

CHAPTER IV

DATA ANALYSIS, FINDINGS, AND DISCUSSION

4.1 Data Analysis

This study investigates the types of errors made by students when writing descriptive texts and the causes behind these errors. The primary data consists of 20 descriptive texts provided by students, which were analyzed based on Corder's (1981) error categories: omission, addition, selection, and ordering errors. Out of the 20 texts analysed, 8 texts contained errors. Below, all identified errors are presented in separate tables for each type, with explanations of the errors provided alongside corrections. The error analysis was conducted systematically, highlighting common linguistic issues observed in the texts. The analysis is supported by examples in tabular form for clarity.

4.1.1 Types of Errors Made by Students

The errors made by students in their descriptive texts can be categorized into four main types: omission errors, addition errors, selection errors, and ordering errors. These errors are detailed in Tables 4.1 to 4.8, which provide the original and corrected texts along with explanations for these corrections.

1. Selection Error

Table 4.1 Selection Error Analysis

NO	Error	Correction	Explanation
1	It has soft fur that can be many	"can come in many colors"	The phrase "can be many colors" is grammatically

	colors , including black, white, orange, and gray.		awkward. "Can come in many colors" is more precise and natural.
2	Elephants have large, flappy ears that help them stay cool in the heat.	"large, floppy ears"	"Floppy" is the correct term to describe ears that hang loosely. "Flappy" implies constant movement.
3	""making it look like it is wearing a tuxedo."	"making them look like they are wearing a tuxedo"	In this sentence, "it" refers to the subject "penguins" in the singular. However, there was a previous use of "penguins" in the plural form. It is better to use "them" to maintain subject consistency. Correction: "making them look like they are wearing a tuxedo."
4	They can turn their heads almost all the way around to look for eley .	"prey"	The word "eley" appears to be a typographical error. "Prey" is the correct term in this context.
5	Owls are known for their silent flight , allowing them to sneak up on small animals like mice."	"flight"	The word "tflight" is a typographical error. "Flight" is the correct word.

6	" Their was in chorus is river"	"They live in the ocean and rivers"	"Their" should be "They," and the sentence was unclear, so it is rewritten to reflect dolphin habitats.
7	" brave beat paus big "	"brave but large"	"Beat paus big" is incorrect; "brave but large" makes sense when describing dolphins.
8	" Their felt the beat paus big"	"They have large, powerful tails"	"Their felt" is incorrect. "They have" is the proper subject-verb agreement, and the phrase is clarified.
9	"Each yellow duckling jump into the river"	"Each yellow duckling jumps into the river"	The verb "jump" should be "jumps" because "each" is singular, and the verb must agree with the singular subject.
10	"The ugly duckling try to play with hus brothers and sister too."	"The ugly duckling tried to play with his brothers and sisters too."	"Try" should be changed to "tried" to use the correct past tense form, and "sister" should be "sisters" to match the plural form of "brothers."
11	"Cat is a small and it very - very beautifull ."	"A cat is small, and it is very, very beautiful."	The article "a" is needed before "cat," and "it" should be clarified as referring to "cat."
12	It has soft for that	"Fur"	"For" is a preposition,

	can be many colors, black, white, orange, and gray.		whereas "fur" is the correct noun here referring to the cat's fur.
13	The tail of a cat is long and often curls up when thang they are happy	"They"	"Thang" is an incorrect spelling of "they."
14	"Rabbit is a animal"	"A rabbit is an animal."	"An" should be used instead of "a" because "animal" begins with a vowel sound.
15	" Robbit is a beautiful animal."	"Rabbit is a beautiful animal."	"Robbit" is a typo for "rabbit."

2. Addition Error

Table 4.2 Addition Error Analysis

NO	Error	Correction	Explanation
1	"Their awe some "	"They are awesome"	"Their awe some" is a misconstrued phrase, and "They are awesome" is grammatically correct.
2	"It has soft for that can be many colors. "	"It has soft fur that can come in many colors."	"For" should be "fur," and an appropriate phrase like "can come in" or "can be of" should be used.

3	"Fluffy animals its fur is Soft, and have many colors"	"Fluffy animals that have soft fur and come in many colors."	Remove "its" to ensure the sentence structure is correct.
4	" The animal is a very cute. "	"The animal is very cute."	"Very cute" is a direct description and does not require an article.

3. Ordering Error

Table 4.3 Ordering Error Analysis

NO	Error	Correction	Explanation
1	" The tail of a cat is long and often curls up when they are happy."	"A cat's tail is long and often curls up when it is happy."	"A cat's tail" is a more concise phrase. "It" replaces "they" because it refers to a singular subject ("a cat").
2	" THEIR ELEPHANT "	[Remove this phrase entirely]	"THEIR ELEPHANT" is an unnecessary and redundant addition that disrupts the sentence structure.
3	"They Jumped and splash in muddy puddles."	"They jumped and splashed in muddy puddles."	The verb "Jumped" should be lowercase, and "splash" should be in past tense "splashed" to match the past tense of "jumped."
4	"They shook their mud dy wings and	"They shook their muddy wings and they	"Mud dy" is a misspelling of "muddy," and

	they launghd and laughed."	laughed and laughed."	"launghd" should be "laughed" to correct the spelling. The word "laughed" should be repeated for clarity and emphasis.
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4. Omission Error

Table 4.4 Omission Error Analysis

NO	Error	Correction	Explanation
1	"Each yellow duckling jump into the river and swam behin mot her duck."	"Each yellow duckling jumps into the river and swam behind the other duck."	The verb "jump" should be in the singular form "jumps" to match the singular subject "duckling." "Behin" is a misspelling of "behind," and "mot her" is a misspelling of "the other."
2	"The ugly cluckling jumped in and stratted to padle after swimming."	"The ugly duckling jumped in and started to paddle after swimming."	"Cluckling" is a misspelling of "duckling," "stratted" is a misspelling of "started," and "padle" is a misspelling of "paddle."
3	"The ugly duckling walked wish with his head down; He was sad."	"The ugly duckling walked with his head down; he was sad."	"Wish" should be "with," and "He" should be lowercase as it is in the middle of the sentence.

4	" and it very - very beautifull."	"and it is very, very beautiful"	no auxiliary verbs like "is" after "it"
5	" Fluffy animals its fur is Soft , and have many colours"	"Fluffy animals that have soft fur and come in many colours."	"That" is needed to properly connect the clauses, and the structure should be simplified.
6	"Rabbits wich allow to hop quickly and jump high."	"Rabbits which can hop quickly and jump high."	Correct the typo "wich" to "which" and use "can hop" to express capability.
7	"The animad use their long ears to detect danger In their surroundings."	"The animal uses their long ears to detect danger in their surroundings."	Correct "animad" to "animal" and fix capitalization of "In."

4.1.2 Percentage of Error Types

The error analysis conducted in this study categorizes the mistakes made by students into four distinct types: Selection, Omission, Addition, and Ordering. To determine the most dominant error type, the percentage of each error was calculated using the formula:

$$= \frac{F}{N} \times 100\%$$

Note:

F: Number of the sub category errors

N: Total number of all categories errors

P: the errors percentage

The frequency and percentage of each error type identified are presented in Table 4.9 below:

Table 4.5 Percentage of Each Type Error

Type of Error	Frequency	Percentage (%)
Omission Errors	13	30.23%
Addition Errors	5	11.62%
Selection Errors	18	41.86%
Ordering Errors	7	16.27%
Total	43	100%

The results showed that **Selection** errors were the most prevalent, accounting for 41.86% of all errors. This suggests that students face significant challenges in choosing the correct elements or components. **Omission** errors, where students leave out necessary information or steps, made up 30.23% of the total errors, indicating a frequent issue of incomplete responses. **Ordering** errors, which involve mistakes in the sequence or arrangement of elements, represented 16.27% of the total, while **Addition** errors, where students included unnecessary elements, accounted for 11.62%.

These findings highlight that the most common issue students face is related to **Selection** errors, followed by **Omission**. The lower frequency of **Addition** and **Ordering** errors suggests that while these errors do occur, they are less frequent in comparison to the others. The total errors across all categories sum to 100%, confirming that all observed errors have been accounted for. This analysis provides valuable insight into the areas where students need the most support, which can inform future interventions aimed at improving their accuracy in these specific areas.

4.2 Findings

4.2.1 Types of Errors

The types of errors identified in the students' texts are summarized as follows:

1. Omission Errors:

Missing essential elements in a sentence, such as articles or prepositions (e.g., "Rabbit is a animal" corrected to "A rabbit is an animal").

2. Addition Errors:

Inclusion of unnecessary words or phrases, such as "THEIR ELEPHANT" in a description of an elephant.

3. Selection Errors:

Incorrect word choice or usage, such as "can be many colors" instead of "can come in many colors". Examples include incorrect verbs ("try" instead of "tried") or nouns ("for" instead of "fur").

4. Ordering Errors:

Issues in word or phrase order, such as "The tail of a cat is long and often curls up when they are happy" being corrected to "A cat's tail is long and often curls up when it is happy."

4.2.2 Causes of Errors

Based on the analysis, the errors made by students can be attributed to several causes:

1. Translation:

Direct translation from students' first language to English often results in grammatical errors. For instance, "Cat small animal" reflects Indonesian sentence structure.

2. Carelessness:

Some errors, such as typographical mistakes or lack of attention to detail, result from students not proofreading their work. Examples include "tlight" instead of "flight."

3. First Language Interference:

Students' native language influences their English writing, leading to incorrect structures. For example, "The book thick" instead of "The book is thick" mirrors the omission of the verb "is," which is unnecessary in Indonesian grammar.

4. Limited Vocabulary:

Errors like "flappy" instead of "floppy" indicate insufficient knowledge of English vocabulary. This limitation forces students to guess or use approximate terms.

5. Additional Elements:

Redundancy or overuse of modifiers, such as "The big large giant elephant," occurs due to students attempting to emphasize descriptions without understanding conciseness in English.

4.3 Discussion

The findings from this study indicate that students face significant challenges in producing accurate descriptive texts. Each error type reflects specific areas where students require further support and practice. The following points highlight the implications of these findings:

1. Reinforcement of Grammar Rules

To address omission and selection errors, students need targeted instruction in grammar rules, focusing on common issues like subject-verb agreement, preposition use, and sentence structure.

2. Building Vocabulary

Activities to expand students' vocabulary should be integrated into the learning process, emphasizing correct word usage in context.

3. Use of Error Analysis in Teaching:

Teachers can use error analysis as a diagnostic tool to identify specific linguistic weaknesses and tailor lessons accordingly. For example, exercises on article usage and verb tense consistency can address omission errors.

4. Encouraging Proofreading Skills

Students should be encouraged to proofread their work carefully to minimize typographical errors. Incorporating peer-review sessions can also help identify and correct mistakes collaboratively.

5. Addressing Language Interference:

Teachers should be aware of the influence of students' native language on their English writing and provide strategies to overcome these interferences. For

instance, contrastive analysis activities can help students understand the differences in sentence construction between their first language and English.

For example, omission errors frequently involved the absence of articles in phrases like "Cat is small animal" (corrected to "A cat is a small animal"), while addition errors often resulted from redundant use of modifiers, such as "The cute small tiny dog." Selection errors typically involved incorrect use of verbs or adjectives, such as "The flowers is beauty" (corrected to "The flowers are beautiful"). Ordering errors were less common but appeared in examples like "Brown tail the cat has" (corrected to "The cat has a brown tail").

In conclusion, the data analysis and findings presented in this chapter highlight critical areas where students struggle in writing descriptive texts. By addressing these issues through focused instruction and practice, students can improve their linguistic accuracy and develop stronger descriptive writing skills.

The findings from the error analysis of the descriptive texts will be discussed in relation to the interviews conducted with the students. The interviews aimed to explore students' perspectives on the challenges they face and the reasons behind their errors in writing descriptive texts. These interviews serve to validate and enrich the findings from the written tests by providing a deeper understanding of the students' thought processes and the underlying difficulties that may not be fully captured in the written data.

The interview results, which can be found in Appendix II, reveal that many students identified difficulties with selecting appropriate words in their writing. This aligns with the findings from the written tests, where selection errors were

the most frequent (41.86%). Several students also mentioned that they often translate directly from Indonesian to English, which results in incorrect word choices or grammatical structures. This observation reflects the impact of first language interference and translation on their writing, which aligns with Norrish's (1983) theory of error causes.

According to Norrish's theory, three primary causes of writing errors are identified: carelessness, first language interference, and translation. These three factors are evident in the errors observed in this study:

1. **Carelessness:** Many students admitted in the interviews that they often rush through their assignments and fail to proofread their work. This finding is consistent with the typographical and redundancy errors observed in the written texts. Carelessness in writing, as described by Norrish, often leads to simple mistakes that could have been avoided with more attention to detail.
2. **First Language Interference:** The interview data revealed that a significant number of students tend to apply Indonesian sentence structures or omit certain elements when writing in English. This is a clear example of first language interference, where students transfer grammatical patterns from their native language into their English writing. Such interference was particularly evident in the omission and selection errors found in the written texts.
3. **Translation:** Many students reported that they translated directly from Indonesian to English while writing, leading to errors in word choice and

sentence structure. This aligns with Norrish's notion that translation can be a source of errors, as students may rely on word-for-word translation, which does not always result in grammatically correct English.

The combination of these three error causes—carelessness, first language interference, and translation—provides a comprehensive explanation for the challenges students face in descriptive writing. By validating the error analysis findings with the interview data, it becomes clear that students' writing difficulties stem from a combination of linguistic and psychological factors, including their tendency to rush, rely on their native language, and engage in direct translation.

In light of these findings, it is important to address these error causes in instructional strategies. Teachers should focus on helping students overcome first language interference by using contrastive analysis to highlight differences between Indonesian and English grammar. Additionally, vocabulary-building exercises can help students expand their lexicon and avoid incorrect word choices. Teachers should also encourage careful proofreading practices and stress the importance of taking the time to review written work to reduce errors caused by carelessness.

In conclusion, the combination of error analysis and interview data provides a more nuanced understanding of the factors contributing to students' writing errors. The results underscore the importance of addressing carelessness, first language interference, and translation in writing instruction to improve students' descriptive writing skills.