

An Analysis Of Students Grammatical Error In Writing Descriptive Paragraph Made By The Eighth Grade Students Of Smp Negeri 2 Karanganyar

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Abstract

English is taught as a compulsory subject in junior high school, senior high school and also in universities for several terms. So that the students must have English skill. There are differences of rule and structure in English and Indonesian. For instance, in Indonesian here is no change in verb and it is very different with English. Mostly, Indonesian is still influenced by their mother tongue on the approach to the target language (English). Therefore, this research aimed to find out the student's grammatical error in writing descriptive paragraph. The objectives of this research are as follows: 1) To find the students grammatical error in writing descriptive paragraph made by the eighth-grade students of SMP Negeri 2 Karanganyar. 2) To find out and give image to readers of the most frequent errors that the students do in writing descriptive paragraph made by the eighth grade of SMP Negeri 2 Karanganyar. This research was presented using descriptive qualitative research method. The researchers used a documentation as instrument for collecting the data. The researchers took one assignment in students' English task books. In collect data, the researchers did some steps. 1) Ask for permission to the teacher for taking documentation the students' tasks. 2) Consulting the task to the teacher. 3) Giving the task. 4) Analysing the student tasks. 5) Getting the data. The data was collected on 14th June 2021. The population of this study was taken from the eighth-grade students SMP Negeri 2 Karanganyar and the researchers took five class (VIII A, VIII B, VIII C, VIID, and VIIE) as the subject. The sample was taken by using purposive sampling technique. The class consisted of 30 students. The result of this research shows that the total errors are 100%. It means that the grammatical error in writing descriptive paragraph made by the eighth grade of SMP Negeri 2 Karanganyar is on less sufficient level. The percentage of students' grammatical error in types of omission (29,5%), error of addition (16,7%), error of misformation (44,9%) and error of misordering (8,9%). Based on the result of the research, it is suggested that the eighth-grade students of SMP Negeri 2 Karanganyar should be given more explanation and exercise in writing descriptive paragraph.

Keywords: Error Analysis, Grammatical Error, Paragraph, Writing.

INTRODUCTION

In Indonesia, English has been the most important of foreign language. English has been established as one of the subjects in the formal education. English is taught as a

compulsory subject in junior high school, senior high school and also in universities for several terms. So that the students must have English skill. There are differences of rule and structure in English and Indonesian. For instance, in Indonesian here is no change in verb and it is very different with English. Mostly, Indonesian is still influenced by their mother tongue (Javanese, Sundanese, etc) on the approach to the target language (English). That is why the students commonly find difficulties or problems in using English correctly, especially in grammar.

Grammar is one of the sub-skills that support in writing. Grammar is also one of the basic components of language which have to be learnt by students. Belo (2017:513) stated grammar comes as the most difficult and complicated subject to be mastered by students. It means the grammar in a language should be known well. Therefore, it is difficult for students to develop their English proficiency. The difference between the errors is one of factors which induce the students to make many errors. It can affect to their content in writing. As a result, when they send the message not conveyed successfully to the reader.

Error is usually the only way to discover the truth and it only can be corrected by others. According to Moqimipour & Shahrokhi (2015:124) errors can be seen as inadequate knowledge about foreign language rules which start the production of unacceptable written oral linguistic items. Writing is the activity to express the ideas and thoughts. Harmer (2004:31) states writing is one of the learning materials included in every teaching and learning syllabus. Writing is one of the important skills have to learn. It is not easy for anyone who has not mastered the components of writing. In writing practice, the students need long time to be able writing well, because there are some aspects must be owned for producing a good writing.

The researchers chose descriptive paragraph because it can make students to explore their idea. Based on the preliminary the researchers gained some data in SMP Negeri 2 Karanganyar that the students had difficulty in writing skill. They had low score in writing descriptive paragraph. The students got difficulty in constructing sentences by using simple present tense, conjunction, word choice, etc.

Referring to the reasons above, the researchers decided to classify the errors based on Corder's theory (1973:257), there are error of omissions, error of additions, error of misformation, and error of misordering. Therefore, an error analysis has an important role to reveal what kinds error that the students do most. The objectives of the research are 1) To find the students grammatical error in writing Descriptive Paragraph Made by the Eighth Grade Students of SMP Negeri 2 Karanganyar. 2) To find out and give image to readers of the most frequent errors that the students do in writing descriptive paragraph. The significances of this the study are the result of the study hopefully will be benefit for English teachers to improve the teaching techniques and to encourage their students to be more cautious in using every aspect of grammar in writing descriptive paragraph. It can be used to help the students write a descriptive paragraph then students capable to give some contribution in attempting to decrease errors done by the students help them to

improve their writing skills especially in writing descriptive paragraph. It can be used as a reference for those who want to conduct the similar research.

RESEARCHED METHODOLOGY

The research used descriptive qualitative research method. According to Gay (2012:183) that descriptive research is survey research. The case study method is the most popular form of qualitative analysis and involves a careful and complete observation of a social unit. It means the descriptive method accurately describes a situation of environment in details.

This research method related to the problem in SMP Negeri 2 Karanganyar. This research was conducted to investigate the students' writing ability of using simple present tense in writing descriptive paragraph. This research conducted in the Eighth grade of the second semester. The research subject was a target to get a goal certain about a matter that will be objectively proven. According to Sugiyono (2013:32) the research subject is an attribute or nature or value of the person. Research subject in this research was the eighth grade of SMP Negeri 2 Karanganyar. The researchers took random class as sample purposive sampling with the numbers 30 students that consists of Class VIII A (3 students), VIII B (14 students), VIII C (4 students), VIII D (4 students), and VIII E (5 students) of the eighth grade of SMP Negeri 2 Karanganyar for sample in the research. The researchers chose purposive sampling based on the subject that focused on the eighth-grade students that lived near of SMP Negeri 2 Karanganyar.

Purposive sampling is one of the non-random sampling techniques which determines the sampling by determining the specific characteristics that are in accordance with the research objectives so that it is expected to answer research problems. According to Arikunto (2010:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken base on the specific purpose.

In conducting the research, the researchers used procedures as follows:

1. Formulating the research problems and determining the focus of the research.
2. Determining the way to gain the idea
It was taken based on the document analysis.
3. Determining the research subject.
The subject of this research was the students of the second semester of the eighth grade of SMP Negeri 2 Karanganyar.
4. Taking the document
The researchers took the document based on the students' English task books. It was the one of the assignments of writing descriptive paragraph.
5. Identifying and classifying the data
The researchers identified and classified the students' errors of using present tense in writing descriptive paragraph based on surface strategy taxonomy (omission, addition, misformation, and misordering). Then, the researchers described the proportions (frequency and percentage) of errors are made by the students.

6. Making report findings

After gaining the data, the researchers made the report of the writer's finding.

A research instrument is a tool that determined by researcher and it can include interviews, tests, surveys or checklists. Arikunto (2013:203) states the research instrument is a tool or facility used by the researcher when collecting the data in order to be easier in doing her or his work to get a good result. In this research, the researchers took one assignment in students' English task books. It was the last assignment of writing descriptive paragraph.

In collecting data, the researchers used documentation of collect the data. The steps of data collection were by asking for permission to the teacher for taking documentation the students' tasks, consulting the task to the teacher, giving the task, analysing the student tasks, getting the data. The data collected would be analyzed by using procedures that are consists of three steps based on Corder's theory. It consists of collecting the sample, identification of error, describing student's errors. It means to determine the sources (causes) of the errors based on Corder's theory beside the researchers uses triangulation as supporting data.

RESEARCH FINDINGS AND DISCUSSION

1. Classification of Error

In the research finding, the researchers identified the students' common error and problems in writing descriptive paragraph. This offers assistance to teachers in their work when correcting students' writing skills and analyzing errors that are often made so that in the future students will not do the same errors. In addition, teachers can also look for variations in strategies and techniques in teaching based on the analysis of student writing errors so that student problems in writing can be resolved appropriately. Fitrawati & Safitri (2021:75) stated that various errors are seen as a means to an end, some researchers tend to discover the appropriate corrective techniques that can aid the effective learning and teaching of English. Furthermore, Erdogan (2005:267) stated errors are a means of feedback for the teacher reflecting how effective he/she is in his teaching style and what changes he/she has to make to get higher performance from his students.

The research objective is to know the students' common error and students' problem in writing descriptive paragraph. Corder (1973:257) classifies errors into 4 types. They are Omission, Addition, Misformation, and Misordering. The research findings of this research are described as follows:

Table 1 Recapitulation of Student's Error

No.	Students' Number	Types of Error			
		Error of Omission	Error of Addition	Error of Misformation	Error of Misordering
1	Student 1	-	1	2	1
2	Student 2	1	-	2	-
3	Student 3	-	1	-	-
4	Student 4	1	-	1	-
5	Student 5	-	-	5	-
6	Student 6	-	-	3	-
7	Student 7	1	1	2	1
8	Student 8	-	-	-	-
9	Student 9	1	1	-	-
10	Student 10	1	-	-	-
11	Student 11	2	-	1	-
12	Student 12	1	1	-	1
13	Student 13	-	-	-	-
14	Student 14	-	-	1	1
15	Student 15	1	1	3	-
16	Student 16	1	-	3	-
17	Student 17	-	-	1	-
18	Student 18	1	1	1	-
19	Student 19	1	1	-	-
20	Student 20	1	1	3	-
21	Student 21	1	-	3	1
22	Student 22	-	-	-	-
23	Student 23	-	1	1	1
24	Student 24	1	1	-	-
25	Student 25	1	-	2	-
26	Student 26	1	1	2	-

27	Student 27	-	-	-	-
28	Student 28	1	-	-	-
29	Student 29	3	-	-	-
30	Student 30	2	1	1	1
Total number		23	13	35	7

As the calculation above, the researchers describe the examples and the causes why the error occur, as follow:

1. The Error of Omission = $\frac{23}{78} \times 100\% = 29,5 \%$
2. The Error of Addition = $\frac{13}{78} \times 100\% = 16,7 \%$
3. The Error of Misformation = $\frac{35}{78} \times 100\% = 44,9 \%$
4. The Error of Misordering = $\frac{7}{78} \times 100\% = 8,9 \%$

Table 2 Percentage of Error

No.	Types of Error	Number of Error	Percentage of Error
1	Errors of Omission	23	29,5 %
2	Errors of Addition	13	16,7%
3	Errors of Misformation	35	44,9%
4	Errors of Misordering	7	8,9%
Total Number of Errors		78	100%

2. Data Analysis

The Description of Error

After identifying the data, the researchers analyzed the errors and classified them based on the Surface Taxonomy Categories for knowing these errors involve in omission, addition, misformation and misordering. Below, the researchers described each student's writing classified them and gave the analysis of each student's composition.

1. Student 1

- a. Error of Ommision (not found).
- b. Error of Addition

It looks like the Koko will also be delicious. The correct sentence is **It looks like be delicious**. The student adds the words **the Koko will also** that doesn't need in the sentence.

c. Error of Misformation

I will name it Koko. The correct sentence is **Its name is Koko.** In this form the student is select the incorrect pronoun and incorrect verb, it must be **Its** for third singular person of animal and **is** for the substitute verb.

Koko is very funny in my opinion. The correct form **Koko is very cute in my opinion.** In this form the student selects the incorrect adjective because the word “**funny**” has meaning “amusing, humorous or comical” while the word “**cute**” has meaning “possessing physical features, behaviors, and personality traits.

d. Error of Misordering

Koko is very funny in my opinion. This sentence has the incorrect order. It must be changed order becomes **In my opinion, Koko is very cute.**

2. Student 2

a. Error of Ommision

He might running away. The correct sentence should be **It might run away.** In this form the student adds the gerund of the word “**running**” that should be inappropriate in the sentence because the student here actually must be use verb I (simple present) that needed in that sentence.

b. Error of Addition (not found).

c. Error of Misformation

His fur is white...., “***...his cage....***” The correct sentence is “**its fur is white...**”, “**...its cage....**”. In this form the student selects the incorrect subject, it must be **its** for possessive pronoun.

He has long ears...., “***he also has cute red big eyes***”, “***he used to jump....***”, “***I don’t wanna lost my rabbit....***”. The correct ones are “**It has long ears....**”, “**it also has cute red big eyes**”, “**it used to jump.....**”, “**I don’t want lost my rabbit....**”. In this form the student selects the incorrect subject, it should be **it** for third singular person. The student also inappropriate to change the word “**lost**” because it happened in the past.

d. Error of Misordering (not found).

3. Student 3

a. Error of Ommision (not found).

b. Error of Addition

...near to my house”. The correct sentence is “**...near my house**”. In this form the student adds the conjunction **to** that doesn’t need in the sentence.

c. Error of Misformation (not found).

d. Error of Misordering (not found).

4. Student 4

a. Error of Ommision

In here, the student should add the descriptor name “*Its name is Fle*” after the sentence “*I have a stray cat as my pet*”, and before the sentence “*Fle is really playful*” because it is appropriate in explain the subject of animal’s name and without the descriptor name the sentence will be ambiguous. In this paragraph the student omits **the descriptor name of noun as pet** that must be exist before explain the subject in the sentence.

b. Error of Addition (not found)

c. Error of Misformation

“He loved...”, “.....he found”, “he has orange and white fur”, “...it for him”, “he has a long tail”, “he likes...”, “he is also like to...”, “...he will fall asleep”. The correct ones are “it loved...”, “.....it found”, “it has orange and white fur”, “...it for it”, “it has a long tail”, “it likes.....”, “it is also like to.....”, “.....it will fall asleep”. In this form the student selects the incorrect pronoun that must be exist in that sentence.

d. Error of Misordering (not found)

5. Student 5

a. Error of Ommision (not found).

b. Error of Addition (not found).

c. Error of Misformation

Panda is the very cute animal. The correct sentence is **panda is the cutest animal.** The student omits the suffix “st” that should be exist in that sentence. In this form the student uses adverb “*very*” of word “*very cute*” to say most that should be use superlative degree “*the...est*” of word “*cute becomes the cutest*” in the sentence.

“*His body is black*”. The correct one is **its body is black.** In this form the student selects the incorrect possessive pronoun, it must be **its** for third singular person of animal.

“*Panda eats bamboo and they almost eat up.....*”. The correct sentence is “**Panda eats bamboo and it almost eats up.....**”. In this form the student selects the incorrect pronoun, it must be **it** for the third singular person of **Panda.**

“*I like panda because they’re cute*”. The correct form is **I like panda because it’s cute.** In this form the student selects the incorrect pronoun, it must be “*it’s*” for change pronoun of “*they’re*”.

“*Panda eats bamboo and they almost eats up 40kg bamboo in just one day*”. The correct sentence is **Panda eats bamboo and eats up almost 40kg bamboo in just one day.** In this form the student inappropriate to add the word “*they*” because the subject still connection between form one to next form.

d. Error of Misordering (not found).

6. Student 6

a. Error of Ommision

My father raises fish. The correct sentence is **my father raises fish.** The student adds omit the article **“a”** that must be exist before the noun in that sentence that is **a fish.**

b. Error of Addition (not found).

c. Error of Misformation

Frist, I like a cat. The correct sentence is **First, I like a cat.** The student selects the wrong word that must be **first** not **frist.**

My father raises fish. It's Tillapia. **It's Tillapia.** The correct sentence is **my father raises fish.** **They are Tillapia.** In this form the student selects the incorrect subject and verb. It should be **they are** for subject and verb **it's** because **they are** is plural and it's also relevant to plural **noun (fish)** in the sentence.

“...How many there are”. The correct form is **“...how many they are”.** The word **“they are”** is more relevant for plural number.

d. Error of Misordering (not found).

7. Student 7

a. Error of Ommision

Miko funny and nice. The correct sentence is **Miko is cute and nice.**

Actually, the student omits the auxiliary verb **“is”** there must be exist before the verb in that sentence that is Miko **is** cute and nice. In here the student should chance the word **“funny”** to be **“cute”** because the adjective funny is explanation for amusing, humorous or comical while the adjective cute is explanation for behaviors, personality traits and possessing physical features.

b. Error of Addition

I loved it very much. The correct sentence is **I really love it.** The student adds the adverb **very** that doesn't need in that sentence.

c. Error of misformation

He name is Miko. The correct sentence is **its name is Miko.** In this form, the student is select the wrong possessive pronoun, it must be **‘its’** for the subject **‘He’.**

It is enjoyable playing with his. The correct sentence is **I enjoy playing with it.** In this form the student has to choose singular pronoun **it** instead of **His** and change subject **it is into I** and change **enjoyable** to be verb (**enjoy**) because it more relevant.

d. Error of misordering

At home miko becomes one of my friends. The correct form is **Miko becomes one of my friends at home.**

8. Student 8

a. Error of Ommision (not found)

b. Error of Addition (not found)

c. Error of Misformation (not found)

d. Error of Misordering (not found)

9. Student 9

a. Error of Ommision

My mother gave me this pen the first time I entered junior high school. The correct sentence is **My mother gave me this pen at the first time I entered Junior High School.** Actually, the student omits the preposition **at** must be exist before the article **the** in that sentence.

b. Error of Addition

This pen is also very good. The correct sentence is **this pen is very good.** The student adds the article **also** that doesn't need in that sentence.

c. Error of Misformation (not found).

d. Error of Misordering (not found).

10. Student 10

a. Error of Ommision

They don't ned to think of the transportation. The correct sentence is **they don't need to think of the transportation.** In this form, the student omits the vowel **'e'** that must be exist in the word **'ned'**.

b. Error of Addition (not found)

c. Error of Misformation (not found)

d. Error of Misordering (not found)

11. Student 11

a. Error of Ommision

Sun of mony. The correct sentence is **sum of money.** Actually, the student omit the vowel **'e'** of the word "mony" and have to change consonant ***"n to be m"*** because it's more effective and must be exist in that sentence.

...wanted to marry...". The correct sentence is **the lender wanted to marry.** in this form, the student omits the subject **the lender** before the verb **wanted** that must be exist in the sentence.

b. Error of Addition (not found).

c. Error of Misformation

The gril and the money lender. The correct sentence is **the girl and the money lender.** The student misplaced between article **'r' and 'i'**. It must be **'i'** be the first before the addition **'r'**.

d. Error of Misordering (not found).

12. Student 12

a. Error of Ommision

This place for sea sports lovers. The correct sentence is **this place is for sea sports lovers.** In this form, the student omits the auxiliary verb **is** that must be exist before the preposition **for**.

b. Error of Addition

White sand beach colors mixed. The correct sentence is **White sand beach color mixed.** The student adds the suffix ‘s’ that doesn’t need in that sentence.

- c. Error of Misformation (not found).
- d. Error of Misordering

At pink beach, there are so many marine organisms. The correct form is **there are so many marine organism at the pink beach.**

13. Student 13

- a. Error of Ommision (not found).
- b. Error of Addition (not found).
- c. Error of Misformation (not found).
- d. Error of Misordering (not found).

14. Student 14

- a. Error of Ommision (not found).
- b. Error of Addition (not found).
- c. Error of Misformation

I did bought it. The correct sentence is **I did buy it.** The student selects the incorrect verb. It should **buy** be followed in of the verb **bought** because after the word “did” has to continue by simpe present (verb 1).

- d. Error of Misordering

This phone also has a stray battery. The correct sentence is **this phone also has an inexhaustible battery.** In this form, the student selects the incorrect word ‘stray’ because the word is ambiguous. It must be chance with the relevant word. In this form, the **stray** instead to **inexhaustible.**

15. Student 15

- a. Error of Ommision

It so big and nice. The correct sentence is **it is so big and nice.** Actually, the student omits the verb ‘is’ that must be exist after the subject because it explains the adjective of things.

- b. Error of Addition

There are also a nice garden. The correct sentence is **there are a nice garden.** The student adds the conjunction **also** that doesn’t need in that sentence.

- c. Error of Misformation

There is three bedrooms. The correct sentence is **there are three bedrooms** because the noun is plural so the verb must be **are** for the verb **is.**

It have light green wall. The correct sentence is **it has light green wall.** In this form, the student selects the wrong verb. The verb should be **has** instead of the verb **have.**

We love we house. The correct sentence is **we love our house.** In this form student selects the incorrect possessive pronoun that must be **our** instead of the possessive pronoun of **we.**

d. Error of Misordering (not found).

16. Student 16

a. Error of Ommision

His head an belly is round and big. The correct sentence is **his head and belly is round and big.** The student omits the consonant “d” of word **an** that should be exist.

b. Error of Addition (not found).

c. Error of Misformation

He has golden-yellow colour. The correct sentence is **it has golden-yellow colour.** In this form the student selects the incorrect subject pronoun that must be **‘it’** instead of the subject **‘he’**.

His head. The correct sentence is **its head.** In this form, the student selects the incorrect possessive pronoun **his** that must be **its** instead of **his**.

I love him when he’s swimming he’s really cut. The correct form is I love it when it’s swimming it’s really cute. The student selects the incorrect subject pronoun and incorrect adjective.

d. Error of Misordering (not found).

17. Student 17

a. Error of Ommision (not found)

b. Error of Addition (not found)

c. Error of Misformation

I love dolphin because they are very intelligent. The correct sentence is **I love dolphin because it’s very intelligent.** In this form the student selects the wrong subject and verb. It must be subject **it** instead of **they** and verb **are** instead of **it.**

d. Error of Misordering (not found).

18. Student 18

a. Error of Ommision

“Lake Toba is located in nort Sumatra”. The correct sentence is *“Lake Toba is located in North Sumatra”.* In this form, the student omits the consonant “h” that must be exist after the word “nort” and has to change the consonant “n” to be Capital “N”.

b. Error of Addition

“.....comfortable white on vacation in this place”. In the sentence the student adds the word “white” that it should be inappropriate in the sentence because it less effective.

c. Error of Misformation

“.....largest lake in Indonesia. Because this lake has a length.....”. In this form the *punctuation of full stop/period (.)* should be change with the *punctuation coma (,)* because the word “because” in the sentence is connective.

d. Error of Misordering (not found).

19. Student 19

a. Error of Ommision

The seven wonders of the word. The correct sentence is **the seven wonders of the world.** The student omits the alphabet 'l' in the word of **word** that must be exist in the sentence because the "*word and world*" do not share the same meaning. In here "*word means kata* meanwhile *world means dunia*".

b. Error of Addition

"which needs to be preserved its circumstances". The correct sentence is **which need to be preserved its circumstances.** The student adds the prefix 's' of the word "*need*" that must be does not need in the sentence.

c. Error of Misformation (not found).

d. Error of Misordering (not found).

20. Student 20

a. Error of Ommision

He has fur like a tiger. The correct sentence is **He has fur looks like a tiger.** Actually, the student omits the article **looks** that must be exist before the verb **like** in the sentence.

b. Error of Addition

"...clean legs". The correct sentence is "...**flawless leg**". The student adds the suffix 's' that should not need in the sentence because the noun **leg** is plural noun or more than one.

c. Error of Misformation

"...even so, he is very cute". The correct sentence is "...**nevertheless, he is very cute**". In this form the student selects the incorrect conjunction that must **nevertheless** instead of **even so** because the word "even so" is less effective.

"...he likes to scratch...", "...he is very cute", "he has fur...", "...on his smooth". The correct sentence is "...**it likes to scratch...**", "...**it is very cute**", "**it has fur...**", "**...on its smooth**". In this form the student selects the wrong subject and wrong possessive pronoun. It must be subject **it** for the subject **he** and the possessive pronoun **its** for possessive pronoun **his** because it is showing an animal.

"...clean legs". The correct sentence is "...**flawless leg**". In this form, the student selects the incorrect adjective. It should be *flawless* to say smooth of animal's physical.

d. Error of Misordering (not found).

21. Student 21

a. Error of Ommision

a pair of black triangular ear. The correct one is **a pair of black triangular ears.** In this form, the student omits the suffix 's' after the noun **ear** that must be exist in the

sentence because the word “ear” in this form is plural noun so the appropriate word for the word “ear” is “ears”.

- b. Error of Addition (not found).
- c. Error of Misformation

“*He is a male...*”, “*he has brown greyish fur....*”, “*he has black stripes....*”, “*he has short little tile*”, “*he has a pair of black triangular ears*”, “*he has claws.... and he isn’t harmful*”. The correct sentence are “*It is a male...*”, “*it has brown greyish fur...*”, “*it has black stripes...*”, “*it has short little tile*”, “*it has a pair of black triangular ears*”, “*it has claws.... and it isn’t harmful*”. In this form, the student selects the incorrect subject that must be it for the subject he because pronoun in this form explains about an animal.

“*His eyes....*”, “*...his nose.... and ...his feet...*”. The correct sentence is “*its eyes....*”, “*its nose... and ...its feet...*”. In this form, the student selects the incorrect possessive pronoun of his that must be its instead of his because they describe about animal.

“*His eyes color is black....*”. The correct one is “*its eyes color are black...*”. In this sentence the student selects the incorrect pronoun that must be “*its*” for the pronoun “*his*” and the student also selects the incorrect verb. In this form he/she should be change the verb is become the verb “*are*” because the verb “*is*” mean singular and in this form the verb should be plural verb.

- d. Error of Misordering

“*He has greyish brown fur....*”. The correct one is “*It has brown greyish fur....*”. In this form, the student has an incorrect order that must be “*brown greyish*” for chance the word “*greyish brown*”.

22. Student 22

- a. Error of Ommision (not found).
- b. Error of Addition (not found).
- c. Error of Misformation (not found)
- d. Error of Misordering (not found).

23. Student 23

- a. Error of Ommision (not found)
- b. Error of Addition

Because the cat is very cute and has very soft fur. The correct sentence is *the cat is very cute and has very soft fur.* In this form, the student adds the conjunction because that actually it doesn’t need in the sentence.

- c. Error of Misformation

I like a cat named Kiki. The correct sentence is *I have a cat named Kiki.* The student selects the wrong verb that must be have instead of the verb like.

- d. Error of Misordering

Kiki is my very beautiful and cute pet cat. The correct form is *Kiki is my cute pet cat and it is beautiful.*

24. Student 24

a. Error of Ommision

Parrots is colorful birds that cute and nice voice. The correct sentence is **Parrot is colorful birds that cute and has a nice voice.** In this form the student omits the verb **has** and omit article **'a'** that must be exist before the adjective **nice voice.**

b. Error of Addition

Parrots is green bird and eating all things. The correct sentence is **parrot is green bird and eating all things.** The student adds the suffix **'s'** in the word "Parrot" that shouldn't need in the sentence because the subject is singular.

c. Error of Misformation

"Parrots is colorful birds". The correct sentence is *"parrots are colorful birds".* In this form, the student selects the incorrect verb. It should be *"are"* for the plural noun.

d. Error of Misordering (not found).

25. Student 25

a. Error of Ommision

He love to play with me. The correct sentence is **he loves to play with me.** The student omits the suffix **'s'** that must be exist after the verb **love** because the subject is **singular.**

b. Error of Addition (not found).

c. Error of Misformation

He is really playful, He has a long tail, He is also always try to catch, he will fall asleep. The correct sentence is **it is really playful, it has a long tail, it is also always try to catch, it will fall asleep.** The student selected the wrong subject. It must be **it** for the subject **he** because the subject **it** is pronoun of animal or things.

His fur is so soft, his tail. The correct sentence is **its fur is so soft and its tail.** The student selects the wrong possessive subject. It must be **its** for the possessive subject **'his'** because it explains about the things.

d. Error of Misordering (not found).

26. Student 26

a. Error of Ommision

Then he gets hit by a neighbor I found him. The correct sentence is **then he got hit by a neighbor when I found him.** In this form the student omits the conjunction **when** that must be exist before the subject **'I'** and the student also used the verb of present tense that should be the verb of past tense because it happens in the past.

b. Error of Addition

He really likes to climb tables. Until my grandmother is angry with him. The correct sentence is **he really liked to climb tables until my grandmother was angry at it.** In the sentence the student added the verb of present tense that should be past tense

and the student also put punctuation **full stop (.)** that must be doesn't need in the sentence because there is conjunction **until**.

c. Error of Misformation

"He has brownish white fur", "He really likes to climb tables...", "He is very cute", "He always comes home...", "...He never goes to the highway", "He gets hit...". The correct sentence is **"it has brownish white fur, "it really likes to climb tables...", "it is very cute", "it always comes home...", it never goes to the highway", "it gets hit..."**. The student selected the incorrect subject. It must be subject **it** instead of the subject **he** because **it** is the subject pronoun of things or animals' name.

His thick fur looks like an Anggora cat, angry with him, I found him, I really miss him. The correct sentence is **its thick fur looks like an anggora cat, angry at it, I found it, I really miss it.** The student selects the incorrect possessive pronoun of **His** that should be **its** because it explains about the animal or things. The student also selects the incorrect pronoun of **him** that should be **it** because it explains about pronoun of animal or things.

d. Error of Misordering (not found).

27. Student 27

- a. Error of Ommision (not found).
- b. Error of Addition (not found).
- c. Error of Misformation (not found).
- d. Error of Misordering (not found).

28. Student 28

a. Error of Ommision

The people all over the word know. The correct sentence is **the people all over the world know.** The student omits the alphabet **'l'** in the word of **word** that must be exist in that word.

- b. Error of Addition (not found).
- c. Error of Misformation (not found).
- d. Error of Misordering (not found).

29. Student 29

a. Error of Ommision

There are my family picture. The correct sentence is **there are my family pictures.** The student omits the article **'s'** that must be exist after the word of **picture** because it is plural noun.

My pictures with my pet, Luna a Persian cat. The correct sentence is **My pictures with my pet, it is Luna. Luna is a Persian cat.** The student omits the verb **is** that must be exist in the sentence.

I put all my clothes inside my room is not big. The correct sentence is *I put all my clothes inside my room and it is not big.* The student omits the conjunction 'and' that must be exist after the noun 'my room' if it connects with the verb 'is' and the student also omits the subject pronoun of it that must be exist before the verb is in that sentence.

- b. Error of Addition (not found).
- c. Error of Misformation (not found).
- d. Error of Misordering (not found).

30. Student 30

- a. Error of Ommision

And began to be opened to the public since July 12, 1975. The correct sentence is *and it began to be opened to the public since July 12, 1975.* The student omits the subject it that must be exist before the verb began in that sentence.

.....shaped Yani phallus". The correct sentence is ".....shaped by Yani Phallus". Actually the student omits the conjunction 'by' that must be exist before Yani Phallus in the sentence.

- b. Error of Addition

And began to be opened to the public. The correct sentence is *began to be opened to the public.* The student adds the conjunction and in the first word before verb that actually it does not need of the sentence.

- c. Error of Misformation

"Its height from the bottom of the Monas to the tower court is 17 meters". The correct sentence is "*Its height from the bottom of the Monas to the tower court is 17 metres*". The student selects the incorrect noun. It must be metres instead of meters because in her/his school using American English.

- d. Error of Misordering

That display the history of Indonesia from the era of the kingdoms of the ancestors of the Indonesia Nation to the PKI G30S. The correct sentence is *that display the history of Indonesia from the ancestors' kingdoms era of the Indonesia Nation to the PKI G30S.*

3. The Interpretation of the Data

The result shows that four types most common grammatical error in writing descriptive paragraph on present tense, namely: omission, addition, misformation, and misordering. From the frequency of each error types, misformation was the error which most frequently produced by the students. It took 100% of the total errors. Moreover, 29,5% errors of omission and 16,7 % errors of addition, whereas, for the misformation 44,9% and misordering 8,9%. These errors were conducted because most of the students didn't understand about the rules of target language. So that the students generalized the rule and applied it incompletely. In summarize, it showed that the usage of grammar in writing

descriptive paragraph is difficult for students. Therefore, the students are still lack of understanding the English Grammar in term of tenses because in Indonesian tenses system isn't show the time of the event. The most frequent errors that done by the Eighth grade of SMP Negeri 2 Karanganyar is in *error of misformation*. Students have difficulty in producing effective idea and expressing their idea in written form. Therefore, it makes their written not clear.

4. Discussion

The discussion of students' errors analysis of writing Descriptive paragraph described as follows:

1. Omission

The total of omission is 23 errors or 29,5 %. Omission error occurs when the learner omitted the necessary element of word. Omission errors fell both in the substance and in the grammar level. Most students committed errors by omitting a letter which must be exist within a morpheme. For examples: '*he has pet*'. While he is supposed to write, '*he has a pet*'. *She shorter than me*. While he is supposed to write, *he is shorter than me*.

From the example above it is clear that the students did not use an article and a verb.

2. Addition

Total of the errors of addition is 13 or 16,7 % in grammar text level. On the writer's opinion, these errors occurred because the students did not clearly understand of the structure of the sentence. They added an unnecessary word that doesn't needed in the sentence. For examples: *his weight is a heavy*. The article '*a*' there must be omitted because it is not needed. As we know that without the article '*a*' the sentence is more relevant. Another example is *my father is a friendly man*. While the student is supposed to write *friendly person*. So that the word *man* is not needed in that sentence.

3. Misformation

The total error of misformation that the researchers found is 35 errors or 44,9% and this is the highest error that the students do. These errors happened because the students having lack of vocabulary and its use. The students were confused in choosing the words. In this case, the example:

His fur is so soft, his tail. While the right answer is supposed to *its fur is so soft, its tail*. From this sentence it can be seen that the student is wrong to choose the subject pronoun so they misformation about it.

4. Misordering

While the error of ordering that the researchers found is 7 errors or 8,9 %. This error is sometimes as the result from interlingual transfer. The students got the influence of the sentence's structure. The example is *I like to eat an ice cream of one cup*. The correct form is *I like to eat one cup of ice cream*.

5. The Explanation of Error

In this step, the researchers would like to classify the errors based on their source of error. They wanted to analysis based on the interlingual transfer (an error which is caused by the students use their own native language as a source). It means what they do are translate from *Indonesian* into *English* directly. In fact, both Indonesian and English have different structure. For example: *Panda eats bamboo and they almost eat up 40 kg bamboo in just one day*. The correct form is *one day, panda eats bamboo and it almost eats up 40 kg bamboo*. The other example is *Kiki is my very beautiful and cute pet cat*. The correct form is *Kiki is my cute pet cat and it is beautiful*.

These errors occur because the pattern of both languages. The students omitted the article and misformation the article. The researchers compared to the result of questionnaires, the students did not really understand about the rules which is mean the grammar and they did not really understand of structure of the sentence. And the teacher did not explain it clearly. So that the source comes from interlingual transfer because they are still influenced by their own language.

6. The Evaluation of Error

The purpose of the error analysis is to help students to study second language, it is important to evaluate the errors. Some errors can be considered more serious than others because they can hinder the message of the communication. In this research, the researchers considered that the errors which are causing by partial learning that have an impact for the students such as they do not have misconception from the materials given.

CONCLUSION

Based on the explanation in the previous chapters, this research was carried out to analyze and classify the types of students' grammatical errors in writing descriptive paragraph. The error collected was classified based on Corder's theory. The researchers concluded that the types of error that were made the eighth-grade students of SMP Negeri 2 Karanganyar in their writing from the highest percentage to the lowest are error of misformation, error of omission, error of addition and error of misordering. The result of the error analysis process showed that students committed error into four types: omission, addition, misformation, and misordering. From the frequency of each error types, misformation was the error which most frequently produced by the students. It took 44,9% of the total errors. Moreover, 29,5% errors felt into error of omission and 16,7 % errors felt into addition; whereas, for misordering, it only took 8,9 %.

In summarize, it showed that the usage of the grammar in writing is difficult for students. Besides that, the analysis of the students' grammatical errors in writing descriptive paragraph is very important because the teachers can know the factual condition of the students' ability in writing and what kinds of error that the students probably do in their writing for the next. Theoretically, error is a mistake occurs that do repeatedly by the learner. That is why some errors happened when the researchers conducted the research.

Their research found that the frequently error which most the students made is in errors of misformation are 35 errors or 44,9%.

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