An Analysis of Students' Error in Writing Descriptive Paragraph

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Keywords:	**ABSTRACT**
Descriptive Paragraph, *EFL Students,* *Error in Writing*	The purpose of this study is to examine the language error in student's descriptive paragraph writing of the third semester students of English Department University of Muhammadiyah Banjarmasin. This study focused mainly on sentences because the researcher found that errors in EFL students' sentences contruction may lead to miscommunication. Ten pieces of descriptive paragraph writing were collected and analyzed. The results showed that the most frequently committed errors were article, to be, word order, subject-verb agreement, spelling and grammar. It is suggested that the students study more in how to develop a sentence in English to avoid error in writing. This research also implies that explicit feedback on students' writing errors is genuinely needed.

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INTRODUCTION

Teaching and learning process consists of two main important and inseparable activities, namely : teaching and assessment. According to Mantra and Maba (2018) both teaching and assessment cannot be separated because they are integral part. Assessment can be used as a point of reference to improve the quality of teaching and learning. I want to do this research because sometimes the students make error in writing especially descriptive paragraph writing. What will be discussed in this research is about paragraph, descriptive paragraph, and outline.

Paragraph is leading journal in modern critical theory, exploring critical theory, in general and its application to literature, other arts, including film and visual culture, and society. A paragraph is a group of about 6-12 sentences about one topic. It can give information, tell an opinion, explain something, or even tell a short story. According to Lauri (2016) "A paragraph has a topic sentences that directly tells the reader the main idea. The other sentences is called supporting sentences, gives more information about the topic. They add specific details and explanations". According to

Lauri (2016), the structure of a paragraph are: topic sentences, supporting details, concluding or transitional sentences.

According to Faisal & Suwandita (2013) Descriptive paragraph is "Characterized by sensory details, which appeal to physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities. ..., usually arranged specially but can also be chronological or emphatic. The focus of a description is the scene. According to, Faisal & Suwandita (2013). The next is "description which is a part of paragraph which describes, parts, qualities, and characteristics of the person or something that will be described. It should be described in detail, so the readers can get clear description of the object".

According to Faisal & Suwandita (2013) a description paragraph usually arranges specially but it can also be chronological or emphatic. The focus of a description paragraph is the scene. Description uses tools such as denotative language, connotative language, figurative language, metaphor, and simile, to arrive at a dominant impression. More detail Faisal & Suwandita (2013) tell that description paragraph is a part of paragraph which describes, parts, qualities, and characteristics of the person or something that will be described. It should be described in detail, so the readers can get clear description of the object. In the descriptive paragraph there is writing skills, how to write paragraph, outline and its uses, and errors analysis.

When we develop a paragraph, we need an outline. According to Cambridge Dictionary (2020) outline is to describe something, for example a new plan or idea, in general way without giving too many details. And then if a drawing or diagram outlines something, it shows its general appearance or shape. Outline can also a description of the main facts about something, for example a new plan or idea. Writing a paragraph writing by using outlining also gives us effective time management. We will write our paragraph writing smoothly, because we have prepared our ideas in our outline before. That an outline allows the students to write rapidly and fluently.

According to Murtinigsih (2019) since outlining is useful in developing paragraph writing. We can chose which outlining that we want to write in writing paragraph outline. There are two main outline form, namely: sentences outline (complete sentences) and topic sentences (key word or phrases) in a paragraph outline. So we can format our outline in anyway that we think is suitable for processing our paragraph writing.

Since outlining is important in student's paragraph writing. The students need to develop their outlining first before they develop their idea into a paragraph writing. It is also need to minimalize the error in paragraph writing. By having an appropriate outlining for their descriptive paragraph writing, it can guide them to write their idea into the sentences in a descriptive paragraph well. When they can write well in the paragraph, it means that they can avoid some errors in writing.

In fact, they are still some students' gets errors in writing, especially in developing a paragraph. Their errors are complex. We can get their errors in spelling, subject-verb agreement, article, and others. That's why the researchers are interested to analyzed student's errors in descriptive paragraph writing.

Error Analysis

For decades, Error Analysis (EA) has received a great deal of interest from a number of scholars in the field of second language acquestions. The following are the definitions of Error Analysis (EA) given by some of the scholar:

According to, Hinnon (2014) Error Analysis (EA) is beneficial after her long period of study of literature related to Error Analysis (EA). She mentions that Error Analysis (EA) can let teachers prepare accurate and precise teachings which are suitable for their students.

In short, Error Analysis (EA) is study of language forms deviating from the standart of the target language which accours during learners' language learning. The analysis of errors helps reveal the types and sources of errors which can lead to an accurate way and less time consumption to reduce errors made by learners.

Classification of Errors

According to, Runkati (2013) categorized the errors found in her study into two main types. The former types dealt with errors at the sentential level which were fragments, run-ons, subject-verbs agreement, word order, tenses, capital letters and punctuation. The latter one was errors at the word level such as article, to be, word order, subject-verb agreement, spelling and grammar.

As the present study focused on errors in writing paragraph, the analysis of errors found at the sentential level and the word level was adopted. The concerning errors at the word level were article, to be, word order, subject-verb agreement, spelling and grammar.

Sources of Errors

According Kaweera (2013), for example, concludes that there are two main sources of errors, namely interlingual interference and intralingual interference. The other one involves errors caused by learners' incomplete knowledge of the target language. Later, according to Runkati (2013) and Phuket and Othman (2015) propose the two sources causing errors which are interlingual, interference, and intralingual interference.

METHOD

In this study, the researcher only coped with investigating types of students "ability and difficulties in writing descriptive tesxts". Therefore, this study was done to the paragraph type section and analyze writing errors in these paragraph types.

Participants

The participants of the study were 10 students. They were 3rd semester English Language Education students in University of Muhammadiyah Banjarmasin. they were two males and eight females.

Intruments

To obtain the information regarding errors frequently made by participants, 10 pieces of their written work were collected. To seek for sources of errors, interviews and writing descriptive paragraph exercise individual were employed. Previous studies related to sources of errors in writing descriptive paragraph.

Data Collection

The following two stages were performed to collect data of the present study :

Stage 1 : All of the students were asked the sources they thought led to errors made by them into the interviews.

Stage 2 : All of the 10 pieces of the students' written work were marked by the researcher. Each sentences was examined word by word. Each error was recorded according to its type in an individual error record form.

The information obtained from stage 1 and stage 2 was later interpreted and analyzed to identify the sources of the errors found in their writing descriptive paragraph.

Data Analysis

The data analysis procedure consisted of two stages according to the purpose of the study :

Stage 1 : All of the collected errors writing paragraph descriptive were analyzed and labeled. Additionally, the characteristics of the errors, such as omission and addition were identified.

Stage 2 : to seek for major sources of the errors, the information from the questionnaires and the exercise writing descriptive paragraph was interped and analyzed. Moreover, previous research pertaining to sources of errors was studied

RESULTS AND DISCUSSION

Text errors from 10 pieces of the student's descriptive paragraph writing that they collected to the researchers.

1. Article

Article was found to be errors in their descriptive paragraph writing.

They got confused with the use of the article a, an, and the. The errors found can also be grouped into omission and addition.

Example 1 : Most people there have a job as an mercant, farmer, and wander.(Most people there have a job as a mercant, a farmer, and a wander).

Example 2 : In addition place to visit in my city is the Candi Agung and Taman Putri Junjung Buih in Amuntai Hulu Sungai Utara. (In addition the place to visit in my city are Candi Agung and Taman Putri Junjung Buih in Amuntai Hulu Sungai Utara).

Example 3 : It is beautiful country. (It is a beautiful country).

2. To be , word order and article.

Example 4 : My hometown near with campus favorite in Banjarmasin (My hometown is near with the favorite campus in Banjarmasin).

3. Subject-verb Agreement.

The following examples demonstrates the student's confusion about the rules of the subject-verb agreement.

Example 5 : I likes my hometown. (I like my hometown).

Example 6 : He like to play with it. (He likes to play with it).

The student might think that 'I' is one person which is singular, so he/she addes 's' after the verb. In contrast, from example number 6, the student forgets to add "s" after the verb (like).

Example 7 : Banjarmasin is a city in South Borneo. Between Batola and Martapura (It is between Batola and Martapura).

4. Spelling.

The majority of the spelling errors committed by the participants were occurred by using an incorrect letter, omitting a letter, or adding a letter when unnecessary as shown in the sample sentences below.

Example 8 : But many tranmigrants come to Banjarmasin. (But many transmigrants come to Banjarmasin).

Example 9 : Contionous process. (Continuous process).

Example 10 : Districk Hulu Sungai Utara. (Hulu Sungai Utara Distric).

Example 11 : Mis your hometown. (Miss your hometown).

Example 12 : 20 minute from campus. (20 minutes from campus).

5. Grammar.

Grammar is a set of structured rules that govern the arrangement of sentences, phrases and words in any language.

Example 13 : Namely the coastal area. (The namely is coastal area).

Example 14 : Where I live to stay is very comfortable. (I live in a place where is very comfortable).

CONCLUSION

From the finding above, we know that the students still have a problem in how to develop the sentences well. They still need more understanding in article, to be, word order, subject-verb agreement, spelling and more often the grammar. The researchers suggest that the student's error must be checked well and given the wash back to them. So they can understand their error in developing some sentences in their descriptive paragraph writing. Next they don't have the same error again in their writing task.

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