ERROR ANALYSIS ON DESCRIPTIVE TEXT OF NON-ENGLISH TEACHERS AT AL ISLAM JUNIOR HIGH SCHOOL KARTASURA

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ABSTRACT

This article is based on the research of language error in English descriptive text by non-English teachers at Al Islam Junior High School Kartasura. The subject of this research is non-English teachers at Al Islam Junior High School Kartasura which consists of eleven teachers. This research aims to analyze English writing ability of the Non-English teachers, especially in descriptive paragraph. The method of the study in this research is descriptive qualitative with intralingual method in analyzing it. Based on the data finding, the researcher tries to make groups the data based on the errors. There are phonological errors done by 9 teachers, morphological errors done by 2 teachers, and structural errors done by 9 teachers.

Keywords: writing, descriptive text

ABSTRAK

Artikel ini adalah hasil penelitian tentang analysis kesalahan berbahasa dalam menyusun karangan Bahasa Inggris deskriptif oleh guru non-Bahasa Inggris. Subjek dari penelitian ini adalah guru non-Bahasa Inggris di SMP Al Islam Kartasura yang berjumlah sebelas guru. Metode penelitian disini menggunakan deskriptif kualitatif dan di analisis dengan metode intralingual. Penelitian ini menganalisis tentang kemampuan menulis Bahasa Inggris terutama dalam menulis karangan deskriptif. Berdasarkan data yang didapat, peneliti mengelompokkan data berdasarkan kesalahan-kesalahan dalam menulis. Diantaranya adalah kesalahan fonologi yang dilakukan oleh sembilan orang guru, kesalahan morfologi dilakukan oleh dua guru, dan kesalahan sintaksis yang dilakukan oleh sembilan guru.

Kata Kunci: menulis, karangan deskriptif

INTRODUCTION

Technological development nowadays is so rapid accompanied by the development of information systems. Technological advancements can greatly help to facilitate our live if we know and understand how to use them. On the contrary, if we do not force ourselves to learn about the developments, we will be left behind.

In education, technological development is very helpful including in the implementation of learning for example the use of LCD, video, internet, and other media. The learners can also easily find information and knowledge from existing technology, for

example Smartphone. The information obtained not only from within the country but also from abroad. We can easily get information only by connecting the internet network even though we are at home. If we look for references from abroad, they are usually presented in English because English is an international language used by almost all countries to spread the knowledge and information. Here, mastery of English is very important.

As an educator, teachers are always improving their ability. Learners are now active in using technology. They can find sources of information from all sources, not just from the teacher. No wonder that many students are now more critical and creative because they see and imitate the knowledge and information they get from various media, such as the internet. Therefore, now the mastery of English is not only required by English teachers, but it is expected that for non-English teachers should have the ability in all English skills which are listening, speaking, reading, and writing.

The above reason is also felt by non-English teachers in SMP Al Islam Kartasura, Sukoharjo. They are aware that English skills are very important, especially in their profession as teachers who must always actively seek information and resources in teaching and learning activities in schools.

The writer is interested to conduct the research about English skill, especially writing skill of non-English teachers at SMP Al Islam Kartasura, Sukoharjo. The writer wants to find factual data about what kinds of English writing errors done by non English teachers.

Here, the aim of the research is to describe the errors of English writing done by the non English teacher at SMP Al Islam Kartasura. An error is a faulty performance both in speech and writing which shows an incorrect system or an incomplete learning (Brown, 2012). The term faulty indicates a deviant form which is not appropriate with the rules of the system. Committing errors does not mean everything goes wrong but it reveals incomplete learning since the learning process does not finish yet.

There is a researcher who has conducted different studies on the error analysis of English writing. One of them is Rizki Ananda entitled "A Study of error Analysis From Students' Sentences in Writing". She focused the research on the error analysis of students' sentences writing.

Different from previous study, the present study focuses on the English writing of non English teachers at SMP Al Islam Kartasura. The researcher hopes that this research is useful to give further knowledge about the English writing for the non English teachers at SMP Al Islam Kartasura. In addition, it also hopes that this research could be useful for other researchers to increase and maximize their experiences in teaching and learning English.

Error

An error is a faulty performance both in speech and writing which shows an incorrect system or an incomplete learning (Brown, 2012). The term 'faulty' indicates a deviant form which is not appropriate with the rules of the system. Committing errors does not mean everything goes wrong, but it reveals incomplete learning since the learning process does not finish yet. Here, there is no intention of committing errors or producing deviant forms since the learners do not realize them. Intention is a key feature in determining what errors are. Errors are also defined as unintentionally deviant languages and are not self-corrected by the author. Since they are unintentionally deviant or the learners do not know whether they are errors or not, the learners cannot correct those errors by themselves. The learners make errors because they try something which is beyond their level of language processing. As a conclusion, errors are unintentionally deviant languages indicating an incorrect system or an

incomplete learning in which the learners cannot correct these errors by themselves.

A mistake is another faulty performance which is produced by all people in the native and second language contexts (Brown, 2012). All people (including native speakers and second language learners) may make mistakes although they completely have knowledge related to what are being learnt. Mistakes are different from errors in which the former appears because of tiredness, fatigue, carelessness, lack of attention, and other performance aspects. It means that they actually know the right term. However, they produce the wrong one because those aspects influence their performance. They can correct mistakes by themselves if they are pointed out.

Both errors and mistakes are deviant forms in the language learning. Theoretically they are different. Conversely, they are difficult to be varied as in the study of error analysis. The one who does error analysis in the students' writing, for instance, encounters a problem in differentiating between errors and mistakes. Since the students' writing does not show whether the deviant forms are errors or mistakes, he/she cannot differentiate them. The study of error analysis examines all forms of deviant languages and calls those languages as errors.

Error Analysis

An error analysis is a study of errors made by second language learners (Brown, 2012). This study includes observing errors, classifying them into some features, and counting those errors. The area of error analysis can be defined through comparing the learners' interlanguage and the target language. The term interlanguage here means the learners' knowledge or their version of the target language. It means that they have a language system which may be correct or incorrect according to the rules of the target language. Producing the incorrect ones indicates making errors. The study of error analysis is in this term; analyzing the learners' language system which causes errors. It only focuses on the troublesome aspects of the language system that will be analyzed. In other words, it investigates what the learners do not know and how they cope with those troublesome aspects.

Writing

Effendy (2012) states that writing is communication activity that language as its media. Akhadiah, et al (in Effendy, 2012) defines writing activity as language activity that writing as its media, so that it can be inferred that writing activity is writing communication. The message delivered can be information, ideas, thought, and so on.

Writing can also be said as a skill because writing ability cannot be achieved automatically. Knowledge, planning, and continuing process have done to get a good writing. According to Brown (2012: 348), writing process consists of pre-writing, drafting, and revising.

Brown (2012: 221) states that there are two categories in writing skill, which are microskill and macroskill. Those categories are very helpful in defining criteria of scoring procedure. The explanation of those categories is as follows:

Micro skills
1. Producing graphemes and orthographic pattern of English.
2. Producing writing at an efficient rate of speed to suit the purpose.
3. Producing an acceptable core of words and use appropriate word order patterns.

4. Using acceptable grammatical systems (e.g., tense, agreement, plural), patterns, and rule.
5. Expressing a particular meaning in different grammatical forms.
6. Using cohesive devices in written discourse.

Macro skills
1. The rhetorical forms and convention of written discourse.
2. Appropriately accomplishing the communicative functions of written texts according to form and purpose.
3. Conveying links and connections between events, and communicating such relation as main idea, supported idea, new information, given information, generalization, and examplication
4. Distinguishing between culturally specific references in the context of the written text
5. Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using paragraphs and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing (Brown, 2012: 221).

Writing Assessment
        There are five components that can be used to evaluate writing namely content, grammar, word choice, organization, and mechanics. Otherwise, Brown (2012: 357) states that there are six categories in evaluating writing. Those are content, organization, discourse, syntax, vocabulary, and mechanics.
        Six categories of writing evaluation are:
1. Content: topic is defined and explained clearly, information which is made related to the topic; it gives enough information, supports main ideas and opinions.
2. Organization: effectiveness of introduction, development, and conclusion; logical sequence of ideas, appropriate length.
3. Discourse: topic sentences, paragraph unity, cohesion, rhetorical convention, reference, fluency, variation.
4. Syntax: arranged words.
5. Vocabulary: word choice, precise language, strong verbs, specific, concrete nouns.
6. Mechanics: spelling, punctuation, citation of references of applicable, neatness and appearance (Brown, 2012: 357).

Indicators of Writing Skills
        Indicators of writing skill according to Brown (2012: 357) are as follows:
a) The pupils are able to produce writing with the high degree of organization in the development of ideas and information.
b) The pupils are able to produce writing with the control of content.
c) The pupils are able to use the complex grammatical devices for focus and emphasis (syntax).
d) The pupils are able to use correct spelling, punctuation, and capitalization (mechanics).
e) The pupils are able to use choice of words (vocabulary) carefully .

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Components of Language

Component of language is a part or whole of the language. Every language has a lot of words, and every word has the specific meaning which points about objects, people, creativity, event, or ideas (Brown, 2012). Here are the components of language:

1. Phonology

   It is the sound system of language which has the rules of distribution and phoneme sequence in a language. Every language has the sound or specific combination of sound which becomes the characteristic of the language itself. Here, phonology has two parts;

   a. Phonetic

      Phonetic studies about the sounds which are from the mouth.

   b. Phonemic

      Phonetic studies about the sounds of words or language which has the function to differentiate the meaning.

2. Morphology

   It is the way word structures change. Here, morphology studies about the words structure and the changes of the word structure.

3. Semantics

   It is the meaning of language which tries to organize the relationship between the language and the event or language and the combination of the words itself.

4. Pragmatics

   It is how language is used. Here, Pragmatics studies about the context and the meaning. Pragmatics studies on how delivering a message not only based on the linguistics but also from the context of the sentence.

5. Grammar

   It is rules about combining words in sentences/set of structural rules that govern the composition of clauses, phrases, and words in any given natural language.

RESEARCH METHOD

This research describes the errors made by the Non English teachers of SMP Al Islam Kartasura in writing English text. Here the researcher uses descriptive qualitative research. In qualitative research, the researcher is trying to understand the phenomenon about what happens to the subject of the research and it describes in the words and language by using scientific methods (Moleong, 2010). This research has an aim to get the information and describes the English writing ability of the non English teachers.

 Subject

The subject of this research is the non English teachers at SMP Al Islam Kartasura, Sukoharjo. Then, the subjects are 11 teachers.

Collecting the Data

The researcher collected the data by using instrument from documents and interview. The instrument used in this research is writing a self description in English in thirty minutes.

Analyzing Data

This research analyzed the data that has been taken. Then the researchers did data reduction, analyzed, and make conclusion. The data reduction has an aim to choose the data which is contributing the research. After that, the researcher analyzed the data and made

writing and the last is took the conclusion from the research finding.

DISCUSSION

This research tries to analyze English writing ability of Non English teachers, by making a descriptive paragraph. In writing using English, there are a lot of non-English teachers get difficulties. For example when one of the non English teachers write named M as follows:

I name M
I live : peni Kuwiran Banyudono
My Hobby : Playing pingpong
            Playying footbaall.
I like to batik printing, Bakso
Soto and gado gado

In the first paragraph there is an error in not using the full stop mark. Then the use of "*I*" should change into "*my*". And there is no predicate in the sentence, so the full sentence should be written in "*My name is M.*"

In the second sentence, it written "I live: peni Kuwiran Banyudono". The word "*peni*" should be written by using the capital letter as "*Peni*". Then, the sentence has no preposition "*in*" to explain the address. So the right sentence should be "*I live in Peni, Kuwiran Banyudono.*"

In the third sentence, it is written "*My hobby, playing pingpong, footbaall.*". Here, the use of punctuation comma (,) and full stop (.) are not appropriate. The writing of the words "playing" and "footbaal" are not right. Then, there is no predicate on the sentence. So the right sentence should be "*My hobby are playing pingpong and football.*"

In the fourth sentence is written "I like to batik painting, Bakso soto and gado gado". There is an error in using "to". Then the writing of "batik painting" has an ambiguity in the meaning. Here the meaning of "*batik painting*" has the meaning prefer to like batik painting. Then, in the word "gado gado" should be using capital letter. The sentence has no relationship between batik painting and soto, bakso, gado gado, so it should be added a predicate. Then, the right sentence should be "*I like painting Batik and eating Bakso, Soto, and Gado-gado.*"

The same problem faced by another non English teacher in writing English text. There is a Non English teacher named HS wrote the text, because he has little English vocabulary. He wrote;

My name is HS in school SMP Al-Islam Kartasura by IPS Thea-
cher also Head man seven B claas.

In the sentence, there is no punctuation at all. HS does not use the punctuation to manage the sentence. Later, on the words "*theacher*" and *"head*", it should be written in capital letter for "*t*" and "*h*", then the word "*theacher*" should be *"teacher*". The inappropriate conjunction "by" makes the sentence not coherent.
From the sentence made by HS, it shows that he has a lot of ideas in his mind to write. Unfortunately, the lack of English vocabulary and low of English mastery makes HS struggle to arrange the sentence.

From those non English teachers's writing, it could be seen that English is really difficult for them. They are motivated to learn English for their teaching. It is because in modern era, the teachers are hoped to be professional.

Here, being a professional, the teachers hope that they are able in English because the materials are accessed in the internet which is most of the language is English. It is shown

from the questionnaire filled by the teachers especially the non English teachers. They feel that English is important and they hope that they are able to use English to support their teaching in the classroom.

The use of English also has different among the non English teachers. Some of them feel easy when they speak in English and some of them are easy in writing. However, the non English teachers are still motivated to learn English and try to apply it in their teaching and learning classroom.

Based on the data finding, the researchers try to make groups of the data based on the errors. There are phonological errors, morphological errors, and syntactical errors. The phonological error is the error of using capital letters, punctuation, and orthography. Then, morphological error is the error of using the conjunction. The syntactical error is the error of sentence structure.

1. Punctuation problems

The errors found here are various such as the errors of writing the capital letter, punctuation, function words, number, and errors in orthography. From 11 teachers of Non English teachers at SMP Al Islam Kartasura, it is found that the punctuation problems done by 9 teachers.

2. Morphological errors

The errors found in this part are using conjunction. It seems that using conjunction is still ignored by Non English teachers when they write English sentences. From 11 Non English teachers at SMP Al Islam Kartasura, there are 4 teachers made the errors.

3. Structural errors

The errors found in this part is the errors of sentence structure. Form 11 teachers of Non English teachers at SMP Al Islam Kartasura, there are 2 teachers made the errors for not using English and there are 9 errors on syntaxes.

From the data finding above, it was found that there are difficulties in making English descriptive paragraph by Non English teachers at SMP Al Islam Kartasura. Then, based on the previous research, it was found that the difficulties in writing descriptive paragraph occurred because of less practice. In addition, they felt that their English vocabulary is less.

CONCLUSION

The errors made by the respondents show that they have difficulties in writing English particularly in descriptive paragraph. They are phonological errors such as using the capital letter, punctuation and orthography; morphological errors such as using the conjunction and the structure sentences.

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