

Analysis on Grammatical Error of Student's Writing Descriptive Text

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Abstract

The research paper is entitled "Analysis on Grammatical Error of Student's Writing Descriptive Text". The aims of the research were to find out what kinds of grammatical error made by eight grade students of SMP Negeri 1 Pasirjambu in writing descriptive text and to analyze what causes of the grammatical error in writing descriptive text. The sample of the data was collected by giving writing test, which consisted of 31 students. Qualitative research was used by the researcher as the research method. From the total of 246 sentences of the samples, the research finding showed that misformation was the highest error that students made in writing descriptive text. The percentage of the errors was 104 (53%) from the total error 196. Whereas, the lowest percentage of the error was found in misordering with the percentage 19 (10%). On the other hand, there were some causes of the error made by students of the eight grade of Junior High School in writing descriptive text such as the language interference, carelessness and translation. The highest cause of error on percentage 53% was found in first language interference. Meanwhile, the lowest cause of error was translation with the total percentage 10%. It showed that the students still had difficulties in writing descriptive text. It was caused by the language interference, the second was Therefore, the teacher had to give the appropriate method for the students in teaching descriptive text and using appropriate media and interesting material to help them easy to understand the lesson. So that the error related to writing descriptive text could be minimized.

Key words: Descriptive text, error, error analysis, grammar

INTRODUCTION

Writing seems to be the most difficult skill that it needs a long process starting from beginning up to last product. According to Brown (2001) writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. It means that students should be able to express their idea in written form as the result of their understanding of the text that they read. Therefore, in line with the statement above writing is important skill to be learned by students.

In this paper, the writer focuses on the students writing descriptive text. As descriptive text is learned by the students starting from the first grade of junior high school until senior high school. According to Zumakhsin (2005) cited in Fitri et al. (2017), "Descriptive text is to describe what we see". In line with the statement, the students have to describe the object details. As the result, the readers get information about object or picture clearly. Thus, the students will deal with the number of language aspects involved generic structure, language features, punctuation, and grammar.

Grammar is the important role in arranging sentences into a good paragraph. Murcia and Hilles (1987) state that grammar often taught isolate, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply

what they learned in actual situations. Grammar is a central point. It includes the tenses as a core of the skill, such as: simple present tense, simple past tense, simple future tense, present continuous tense, present perfect tense, past continuous tense etc. Whereas, many students find difficulty to use the correct grammar in writing descriptive text. As a result, the students make some grammatical errors in writing descriptive text, such as the use of tenses, verb, adjective, noun, pronoun, preposition, noun phrase, singular, plural, etc.

Based on the statement above, the students will deal with the use of those kinds of students's grammatical errors particularly the use of grammar in writing descriptive text. Thus, this research was purposed to find out types of grammatical error in writing descriptive text and to find out the sources of grammatical errors performed by eight grade students of Junior High School in writing descriptive text. The types of text was chosen as the topic because descriptive text is one of the text that is taught in Junior High School especially in eight grade students.

The eight grade of Junior High School students of SMP Negeri 1 Pasirjambu are chosen because they have learned a kind of texts included descriptive text. Moreover, they also have learned the grammar rules of descriptive text, the language features, the social function, and generic structure of descriptive text. Thus, the writer is interested to analyze what kind of grammatical errors that students do in writing descriptive text and find the cause of the errors.

Futhermore, it is quite important to realize that errors made by the students need to be analyzed, that is by conducting grammatical error analysis. Brown (1972:166) said the fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of learners' errors, called error analysis.

According to the problem above, the writer is interested in doing the research which is purposed to find out the errors made by students in writing descriptive text in the eight grade of one Junior High School in Bandung Regency.

METHOD

In this study, the reasearcher uses a qualitative research as the research method. Kothari (2004, P. 3) explains that "Qualitative research is specially important in the behavioural sciences where the aim is to discover the underlying motives of human behaviour". While, Polkinghorne (2005, P. 137) states that "Qualitative research is inquiry aimed at describing and clarifying human experience as it appear in people's life and researchers using qualitative methods gather data that serve as evidence for their distilled description". Thus, qualitative research is a design where the researcher presenting the data by using description to help the researcher find the solution of the phenomenon happened in society with doing investigation to the object research. As a result, the researcher used qualitative research because it was the suitable method for this study.

The population is a group that used in the research as the element to help the researcher in collecting data. Arikunto (2006, P. 130) stated that a Population is formulated as the whole groups of people or object that have been formulated clearly. On the other hand, Creswell (2005, P. 145) explains that "Population is a group of individuals who have the same characteristic". Therefore, the population for this research is the eight grade of Junior High School students, enrolled in academic years 2019/2020.

In this paper, there are sample that the researcher uses to collect the data. Creswell (2008, P. 152) states that sample is a subgroup of target population that the researcher plans to study for generalizing about the target population. In line with Creswell, Sugiyono, (2007 , P. 73) states that the sample is part of the total and characteristics possessed by the population. It means that sample is the group of research that taken from population. Thus, this research choose the eight grade of Junior High School students as the sample of the research.

In collecting data, it uses a test to find the error. Brown (2004, P. 3) defines a test as a method of measuring a person's ability, knowledge, or performance in a given domain. In this paper, the student are given a writing test to the eight grade of Junior High School. They are asked to write the descriptive text in a pieces of paper and choose the topic based on their interest. They are given two hours to finish it and have to write at least 10 sentences. The last, the students are asked to submit the writing test. Then, the products are analyzed by making a list of error in the recapitulation table to find out what errors are made by students in writing descriptive text. thus, From these errors, error analysis is conducted.

In making a conclusion or an answer of the research question, the researcher described the analyzed by using qualitative descriptive method and using formula to help the researcher in answering the research question. According to Anwar (2014, P. 30) The formula and the table to recapitulation types of students errors as follow:

Table 1 Recapitulation Table

Students	Types of Errors			
	Omission	Addition	Misodering	Misformation
Students 1				
Students 2				
Total				

The Formula:

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

Notes: P = Precentage

F = Frequency

N = Number of sample (total of frequency)

FINDINGS AND DISCUSSION

Type of Error

On the following table, there were the recapitulation result of the type of error that the students made in writing descriptive text.

Table 2 Recapitulation Result of Type of Error

Students	Types of error	Frequency	Percentage
18 Students	Omission	49	25%
14 Students	Addition	24	12%
10 Students	Misordering	19	10%
29 Students	Misformation	104	53%

Based on the research finding, the researcher found the grammatical error that students made in writing descriptive text performed by the eight grade students of SMP Negeri Pasirjambu. From the sample of 31 students' written work, there were 196 grammatical errors from the total sentences of 246 that found by the researcher in students' writing descriptive text. It means that the students of SMP Negeri Pasirjambu still face some difficulties in writing especially descriptive text.

Based on the surface strategy taxonomy, there were grammatical error that students made in writing descriptive text. There were 18 students who made an error in Omission. The percentage of omission was 49 or (25%) from the total error 196. In this case, the students missed some required elements in their sentences. For example, *He live in Perumahan Sukarasa Permai*. It must be *lives* because the word *he* must be followed by *s* on the verb. Thus, the correct sentence should be *He lives in Perumahan Sukarasa Permai*. In addition, the students also made error in omission of spelling. For example, *My room is smal*. The students omitted to put double *l* for *small*. Thus, it must be *My room is small*.

On the other hand, there were 14 students who made an error in addition. The percentage of addition was 24 or (12%) from the total error. Addition is a opposite of omission. Their characterized by the presence of item, which must not appear in a well-formed utterances. For example, *there are dolls, there are cabinets, there are chairs, there are tables*. From the error, the student put four *there are* in one sentence. Thus, the sentence must be *there are dolls, cabinets, chairs, and tables*.

Futhermore, there were 10 students who made an error in misordering. The percentage of misordering was 19 or (10%) from the total error. Misordering is incorrect placement of a morpheme or group of morphemes in an utterance. For example, *favorite food deden donuts*. From the students' sentence, there were the incorrect structure. The structure must be *Deden's favorite food is doughnut*.

The highest grammatical error was founded on Misformation. There were 29 students who made grammatical error in Misformation. It almost the whole of students doing the same grammatical error with the percentage of misformation 104 or (53%) from the total error 196. Misformation errors are characterized by use of the wrong of the morphemes or structure. For example: *it have a short mustache, short legs, and have four legs*. The correct sentence must be *it has a short mustache, four short legs*. It was the highest error because the students face the difficulties in selecting and forming into the correct sentence. In addition, they also intended to select the wrong word. Therefore, the students made grammatical error in misformation.

From the explanation above, the most common error that the students made in writing descriptive text were founded in misformation on percentage 104 (53%). It showed that the students still confused in arranging the correct structure. On the other hand, omission was the second level of the error with 24% percentage. Addition was the next common error after omission with percentage of 12%. Additionally, misordering was the lowest error that students made with percentage 10%.

In addition, misformation was the highest error that students made in writing descriptive text because the students still found the difficulties in selecting the appropriate words and structures. It proved from the finding of the students writing test in part one. There were the missing word of descriptive text that students had to find the answer by choosing the correct answer in form of multiple choice. The missing words required the students to choose the answers of misformation. In contrast, there were only 6 students with 8 correct answer. Moreover, the 25 students only answer below it. Thus, it was the reason why misformation was the highest error than the other types. The students still faced the difficulties in selecting the correct words.

Thus, the teacher have to pay attention to students mechanics related to misformation and give the interesting strategy to make the students interested. Futhermore, the teacher also have to pay attention in omission, addition, and misordering. Thus, the error can be minimized.

Cause of Error

Based on the finding of the research, there were the causes of the error that students of eight grade of Junior High School made in writing descriptive text. In this paper, the researcher used Norrish theory to find the cause of error which classifies into three causes of error those are carelessness, first language interference, and translation.

The first cause of error based on the finding was first language interference with the total error 104 on the percentage 53 %. It was the highest cause of error that students made in writing descriptive text. The first language interference happened because the students were still influenced by their mother tongue in writing descriptive text. In addition, it was caused by the different habits formation, rules, structures, and vocabularies. Therefore, the students had difficulties in learning English especially in writing descriptive text.

Moreover, the students were still confused in selecting the correct words. it proved from the writing test of part one. They still influenced by their first language interference which was very different from their second language. For example: *I (I)... a pet* the students did not know what was the appropriate word that they should fill in the blank from the multiple choice of *had, have, has, and having*. They tended to choose based on their instinct because they did not know the rule of their second language. Thus, most of students answered incorrectly.

On the other case, carelessness was the second cause of error that the students of eight grade made in writing descriptive text. There were 72 or 37 % percentage of carelessness. The case caused by improper generalization and incomplete grammatical rule. In addition, carelessness is often closely related to lack of care or motivation. It happened probably because the students were confused in understanding materials or the way the teacher teaching the students did not suit them. In other word, sometimes the teacher focused in their explanation without thinking about their students. Therefore,

they were bored and lost their motivation in learning English. As the result, the students made a lot of error in writing descriptive text.

The lowest cause of error was in translation with the total cause were 19 on percentage 10%. Translation error is the grammatical or spelling mistake This happens because the students translated the first language sentence into the target language by using word by word translation. As the result, the students arranged the word incorretly because they were influenced by their mother tongue. On the other case, the structure of source language and target language are different. For example on the table 4.1 student 19: *hobi deden playing basket ball* → Deden's hobbies is playing basket ball *favorit deden animal cat* → Deden's favourite animal is cat. Based on the example, the student was still influenced by their mother tongue where they put the word incorretly. The student used the Indonesian rule into the target language. In other case, Indonesian and English structure are different. Therefore, the students were confused to arrange the sentence correctly.

The cause of error was also influenced by their understanding about descriptive text. There were some students who did not know what descriptive text was, the purpose, the generic structure of descriptive text, the grammatical features, and social functions of descriptive text.. Futhermore, on the writing test of part two the researcher gave the students jumbled sentences of descriptive text. From the finding, there were none of the students who could rearrange the sentence perfectly. For example:

1. Arsyia works shifts.
2. He can cook many kinds of dishes, both local or international.
3. However, he doesn't mind the working hours.
4. Arsyia is a chef in a five-star hotel in the city.
5. He enjoys his job.
6. He may start working in the morning or in the afternoon.
7. He can make delicious soto, spaghetti, and Japanese sushi.

The best arrangement of descriptive text must be 4-2-7-1-6-3-5. However, none of the students who arranged it correctly. It showed that students sill confused of the generic structure of descriptive text which consists of identification and description. Therefore, most of students arranged their written work incorretly.

According to the explanation above, The language interference was the highest cause of error (53%). While, the carelessness was the second cause of error (37%). The last was translation with the total percentage 10 %. In addition, the students were still confused in writing descriptive text especially in terms of the generic structure, grammatical features, and social function of descriptive text.

CONCLUSION

In line with the finding and discussion it can be concluded that after analyzing the writing test of the students in writing descriptive text, most of students committed the grammatical error. There were 246 sentences from the students written work that the researcher collected. On the other hand, the researcher found 196 grammatical error from the total sentences.

Therefore, it can be concluded that the grammatical error that the researcher found based on the surface strategy taxonomy showed that misformation was the most common error in writing descriptive text. On the other hand, there were omission in the second level. Addition was the next level of the error after omission and the last error was founded on misordering.

On the other hand, there were the causes of the error that students made in writing descriptive text. The first is language interference which was the most common cause of error. The carelessness was the second cause of error. The last cause of error was translation. In addition, the students were still confused in writing descriptive text especially those related to the generic structure, grammatical features, and social function of descriptive text. As a result, the students committed the grammatical error.

In line with the conclusion, there are some suggestions for the English teachers and another researcher. English teacher may use information of the types of students' errors as guidance to evaluate the weakness or progress of students' ability in learning English, particularly in writing descriptive text. They should take the errors into account, analyze them and provide proper correction. Therefore, the teacher can make a correction of students' writing errors, then the teacher advisedly gives it back to them, so they will know their grammatical errors. The teacher also can ask other students to correct them together to make them active and the capable students can share their knowledge to the others. In addition, the teacher can give the appropriate method for the students in teaching descriptive text and prepare the material interestingly. Thus, the students can interest in learning English especially in writing descriptive text.

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