentage of mechanics is 120 or 41,49%. Analysis capitalization errors by some students is 61 or 21,32%. The researcher explain one of errors on the table. In the first sentence, capital letter in the first sentence is used, for example “*my nick mane is Desy*” should be “*My nickname is Desy*”. Capitalization is not used in the middle of the sentence, for example “*I would like explaine about my Daily activity*” should be “*I would like to explain about my daily activity*”.

Analysis the punctuation errors by some students is 59 or 20,62%. The researchers explain one of errors on the table For example, the sentence *In the morning* is actually a complex sentence. And it is the main sentence which still needs a supported sentence. *Coma* is usually used to separate between a main and supported sentences like the “*In the morning, I get up at 6:00 a.m.*”.

Error analysis of content

Based on the analysis, the percentage content is 6 or 2,09%.

This error happened, because the students using sensory detail and figurative is limited to describing daily activity. To write something different, students still in doubt to write down because there is no any who wrote figurative language or sensory detail

Error analysis of organization

Based on the analysis, the percentage of organization by some students is 11 or ,84%. For example, "Mr. Imam Nahrowi says that about badminton that we have to make this sport is going to international." This sentence is nor supported and expalined topic about daily activity. It is should be expaline acticity about playing badminton.

CONCLUSION

Based on the result and discussion, it can be concluded that type of errors made by the students in their English writing descriptive essay of English Department University of Banyuwangi 2015-2016 from the highest percentage to lowest are error of grammar, vocabulary and organization.

The result of the error analysis process showed that the students commited error into three types, grammar, vocabulary and organization. From the frequency of each error types errors of . The total errors of grammar is 32 or 16,41%. Error of vocabulary is 117 or 40,89%. Error is mechanics is 120 or 41,49%. Error of content is 6 or 2,09%. Error of organization is 11 or ,84%.

In addition, From the table classification of scoring, it shown that the score level of students errors descriptive essay. It can be concluded that the score level of

writing descriptive essay 65% good and 35% enough, because 21 students get score 70-80 its meanings of good from 66-79 and 10 students get score 55-65 it enough from 56-65.

REFERENCES

Allan G. Bluman, *Elementary Statistics: A Step by Step Approach*, (New York: McGraw-Hill, 2004)

An Analysis of the Common Grammatical Errors in the English Writing made by 3rd Secondary Male Students in the Eastern Coast of the UAE By *Taiseer Mohammed Y. Hourani*.

Bacha, N.N. (2002). *Developing Learners' Academic Writing Skills in Higher Education: A Study for Educational Reform. Language & Education*, 16(3), 161-177.

Barber. 2003. *Developing Strategic Readers and Learners*. Wisconsin: Mc. Giow Hill Companies.

Bustomi, Ahmad. 2009. *An error analysis on students' writing descriptive*. English Letter Department Adab Humanities Faculty State Islamic University Syarif Hidayatullah Jakarta

Brown, H.D. 2000. *Principles of Language Learning and Teaching*. White Plains, NY :Longman.

Brown, H. Douglas. *Principle of Language Learning and*

- Teaching, 5th Edition*. New York: Pearson Education, Inc., 2007.
- Chen, C. Y., & Huang, H. Y. (2003). L2 acquisition of subject-prominence by EFL students in Taiwan. *English Teaching & Learning*, 27(4), 99-122.
- Faye. 2005. *Literacy from A to Z*. New York: Eye on Education, Inc
- Herrero, Annabelle Hernandez. 2007. Journals :A tool to improve students' writing Skills. Co.Ltd
- Kirszner, Laurie G., and Stephen R. Mandell. "Definition Essay." *Focus on Writing: Paragraphs and Essays*. New York, NY: Bedford/St. Martin. 2008. 132. Print.
- Merriam, Webster's Collegiate Dictionary, Massachusetts USA: An Encyclopedia Britanica Company, 2003.
- Meyers, Alan. 2003. Gate ways to Academic Writing. While plains. New York.
- Novianti, Santi. 2013. *An Analysis On Students' Grammatical Errors In Writing Descriptive Paragraph*. Department Of English Education Faculty of Tarbiya and Teachers Training State Islamic University Syarif Hidayatullah Jakarta
- Nunan, D. (2001). *Second Language Acquisition*. Carter, R. & Nunan, D., (eds.). *The Cambridge Guide to Teaching English to Speakers of Other Languages [C]*, pp 87-92. Cambridge: Cambridge University Press.
- Richards. 2008. *Co-Teaching That Works Structures and Strategies for Maximizing Student Learning*. Jafferson City: Professional Books
- Richards, J. C. & Renandya, W. A. (eds) (2002) *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press
- Shuttleworth, M. (2008). Quantitative research design. From: *Experiment Resources*. Accessed on: 10/08/2010. Retrieved from: <http://www.experiment-resources.com/quantitative-research-design.html>.