



Students Error Analysis in Descriptive Text of UNCP

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Abstract

This research deals with the the kinds of errors of the first semester students of Elementary School Teacher Education Study Program of Palopo Cokroaminoto University mostly do in their writing. The population of this research is the first semester students of Elementary School Teacher Education Study Program of Palopo Cokroaminoto University in academic year 2023. The total number of populations was 200 students. The researcher applied the purposive sampling technique and there are 20 students as sample. Writing test is the instrument of this research. Based on the findings and discussion in the previous chapter, the researcher concludes the kinds of errors of the first semester students of Elementary School Teacher Education Study Program of Palopo Cokroaminoto University mostly do in their writing is selection. It can be proven by the kinds of error made by the students are selection error (21 errors or 53.84%), omission error (9 errors or 23.07%), and addition error (9 errors or 23.07%).

Key words: error, analysis, and writing.

Introduction

English must be taught in Indonesia from kindergarten till university level because English is the most important language and used all over the world and also it is used as the means of communication to convey information. It makes people especially for Indonesian learners have to learn English because they will make communication orally.

However, learn English is not easy and also is not difficult. There are four skills

in English that has to be mastered by students and they are speaking, listening, reading, and writing. Writing as a skill in its own right, just as important as speaking, listening and reading (Harmer, 1998, p.79).

According to (Hyland & Hyland, 2006) writing is also a significant skill in language production. Its significance increases when it comes to writing in the English language is extensive for global mediation of insight, particularly for students studying at the school or the university.

In addition, writing becomes the most important role because through writing, the student can share the ideas, opinion to the others and has a lot of time to think about what they want convey through writing. Coffin, Curry, Goodman, Hewings, Lillis, and Swann (2003) support the view that reasons for writing include writing as an assessment; as an aid to critical thinking; understanding and memory; extending students' learning beyond lectures and other formal meetings; improving students' communication skills; and training them as future professionals in particular disciplines.

On the other hand, through writing, the students can produce good writing because they have a lot of time to think and acquire ideas but in fact mastering writing especially finding idea is not easy and need to think hardly. Nevertheless, writing has always been difficult and challenging for EFL learners because the writing process includes many issues: the generation and organization of ideas, drafting, revising, and editing. In addition, writing is complicated because the writer needs to do everything at once. The writer must produce words, sentences, paragraphs, and extended compositions all the same time.

Furthermore, producing a coherent, cohesive, well organized piece of writing is a challenging task which is intensified by the fact that the rhetorical conventions of English texts such as the structure, organization, lexis and grammar differ from those in other languages and particularly in Arabic (Leki, 1991 & Santos and Suleiman, 1993 as cited in Ahmed, 2011). Consequently, errors in writing are unavoidable.

Making error is a natural and unavoidable part of the process of learning English. Many kinds of errors arise when the learners write because they do not master the English structure well. Also, errors are the inability of the students in using rules of the components and elements of the second language. A learner's error can provide evidence of a system of language that they use. Learners' errors are significant in three ways (Richards:1973,25). The first is for the teacher, he/she can undertake a systematic analysis and how far the goal of learning has progressed. The language teacher, therefore, has to deal with these errors by devising some strategies after he or she has done error analysis, although it is quite challenging

since they become fossilized, and fossilization is related to interlanguage. The second, they provide to the student evidence of how language is learned or acquired, and the third is the learner himself. We can regard the making of error as a device the learner uses in order to learn.

Due to the fact that writing English for Indonesian learner is difficult since English is different from Indonesian structure. Therefore, learning English is different from learning Indonesian language. Thus, the students who learn English may produce many errors in their writing. Some of them are confused in using it in their writing; for example, "Sweater Pink" it should be "Pink Sweater". This error happens because the students translate Indonesian language to English directly. In other words, the student is influenced by Indonesian students thinking. Another error example produced by students is in spelling. For example, "Checks" the right one is "Cheeks". In addition, grammar is also making them confused.

Grammar is the desire to be an intricate part of learning by the learner because there are many sets of rules that the people must be followed and memorizing it there by caused the learners stress, bored and even some of them frequently skip the English class. According to (Huddleston et al., 2002) grammar is rules show how words combine, arrange, or change to offer specific kinds of meaning, and (Hull & Vaid, 2005) said that learning English grammar is a difficult part of the learning language process for ESL learners.

The structure and components of writing in English and Indonesian are very different, which can be seen from the grammar, spelling and many other differences, this is one of the factors that causes writing errors by students. According to (Ramli, D et al., 2013) Error is the flawed side of learner speech or writing. They are the parts of a conversation or composition that are dedicated to a specific mature language performance norm. Meanwhile, (Brown 2000) stated that error a noticeable deviation from the adult grammar of a native speaker. the impact of errors is can make writing difficult to understand by the reader, and even the meaning of the text gets lost.

In addition, (Khansir, 2012) defines error analysis as a type of linguistic analysis that focuses on the mistakes that students make. It is based on a comparison of the target language's errors and the target language itself. And another definition of error analysis is given by (Karim et al., 2018) state that error analysis is defined as the technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by a learner of a foreign language. Considering the phenomena above, the researcher conducted a research "Students Error Analysis in Descriptive Text of UNCP". The researcher wanted know what types of errors of the first semester students of Elementary School Teacher Education Study Program of Palopo Cokroaminoto University mostly do in their

writing. 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 carrying out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teacher, it is required to evaluate themselves whether they are successful or not in teaching English (Hutagalung 2017).

Method

This research applied descriptive quantitative method. This design is intended to describe phenomena or problems in writing skills, mainly descriptive essay. Referring to the statement, the researcher describes the students' error in writing a descriptive essay.

Referring to the statement, the researcher describes the students' error in writing a descriptive essay. The population of this research was the first semester students of elementary school teacher education Study Program of Palopo Cokroaminoto University in academic year 2023/2024. The total number of populations was 200 students. The researcher applied the purposive sampling technique because the sample was the students who taught descriptive paragraph. There were 20 students as sample. The instrument of this research was writing test.

Result

After collecting the data from the test which have been done by first semester students of elementary school teacher education study program. The Researcher had found some errors that make by the students. To know errors of the students' writing the researcher identified and classified into 3 aspects. Here are the data of the students' errors which are using in writing descriptive paragraph.

Table 1
The Identification of the error of the student 1

Initial	Identification of Error	Description of Error Classification	Correction
ANG	He <u>nine</u> years old	Omission	Should be He is <u>nine</u> years old
	He <u>studies</u> at Elementary School	Omission	Should be He <u>studies</u> at Elementary School
	He <u>has</u> two brothers	Selection	Should be He <u>has</u> two brothers

Table 2
The Identification of the error of the student 2

Initial	Identification of Error	Description of Error Classification	Correction
FRS	I am <u>grade second</u>	Selection	Should be I am the <u>second grade</u>
	My hobbies reading	Omission	My hobby___is <u>reading</u>
	Sometimes, I <u>nervous</u>	Omission	Sometimes, I <u>am nervous</u>

Table 3
The Identification of the error of the student 3

Initial	Identification of Error	Description of Error Classification	Correction
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FRS	My hobby is watching	Selection	My hobby is watching
	I have to three brothers	Selection	I have three brothers
	I old eighteen	Selection	I am eighteen years old
	I lived in Palopo	Selection	I live in Palopo

Table 4
The Identification of the error of the student 4

Initial	Identification of Error	Description of Error Classification	Correction
MCH	He lives in Palopo	Selection	He lives in Palopo

Table 5
The Identification of the error of the student 5

Initial	Identification of Error	Description of Error Classification	Correction
HRD	My hobby is reading and cooking	Selection	My hobbies are reading and cooking
	I study at Cokroaminoto Palopo University	Selection	I am studying at Palopo Cokroaminoto University

Table 6
The Identification of the error of the student 6

Initial	Identification of Error	Description of Error Classification	Correction
LST	I lived in Palopo	Selection	I live in Palopo

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Table 7
The Identification of the error of the student 7

Initial	Identification of Error	Description of Error Classification	Correction
RCH	I have two brothers	Omission	I have two brothers
	I want to be a teacher	Addition	I want to be a teacher

Table 8
The Identification of the error of the student 8

Initial	Identification of Error	Description of Error Classification	Correction
ART	I live in Palopo	Selection	I live in Palopo
	My hobbi reading book	Omission	My hobby is reading book

Table 9
The Identification of the error of the student 9

Initial	Identification of Error	Description of Error Classification	Correction
FCH	Him have two sisters	Selection	He has two sisters
	Her live on Palopo	Selection	He lives in Palopo

Table 10
The Identification of the error of the student 10

Initial	Identification of Error	Description of Error Classification	Correction
AVU	Her hobbi are playing basket	Selection	Her hobby is playing basket ball

Table 11
The Identification of the error of the student 11

Initial	Identification of Error	Description Error Classification	Correction
MRT	She has one brother and two sisters	Selection	She has one brother and two sisters
	She liv in Rongkong	Omission	She lives in Rongkong

Table 12
The Identification of the error of the student 12

Initial	Identification of Error	Description Error Classification	Correction
NUR	She wants to be a doctor	Addition	She wants to be a doctor
	She live in Palopo	Omission	She lives in Palopo

Table 13
The Identification of the error of the student 13

Initial	Identification of Error	Description Error Classification	Correction
BRC	My hobbies are reading	Addition	My hobby is reading
	My favorite color is grey	Addition	My favorite color is grey

Table 14
The Identification of the error of the student 14

Initial	Identification of Error	Description of Error Classification	Correction
DHT	He like eating durian	Omission	He likes to eat durian
	His favorite color is blue	Addition	His favorite color is blue

Table 15
The Identification of the error of the student 15

Initial	Identification of Error	Description of Error Classification	Correction
IES	She was born in City Palopo	Selection	She was born in Palopo City
	Her ambition she wants to be a doctor	Selection	She wants to be a doctor

Table 16
The Identification of the error of the student 16

Initial	Identification of Error	Description of Error Classification	Correction
ADK	He was born of Singapura	Selection	He was born in Singapura
	He is very love travelling	Addition	He very love travelling

Table 17
The Identification of the error of the student 17

Initial	Identification of Error	Description of Error Classification	Correction
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ATK	I want to be a doctor	Addition	I want to be a doctor
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Table 18
The Identification of the error of the student 18

Initial	Identification of Error	Description of Error Classification	Correction
ASC	My hobby is playing basket	Selection	My hobby is playing basket ball
	I have two brothers	Addition	I have two brothers

Table 19
The Identification of the error of the student 19

Initial	Identification of Error	Description of Error Classification	Correction
DIY	Her hobby is playing badminton	Selection	Her hobby is playing badminton
	I have one sister	Addition	I have one sister

Table 20
The Identification of the error of the student 20

Initial	Identification of Error	Description of Error Classification	Correction
AFC	Her hobby is shopping	Selection	Her hobby is shopping

Table 4.1.1
Table of recapitulation of the student's types of error

Students	Error of Classification
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	Omission	Addition	Selection
1	2	-	1
2	2	-	1
3	-	-	4
4	-	-	1
5	-	-	2
6	-	-	1
7	1	1	-
8	1	-	1
9	-	-	2
10	-	-	1
11	1	-	1
12	1	1	-
13	-	2	-
14	1	1	-
15	-	-	2
16	-	1	1
17	-	1	-
18	-	1	1
19	-	1	1
20	-	-	1
Total	9	9	21
Total Error	of 39		

Percentages of students' error:

a. Omission

$$P = \frac{9}{39} \times 100\% = 23.07\%$$

b. Addition

$$P = \frac{9}{39} \times 100\% = 23.07\%$$

c. Selection

$$P = \frac{21}{39} \times 100\% = 53.84\%$$

Based on the table of the students' error it can be stated that

1. Total errors of omission are 9 errors on percentages 23, 07%.
2. Total errors of addition are 9 errors on percentages 23.07%.
3. Total errors of selection are 21 errors on percentages 53.84%.

Based on research result above, the researcher found 7 students made error in omission with total error 9 or 23. 07 %. The students miss some required element. They omitted the item should be appear in the sentences. First, the student omitted noun such as He nine years old. It should be he is nine years old. The second is the students also committed error in omission the plural marker -s such as he has two brothers, it should be he has two brothers. Moreover, the students also committed error in simple present tense such as I lived in Palopo it should be I live in Palopo.

There are 8 students made error in addition with total error 9 or 23.07%. In this case the students add some unnecessary or incorrect element. For example, he is very love travelling it should be he very love travelling.

There are 15 students made error in selection with total error 21 or 53.84%. It happened because the students might face difficulties selecting and forming in correct sentence. For example, my hobbi are playing basket and it should be my hobby is playing basketball.

Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes the kinds of errors of the first semester students of Elementary School Teacher Education Study Program of Palopo Cokroaminoto University mostly do in their writing is selection. It can be proven by the kinds of error made by the students are selection error (21 errors or 53.84%), omission error (9 errors or 23.07%), and addition error (9 errors or 23.07%).

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