

---

## ERRORS ANALYSIS IN THE STUDENTS' PROCEDURE TEXT

Akmal<sup>1</sup>, Zulkarnain Sirait<sup>2</sup>, Suparmadi<sup>3</sup>

Universitas Royal, Kisaran

Email: <sup>1</sup>akmal.shafa@gmail.com, <sup>2</sup>Zulkarnainsrt123@gmail.com

<sup>3</sup>suparmadi43@gmail.com

**Abstract:** *This study was focused on the linguistic study by analyzing the errors of the students' ability in writing English procedure composition. Procedure text was the text that described about the event or happen sequently based on the object such as a person or thing more details. This study used the qualitative research. This research explained more deeply in answering the problem of study by interviewing the students. The subjects were the students of Royal University in Kisaran. The object of study is the students' procedure text that were made when they were given the assignment. The errors were not so much, but they were a few errors in writing or the position. The errors happened in the English writing because the students did not have English basic grammar when they were studying in the junior and senior high school so they wrote the procedure text based on the internet google to translate from Indonesian language to English language so that the diction of words were not suitable in the text.*

**Keywords:** *error. Procedure text. linguistics*

**Abstrak:** Penelitian ini difokuskan pada studi linguistik dengan menganalisis kesalahan kemampuan siswa dalam menulis komposisi prosedur bahasa Inggris. Teks prosedur adalah teks yang menjelaskan tentang suatu peristiwa atau kejadian secara berurutan berdasarkan objeknya seperti orang atau benda secara lebih rinci. Penelitian ini menggunakan penelitian kualitatif. Penelitian ini menjelaskan lebih mendalam dalam menjawab permasalahan pembelajaran dengan mewawancarai siswa. Subyek penelitian ini adalah mahasiswa Royal University di Kisaran. Objek penelitiannya adalah teks prosedur siswa yang dibuat ketika mereka diberi tugas. Kesalahannya tidak terlalu banyak, namun hanya sedikit kesalahan dalam penulisan atau posisi. Kesalahan yang terjadi dalam penulisan bahasa Inggris dikarenakan siswa tidak mempunyai tata bahasa dasar bahasa Inggris pada saat duduk di bangku SMP dan SMA sehingga mereka menulis teks prosedur berbasis internet google untuk mentranslate dari bahasa Indonesia ke bahasa Inggris sehingga diksinya kata-kata yang tidak sesuai dengan teks.

**Kata Kunci:** kesalahan; Teks prosedur; ilmu bahasa

### INTRODUCTION

There are four basic skills in a language and writing is one of four basic skills in a language which is used any situation either in formal situation or informal situation. The writing is also the difficult skill to understand and comprehend in the practice. (Jannatul Jannah et al., 2023; Puspitasari & Ishak, 2023; Rahman, 2022; Sa'adah, 2020). Every day, the human reads the books and the writing that has been written someone.

There were some previous researches that related to this research. The researches focused on the descriptive text. Shafira, K (2016) has written her analysis about the descriptive texts. She wrote an article that This study also applied Systemic Functional Linguistics framework was proposed mainly by M.A.K. Halliday, the study had focused on transitivity system in analyzing the descriptive texts. The prime data of the study were four descriptive texts of the reading passages from four different chapters of an English textbook which have applied the 2013

Curriculum in many formal school. The data analysis was done by examining social purposes, schematic structures and linguistics features (mainly Transitivity system). The findings have written that in terms of social purpose, three out of four descriptive texts met the purpose of descriptive text. In terms of schematic structure, one text was found the criteria as descriptive text included personal comment; two texts met the criteria of descriptive text but did not include personal comment; and the last one did not meet the criteria of descriptive text (Anggun, 2016). The second research is Meilina HarisMayekti, Dinar Faiza, Ade Christianty (2022) wrote their article about an analysis of the descriptive text of the students of UNU. It described that The study looked at five aspects of the students' writing. They were doing the research on grouping ideas, organizing them, using the syntax, the vocabulary, and the mechanics. In addition, there were five categories in which students' writings might be evaluated. Excellent, good, satisfactory, weak, and poor are the four options. The findings of this study concerned the text of composition, the difficulty of performing well-organized writing, the processing of the writing order, and the language selection. They have written the words that were appropriate. They have used the words that were inappropriate for the circumstance. It has been all about the grammar in this research. The students were grammatically correct. That was the present tense in its simplest form. The students could also put mechanics together well. In their writing, they were things like the punctuations, spelling, and capitalization (Mayekti et al., 2022).

The writers are interested in this study to find out the errors of students' abilities in writing the English Descriptive Text. The writers also want to find out how they make the errors in writing the English writing.

Writing is a language skill that is used for direct communication. The students can communicate their ideas and

their thoughts to others through written form such as letter, message, or invitation for communication. it can be inferred that writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic, try to know the topic and find some information about the topic. Writing involves some efforts such as trying, selecting, revising, adding, and rearranging the words or the sentences that have been written.

In a language, the writing has 5 steps processes in writing: 1. Prewriting. The writer has to have an idea before the writer writes. 2. Organizing. The writer must organize the words related to the topic. 3. Writing. The writer has to make a draft of writing before the writer does the writing. 4. Polishing. This step is a combination of the organizing and writing so that the writing is able to revise the writer's writing by focusing on the structure, vocabulary, and punctuation. 5. Final Copy. In this step, the writing is able to edit all of the writing to know whether the writing still has an error (Puspitasari & Ishak, 2023; Sa'adah, 2020; Safitri et al., 2018; Sukmadewi & Ganing, 2020).

The descriptive text is a group of paragraphs that describe about the description of people or person, things, animals, or places look like so that the description is so clear about the objects. In this writing, the writers is able to give information more details about a thing, a person, or anything so that the readers can know and imagine anything (Mayekti et al., 2022; Pipit Rahayu., 2017).

In the structure of descriptive text consisted of two parts; identification and description. Identification is used to identify the description. The beginning of the sentence usually used the subject either as human or as the thing that will describe the human or the thing more details that the readers are able to understand about the descriptive writing. Then the description is a description of the human or person and the thing to help the identification of the subject. In the

description, the writer also develop the identification more details so that the text will be more clearly (Anggun, 2016; Loka, 2020; Sa 'diyah, 2017).

Structure is a basical aspect in writing. It reflected the meaning, the genre, and the discourse of the writing product. Besides, it tended to the contents and the meaning of the writing product. It looks very hard for the second and foreign language learners. They have to follow the rules of grammar or structure and writing are made them doubt so that the readers are going to be able to understand about the information of text. Many students or the people who used English language as the second language, got the difficulties to write the text in English (Akmal & Sirait, 2023).

Sentence is a group of words that has subject and predicator. The sentence usually has at least subject and verb. If the sentence does not have verb as the process or it is called predicate, it is not as a sentence, but it tends to as a phrase or a group nominal phrase. In the modern structure or grammar, it consists of participant and process at least so that the group of words can be called a clause or sentence (Halliday, 1975; Halliday & Matthiessen, 2014; Korneeva et al., 2019).

Error analysis is able to be showed to the study and analyze the errors that was made by writers as the foreign language learners especially in Indonesia which English was as the foreign language. It was useful for the remedial courses, combining appropriate using articles. It was aimed to identify, categorize, and analyze the errors were made by the students in acquiring and learning materials for teaching and learning movements, and formed the effective learning strategies for both learners and lecturer (Akmal & Sirait, 2023; Loka, 2020).

## **METHODS**

In this study, the writers used the qualitative research. The writers analyze

the errors that have made the students in describing their family and their house. In this study, the writers are going to describe the errors of writing (Creswell, 2014; Cropley, 2019; Mengmeng, 2018). The researchers did interviewing the students one by one about their errors in English writing. Then the writer will related to the linguistics study.

This study focus on the writing of the students in Royal University. The subjects of this study are the computer students of Computer Faculty at University of Royal. The writers analyze their students in English writing when the lecturers gave them to make a composition or writing.

## **RESULTS AND DISCUSSIONS**

The researchers made the students to make a composition in English about their family. The students gave forty minutes (40) minutes to make it. They always see and read the descriptive text that have been given by the lecturers as the example. They could follow the poin by poin, but they made some errors in making the sentences.

The writer wrote some errors which have been made by the students when they were making the English writing. They were :

1. I myself am in college.
2. My mother is the best cook
3. He is now occupying 6th elementar school
4. I have mother, Irma
5. In my family, I have a learder, namely my father
6. My father's job is to earn a living.
7. I am currently 20 yeras old.
8. Currently, I live with my mother
9. I myself am 19 years old
10. I have tree younger sibling
11. In my family, there is father, mother, sisters and me.

My father;s name is kusnan, my dad is a worker,  
From the data which have been taken

from the students' writing in English texts. Their assignment was about their family. The data were not entire data, but the writers just took some data from them. If the writers checked their errors in writing, the writers thought that they knew the description, but they did not really understand how to make it in English.

The first error, I myself am in college. The student means that s/he wanted to write I am a college student and s/he wanted to show about himself/herself. So in s/he wrote I myself am in college. So the correct sentence is I am a college student. Then poin b, the sentence is My mother is the best cook. The second student wanted to express that his/her mother is the best chef or it perhaps my mother always cooked the best food.

Then the writers discuss about the sentence poin c. He is now occupying 6th elementar school. This student studied at the night class so s/he wanted to express that s/he is a worker at the elementary school. The student seems not know what s/he wrote and s/he focused on the translation of google translate. So when s/he took the problems in English words. Next, point d. have mother, Irma. The student's sentence is an error sentence. The writer's can understand what the meaning of the sentence when the student was asked the sentence. The correct meaning that my mother's name is Irma.

Point e is In my family, I have a learder, namely my father. The students have two different sentences. Poin e. In my family, I have a learder, namely my father. The writers read twice to understand the meaning of the sentence. After that the writers also asked what the meaning, the writers knew that the sentence can be changed to be In my family, in my family, I have father as the leader of family. In point f is My father's job is to earn a living. The correct sentence is my father's job is a hard worker to get some money or his/her father works for their living.

Point g. I am currently 20 years old. The student wanted to give the meaning of the sentence is I am 20 years old now. This

sentence is almost meaning from point h. Currently, I live with my mother. The word of currently can be changed by the word of now or at present. The student can write I live just with my mother now or I live with my mother now.

Point i. I myself am years old. From this sentence can make confused in the meaning because the word myself can be deleted or not be written or it can be changed by the word now or right now in the sentence. The student can write I am 20 years old now. The next point is point j. I have tree younger sibling. The reseachers were confused and doubt about the sentence whether the writer made a mistake in typing or the writer did not know the correct word. The error that the writer made is so simple because of one word or one letter. It can be changed by I have three younger siblings.

Point k. In my family, there is father, mother, sisters, and me. From the sentence of the writer, the researchers saw the sentence carefully so the writer made the mistake in to be because the nouns are some, but the to be is used is, the writer should use the to be are because the nouns are not single, but they are plural. It can be changed In my family, there are father, mother, sisters, and me.

The last poin is l. My father;s name is kusnan, my dad is a worker. If the researchers saw and anylyze this sentence, the researchers are able to express that the errors in the use of punctuation in the writing. It can be written by My father's name is Kusnan, my dad is a worker. Besides that the expression is able to be written by My father's name is Kusnan who is a worker. It can be more simply by writing My father's name is Kusnan, a hard worker. The researchers analyzed that the writer was not careful in writing English composition or English writing.

After doing the analysis, the researchers asked or interviewed the students or the writers about the errors which they have made in the English writing or English composition. One of the students told that s/he did not really understand about the rules of the grammar

or the formal structure in English. The woman student said that she just did the work or the composition by searching by google application in internet so she just wrote what she has got or what the translating google has written based on the Indonesian words. So she never checked about the words or sentence. The third student told her explanation that she translated as Indonesian translation so she made the error in point c.

The two students who have written point d and e, explained that they also wrote what they were expressing in their hearts based on the Indonesian language so the translations of the English sentence as the researchers saw. They never care about the results of their assignment in writing, but they just focused on the finishing of assignment. They also said that the rules of English grammar was very difficult to understand when they were in Senior High School. They thought that the assignment had to finish when they were doing the assignment.

The five rests of the students gave the nearly same explanation when the reseacrhers interviewed the students. They did not know and really understand about grammar of English language when they were studying English in their senior high schools. Even they could say that they hate English language so much. So they knew the English materials when they were studying English at Royal University. They were still confused in English language, but they had to study and learnt English again at Royal University for three semesters. They also thought they began to study English more seriously.

## CONCLUSIONS

After doing this study, the researchers take some conclusion.

1. The students did the errors in making or writing the sentences because they did not have basic English language when they were taking in the Junior High School and Senior High

School. They assumed that English language was very difficult without they tried to study more seriously in the school. They just followed their friends who had an ability or understand about English language.

- 2.. The students began serious to study English language at the University of Royal because there were three semesters to learn English so that they were still beginners to write the English composition so that their English writing made some errors in making the English sentences.
3. The students always focused on the internet tranlating google to make every assignment which the lecturers gave to do when they were studying English at the day.
4. Finally, the students are able to have an ability to write English writing even though they still had some errors in English sentences because of their spirit in learning.

## REFERENCES

- Akmal, A., & Sirait, Z. (2023). an Analysis of Errors in Writing Sentences By the Students (Morphosyntax Study). *Journal of Science and Social ...*, 4307(3), 699–704.  
<https://jurnal.goretanpena.com/index.php/JSSR/article/view/1479%0Ahttps://jurnal.goretanpena.com/index.php/JSSR/article/download/1479/1031>
- Anggun, S. K. (2016). An Analysis of Descriptive Text in English Textbook Using Transitivity System (A Case Study of Reading Passages). *Journal of English and Education*, 4(1), 147–158.
- Creswell, J. W. (2014). Qualitative, Quantitative, and Mixed Methods Approaches. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Second Edi, pp. 1–26). SAGE.
- Cropley, A. (2019). Introduction to qualitative research methods. In A

- research handbook for patient and public involvement researchers* (second). University of Hamburg. <https://doi.org/10.7765/9781526136527.00012>
- Halliday, M. A. K. (1975). The context of linguistics (1975). In *the Context of Linguistics* (p. 18).
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). Halliday's introduction to functional grammar: Fourth edition. In *Routledge Taylor and Francis Group* (fourth Edi). Routledge Taylor & Francis Group. <https://doi.org/10.4324/9780203431269>
- Jannatul Jannah, W., Antoni, R., Pasir Pengaraian Jl Tuanku Tambusai Jl Raya Kumu, U., Rambah Hilir, K., & Hulu, R. (2023). Students' Writing Skill in Diary of the Eighth Semester Students of English Study Program at University of Pasir Pengaraian. *Journal on Education*, 05(02), 3078–3086.
- Korneeva, A., Kosacheva, T., & Parpura, O. (2019). Functions of language in the social context. *CILDIAH*, 00064(69), 1–5. <https://doi.org/10.1051/shsconf/20196900064>
- Loka, F. R. (2020). An Analysis of Students' Writing Descriptive Text at the First Year SMAN 4 Pekanbaru. *Kaos GL Dergisi*, 8(75), 147–154. <https://doi.org/10.1016/j.jnc.2020.12.5798%0Ahttps://doi.org/10.1016/j.smr.2020.02.002%0Ahttp://www.ncbi.nlm.nih.gov/pubmed/810049%0Ahttp://doi.wiley.com/10.1002/anie.197505391%0Ahttp://www.sciencedirect.com/science/article/pii/B9780857090409500205%0Ahttp://>
- Mayekti, M. H., Faiza, D., & Bestari, A. C. Y. (2022). An Analysis of Writing Descriptive Text at the Second Semester Students' English Language Teaching UNU Purwokerto. *English Education, Linguistics, and Literature Journal*, 1(1), 30–36. <https://jurnal.unupurwokerto.ac.id/index.php/educalitra/article/view/46>
- Mengmeng, W. (2018). A Study of Qualitative Research Method Used in Language Teaching. *International Journal of Learning and Teaching*, 4(4), 306–310. <https://doi.org/10.18178/ijlt.4.4.306-310>
- Pipit Rahayu., I. F. E. (2017). An Analysis of the Students' Skill in Writing Descriptive Text at the Eighth Grade of SMPN 7 Tambusai Utara. *Jurnal Mahasiswa Prodi Bahasa Inggris UPP*, 3(1), 1–6. <https://www.neliti.com/id/publications/109729/an-analysis-of-the-students-skill-in-writing-descriptive-text-at-the-eighth-grad>
- Puspitasari, T., & Ishak, C. N. (2023). LLT Journal: A Journal on Language and Language Learning <http://e-journal.usd.ac.id/index.php/LLT> Sanata Dharma University, Yogyakarta, Indonesia. *LLT Journal: A Journal on Language and Language Learning*, 25(1), 132–148. <http://e-journal.usd.ac.id/index.php/LLT>
- Rahman, F. F. (2022). The Correlation between Students' Writing Skills and Speaking Skills. *International Journal of English Education and Linguistics (IJoEEL)*, 4(1), 31–39. <https://doi.org/10.33650/ijoeel.v4i1.3977>
- Sa'adah, A. R. (2020). Writing Skill in Teaching English: An Overview. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 5(1), 21–35. <https://doi.org/10.21462/educasia.v5i1.41>
- Sa'diyah, H. (2017). Improving Students' Ability in Writing Descriptive Texts Through a Picture Series- Aided Learning Strategy. *The English Teacher*, XL(1993), 164–182.
- Safitri, I., Ibrahim, M. M., & Nursalam, N. (2018). Pengaruh Penerapan Model Talking Stick Dengan Bantuan Media Choose Number Terhadap Hasil Belajar Biologi Di

Smp Negeri 3 Sungguminasa  
Kabupaten Gowa. *Jurnal Biotek*,  
6(1), 131.  
<https://doi.org/10.24252/jb.v6i1.5144>  
Sukmadewi, P. U., & Ganing, N. N.  
(2020). Model Pembelajaran Talking  
Stick Berbantuan Media Buku  
Cergam Terhadap Keterampilan  
Berbicara. *Journal for Lesson and  
Learning Studies*, 3(2), 309–318.

[https://www.google.com/url?sa=t&rc=t=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjroiv2cTtAhXZQ30KHSMkDTMQFjAAegQIBBAC&url=https%3A%2F%2Fjournal.undiksha.ac.id%2Findex.php%2FJLLS%2Farticle%2Fview%2F27281&usg=AOvVaw2GbDogw9O96wS\\_AZ\\_af8HD](https://www.google.com/url?sa=t&rc=t=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjroiv2cTtAhXZQ30KHSMkDTMQFjAAegQIBBAC&url=https%3A%2F%2Fjournal.undiksha.ac.id%2Findex.php%2FJLLS%2Farticle%2Fview%2F27281&usg=AOvVaw2GbDogw9O96wS_AZ_af8HD)