

ABSTRACT

Astuti, Yustina Dyah Ratna. (2021). *Error Analysis on Language Features of Descriptive Text by Eighth Grade Students of SMP Kanisius Wonogiri*. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

This research started with the occurrence of errors in language features that commonly found in students' writing. Students frequently make errors in applying the language features, like in writing the correct pronouns, structure, nouns, adjectives, and many more. The common errors found in their writing were related to omission, addition, selection, and ordering. This research aimed to identify the types of errors on the language features of descriptive text and discover the possible causes of the errors. Adjusting the 2013 Curriculum, descriptive text was chosen as the object to be analyzed because it was one of the materials for eighth grade students. There were two research questions: 1) What types of errors do the eighth grade students make on language features of their descriptive texts? and 2) What are the causes of the students' errors in their descriptive texts?

This research applied a descriptive study. There were two instruments used to take the data: documents and an interview. The participants were the English teacher as the interviewee and the eighth grade students of SMP Kanisius Wonogiri. The documents were students' descriptive writing assignments. The collected data were analyzed using the theories from some experts: Knap and Watkins (2005), Savage and Shafiei (2007), Ariyanto (2009), Brown (2000). Those theories were about error analysis, language features of descriptive text, and the causes of errors.

The result of this research answered both research questions. First, the documents analysis proved the frequency of errors occurrence from the most to the least were omission, selection, addition, and ordering. Then, the interview result elaborated the possible causes of errors that the students usually made in their writing: interlingual transfer, intralingual transfer, and context of learning.

The researcher concluded that the most common errors in students' descriptive texts were in omissions, then followed by other error types. Then, the causes of errors were basically from students' misconceptions and carelessness, and also from the teacher's fault in delivering the material. The researcher also gave suggestions for students, teachers, and future researchers.

Keywords: error analysis, language features, descriptive text

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Penelitian ini berawal dari adanya kesalahan struktur kebahasaan yang seringkali terjadi ditemukan dalam tulisan para siswa. Siswa sering membuat kesalahan dalam menerapkan struktur kebahasaan, seperti dalam penulisan *pronouns, structure, nouns, adjectives*, dan masih banyak lagi. Kesalahan yang sering ditemukan dalam tulisan mereka berkaitan dengan *omission, addition, selection, dan ordering*. Penelitian ini bertujuan untuk mengidentifikasi tipe-tipe kesalahan dalam struktur kebahasaan teks deskriptif dan menemukan penyebab terjadinya kesalahan tersebut. Menyesuaikan dengan Kurikulum 2013, teks deskriptif digunakan sebagai obyek untuk dianalisis karena teks deskriptif dipelajari oleh siswa kelas delapan. Terdapat dua pertanyaan dalam penelitian ini: 1) Tipe kesalahan apa saja yang dibuat siswa kelas delapan pada struktur kebahasaan dalam teks deskriptif mereka? dan 2) Apa saja yang menyebabkan para siswa membuat kesalahan dalam teks deskriptif mereka?

Penelitian ini menerapkan metode penelitian deskriptif. Terdapat dua instrumen yang digunakan untuk mengumpulkan data: dokumen dan wawancara. Responden penelitian ini adalah guru Bahasa Inggris sebagai narasumber dan siswa kelas delapan SMP Kanisius Wonogiri. Dokumen dalam penelitian ini merupakan kumpulan tugas menulis teks deskriptif para siswa. Data yang terkumpul dianalisis menggunakan perpaduan teori para ahli: Knap dan Watkins (2005), Savage and Shafiei (2007), Ariyanto (2009), dan Brown (2000). Teori tersebut tentang analisis kesalahan, prosedur analisis kesalahan, dan penyebab dari kesalahan tersebut.

Hasil penelitian ini menjawab kedua pertanyaan dalam penelitian ini. Pertama, hasil dari analisis dokumen membuktikan frekuensi tipe kesalahan dari yang paling sering hingga yang jarang terjadi, yakni *omission (48%), selection (28%), addition (19%), dan ordering (5%)*. Selanjutnya, hasil wawancara menjabarkan penyebab-penyebab yang memungkinkan para siswa membuat kesalahan di dalam tulisan mereka: *interlingual transfer, intralingual transfer, dan context of learning*.

Peneliti menyimpulkan bahwa kesalahan yang paling sering terjadi dalam tulisan para siswa yakni *omission*, diikuti tipe kesalahan lainnya. Pada dasarnya penyebab terjadinya kesalahan berasal dari kesalahpahaman dan kurang telitnya para siswa, serta kesalahan guru dalam menyampaikan materi. Peneliti juga memberi saran untuk siswa, guru, dan peneliti di masa yang akan datang.

Kata Kunci: analisis kesalahan, struktur kebahasaan, teks deskriptif