

CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

A. The Research Findings

The researcher classified the findings into some point that consist of students' errors in writing descriptive text, the errors of the students in writing descriptive text and the cause of the students' errors in writing descriptive text. Obtaining the data, the researcher used the test to analyze the students' errors in writing descriptive text. The researcher took the column for the students to write descriptive text. The process of collecting data was held on August, 2021. The researcher also used the questionnaire to know the causes of the students' errors in writing descriptive text. The subjects of the research hold the ninth grade students of Mts Swasta Ira Medan.

There are some categories of students' errors in writing descriptive text. The data was taken from the student from Mts Swasta Ira Medan and written by the student in writing descriptive text. The researcher has identified the errors of the student and analyzed the students' errors in writing descriptive text. Below is the result analysis of the students' errors in writing descriptive text at IX-A in Mts Swasta Ira Medan.

1. The Types of Error

After analyzing the data was obtained from the test of the student about descriptive text, there were many errors that identified. Then, those errors were classified

into types of errors that would be described and explained by the researcher as the following:

a. Errors of Capitalization

Capitalization is writing a word with its first letter as a capital letter and the remaining letters in lower case, in writing systems with a case distinction. Capitalization is not only used in the initial letters but in certain words that are set. Experienced writers are stingy with capitals. It is best not to use them if there is any doubt. The main function of capitals is to focus attention on particular elements within any group of people, places, or things. In writing capitalization can be seen in the following data:

“mesjid Raya place is a tourist Destination Islamic in North Sumatera. located Jalan Brigjen Katamso, Medan.”

Based on the data above, there are 3 find out the data of capitalization errors in students' writing descriptive text.

1). *mesjid* Raya should be (*Mesjid* Raya)

The capital letters is used for specific place, so *Mesjid* should be written in capital letters, because it is a name of place and put in the first sentence.

2). *Destination* should be (*destination*)

Destination should be not capital letters, because destination is not name of place but only as the place for tourism and this word put in the middle sentence. So, this written is wrong.

3). *located* should be (Located)

In this case, the student must be used the capital letter for this word, because this word put after the full stop.

Based on the example above, this errors occurred by using non capital for writing name of place, in the first sentence and the especially name. The researcher concludes that capitalization errors due to lack of inadequate knowledge of English rules in writing certain name of place, word in the first sentence and specially name for others should be capitalized.

In this case, the errors occurred because the carelessness and the student lack of attention and interest of student about the capitalization. Carelessness is one of errors sources of student errors that can harm students when writing Based on the students' writing descriptive text. Meanwhile, Limited knowledge of capitalization was another important source of participants' errors. Due to the lack knowledge of students in capitalization, students have difficulty to wrote the correct capitalization in the word and written form, and make the errors in writing.

The students make the errors capitalization in every first, in some word after full stop, and some in the middle sentence. But based on the questionnaire the student understood about using the capitalization. So,

the researcher that can be concluded the cause of students' errors is carelessness and the student underestimate about it.

Those are some the data, the researcher concluded that of errors in the use of capital letters made by class IX-A student at Mts Ira Medan. To anticipate the same errors in the next writing, students must better understand the use of capital letters in writing English. In addition, students can also ask for help from a teacher or someone who is proficient in English to analyze their English writing. So that, those kinds of errors does not occur again when writing descriptive text.

b. Errors of Spelling

Spelling means an error occurred in writing because there is an error in writing of the words. Spelling is how to write well and correctly. It is the process or activity of writing the letters of words in correct sequence. The error of spelling is characterized by writing the letters of word according to unaccepted usage. So that it is changes the meaning or has no meaning. In writing spelling can be seen in the following data:

“Mesjid Raya is a tourist destination *islami* in North Sumatera. This *palace* is iconic to the Sultan of Deli. Building is divided into three parts, namely the min *bulding*”.

Based on the data above, there are 3 find out the data of spelling errors in students' writing descriptive text.

1) *Islami* should be (Islamic)

In this case, the word is *islami* for Indonesia writing not English writing. The word has meaning but the writing is not correct, that must be *Islamic*.

2) *Palace* should be (place)

Palace is the correct writing, but in this case *palace* make the meaning is different and not related with the object that described. So that must be *place*.

3) *Bulding* should be (building)

There is no *bulding* in dictionary, but this word not has meaning. That must be *building* to make the word has meaning to be a correct sentence.

Based on the examples above, this errors occurred because the students written wrong words. From the data analysis revealed that the cause of the errors was the writers' limited knowledge of English vocabulary, such as when the student wrote the word (*palace and islami*), the student considered that it is same with the word (*place and islamic*). Another possible cause derived from their carelessness, because the in the word (*bulding*) the students don't just write that word once, but already wrote the word in the previous paragraph with the correct word (*building*).

In this case, based on the example above, carelessness occurred, because the lack of attention and interest of students in learning grammar and vocabulary in English can be the reason for student's carelessness in writing. Carelessness one of errors sources of student

errors that can harm students when writing. Students' awareness in writing English is needed to reduce unexpected errors, students must also be more careful when writing a text or other scientific work.

Those are some examples of errors in the use of spelling made by class IX-A student at Mts Ira Medan. To anticipate the same errors in the next writing, students must better understand the use of spelling in writing descriptive text. Students are expected to be able to enrich their vocabulary and be more thorough when writing descriptive text. In addition, students can also ask for help from a teacher or someone who is proficient in English to analyze their English writing. So that, those kinds of errors does not occur again when writing descriptive text.

c. Errors of Punctuation

Punctuation is a set of marks that regulates and clarifies the meanings of different texts. The purpose of punctuation is to clarify the meanings of texts by linking or separating words, phrases, or clauses. The error of punctuation is characterized by the unclear meaning of writing marks as in ending a sentences or separating clauses. In writing punctuation can be seen in the following data:

“The place has stunning architecture it combines Islamic. With a dominant color of black. green and white. Typical of Deli there are 4 room”

Based on the data above, there are 3 find out the data of punctuation errors in students' writing descriptive text. In this case, the student used the punctuation is not

correct, because there are some full stop in one paragraph, so as to spoil the sentence. The data of punctuation errors of the students' writing descriptive text, as follow:

- 1) The place has stunning architecture it combines Islamic(.), should be (The place has stunning architecture(.) It combines Islamic with a..)
- 2) With a dominant color of black(.) green and white, typical of Deli, should be (With a dominant color of black(,) green and white, typical of Deli)
- 3) Typical of Deli there are 4 room, should be (Typical of Deli. There are 4 rooms)

Based on the examples above, this error occurred because the students put the full stop punctuation on the unfinished sentence and not used full stop in the end sentence. In this case, it can be happen because based on the questionnaire answer the student said that not understood about using the punctuation and the lack of accuracy in students' writing in descriptive text. It is evident from the writing that the punctuation used is not correct.

In this case, carelessness and lack knowledge about the punctuation is occurred of the punctuation error in students' writing descriptive text, because lack the knowledge can make the student difficult to put the punctuation in the sentence. Lack interest to understand and learn about punctuation in English can be the reason for student's carelessness in writing. Carelessness one of errors sources of student errors that can harm students when writing. Students' awareness in writing English is needed to reduce unexpected errors, students must also be more careful when writing a text or other scientific work.

Those are some examples of errors in the use of punctuation made by class IX-A student at Mts Ira Medan. Punctuation problems can be covered only through understanding the use of punctuation in English writing. In addition, students can also ask for help from a teacher or someone who is proficient in English to analyze their English writing. So that, those kinds of errors does not occur again when writing descriptive text.

d. Errors of Preposition

Preposition combines with a noun, noun phrase, or pronoun to demonstrate a relationship between the noun and another component of the sentence, often another noun and verb. In other words, prepositions help readers understand the relationship between different nouns and verbs in a single sentence. In writing punctuation can be seen in the following data:

“Located Jalan Brigjen Katamso, Medan. There are 4 room of the building, 2 toilet girl and 2 toilet for boy, and room the right part”

Based on the data above, there are 3 find out the data of preposition errors in students' writing descriptive text.

1) Located Jalan Brigjen Katamso, should be (Located *at* Jl. Brigjen Katamso, Medan)

In this case, the student not used the preposition of place, namely *at* to make this sentence complete, because prepositions of place show the relationship of place between the nouns to the other parts of a sentence. So, the preposition *at* must used in this sentence.

2) 2 toilet girl and 2 toilet boy, should be (2 toilet *for* woman, and 2 toilet *for* man)

This sentence is not correct because not used preposition of agents or things. Prepositions of agents or things indicate a casual relationship between nouns and other parts of the sentence. Preposition *For* are the most used and common prepositions of agents or thing in this sentence.

3) and room the right part, should be (and room *in* the right part)

This sentence is less precise because the student not used the preposition of place. Prepositions of place show the relationship of place between the nouns to the other parts of a sentence. So, the preposition *in* must used in this sentence.

Based on the examples above, this preposition error occurred because the student not used the preposition of place and agent, so it makes the sentence is not complete. In this case, it can be happen because when student write descriptive texts in English, they are still influenced by the first language called interference. Interference is the major source causing the most errors. This is because the students always thought in their first language and the students' confusion of using the target language when they produced written English sentences. Because based on students' writing, there are several sentences written without using preposition.

In this case, interference or first language is occurred of the preposition error in students' writing descriptive text. Interference is the major source causing the most errors. This is because the students always thought in their first language and the students'

confusion of using the target language when they produced written English sentences. It can be concluded that in writing English and Indonesian very difference. But the most students write English using their first language. Students' awareness in writing English is needed to reduce unexpected errors, students must also be more careful when writing a text or other scientific work.

Those are some examples of preposition errors made by class IX-A student at Mts Ira Medan. Preposition error problems can be covered only through understanding about the use of preposition and types of preposition in English writing descriptive text. In addition, students can also ask for help from a teacher or someone who is proficient in English to analyze their English writing. So that, those kinds of errors does not occur again when writing descriptive text.

d. Errors of Repetition Words

Repetition is a literary device that involves intentionally using a word or phrase for effect, two or more times in a speech or written work. For repetition to be noticeable, the words or phrases should be repeated within close proximity of each other. But repetition of inappropriate words can make sentences ineffective and make sentences look redundant in using the same word. In writing repetition words can be seen in the following data:

“With a dominant color of black *and* white *and* green. There *are* 4 room *are* 2 toilet girl *and* 2 toilet boy”

Based on the data above, there are 3 find out the data of repetition errors in students' writing descriptive text.

1) With a dominant color of black *and* white *and* green, should be (with a dominant color of black, white and green)

In this sentence, the student used repetition word *and* to separate two elements word of color. Even though, it should be enough used a comma, the word *and* is only used in the last sentence of color element, as a connected from the previous elements, so that this sentence not redundant.

2) There *are* 4 room *are* 2 toilet girl and 2 toilet boy, should be (There are 4 room, 2 toilet for girl and 2 toilet for boy)

In this case, the sentence has word *are* to explain the amount, so it is called redundant. That should be used comma, so the sentence is "there are 4 room, 2 toilet...", so that can avoid redundant.

3). 2 toilet girl and 2 toilet boy, should be (2 toilets for woman, and so for man)

In this sentence the student used the repetition word *toilet*, so it is called redundant. In this case, the student should be used one word *toilet* in this sentence and connected with the word *and so* to explain that men has the same amount toilet. So that can avoid redundant.

Based on the examples above, repetition word error occurred because the student not knowledge of vocabulary and writing skill, so it makes the sentence is not completed and make the sentence is redundant. In this case, interference also has been occurred when the student in writing descriptive text. it can be happen because when student write descriptive texts in English, they are still influenced by the first language called interference. Because based on students' in writing descriptive text, the student wrote the repetition word in the sentence. From the questionnaire the student rarely practice writing the text and difficult to write the descriptive text. So, this errors not occurred because carelessness but lack knowledge of vocabulary and writing skill.

In this case, interference and limited knowledge of vocabulary in writing skill is occurred of the repetition error in students' writing descriptive text. Interference is the major source causing the most errors. This is because the students always thought in their first language and the students' confusion of using the target language when they produced written English sentences. It can be concluded that in writing English and Indonesian very difference. Meanwhile, limited knowledge of vocabulary and writing skill was another important source of participants' errors. Due to the lack of knowledge of vocabulary, students have difficulty conveying ideas in written form, and make the errors in writing descriptive text. But the most students write English using their first language. Students' awareness in writing English is needed to reduce unexpected errors, students must also be more careful when writing a text or other scientific work.

Those are some examples of repetition errors made by class IX-A student at Mts Ira Medan. Repetition error problems can be covered only through understanding about the writing descriptive text, understanding about using the vocabulary and understanding about the structure of the sentence in English writing descriptive text. In addition, students can also ask for help from a teacher or someone who is proficient in English to analyze their English writing. So that, those kinds of errors does not occur again when writing descriptive text.

e. **Errors of Suffix**

Suffix is a letter or group of letters that is placed at the end of a word or root or the simplest form (base form) of a word and cannot be deciphered. The purpose of adding a suffix or suffix is to produce a new word. Inflectional suffix is added at the end of the word, will bring a grammatical change but does not change the part of speech of the word or its meaning drastically. Suffix –s, the addition of a noun causes the noun to have a plural meaning. In writing suffix error can be seen in the following data:

“The place stunning architecture combines with dominant *color* of black, white and green. There are 4 *room*, 2 *toilet* for girl, and 2 *toilet* for boy”.

Based on the data above, there are 3 find out the data of suffix errors in students' writing descriptive text.

1) The place stunning architecture combines with dominant *color* of black, white and green, should be (The place stunning architecture combines with dominant *colors* of black, white and green).

In this sentence, student must be added suffix *s* at the end word, because the student explained 3 colors (black, white and green), so it has plural meaning.

2) There are 4 *room*, should be (there are 4 *rooms*)

In this sentence has meaning plural, because there are 4 before word *room*. In this case, the student must be added *s* at the end word, so the word *room* becomes *rooms*.

3) 2 *toilet* for girl, and 2 *toilet* for boy, should be (2 *toilets* for woman, and so for man)

In this sentence, the student not used suffix *s*. That should be the word *toilet* becomes *toilets* because it has meaning plural.

Based on the examples above, suffix error occurred because the student not knowledge of suffix, so it makes the sentence is not completed. In addition this errors occurred because the carelessness of the student. From the data, the students in previous paragraph used the suffix *s*, but in the next paragraph the student not used it.

In this case, carelessness and limited knowledge of suffix is occurred of the suffix error in students' writing descriptive text. Carelessness one of errors sources of student errors that can harm students when writing. It can be seen that in writing descriptive text, the student used the suffix in first paragraph and not used in next paragraph. Meanwhile,

limited knowledge of suffix was another important source of participants' errors. Due to the lack of knowledge of suffix, students make the errors in writing descriptive text. Students' awareness in writing English is needed to reduce unexpected errors, students must also be more careful when writing a text or other scientific work.

Those are some examples of suffix errors made by class IX-A student at Mts Ira Medan. Suffix error problems can be covered only through understanding about the when suffix is used in the sentence. In addition, students can also ask for help from a teacher or someone who is proficient in English to analyze their English writing. So that, those kinds of errors does not occur again when writing descriptive text.

f. Errors of Diction

Diction is the choice of words in writing that is used to give meaning according to the wishes of the author. The terms of diction are correct, and common. The selection of the wrong diction causes differences in meaning and the author's message is not conveyed. In writing diction error can be seen in the following data:

“Mesjid Raya *place* is a tourist destination Islamic in North Sumatera. There are 4 room, 2 toilet *girl*, and 2 toilet *boy*”.

Based on the data above, there are 3 find out the data of diction errors in students' writing descriptive text.

1) 2 toilet *girl*, should be (2 toilets for *women*)

In this sentence, the student used the word *girl*. It should be used *women* not *girl*, because even though they have the same meaning, there are differences. *Girl* means teenager while *women* means woman in plural.

2) 2 toilet *boy*, should be (and so for *men*)

In this sentence, the student must be *man* not *boy*. Because *men* and *boy* has the differences, even though they have the same meaning. *Boy* used for the teenager or child, but *men* for the man in plural.

3) Mesjid Raya *place* is a tourist destination

In this case, the student used the word *place*. It should not be in this sentence, because Mesjid Raya is enough to explain as a place.

Based on the examples above, diction error occurred because the student not knowledge of vocabulary, so it makes the sentence is not completed and less precise because used the incorrect diction. From the data, the student wrote based on what the students' know, not based on the meaning of the words.

In this case, limited knowledge of vocabulary and diction is occurred of the diction error in students' writing descriptive text. Limited knowledge of vocabulary and was another important source of participants' errors. Due to the lack of knowledge of vocabulary and diction, students have difficulty conveying ideas in written form, and make the errors in writing descriptive text. Students' awareness in writing English is needed to

reduce unexpected errors, students must also be more careful when writing a text or other scientific work.

Those are some examples of diction errors made by class IX-A student at Mts Ira Medan. Diction error problems can be covered only through understanding about the writing descriptive text, especially about the using diction in the sentence. In addition, students can also ask for help from a teacher or someone who is proficient in English to analyze their English writing. So that, those kinds of errors does not occur again when writing descriptive text.

B. The Discussion

Based on the findings above, the researcher found the error types in writing descriptive text by the students divided into seven types: those are capitalization, spelling, punctuation, preposition, repetition, suffix and diction. Those are some types of errors contain in the students' descriptive test sheet of ninth grade student of Mts Swasta Ira Medan.

There was the students' test sheet about descriptive text that had been analyzed by the researcher. The first step is planning, before the student doing the research, the researcher make the test about the descriptive text for the students. After planning the test sheet about descriptive, the researcher conducted a research by giving a descriptive test by the student of class IX-A. Then, the researcher collected the test and analyzed the types of errors. After the collected and analyzed the researcher classified errors into types and kinds

of the errors. And the last the researcher report the types of errors and made the correction into table form. From those students' writing descriptive text, the researcher found many errors in their writing. Capitalization errors was in the first rank that frequently made by the students class IX, then the followed by the Punctuation errors was second rank, and the third rank was spelling errors. From this finding, it could be concluded that many students class IX did pay attention and deep correction in their writing descriptive text.

