ERROR ANALYSIS ON ENGLISH WRITING SKILL FOR THE SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

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Abstract: This study aims to know the variety of errors, the most typical error and the least typical error on grammar writing for the grade students in the state of junior high school 5 Setu, and also to make teaching and learning activities more effective and efficient. This research is descriptive research method. The research instrument in this research is writing task. Writer uses the questioners to collect the data. Students answer the questions and from the answers' students are arranged to be paragraph. The discussion of the errors are frequently occurred in the students' English writing capitalization have the high percentage 12.93%, punctuation 12.93%, spelling form 12.50%, word form 11.21%, singular-plural 10.34%, article 9.48%, present tense 8.62%, added word 8.62%, word choice 7.33%, preposition 4.31%, and omission 1.72%. By studying the percentage of the error analysis on English writing skill, the writer found the ability of the students in writing skill was neither too low nor too high. The most typical error is on capitalization (12.93%) and the least typical error is on omission (1.72%).

Keywords: Error Analysis, Writing Skill.

INTRODUCTION

In communication, language plays an important role. Humans can interact well each other with language. As a language of the world, English is a well-known medium of communication in many part of the world. English is used to develop the knowledge to face the globalization era and compete with other countries. One of the main subjects taught in the formal school in Indonesia is English.

English has been taught in school for many years. Students can improve their English ability in the classroom well. Therefore, students are expected to be able to communicate using English through reading, listening, speaking and writing as their language proficiency. It indicates that grammar and vocabulary should not be ignored by teachers and students in the classroom interaction. Proficiency in listening and speaking a language, however, cannot be separated from the process of learning.

Soenjono (1994) states English has never been accepted as an official language co-existing with the national language. This means, English is not needed as a medium of communication and instruction at school or

university. It is only taught as a subject at the elementary, junior and senior high school, and an optimal subject at the university.

Many learners learn to talk by talking and trying to get the messages across to others, by making errors, and by modifying the system. In reading, learners have to have many opportunities to come into printed matters and in writing, they learn to write by writing or composing that is one way to master the writing skill. As stated in curriculum 1994 that students are able to write short paragraphs with better language arrangement.

One of the most difficult activity among four language skills is writing because it has distance from readers, there is editing for perfection, and it has complex language structure. Learners have to write a paragraph or composition to compose and express ideas or opinion for achieving the goal of writing. When the teacher has spelled those words or sentence, the students sometimes have a difficulty in writing the words conveyed by their teacher. Due to the lack of capabilities in writing English language, the students will make some writing errors, such as; wrong tense or verb form, wrong or missing preposition, wrong words and many other kinds of errors.

English is taught as a compulsory subject at the Junior High Schools in Indonesia. So the students feel that they have to study English. They also feel they do not have to be able to use English to meet their needs, since the majority of the Indonesian populations do not use this language for their daily lives. A lot of students who graduated from high school have difficulties in using English, especially in written forms, because writing is the most difficult skill. Many teachers of English still find it difficult to use English appropriately. This difficulty may result from the low quality of education, and by their habit of using Indonesian in teaching English for such a long time. Many classes have over number students in the classroom. The teacher will get difficulty in conducting or controlling the class and giving attention to the students individually.

In learning a foreign language, most learners, children or adults, tend to make errors no matter how long they have already studied the language. The errors also vary in frequency or in certain areas of the language. The differences of errors are closely related to the student language background, learning strategies, different learning experience, and individual differences of teachers and learners. By knowing errors in writing, the students can recognize the errors during the learning process. The teacher can know the students' problem and teach them to prevent re-occurrence problems and the school can re-orient language learning materials on the basis of the learners' current problems.

Based on the problem above, the objective of this study is to find what the most and the least typical errors are and how many percent of errors in students' writing skill of descriptive text.

LITERATURE REVIEW
Definition of Writing

Understanding the definition of writing, many linguists have presented the definition of writing variously. Devies (2000) in his book "Success in English Teaching" says that writing is probably the linguistic skill that is least used by most people in their native language. Hart (1986) also gives more definition about writing; he says that writing is a process of building larger units from smaller ones. That is, the writer uses words to make sentences, sentences to make paragraphs, and paragraphs to make compositions-letters, reports, college themes.

According to Gould, Diyanni, and Smith (1984), writing is a series of related text activities: generating, arranging, and developing ideas in sentences, drafting, shaping, and rereading the texts we make and

editing and revising them. From those definitions of writing above, it can be inferred that writing is a language skill which is used to communicate indirectly with other people. Therefore, since the people are not physically present, we must write as clear and precise as possible. It means through writing are able to share ideas, arouse feelings, persuade and convince other people. The ability to write well is also an asset in most careers. The search for a job usually requires a letter of application and a resume.

Descriptive Writing

Descriptive writing is about using the power of words to arouse and capture the reader's attention and create a lasting impact. More than any other kind of writing, descriptive writing strives to invoke a vivid and involved experience for the reader. It is of ten considered as one of the most creative forms of writing since it is basically about being able to evoke emotions in the reader through the power of words. A good descriptive essay for instance, has the ability to arouse the reader's senses and create a lasting impact on his or her mind. This effect can be achieved not through statistics and facts, but by detailed descriptions and observations.

Errors of Analysis

It's hard for the first time understanding between error and mistake. Douglas Brown (2001) argues an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner. Otherwise, a mistake refers to a performance error that is a random guess or a "slip," in that it is a failure to utilize a known system correctly.

According to Hendrickson (1980), "Considered errors to have a relation to learning, resembling that sin to virtue like sin, error is to be avoided and its influence overcomes, but its presence is to be expected". There is sufficient evidence at this point to

indicate these claims are correct, and that error analysis is useful tool in the study of second language acquisitions.

One of the causes of errors is language transfer. Errors contained in sentences in the target language are caused by interference from the learner's native language. Second, causes of errors can also be found in the target language, such as intralingua and development errors or intralingua transfer or communication strategies. "Interference from the mother tongue is clearly a major source of difficulty in second language learning, and contrastive analysis has proved valuable in locating areas of Interlingua interference". Coolins (1990) states that. Grammar in writing is a part of a larger interrelated whole, which includes discourse (e.g. ordering of propositions between sentences), semantics (which includes collocations, lexical properties, and cohesion), and a "grammaticization" the process of achieving linguistic expression through resource grammatical rules. Celce-Murcia (1983) states that A focus on grammar certainly has an appropriate if not essential place in the writing process. In a study, related to his theory, he suggest that accurate "grammaticization" (or lack of it) does in fact play a significant role in instructor's overall impression, and their subsequent grade assigned to a student's paper

Principles of How to do Error Correction

James (1998) states Error correction is the classroom activity, which most people think of as one of the language teacher's most important function. It is one of the things, which distinguish classroom interactions from interactions outside. However, it is not easy to define correction. James states that the term 'correction' in the followings senses, namely: feedback proper and remediation

According to Kaufmann (1993), the following options and principles of how to do error correction, and the options and the principles are to correct effectively, to be

sensitive, and to match correction to student preferences and the two-stage correction:

a. **Correct effectively**. To correct effectively means that teachers have to use correction techniques that give improvements and require the least effor to carry out by teachers and to register by the learners. Teachers must be able to choose the right type of correction and they have to pay attention to individual differences of the learners and to factors, such as, the learners' level of the second language proficiency.

b. **Sensitive**. Corrections should be form-focused and they are face-saving or do not embarrass the learners. Teachers should give corrections in such a way that learners will not feel embarrassed and discouraged so that improvements can be expected. For the purpose ways, such as: First, the teachers should try to extend the time between the errors and the corrections. Second, corrections should be aimed at the whole class rather than at individual learners. Third, for more sensitive learners, correction should be gentle, because the learners can loose face easily. With the technique, the learners meet the teacher to hear the teacher's reaction to their writing other learners knowing the errors. Fourth, the text editor is a computer technology that offers a way to make written less traumatic, since it delivers correction in a private rather than a social context.

c. **Match correction to students' preferences**. Students' preferences for certain type of correction cannot be ignored, nor should they be put on a pedestal, because they are necessarily more effective for being preferred. Leki, L. (1991), states "From some researches on students' preferences among various feedback options on their writing. Most students in study, expect their teachers

to mark their errors in grammar, spelling, vocabulary, and punctuation".

d. **Two-stage correction**. There two steps in correcting, namely: the form-focused correction and the function-focused correction. The form-focused correction contains reconstruction which involves putting ungrammatical forms right. In this stage the focus is attempting to find out what the learners are trying to say. The content-focused corrections contain reformulation which involves the introduction of nonnative elements into an originally native text.

Types of Error in Grammar

There are many types of error student's activities skill, such as articles, preposition, word form, singular-plural, spelling form, verb tense, punctuation, word choice, capitalization. There are all-important to improve students writing skill.

a. **Articles**

Articles, determine and quantifiers are those little words that precede and modify nouns: *the* teacher, *a* college, *a* bit honey, *that* person, *those* people, *whatever* purpose, *either* way, *your* choice.

b. **Punctuation**

The standardized non alphabetical symbols or marks that are used to organize writing into clauses, phrases, and sentences, and in this way make its meaning clear.

c. **Capitalization**

The "caps" icon (usually immediately before a word) indicates either that the following word ought to be capitalized (for one of the reasons listed here) or, if it is already capitalized, that it shouldn't be. A capitalized word that ought to be in lower-case is usually trying to appear more important than it really is.

d. **Verb of Present Tense**

A present tense describes an *action* which is happening in the present. The action must happen now, or it is not described by a present tense.

e. **Preposition**

A preposition describes a relationship between other words in a sentence. In its self, a word likes "in" or "after" is rather meaningless and hard to define in more words. For instance, when you do try to define a preposition like "in" or "between" or "on," you invariably use your hands to show how something is situated in relationship to something else.

f. **Word Form**

Word form is the error from the form of the word. The way in putting the word is not in appropriate place.

g. **Omission**

The absence of an item that must appear in a well formed utterance has been forgetted

h. **Addition/added Word**

The presence of an item which must not appear in a well-port met utterance, double marking, regulation (over generalization) and simple addition.

i. **Singular-Plural**

Singular Noun is when a noun means one only, it is said to be singular. Plural Noun is when a noun means more than one, it is said to be plural.

j. **Word Choice**

Word choice that means the writer creates a mental picture for the reader by using words that are specific and accurate. The writer uses strong action verbs whenever possible to show the reader what is happening rather than *tell* the reader.

k. **Spelling Form**

Spelling is when the error base on the spelling word. The writers add or miss the letters in a word. So, it can't read well and its not meaningful.

METHODOLOGY

This research is descriptive research method. It is conducted in SMPN 5 Setu on Jl. Semar Mustika Gandaria Housing. It was done on Thursday, January 17th, 2019. This research study is carried out in order to get result of students' errors on writing skills on descriptive text. The population is the first grade of SMPN 5 Setu. The writer takes one of four classes Grade VII. The class is VII.3 as a sample which the number of students is 30 students consisting of 14 female students and 16 male students.

For this study, the writer chooses SMPN 5 Setu as the place to obtain the data. The data consists of name, class, and writing task. The data were collected by giving a description about "My house" to all students. The research instrument in this research is writing task. Writer uses the questioners to collect the data. Students answer the questions and from the answers' students are arranged to be paragraph. It is to know the students' ability and errors on English writing skill on descriptive text. Writer uses the tabulation data of the sample to have research finding. There are some procedures should be done by the writer. The steps are as follows: 1). preparing and arranging the time of doing the research. 2). preparing the instrument. 3). doing the research in the classroom. 4). analyzing the result of the writing test. 4).presenting to the research finding.

RESULT AND DISCUSSION

After collecting data from students' writing, the writer starts to analyze the errors on students' writing. Here the writer analyzes based on the sample.

Table 1: The numbers of Errors from each Sample

Samples	A	B	C	D	E	F	G	H	I	J	K
1		2	2	3	2	1				3	1
2	1	2	2	1	3	2	1		1	1	3
3		3	5	1	4	1	2	1		2	2
4		1	4	2	1	1	1			1	5
5		2	1	1	2	2	1		1	6	
6			3	2	4		2	1	1	1	3
7		1	2	2	4	1	1			2	4
8	1	2		2	2	3	1			3	3
9	1	1	1	2	3	2		1	1	3	2
10	1		1	2	2	1	3		2	3	1
11		1		2	3	1	1			1	2
12			2	1	3	1			1	4	2
13		1	1	2	4	1	1		1	4	1
14	2	1		5	4	1	2			9	3
15			1	1	1	2	1			4	1
16	1			2	4	1			1	5	1
17	1	1	1	2	4					4	1
18		2	1	3	3	1	1		1	7	
19		1	2	2	2		1			6	1
20		1	4	3	3	2			1	8	2
21	1	1	1	3	3			1	1	4	2
22			1	3	3	3				4	2
23				3	5	2	1		3	3	
24		1		3	3	1			2	7	1
25		2		3	3	1	1		1	6	
26	2	1	1	1	2	2	1		2	2	1
27	1	1	1	1	2	3				2	1
28	1	1		1	1	3	3			2	1
29		2		1	1	1	2		1	1	
30				2	2	1	1		1		

After analyzing the errors in students' writing skill, the writer tabulates the data and finds out the percentage each error. They are as follows:

Table 2: Data Tabulation

Students	Type of Error											Numbers of Errors
	A	B	C	D	E	F	G	H	I	J	K	
1		x	x	x	x	x				x	x	7
2	x	x	x	x	x	x	x		x	x	x	10
3		x	x	x	x	x	x	x		x	x	9
4		x	x	x	x	x	x			x	x	8
5		x	x	x	x	x	x		x	x		8
6			x	x	x		x	x	x	x	x	8
7		x	x	x	x	x	x			x	x	8
8	x	x		x	x	x	x			x	x	8
9	x	x	x	x	x	x		x	x	x	x	10
10	x		x	x	x	x	x		x	x	x	9
11		x		x	x	x	x			x	x	7

	A	B	C	D	E	F	G	H	I	J	K	
12			x	x	x	x			x	x	x	7
13		x	x	x	x	x	x		x	x	x	9
14	x	x		x	x	x	x			x	x	8
15			x	x	x	x	x			x	x	7
16	x			x	x	x			x	x	x	7
17	x	x	x	x	x					x	x	7
18		x	x	x	x	x	x		x	x		7
19		x	x	x	x		x			x	x	7
20		x	x	x	x	x			x	x	x	8
21	x	x	x	x	x			x	x	x	x	9
22		x	x	x	x					x	x	6
23				x	x	x	x		x	x		6
24		x		x	x	x			x	x	x	7
25		x		x	x	x	x		x	x		7
26	x	x	x	x	x	x	x		x	x	x	10
27	x	x	x	x	x	x				x	x	8
28	x	x		x	x	x	x			x	x	8
29		x		x	x	x	x		x	x		7
30				x	x	x	x		x			5
TOTAL	10	22	20	30	30	26	20	4	17	29	24	232

Note: A: Peposition, B: Article, C: Verb Of present Tense, D: Capitalization, E: Punctuation, F: Word Form, G: Added word, H: Omission, I: Word Choice, J: Spelling Form, K: Singular-plural, X: Error

Figure 1: Percentage of Error
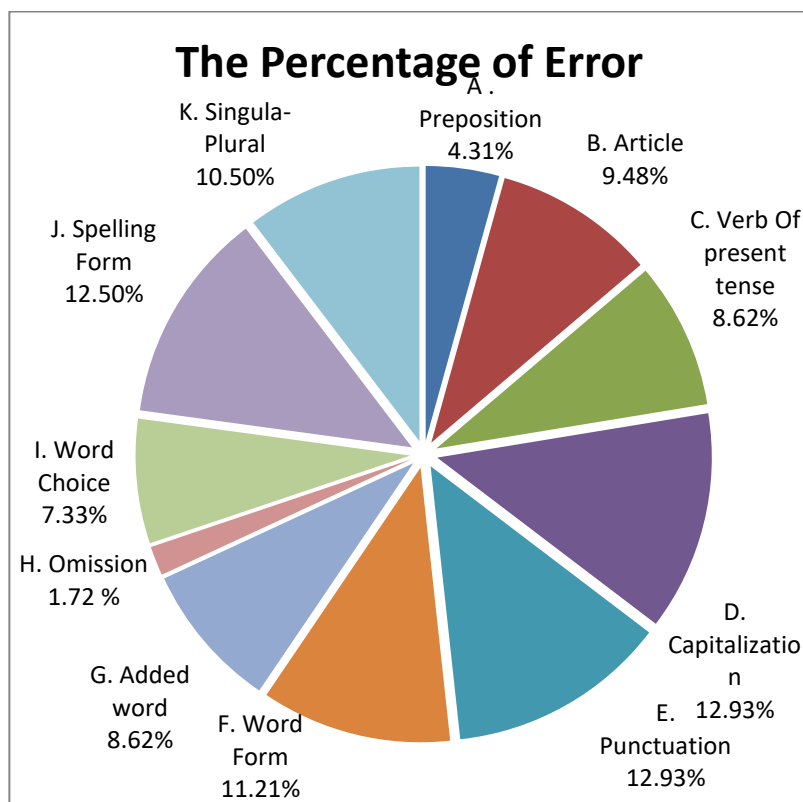
From the result above, the most typical errors of students writing on descriptive text is capitalization. Then, punctuation is the second one. All students have some difficulties in applying capitalization and punctuation in their writing skills. Almost all students still need more learning about applying spelling form in writing skills. Most students do not considered as the important one in grammatical rules. They prefer how they could write a composition. And the least typical errors are in omission, preposition and using word choice.

Students have errors in Capitalization because they can't describe that after full stop is followed by capital letter. For example, *I live in the house. my house is…*It should be: *I live in the house. My house is….* (Sample No. 05)

Students have errors in punctuation because they can't describe how to use full stop, comma, and others in sentences. For example, *I live in the house with mother, father, brother, grandfather, grandmother.* It should be: *I live in the house with mother, father, brother, grandfather, and grandmother.* (Sample No.06)

Students have errors in spelling form because they can't write the complete words. For example, *I live in the house wit my father…* It should be: *I live in the house with my father …* (Sample No. 18)

The analysis of error is important to improve students' writing skill. By knowing errors in writing, the students can recognize the errors during the learning process. The teacher can know the students' problem and teach them to prevent re-occurrence problems and the school can re-orient language learning materials on the basis of the learners' current problems. Moreover the school can increase high quality of students' academic performance.

CONCLUSION

After collecting the sample, identifying errors of the data, classifying the errors and calculating the errors, the writer brings some conclusions relating to the objective of the research. The writer limits the three most typical errors and the three least typical errors on students' English writing skill.

The writer finds out that the three most typical errors on students' English writing skill at the first grade student of SMPN 5 Setu are as follows:1) Errors on capitalization: 12.93%, 2). Errors on punctuation: 12.93%, and 3). Errors on spelling form: 12.50%. Whereas the three least typical errors are as follows: 1). Errors in omission: 1.72%, 2). Errors in preposition: 4.31%, and 3). Errors in word choice: 7.33%.

The most difficult things of students' writing are using the capitalization and punctuation. Many students didn't care to use capitalization and punctuation to make a sentence. Although the students did not use correct grammatical rules in most sentences, the writer considered that the students could write a composition.

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