

**AN ERROR ANALYSIS OF THE SECOND GRADE STUDENTS IN
WRITING DESCRIPTIVE TEXT AT SMPN 3 GUGUAK, 50 KOTA**

THESIS



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PADANG
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**THE PHASE E STUDENT'S ERRORS ON SIMPLE PAST TENSE
IN WRITING SIMPLE SENTENCES AT SMAN 2 SUTERA,
KABUPATEN PESISIR SELATAN**

*Submitted to fulfill a partial requirement for S-1 degree at English Department,
Teacher Training and Education Faculty, Bung Hatta University*



BY

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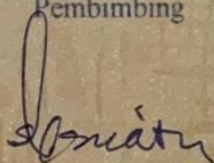
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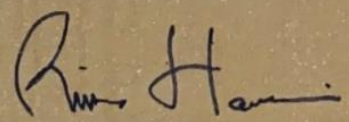
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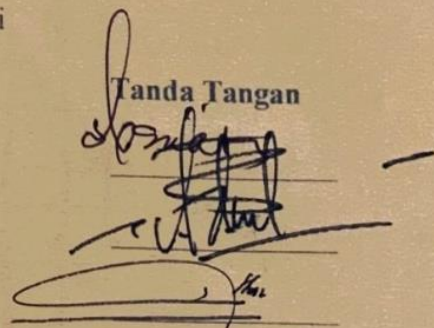
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Tanda Tangan

The image shows three handwritten signatures in black ink, each written over a horizontal line. The signatures are cursive and somewhat stylized. The first signature is the most prominent and appears to be the name of the first examiner, Dr. H. Welya Roza. The second and third signatures are smaller and less distinct, corresponding to the other two examiners listed in the text.

ABSTRACT

Julianti, Viona S. 2023 “*An Error Analysis of The Second Grade Students in Writing Descriptive Text at SMPN 3 Guguak, 50 Kota*”.

Advisor : Dr. H. Welya Roza, M.Pd.

The purpose of this research is to describe the second grade students' errors in writing descriptive text at SMPN 3 Guguak, 50 Kota. The research design is descriptive, using quantitative approach. The population of this research was the second grade students of SMPN 3 Guguak, 50 Kota. Cluster random sampling technique was used in this research to collect the data and the sample was class VIII-1 which consists of 28 students. The instrument for collecting the data in this research was writing test. The students requested to write descriptive text with the provided themes for 60 minutes. To make the test reliable, the researcher used inter – rater technique. The reliability of the test is 0.99 (see Appendix 7). It means that the test is reliable. Then, the test was valid in terms of content because the material about descriptive text has been covered in curriculum and learn by the students (See Appendix 1).

The result of this research in general, showed that 25 (89.28%) students made errors in the form of omission, addition, misformation, and misordering. There were 16 (57.14%) students who made errors in the form of omission, 7 (25%) students made errors in the form of addition, 16 (57.14%) students made errors in the form of misformation, and 6 (21.42%) students made errors in the form of misordering. The result showed the most students made errors in the form of omission and misformation were 57.14%.

Based on the result, it can be concluded that the second grade students at SMPN 3 Guguak, 50 Kota still made errors in writing descriptive text. The teachers should give more explanation and exercises about writing descriptive text especially about the use of article, the use of be, the use of pronoun and the use of verb form because they still did not understand and were confused about all of them. And the students should improve their skill in writing descriptive text especially applying correct grammar. Further researchers are expected to find out and analyze the factors which cause the students make errors in writing descriptive text.

Key words : *error analysis, writing, descriptive text*

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CHAPTER I

INTRODUCTION

This chapter explains the background of problem, identification of problem, limitation of problem, formulation of problem, research questions, purposes of research, significance of problem and definitions of key terms.

1.1 Background of the Problem

According to Rustiani & Efransyah (2022:1) English is the main language used in international communication. In Indonesia English is the foreign language that has to be taught in all levels of education. It starts from elementary school, junior high school, senior high school, and university (Kaharuddin *et. al* 2022:2). It is taught as one of the compulsory subjects in formal education from junior high school up to senior high school. It is also one of the local-content subjects in elementary school. While in the university level, it is taught as a complementary one.

There are four language skills to be mastered in English learning; listening, speaking, reading, and writing. The skills are supported by such knowledge of the language components as grammar, vocabulary, pronunciation, and so on.

Many students consider that writing is the most difficult skill. Since, English is not their native language, it cause the students difficult and confuse in writing sentences with the correct grammar and tenses in English. (Lestari, 2020:2) states that

writing is the most difficult skill because it takes a deep understanding of what will be written, the use of appropriate vocabulary, and acceptable grammar to the reader.

Most students make errors in writing, especially in term of grammar. According to Juwitasari *et. al* (2020:3) grammar is essentially about the systems and patterns we use to select and combine words. By studying grammar we come to recognize the structure and regularity which is the foundation of language and we gain the tools to talk about the language system. Grammar must learn by the students who want to learn about language.

The students' errors, in writing descriptive text were found by the researcher when doing teaching practice. In general, the students do not understand how to write according to the correct grammar in English. Most of them do not really understand the importance of using tense as aspect of grammar while writing. It causes the quality of their writing not good.

The information on the students' mistakes in writing is also obtained from the teacher. According to Mrs. Ramniati S.Pd as an English teacher at SMPN 3 Guguak, 50 Kota, she said that the students' writing is still very low. The researcher also discussed with the students about their difficulties in writing. They admit that writing in English is very difficult. First, they have difficulties to understand the meaning of each sentence in English, due to the lack of vocabulary. Besides, they are also confused when constructing sentence in English because they do not understand about the grammar and the use of tenses in English.

One of the basic lessons in learning English at the early time is simple present tense which talks about general truths, facts, and habits (Mukarromah & Suryanto, 2022:2). Simple present tense is one of tenses that most second grade students of SMPN 3 Guguk, 50 Kota still find difficulties to understand it, but it is also important for them to learn. The difficulties of the students related to applying present simple sentence are shown in their writing.

One of the text types using present tense as its language feature is descriptive text. Descriptive text is taught to the second grade students of SMPN 3 Guguk, 50 Kota. It is used to describe something such as a place, person, house, etc and also as the text that includes the specific description of the thing or human being.

Several previous studies explained the students' ability in writing descriptive text. Yani (2022) found the students' error types of writing indicators; they are, title, topic sentence, development, arrangement, four to five grammatical sentences, proper word or phrase usage, and appropriate writing mechanics. Lestari (2020) found that the students' mistakes in using simple present tense were about their doubt in adjusting singular and plural. Triyono & Supeno (2021) found four types of simple present tense error and Adjective's error. Rustiani & Efransyah (2022) found that Omission, addition, misformation, and misordering are the four types of errors that can occur when students write descriptive text.

Based on the above explanation, the researcher is interested to conduct the research for thesis. The title of the research is "An Error Analysis of the Second Grade Students in Writing Descriptive Text at SMPN 3 Guguk, 50 Kota".

1.2 Identification of the Problem

Some problems that happen in the students' English writing mistakes are caused by differences between English and Indonesian structure. They also do not understand how to make a good writing. Unlike English, Indonesian has no tenses as one of the grammatical aspects. The types of error made by the students are omission, addition, misformation and misordering.

1.3 Limitation of Problem

Based on the background and identification of the problems above, the researcher limits the study on examining the second grade students' errors in the form of omission, addition, misformation, and misordering in writing descriptive text at SMPN 3 Guguak, 50 Kota.

1.4 Formulation of Problem

The researcher formulates the problem of the research as follows "How is the second grade students' errors in writing descriptive text at SMPN 3 Guguak, 50 Kota?"

1.5 Research Questions

Based on the formulation of the problem above, the followings are research questions:

1. How is the second grade students' error in terms of omission in writing descriptive text at SMPN 3 Guguak, 50 Kota?

2. How is the second grade students' error in terms of addition in writing descriptive text at SMPN 3 Guguak, 50 Kota?
3. How is the second grade students' error in terms of misformation in writing descriptive text at SMPN 3 Guguak, 50 Kota?
4. How is the second grade students' error in terms of misordering in writing identification and description of descriptive text at SMPN 3 Guguak, 50 Kota?

1.6 Purposes of the Research

In general, the purpose of this research was to describe the second grade students' error in writing descriptive text at SMPN 3 Guguak, 50 Kota”.

Specifically, it was aimed to describes :

1. To describe the second grade students' error in terms of addition in writing descriptive text at SMPN 3 Guguak, 50 Kota.
2. To describe the second grade students' error in terms of omission in writing descriptive text at SMPN 3 Guguak, 50 Kota.
3. To describe the second grade students' error in terms of misformation in writing descriptive text at SMPN 3 Guguak, 50 Kota.
4. To describe the second grade students' error in term of misordering in writing descriptive text at SMPN 3 Guguak, 50 Kota.

1.7 Significance of the Research

The research is expected to have its significance, especially for:

- a. For the Teachers, The finding of this study expect become a reference and input for them, also for showing that more exercises to improve students' ability in writing and the teacher could rearrange the way to share material effectively based on the curriculum and students' difficulties.
- b. For the students, it is important for the students to realize their mistakes after they have been given an explanation of writing a descriptive.
- c. For the next researchers, this research is expected to provide information when conducting research.

1.8 Definition of Key Terms

1. **Writing** is both a physical and mental act. It is a mental work in creating ideas to express and to organize them in paragraphs so that the readers will be easier to understand the writer's intention.
2. **Descriptive Text** is a text which says what a person or a thing is like.
3. **Error** is deviations that are systematic, deviations that occur repeatedly and learner does not realize that what they are doing is a deviation.
4. **Error analysis** is a type of analysis which includes the process of observing, analyzing, and classifying the errors.

- a. Omission : remove a word or grammatical element needed in an expression related to grammar.
- b. addition : an error that adds an item that should not be in an utterance.
- c. misformation : an error in the use of the wrong form of morpheme or structure.
- d. misordering : an error in sequencing characterized by the incorrect placement of a morphemes or group of morphemes, either in word order or in word writing.