

ERROR ANALYSIS IN DESCRIPTIVE TEXT IN ENGLISH STUDENTS MAJORING IN ACCOUNTING POLITEKNIK NEGERI SEMARANG

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ABSTRACT

Vocabulary is the most important thing needed in relation to being able to communicate. Language competence includes 4 aspects, namely the ability to listen (listening), the ability to read (reading), the ability to write (writing) and the ability to speak (speaking). Writing is one of the productive language competencies, this is different from listening or reading competencies that are only receptive. At the learning level for the higher education level, it is necessary to have a measurement of productive ability, therefore this research aims to research the competence of students of the Accounting Department in producing descriptive text in English. The sample used in this study was 60 people taken from 10 students in each Study Program in the Department of Accounting, Semarang State Polytechnic, consisting of 6 Study Programs, namely: Accounting Study Program (D3), Finance and Banking Study Program (D3), Accounting Computer Study Program (D4), Sharia Banking Study Program (D4), Financial Analyst Study Program (D4) and Managerial Accounting Study Program (D4). The research method in this research is descriptive analysis. From this research, it is hoped that 'common error' will be found which is usually done by students in writing descriptive texts using English. This research is expected to contribute to the development of literacy theory, applied language theory as well as language learning theory and literacy in general as well as English language learning in the Accounting Department.

INTRODUCTION

In learning a language, of course the main thing to master is vocabulary. In English there are hundreds of thousands of vocabulary. In its use, **there are still many errors in English** related to vocabulary. There are so many similar words that students find it difficult to distinguish them. According to Paltridge (1996) many of us can be when we want to write or speak in English, our brain will think about the sentences in Indonesian first. Then we will translate it word for word. However, in fact the way our brains work sometimes gives the wrong answer.

Because not all sentences that we arrange in Indonesian in the brain can be translated word by word. There are times when we have to translate it in the form of phrases, expressions, terms used in the language of destination, or in this context English. For example, we have a good habit when talking to people who are older than us or have a higher position, saying the sentence, 'Thank you in advance' as a closing. This is not lost when we want to pronounce it to people who speak English in the same situation. However, we translate that sentence word by word into 'Thanks before' or 'Thank you before'. This is wrong because there is no such expression in English. If we want to say a similar meaning, we can say it. There are some translation mistakes that we can say or write.

There is only one purpose of descriptive text, which is to describe, represent or express a person or an object, both abstract and concrete. This is why descriptive text is written in a straightforward and short language, so that the content of the text is easy to understand.

In this study, the formulation of the problem to be solved is as follows: How vocabulary mistakes made by students make descriptive text using English. The results of this research will be useful for English lecturers in an effort to improve the competence of English-speaking students.

LIBRARY REVIEW

State of the art the art literacy in business presentations

According to the name, it is descriptive, taken from the word describe. The definition of describe quoted from Macmillan Dictionary is to give details about what someone or something is like. Describe means giving details about what a person or something looks like. So, descriptive text means one type of English text which contains a detailed description or description of an object. Usually the objects described can be in the form of inanimate objects, places, as well as humans and other living things. An example of a descriptive text can be a text that tells about tourist attractions or about our pets (Guswin:2017).

According to Haryati (2012) The purpose of the use of descriptive text is that there is only one, namely to describe, represent or express a person or an object, both abstract and concrete. This is why descriptive text is written in a straightforward and short language, so that the content of the text is easy to understand.

Descriptive text has its own structure that distinguishes it from other types of texts. As for the elements possessed by descriptive text, there are two structures, namely identification (introduction) and description (description). Here is the explanation:

Identification

Identification contains the introduction or explanation of the main character that will be described. This section is located in the first paragraph. Characters can be in the form of people, objects, places, or events.

Description

The description section contains a clear and specific explanation of the characteristics, traits, habits or other things related to the object to be described.

According to Guswin (2017) Descriptive text has 4 special characteristics. Here is the explanation:

Using simple present tense

Descriptive uses simple present tense to explain a fact or truth contained in a thing or person.

Using many adjectives

Adjectives are known by adjectives, such as good-bad, big-small. Adjective is used because descriptive text will explain the properties of an object, human, or animal.

There is a Relating Verb

Relating verb is a type of verb that tries to connect to the explanation of nouns that are subject, such as be, have, seem. Descriptive text uses a lot of relating verbs as a link between the subject and its explanation.

Focus on only describing one object

Descriptive text has only one focus, which is to describe one object. In everyday life, this descriptive text is often used so it is necessary for us to be able to use this type of text well. Moreover, in the context of science, this text is widely used to provide an overview or description of something in detail and in detail based on scientific facts (Mundriyah D et al, 2023)

Zamel (1991: 88) and Mundriyah and Parmawati (2016) said that the writing ability can be improved well if the student has a good understanding in his vocabulary, when students are given various opportunities to express their opinions in writing in the form of paragraphs, it is very important for them to understand the 'generic structur' of the text they write, this is to make it easier for readers to better understand the writing contained in the text. (Wyrlic, 1999).

RESEARCH METHOD

The research design used in this research is descriptive research with a qualitative research approach. This research aims to examine student mistakes in vocabulary in descriptive text. As for the procedures and steps of this research, starting with data collection, and then from the incoming data will be processed and analysed. The object used in this research is a grade 1 student in the Accounting Department, who happened to be in that semester they got an English course. Considering that in the Department of Accounting there are 6 Study Programs, the sample used by taking from each study program is 15 people, so that the total sample used in this study is 90 students.

The data on this research is the technique of taking it by Random Sampling from all grade 1 students in the Accounting Department, POLINES.

Analyse the data

First of all, students who are respondents in this study are given instructions to make descriptive texts about what they know or that are around them. Then the results of the writing were analysed about the use of their vocabulary. In doing this analysis, descriptive qualitative data analysis is used.

RESULTS AND DISCUSSION

The first stage of this research is the random sampling of students in grade 1. After that, each student who was sampled was asked to make a descriptive text with a free theme, but in this case to facilitate data analysis, the number of sentences in making the descriptive text is limited, which is at least 30 sentences, and if there are students who make more than 30 sentences, then the advantages will not be included in data analysis, because only the first 30 sentences are analysed.

From the results of the analysis of the descriptive text made by respondent students consisting of students in semester 1, with a sample of 15 students taken randomly from each of the study programs in the Accounting Department of the Semarang State Polytechnic showed the following results:

The initial stage in data analysis is the grouping of the types of errors made by students, in this case there are 4 categories of errors, which can be seen in table 4.1. below.

Table 1. Error category in descriptive text

no	Analysed points	Details	Example of error
1	Omission	morphological	He go to campus by motor.
		syntax	He goes campus by motor.
2	Addition	morphological	He going to campus by motor.
		syntax	He goes to the campus by motor.
		lexicon	He goes to campus with motor
3	selection	morphological	He is oldest than me
		syntax	He goes to the campus by motor
		lexicon	He is older then me
4	ordering	morphological	He bought a car
		syntax	He than me is older .
		lexicon	key car

Based on the results of data analysis on mistakes made by students in making descriptive texts, the results are as follows:

Omission_morphological Error

This type of error is an error due to the omission of morpheme in its writing. Examples of this type of error, for example:

He **go** to campus by motor.

Meanwhile the correct sentence is:

He **goes** to campus by motor.

As found in table 1. above from the results of a student descriptive text analysis totalling 90 pieces, there are a number of errors 1203, this shows that the percentage of errors of students in the Department in making this type of mistake is 13.37%.. the percentage of errors for this category is the highest percentage compared to the percentage of other types of errors.

Omission_syntax Error

This type of error is an error because of the linguistic element that is omitted from the sentence, for example:

He goes campus by motor.

The correct sentence arrangement of the sentence is:

He goes **to** campus by motor.

In this example sentence the missing linguistic element is the word "to". From 90 respondents who made descriptive text with a maximum of 30 sentences each, an error was obtained a total of 672 times for this type of error, or in other words the percentage of respondent students who made this type of error was a total of 7.47%.. This type of error compared to other types of errors has the lowest percentage.

Addition_morphological Error

Contrary to the omission_morphological error, this error actually occurs because it is caused by the addition of morpheme. Examples of this type of error are:

The book is **more more expensiver** than the novel .

The justification of the wrong example sentence of this type is:

The book is expensive than the novel.

The addition of linguistic elements to this type error is an addition in the form of 'morphem' not in the form of adding "word". Morphem is the smallest element in word formation. This type of error is due to the addition of "er/r" after the word "expensive". The number of errors in this type contained in the respondent's student descriptive text is 943 times, or the equivalent of 10.48%.. Type error is the fifth largest mistake made by students in their descriptive text. However, the difference in percentage with the biggest errors number 3 and 4 has not much difference.

Addition_syntax Error

The "addition_syntax" type error is due to the addition of words that should not be present in the katat, for example: He goes to the campus by motor. The use of the word 'the' in the sentence is not necessary and not in accordance with the structure of the English grammar. Unlike the 3rd type of error above, the error in this type is due to the addition of elements in the form of "words" in the sentence structure. There are a number of 779 errors for this type obtained in the respondent's descriptive text. So the percentage of students in this type of error is 8.60%.

Addition_lexicon Error

An example sentence that has this type of error is "He goes to campus **with** motor". The truth of the sentence is: 'He goes to campus by motor'. From the results of data analysis on this type of addition lexicon error, there are 736 pieces out of a total of 90 descriptive texts, so the percentage of student error for this type of error is 8.18%.

Selection_morphological Error

This morphological selection error for example is: He is **oldest** than me, this error is due to an error in the selection of words used in the sentence structure, the word that should be used in the sentence is 'older' and not 'oldest'. So that the correct sentence from the example of the error is: He is older than me. Of the total descriptive text of the respondent there are 975 errors of this type, so the percentage of errors is 10.83%. The percentage of this type of error is the 4th largest percentage of the type of error in creating descriptive text.

Selection_syntax Error

For example sentences that have errors in selection syntax are:

He **going** to the campus by motor.

The use of the word 'going' in the structure of the sentence arrangement is a mistake of this type, because the correct use of the word is 'goes'. The percentage of respondent student errors in loading descriptive text for the selection_syntax error type is 11.37%, or in other words there are 1023 errors contained in 90 text. While this error is the 2nd largest ranking.

Selection_lexicon Error

The lexicon selection error for example is 'He is older **then** me' , and the correct one is; He is older **than** me. The number of errors contained in the descriptive text of respondent students for this type of error is 891 errors, or equal to 9.90% of this type of error.

Ordering_Morphological Error

Examples of ordering-morphological errors are:

He **buoght** a car.

The writing of the word 'buoght' is wrong in the arrangement of the letters, and the correct one is 'bought'. Students who made this type of mistake totalled 875 errors, or in other words 9.72% of the percentage for this type of error.

Ordering_Syntax Error

The ordering syntax error is an error in the order of words used in the sentence, and an example of this error is:

He **than me** is older .

The correct arrangement of words in this sentence is: He is older than me. For the 'ordering-syntax' type of error, the total number of errors from the entire respondent was 984 times, or 10.93%. The percentage of this type of error is the 3rd highest percentage.

Ordering_Lexicon Error

Almost similar to the error above, this type of error is an error due to the arrangement of the linguistic structure, the difference with the error above is that the arrangement of this error is in the form of a phrase, for example key car, and the correct one should be: car key. From the results of the error analysis of Accounting major students in descriptive text is a number of 859 times the error, and is equivalent to 9.54%.

Of all the errors in the descriptive text above, it has an average of 10.04%.

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The number of errors as well as the percentage of respondent student errors in the English descriptive text can be seen in Table 2. below.

Table 2. Number and percentage of errors in descriptive text

No	Analysed points	Details	Number of errors	Percentage
1	Omission	morphological	1203	13,37
		syntax	672	7,47
2	Addition	morphological	943	10,48
		syntax	779	8,66
		lexicon	736	8,18
3	selection	morphological	975	10,83
		syntax	1023	11,37
		lexicon	891	9,90
4	ordering	morphological	875	9,72
		syntax	984	10,93
		lexicon	859	9,54

The table above shows that the percentage of mistakes made by students in making descriptive texts ranges from 7 to 13 percent. The percentage of this error is not too high, this may be because descriptive text is one type of text that is easy and interesting to create.

CONCLUSIONS

From the results of data analysis, it shows that the highest percentage is in the "ommission_morphological" type error, and the lowest percentage error in making descriptive text is the type of "omissio_syntax" error. Meanwhile, the percentage of errors made by respondent students in making descriptive texts in English is still relatively low because of all types of errors that exist have an average of 10.04%. From the results of this research, it should be used as a reference or reference for English lecturers or teachers as information material that can be useful in doing learning, which can be used to anticipate the difficulties faced by students.

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