

THE TYPES OF ERRORS IN DESCRIPTIVE TEXT COMMITTED BY THE STUDENTS OF STMIK STIKOM INDONESIA

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Abstract

This study was focused on analyzing the types of errors in descriptive text committed by the students of STMIK STIKOM Indonesia. Descriptive qualitatively was chosen in this research which was done through an on-line observation. The students were assigning to write descriptive text through Google Classroom and the result was taken as the sample data. The obtained data were analyzed descriptively. The research finding shows six errors namely the topic sentence, the developing sentences, the coherence, the diction, the grammar, and the mechanics. Some errors are indefinite concerning to previous criteria. The outcome defines undeniable for the teacher to apply any methods to minimize errors in writing descriptive text. At the same time, the students should obtain knowledge about indicators and practice in writing descriptive text. Furthermore, the next researchers have to gain other preference in finding types of errors.

Keywords: Descriptive Text, Types of Errors, Writing

I. Introduction

Writing is a visual form of communication, either printed in hard copy or in electronic form. Students writing in a second language are also faced with social and cognitive challenge. Foreign Language (FL) writers write to learn (the language), and this may be a unique FL situation that stands in sharp contrast with writing practices in second language contexts, a setting in which 'writing to learn' is more specifically associated with learning content_not language_in writing across the curriculum programs. Learning to write in a foreign language involves: a) features of the texts that people produce; b) the composing processes that people use while they write; c) the sociocultural contexts in which

people write. The students must acquire the communication skill in oral and written forms based on social context by using target language in the form of descriptive, narrative, procedure, report, news item, anecdote, explanation, explanation, discussion, commentary, and various interpersonal, idealistic, and variety textual as the competency standard. (Depdiknas, 2003:18).

Undoubtedly, it is more complicated to write in a foreign language than in the first language. Therefore, lot of researches have intended to identify the common errors English as Foreign Language (EFL) students make in writing second language. A better understanding of the errors and origin of such errors in the process of EFL

writing will help teachers or lecturers know students' difficulties in learning that language.

The Ministry of National Education has detailed indicators for basic competency in writing include the title, the topic sentence, the development sentences, the coherence, the diction, the grammar and the mechanics. Those are seven detailed indicators in writing. The students' writing competency would reckon as low competency if they made errors in those detailed indicators when writing a text.

The prior data showed that the students of STMIK STIKOM Indonesia made errors in studying English commonly in writing skill. The example of students' writing as the prior observation as follows.

Here 1) i will tell you my favorite place that is 2) Lempuyang temple. Lempuyang temple is in Karangasem area, 3) there is a very cool and cold place, the journey to Lempuyang temple is very long and very far.

(A sample of a student's descriptive text in STMIK STIKOM Indonesia, 2020)

These three sentences produced some errors, they were : 1) *i* & 2) *Lempuyang temple*, the written words were not in an appropriate form so they committed errors in mechanic. They should be written 1) *I* & 2) Lempuyang *T*emple by using capital letter; and other errors that can be found in the paragraph above.

Hence, the researcher would like to clarify types of error made by

the students of STMIK STIKOM Indonesia especially in Class J and I during online meeting through Google Classroom. The theories of error analysis based on Corder (1967) and Ellis (1997) theories. The syllabus of Ministry of National Education used to distinguish types of error based on indicators of writing.

Referring to prior observations and researches, the researcher initiates what types of error that students had related to seven detailed indicators of writing standard competency that are lacked to gain by the students.

According to those statement, a research was managed in favor to investigate the types of the students' error in writing descriptive texts in English. The study objective was to classify the types of error committed by the students of STMIK STIKOM Indonesia in writing descriptive texts in English.

There were two classes of the semester II students in the academic year 2019/2020 as the subject of the study. They have been chosen as the subject of the study refer to the finding of the observation. The total number of two classes were 67 students.

II. Method

The framework theory used in this research was in regard to writing competency of Indonesian curriculum. It classified the seven types of errors in producing written text are title, topic sentence, developing sentences, coherence, diction, grammar and mechanics.

The research design descriptively as stated by (Labaree, 2009) can be adopted in a research to help accommodate answers to the questions of who, what, when, where, and how associated with a particular research problem. It can not definitely reply to the questions of why. It is usually used to ask information that link with the current status of the phenomena or to describe the actual condition of a circumstance.

Therefore, this design was assigned in this study, because its pointed to describe the errors that occurred on students' writing. The explanation of what kind of error occurred was refer to an analysis of the data from the student's writing. The research was done in three stages, They were preparing, conducting, and completing the study. The three stages are:

1. The Research Preparation

The researcher designed writing assignments for class J and I. The students should write descriptive texts in English. The research ran on-line in academic year 2019/2020 due to pandemic covid-19. The researcher used regular schedule in giving the assignment to both classes. There were 2 assignments for descriptive text.

2. The Research Conducting

The writing assignments were given twice during academic year 2019/2020. They were given on-line through Google Classroom due to pandemic situation. The students

should write descriptive texts in English.

3. The Research Finalization

The result of this writing assignments was analyzed. It is said as the finalization phase. The instrument used in this study was in the form of *writing task*. It was given in order to collect the students' writing. First, the students were asked to write for descriptive texts. Then, the researcher analyzed their writing based on the aim of this study.

These are the steps that were taken when collecting the primary data:

1) Assign the students to write descriptive texts. 2) Collect students' writing.

Data collected through descriptive qualitative analysis. The analysis of the types of error made by students is based on writing indicators. The framework used in the current research is based on related theories.

Theoretical Research

Corder (1967) defined, error analysis is a procedure used by both researchers and teachers which involved collecting samples of learner's language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness. Learner's errors are significant in three different ways. First for the teachers, the learners' errors could tell them how far towards the goal the learners has progressed and, consequently, what

remains for him to learn. Secondly, for researchers the errors provide evidence of how Language is learnt or acquired and what strategies or procedures the learner is employing in his discovery of language. Thirdly for, learners, committing errors is a way the learner has of testing his hypotheses about the nature of the language he is learning.

Ellis (1997) suggests two ways. The first one is to check the consistency of learner's performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

There are seven indicators that students should concern in writing a text. If they make error in these indicators, their writing ability will be regarded as low writing ability. The specified indicators for basic

III. Results

This research was conducted in STMIK STIKOM Indonesia. A total of 67 students from Class J and Class I were selected as the research objects. Those students were assigned to write, descriptive texts during English class. There was one session of collecting the students' writing. Each text consisted title, 1 topic sentence and 6 developing sentences per session.

competency in writing include the followings:

- (1) The title which describes about the general content of the whole text.
 - (2) The topic sentence which specifies a particular idea or information should further be developed and arranged according to the text genres.
 - (3) The developing sentences which enlarges the topic sentence using supporting sentences in order to form a suitable paragraph.
 - (4) The coherence is the arrangement which organizes the topic sentence and supporting sentences into a coherent writing entity.
 - (5) The diction which clarifies the usage and meaning of word, phrase, idiom or sentences appropriately.
 - (6) The grammar which adjusts the correct structure of sentences according to the standard grammar of English.
 - (7) The mechanics which illustrate the correct and appropriate uses of punctuation and capitalization.
- (Depdiknas, 2003).

Every sentence written by students is analyzed by writing scoring standards. The scoring standard is based on 7 writing indicators. These indicators are:

1. Title
2. Topic Sentence
3. Developing Sentences
4. Coherence
5. Diction
6. Grammar
7. Mechanics

These errors of each criterion of the indicators were explained to make them clear why they were found as errors. The criteria of Title is Umbrella which means the title should be able to show to readers the whole or representative point of a text. Topic Sentences have three criteria of topic sentence such as simple, affirmative and active. If the students did not write the topic sentences as the criteria given, it should classify as errors. The criteria for Developing Sentences were students could develop six sentences. If they did not complete six sentences, it would be the errors. After developing six sentences, the point that the students completed was Coherences. The title, the topic sentence, and each developing sentences should Coherence. If there was no coherence between each other, it would be classified as the errors. The students needed to emphasize on

Diction as well because it is one of indicators of writing. Diction has two criteria; spelling and usage. The students needed to use right spelling and usage in writing. If there was no using right spelling and usage in the sentences, it would be classified as the errors. Grammar is one of indicators of writing that consisting of the most numbers of criteria. It has six criteria: a) Conjunction; b) Tenses; c) Subject-verb agreements; d) Pronouns; e)Prepositions; f) Article. If they were not using right Grammar in the words or sentences it would be classified as the errors. Mechanics is an important indicator to focus on. The students needed to use right Punctuation and Capitalization in writing. If there were no using right Punctuation and Capitalization in the words or sentences, it would be classified as the errors.

Table 1. Frequency of Errors

Frequency of Errors			
No	Indicators	Total Salience of Students	Total Percentage
1	Title	0	0%
2	Topic Sentence	5	7.5 %
3	Developing Sentences	7	10%
4	Coherence	4	6%
5	Diction	15	22%
6	Grammar	27	40%
7	Mechanics	35	52%

Based on the table of the frequency of errors, it was found that the errors in writing were made by the students' writing of STMIK STIKOM Indonesia in the data were found in

six indicators of writing. The table shown in detail that the minimal errors found in developing coherence with 6% of all error's percentages. Meanwhile, the highest errors were

found in mechanics especially in writing coma, full stop and capital letter 52 % of all error's percentages. The students' error in writing topic sentence was 7.5% and 10% in writing developing sentences. The grammar's indicator showed 40% while the errors in diction only 22%. There were no errors occurred in writing the title of the text.

From the above research result, it could be seen the types of errors on writing committed by the students of STMIK STIKOM Indonesia in terms of errors were based on the six indicators of writing: 1) Topic Sentence; 2) Developing Sentence; 3) Coherence; 4) Diction; 5) Grammar; and 6) Mechanics. All of the students have not had any difficulties in writing the title for descriptive text. Their writing showed all of them can write title correctly.

IV. Conclusions and Suggestions

This study was focused on analyzing the types of errors committed by the students of STMIK STIKOM Indonesia while writing descriptive text. This study was qualitatively and descriptively designed through online observation.

Error type data was collected by assigning students to write descriptive text. The data for the types of errors were collected by assigning students to write descriptive texts. The obtained data were analyzed descriptively in term of types of errors. The research finding shows six errors namely, the topic sentence, the developing sentences, the coherence, the diction, the grammar, and the

mechanics. According to the previous criteria, some errors cannot be classified.

It was expected that the result of this study would be useful for any educational element as it addressed the errors found in the writing of descriptive texts by students. It is expected that the outcome of this study will be of use to other researchers. For researchers who wish to conduct a similar error analysis study in writing, the result of that study can be used as an empirical check to conduct the larger study. The writing indicator can be used as a basic analysis to analyze writing error for further study and so on.

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