

An Error Analysis on the Use of Adjective Phrase in Writing Descriptive Text

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Abstract

Writing is considered as the most difficult skills that students should be mastered not only in vocabulary but also in grammar. Considering it, this research was aimed to describe the grammatical error about adjective phrase based on surface strategy taxonomy that occurred in the student's writing about descriptive text. The researcher used descriptive qualitative. The subject of the research was the tenth grade students at SMA Al-Fattah. The instrument used in this research was the student's writing composition. The main key in the data analysis was the theory of Dulay, Burt, and Krashen. After analyzing the data, the finding of the research showed that there were 31 items of error. 7 items of omission errors with the percentage 22%, 7 items of addition errors with the percentage 22%, 14 items of misformation errors with the percentage 45%, and 3 items of misordering errors with the percentage 10%. Based on the finding, it can be concluded that the students made errors while producing their writing. For suggestion, the teacher and the students should learn more about English grammar, so the errors could be minimize. For further researcher, the researcher suggest that this research can be reference in writing the other research.

Keywords : *Writing, Descriptive Text, Adjective Phrase*

Abstrak

Menulis dianggap sebagai keterampilan paling sulit yang harus dikuasai siswa tidak hanya dalam kosa kata tetapi juga dalam tata bahasa. Mempertimbangkan itu, penelitian ini bertujuan untuk menggambarkan kesalahan tata bahasa tentang frase kata sifat berdasarkan taksonomi strategi permukaan yang terjadi dalam tulisan siswa tentang teks deskriptif. Peneliti menggunakan deskriptif kualitatif. Subjek penelitian adalah siswa kelas X di SMA Al-Fattah. Instrumen yang digunakan dalam penelitian ini adalah komposisi tulisan siswa. Kunci utama dalam analisis data adalah teori Dulay, Burt, dan Krashen. Setelah menganalisis data, temuan penelitian menunjukkan bahwa ada 31 item kesalahan. 7 item kesalahan kelalaian dengan persentase 22%, 7 item kesalahan tambahan dengan persentase 22%, 14 item kesalahan kesalahan informasi dengan persentase 45%, dan 3 item kesalahan misordering dengan persentase 10%. Berdasarkan temuan tersebut, dapat disimpulkan bahwa siswa membuat kesalahan saat memproduksi tulisan mereka. Untuk saran, guru dan siswa harus belajar lebih banyak tentang tata bahasa Inggris, sehingga kesalahan bisa diminimalisir. Untuk peneliti selanjutnya, peneliti menyarankan agar penelitian ini dapat menjadi rujukan bagi penulisan penelitian yang lainnya.

Kata Kunci: *Menulis, Teks Deskriptif, Frasa Kata Sifat*

Introduction

English is learned as a foreign language all at once becomes a compulsory subject at primary and secondary level of education in Indonesia. One of the purpose of learning English as a foreign language is developing the ability to communicate. The communication can be done through spoken or written language. Based on the statement by (Klimova, 2013, p. 9) much of writing are used as professional communication such as proposals, memos, reports, applications, preliminary interviews, and e-mails. All of them are parts of the daily life of a college student or successful graduate. Therefore, writing English is very important in the world.

Writing is one of the English language skills and also is an essential aspect of interaction on language teaching beside reading and speaking. The purpose of writing is to share about the feelings, thoughts, and ideas in written form to the readers (Urrutia & Gutiérrez, 2011, p. 13). Writing is considered as the most difficult skills to be learned in English language that the students should be mastered not only in vocabulary but also in grammar. According to Fitri, Eripuddin, & Rahayu (2017, p. 2) writing needs hard thinking to express and compose their ideas into a good composition.

Consequently the students often make errors in their writing. According to Karim, et al (2018, p. 122) making errors are a natural and unavoidable part of the process in learning English. In learning English the students are expected to be able to write in many varied text types such as recount, spoof, anecdote, procedure, narrative, explanation, discussion, commentary, news, report, review, and descriptive text. As a result, the students are producing many errors in their compositions because each genre of text has its own specific language features especially in writing descriptive text.

Descriptive text is the first kind of text that is taught in senior high school, especially in the tenth grade students of the first semester (Depdiknas, 2006). Moreover, descriptive text is taught to introduce the model text to the students before the students learn the other text types. Descriptive text is a kind of text which has the purpose to give information to the readers by describing certain thing in detail (Pardiyono, 2007, pp. 33-34). The genres of describing are one of the fundamental functions of any language system and one of the first skills emergent language users learn to control. Descriptive text contains of identification and description. Identification is the part of descriptive text which has the function to

identify the certain thing, meanwhile description is the part of descriptive text which has the function to describe the character of certain thing. The students have to use the simple present and adjective phrase in writing descriptive text. In fact, the students often find some difficulties. Most of the students feel difficult to organize their ideas. This statement supported by Husna & Rozimela (2013, pp. 4) states that there are some difficulties in writing descriptive text such as developing the ideas, organizing the ideas, grammar, lack of vocabularies, spelling, punctuation and capitalization. Furthermore, many students make some mistakes and face difficulties to build and develop their description especially arrange the adjective phrase.

Adjective phrase is one of the phrase in grammar. Adjective phrase is group of words which the main word is adjective (Djamdjuri, 2016, p. 35). It is a modifier that has the grammatical rules. It is often identified by special derivational endings or by special adverbial modifiers that precede it. On the other hand, adjective phrase is rather difficult to find because the nouns and pronouns which that they modify are usually dominant in a sentence (Zerkina, et al., 2016, p. 5146). Based on all of those facts, this research will focused on the use of adjective phrase in writing

descriptive text at tenth grade students in SMA AL-FATTAH.

Research Method

The type of the research was qualitative. Qualitative was a strategy of enquiry which moved from the underlying philosophical assumption to the research design and data collection (Iacono, Brown, & Holtham, 2009, p. 39). The researcher applied this type because it was the appropriate research design to describe the result of research in written form. Furthermore, this research used descriptive qualitative research to present the finding of the research about an error analysis on the use of adjective phrase in writing descriptive text made by tenth grade students at SMA Al-Fattah.

Related to the explanation above, the descriptive qualitative research used in this research because the researcher wanted to analyze the error on the use of adjective phrase in writing descriptive text, especially the types of error and frequency of error. Those errors were described in details in this research based on the result of the student's writing. It was the application of descriptive qualitative research.

Finding

The researcher took the data of the research by collecting the student's writing

task about descriptive text especially about adjective phrase. The researcher just took 15 of student's writing randomly to be analyzed. Then, the researcher made correction of the error that student's made in their writing.

The researcher found 31 items of error found in the student's writing. The errors were classified into four aspects of surface strategy taxonomy includes omission, addition, misformation, and misordering. The researcher provided all of those errors in the table below that is completed with the types of error of each utterance that contains of adjective phrase and the correction of it.

Table 1. Types and frequency of error

No.	Type of Errors	Number of Errors
1.	Omission	7
2.	Addition	7
3.	Misformation	14
4.	Misordering	3
	Total	31

After the researcher knew exactly about the number of errors in each category. The researcher counted the percentage of error in the following formula:

Figure 1. Formula of percentage Errors

$$\% \text{ Type of errors} = \frac{\Sigma \text{ Student's errors}}{\Sigma \text{ Student's errors}} \times 100\%$$

a. Errors of omission

$$\text{Student's errors} : \frac{7}{31} \times 100\% = 22\%$$

b. Errors of addition

$$\text{Student's errors} : \frac{7}{31} \times 100\% = 22\%$$

c. Errors of misformation

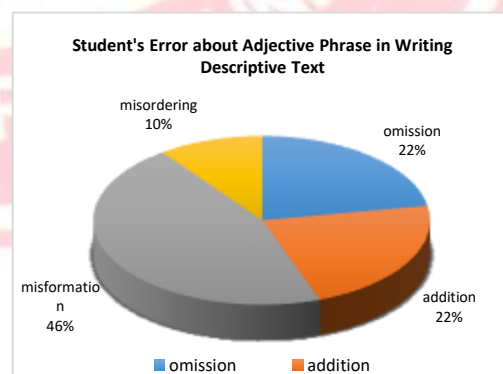
$$\text{Student's errors} : \frac{14}{31} \times 100\% = 45\%$$

d. Errors of misordering

$$\text{Student's errors} : \frac{3}{31} \times 100\% = 10\%$$

The percentage of the recapitulation of student's errors were converted into a pie chart. The proportions of errors based on surface strategy taxonomy can be described in following figure.

Figure 2. Percentage of errors



Discussion

The data are taken from student's writing. The researcher classified the student's errors about adjective phrase in writing descriptive text. The researcher only focused on four areas. They are omission, addition, misformation, and misordering. Here were the explanation about calculation and interpretation of the data:

1) Addition errors were 6 items (22%)

The errors of addition category about adjective phrase can be seen from the table below.

Table 2. Addition Error

No.	Error	Correction
1.	the most beautiful	the most beautiful
2.	so very famous	very famous
3.	lowest	lowest
4.	the biggestt	the biggest
5.	The smallestt	The smallest
6.	The biggestt	The biggest

2) Omission errors were 6 items (22%)

The errors of omission category about adjective phrase can be seen from the table below.

Table 3. Omission Error

No.	Error	Correction
1.	the small	the smallest
2.	the small	the smallest
3.	the famous	The most famous
4.	the bigges	the biggest
5.	smallest	The smallest
6.	the famos	The famous

3) Misformation errors were 14 items (46%).

The errors of misformation category about adjective phrase can be seen from the table below.

Table 4. Misformation errors

No.	Error	Correction
1.	the good	The best
2.	the good	The best
3.	More popular	The most popular
4.	the higher	the highest
5.	beautifulst	The most beautiful
6.	More popular	The most popular
7.	the higher	the highest
8.	beautifulst	The most beautiful
9.	More popular	The most popular
10.	the higher	the highest
11.	beautifulst	The most beautiful
12.	More popular	The most popular
13.	The lowed	The lowest
14.	popularest	The most popular

4) Misordering error were 3 items (10%)

Table 5. Misordering errors

No.	Error	Correction
1.	<u>Big quite</u>	<u>Quite big</u>
2.	<u>Big quite</u>	<u>Quite big</u>
3.	<u>Big quite</u>	<u>Quite big</u>

Conclusion

Based on the categories of error from Dulay. There are four types of errors that is found in the student's writing task about descriptive text using adjective phrase which is produced by the tenth grade students at SMA Al-fattah. They are omission, addition, misformation, and misordering. The researcher found 31 items of error. There were 7 items of omission errors with the percentage 22%, 7 items of addition errors with the percentage 22%, 14 items of misformation errors with the percentage 45%, and 3 items of misordering with the percentage 10%.

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