

Analysis on Grammatical Error of Students' English Writing in Descriptive Text at the Tenth Grade of SMA N 8 Kota Jambi Academic Year 2018/2019

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ABSTRACT

This research was done to analyze the grammatical error in writing descriptive text made by tenth grade students in SMA N 8 Kota Jambi Academic year 2018-2019. The method of the research was qualitative method. The sample of the research was tenth grade students of science at SMA N 8 Kota Jambi. Then to get sample of this research, the researcher used random sampling technique. The data was collected by using written test. The finding of the research showed that tenth grade students of science often make grammatical error in their writing, the error are analyzed based on four types, there are Omission, Addition, Misformation and Misordering. After analyzing the data that got from 37 students, the researcher found out 147 total errors white decide to highest frequency and lowest frequency. The result showed that the highest frequency grammatical error made by students is Omission which 46,93% and the lowest frequency grammatical error made by students is addition which is 6%. The cause of error in grammatical because learning a foreign language is not the same as learning the mother tongue, it is not the difficulty of the new forms of the language, but mainly by the specific conditions created by customs in native language.

Keywords: *Analysis, Grammatical Error, Writing, Descriptive Text.*

INTRODUCTION

Globalization era is challenge for people to always ready compete in competitive life. People must be required to prepare in the fields of economy, education and technology etc. Besides the effect from the changes of globalization is a system that organize society's life. There are many institutions and company use English as their language because English is one of international languages that became standard to create communication in the world. Thus, English is very important to learn. If we want to understand about English language, we must be focus four skills. They are speaking, listening, reading, and writing.

Writing skill is the most important and need to be separated and given special attention, because writing is considered as the most difficult and the biggest challenge

for many students. Richard and Renandya (2002:303) state that "writing is the most difficult skill for second language (L2) learners to master." The skill involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on.

Harmer (2002:255) says that "writing has a number of conventions which separate it out from speaking." Writing offers opportunities to increase students' vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form.

Talking about writing, it could relate to its kind, such as descriptive,

narrative, recount text etc. In this research, the researcher focuses on descriptive text. The ability to write descriptive text is one of the requirements of students at Senior High School in curriculum. So, it is a must for the students to be able to write a descriptive text.

This is also the case in school, best on observations; the students usually face the problem to solve writing descriptive text in their exercises given by the teacher for them. They often produce incorrect utterances and do some errors in grammatical to write descriptive text. Dullay et.al(1982:138) state that errors are flawed side of learning speech or writing. They are those parts of conversation or composition that deviate from selected norm of mature language performance.

In addition, the researcher hopes this research can stimulate students to understand the rule of grammatical to write descriptive text and also give more information about the students' capability. The researcher chooses SMAN 8 Kota Jambi, because it becomes favorite school and good in extracurricular. Meanwhile, the researcher also chooses the tenth grade students because descriptive text is taught in this grade, so that it is suitable for giving the test about it. Besides giving more explanation, it can avoid students' misunderstanding. The students can also prepare themselves before going up to the next level by knowing their capability. In this research, the researcher does the research at the eleventh grade students of SMAN 8 Kota Jambi in 2018/2019, which located at Madrasah Surya Dharma, Kenali Asam Bawah, Kota Baru, Kota Jambi, on 29 January 2019.

In this research, the researcher analyzes Grammatical Error of Students' English Writing in Descriptive Text. The researcher limited the analysis grammatical errors in English writing through descriptive paragraph that is based on strategy taxonomy at tenth grade of SMAN 8 Kota Jambi academic year 2018/2019.

ERROR ANALYSIS

According to Richards "Error analysis is the study of errors made by the second and foreign language learners"(as cited in Hasyim,2002:43). Taylor (1997:3) states that "error analysis is the study and evaluation of uncertainty in measurement". It implies that error has a positive role in language learning since it is the sign that a language learner does not learn the rules of the target language effectively.

As Erdogan (2005:263) emphasizes that 'error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of second language acquisition.

Based on statement above, it can be clarified that error analysis is an activity to identify, classify and describe the errors made by learners in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or writing English sentences.

TYPES OF ERRORS

According to Dullay, Burt, Krashen(1982:154-163) based on the taxonomy errors are classified this taxonomy into four categories :

1. Omission

Omission is a type of errors which are "characterized by the absence of an item that must appear in a well-formed utterance". The learner may omit grammatical morphemes in producing a sentence. Grammatical or function words, on the other hand, are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflections (-s, -ed, -ing), the article (a, an, and the), the verb auxiliaries (is, will, can, may) and preposition (in, on, at, under). For example: *Mary president new company* (The correct sentence is

Marry is the president of the new company.

2. Addition

Addition error is the opposite of omission. They are characterized by the presence of an item which must not appear in well-formed utterance. There are three types of addition errors, which have been observed in speech of both first language and second language learners. They are double markings, regularizations, and simple addition. These errors are good indicators that some basic rules have been acquired.

a) Double Marking

This type is usually resulted from the failure to delete certain items required in some linguistics construction, but not in others. Double marking usually happens in tense. In most English sentences, some semantic failure such as tense may be marked syntactically only once. For example: *I did not read* or *I do not read*. In English rule of the subject-verb agreement, the first verb (auxiliary verb) agrees with its subject and the other verb (main verb) must be constant (read). Learners who have acquired the tense from both auxiliary verb and main verb often place the marker on both, as in: *She does not understands* or *I did not went*. The auxiliary verb in error of double marking may be produced twice, as in: *Is this is your teachers?* or over-marking the form of auxiliary verb, as in: *You did not known me at all* or *She does not likes him*.

b) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a

linguistic item is erroneously added to exceptional items of the given class that do not take a marker. There are some exceptions that can be found in English. For example: the verb *sing* cannot be changed into *singed* but *sang*. The noun “*woman*” cannot be pluralized into *womans* but *women*. It is true that in English most of verbs can be changed into past form by adding *-d/-ed* after the basic verb and most of nouns can be pluralized by adding *-s/es* to singular forms, but not all of them. The description above shows other errors that may be made by the learners in which the errors are interfered by regularization. The learners may say, *The mans did not cry* or *The men did not cried* or even, *The mans did not cried*.

c) Simple Addition

Simple addition errors are “grab bike” subcategory of edition. If an addition error is neither a double marking nor regularization, it is called simple additions. No particular features characterize simple editions are those that characterize all addition errors, the use of an item which should not appear in a well formed utterance.

Example: *The book is in over there.*

A this novel is good.

The error in the first sentence is the addition of the preposition *in* and the error in the second sentence is the addition of the article *a*. either the preposition *in* or the article *a* must not appear in those two sentences.

3. Misformation

Misformation error is a type of error that is characterized by using of the wrong form of the morpheme or structure. For example: *The tiger catch a goat*. And *The boys is sad*. Those two sentences are not correct. The first sentence should be, *The tiger catches a goat*. The second sentence should be, *The boys are sad*. In English when the subject is singular, the verb should be verb for singular, whereas when the subject is plural, the verb should be plural subject too.

4. Misordering

Misordering errors are characterized by the incorrect placement of morpheme or group of morphemes in utterance. They occur systematically for both first and second language learning in construction that have already been acquired, especially in simple embedded questions. The researcher is focusing on sentents' error in the level of bound morpheme.

The examples are below:

What Daddy is doing? (Daddy is doing is misordering)

The sentence should be, *What is Daddy doing?*

GRAMMAR

The word of grammar has several meaning and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar. According to Woods and Friedman (2010:5) Grammar is study of language – specially, how words are put together. Grammar also means a set of standards that you have to follow in order to speak and write better.

Leech, et al (1982:4) state that “grammar is mechanism for putting word together, but they have said little about sound or meaning.” Harmer (2001: 12) defines grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

Grammar is branch of language study that deals with the form of words their relation with other, their agreement in phrase, clauses and sentence to convey meaning. Scott Thornburry (1999:1) grammar is partly the study of what form (or structure) is possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence.

Example:

1. Incorrect : I miss to watch the news when I am traveling.

Correct : I miss watching the news when I am traveling.

RESEARCH METHODOLOGY

The researcher used qualitative method to analyze the data, because the process easier than other method to collect all data. The researcher used the method to analyze data and examine the events or phenomena on students, especially on students' error in writing paragraph. This research was conducted in SMA Negeri 8 kota Jambi, located at Jln.Marsda Surya Dharma, KenaliAsamBawah, Kota Baru, Kota Jambi. The subject of this research is the tenth grade students of SMA N 8 Kota Jambi. The researcher in collaboration with the English teacher and the students in SMA N 8 Kota Jambi will conduct the action research. The subject of the research is tenth grade of science at students.

POPULATION

The population of the research is the tenth grade students of science classes. The number of the students is 239 students and divided into 6 classes. The reason why the researcher interested the tenth grade because the tenth grade of SMA 8 Kota Jambi was learning descriptive text in senior high school.

SAMPLE

In this study, the researcher uses random sampling in choosing the sample. A simple random sample is one in which each and every member of the population

has chosen equality and independence, from the large number of population each person has the same opportunity to be chosen. The process of taking sample of this research are describe bellow :

1. The researcher writes the name of class on a piece of paper and put them into a small box (for example, class X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5 and X MIPA 6).
2. The researcher roll eight pieces of paper and put them into small box.
3. The researcher shakes about five time or more and then takes one piece of paper from the box and it is used as the sample of the research.

Finally, the researcher gets X MIPA 4. the sample in this study will be class X Mipa 4 number of the students is 39.

The technique of collecting the data that used in this research is document analysis. The researcher collects the data from the texts that are written by students of Science one class. The researcher analyzed the texts written by students based on surface strategy taxonomy.

Spesification of Grammatical Errors

Grammatical Errors	Description			
	Omission	Addition	Misformation	Misordering
Students' grammatical errors in writing paragraph	The absence of an item that must appear in a well-formed utterance.	The presence of an item that must appear in well-formed utterance.	The use of the wrong form of the morpheme or structure.	The incorrect placement of a morpheme or group of morphemes in an utterance.

Source :Dulay, Burt and Krashen (1982)

FINDINGS

Based on the written test, the researcher find out that the students' grammatical error in writing descriptive text at the tenth science is still quite a lot. It happened because the fact from the student's written test in writing descriptive text could not express their ideas in writing form because they felt that writing is difficult to learn especially the most of them did not have good understanding about structure. In structure of descriptive text there are the generic structure and the language features. The students have made mistakes in the language features verb and adjective.

Verb and adjective are part of grammatical. Based on the result, the researcher finds out what types of grammatical error are commonly made by the students in writing descriptive text at tenth grade of SMAN 8 KOTA JAMBI Academic year 2018/2019. It describe below:

Types of errors are commonly made by the students at SMAN 8 KOTA JAMBI There are four errors students done, such as omission, misformation, addition and misordering. Omission is the absence of an item that must appear in a well formed. After the researcher analyzed the data, it is found that the most common errors made by students is omission. From observation checklist data, This case happened because students omitted structure of sentence that should be written in their sentence. Omission that has been found such as omits of *suffix s, to be, verb, Apostrophe-s, preposition, pronoun, and article.*

The common dominant errors that made by students is misformation. Misformation is the use of the wrong from the morpheme or structure. This case happened because students did not know about structure of sentence. It is added like Students often put object pronoun as

subject “Me should be I” misformation that has been found such as misforms of *pronoun, verb, etc.*

Addition is the Presence of item which must not appear in well-formed utterance. This case happened because students add morpheme that should not need to be added in the sentences. Addition that has been found such as *additions of to be, suffix-s and Apostrophe-s*. The last one is misordering with total percentages smallest. Misordering is the incorrect placement of a morpheme or group of morphemes in an utterance. This case happened because some of students wrote structure sentence in *bahasa*. It was found “Skin dark should be dark skin.

The content of moral values described in the novel Frankenstein from behavior and dialogues among the characters in their lives. In general, the stories told to give moral messages so flowing and easy to understand from the characters so that readers can quickly enter and come to feel what is happening in the storytelling.

Description about moral values contained in the novel Frankenstein about Bravery covering several matters relating to the courage not to superstition, ghosts, and the grave, and the courage not to fear death. Kindhearted consist of be kind to best friend, kindness to help alleviate poor family work and kindnesses to help people even do not know well. Moral Values about Love and Affection consist of love and affection as a husband, love and affection to children, and love and affection to sister. Moral Values about Loyalty consist of loyal to sweetheart. Moral Values about Perseverance consist of persistence in learning, engrossed in the study science and diligently studying the language. While Moral Values about Sincerity consist of sincerity in confide want to have a good friend.

Researcher only found 7 moral values, but researcher did not found 5 moral values from the characters in

Frankenstein novel, that is Honesty, Peace-Loving, Sacrificing for Other, Self-Considence and Strong Belief.

DISCUSSIONS

The chapter describes about forms of grammatical errors made in the tenth grade at SMAN 8 Kota Jambi academic year 2018/2019.

a. Omission

Omission is the absence of an item that must appear in a well formed. The researcher found out some students error in omission, as follow below.

Student 1 : I see many tourist

Analysis : The sentence omits of *Suffix-s*. It should be written “I see many tourists” *suffix-s* in the sentence refers to plural count noun.

Student 2 : I sick. My mother enter the room. She give me forgiveness.

Analysis : The first sentence is omission to *be* “am”, the sentence is *adjective* and *subject* is singular *pronoun*, it should be “ I am sick. The second sentence is omission of *suffix-s* because “my mother” singular in possessive pronoun that must be followed *suffix-s* in present time; it should be “my mother enters the room”. The third sentence is omitted by *suffix-s* because “she” singular third person must be followed by *suffix-sin* present time, it should be “she gives me forgiveness”.

Student 7 : My father good looking. My father is so enjoyable funny. My mother is angry me.

Analysis : The first sentence is grammatically incorrect because there is no *be* in sentence. The

sentence should be added by *be* in the sentence. The correct sentence should be “my father is good looking”. The second sentence is grammatical error, it omits of coordinating conjunction-and. It should be “My father is so enjoyable and funny”. The last sentence is omission of preposition *with/at*. It should be “my mother is angry with me”.

Student 24: Zoo is place for various kinds of animals.

Analysis : The sentence is omission of an article a/an, article a/an can precede only singular count noun. It also is used in general statement or to introduce a subject. The correct sentence should be “Zoo is a place for various kinds of animals”.

From the above research related to omission, most of students do many errors of *suffix-s*. Omission of *suffix-s* looks simple but it is important. Students do not put *suffix-s* because students do not know how to put singular and plural in the sentence especially in subject and verb.

b. Addition

Addition is the Presence of item which must not appear in well-forms utterance.

Student 3 : They looks handsome men.

Analysis: The sentence is grammatical incorrect because there there is *suffix-s* after *plural subject ‘they’*. It makes ambiguity and wrong. The correct sentence should be “ They look handsome men”.

Student 8 : I am always remember that I spend time. I am forget.

Analysis : The sentences are incorrect because there is “am” in the sentence. It makes ambiguity and wrong. Those sentences should be written “ I always remember” and “I forget”.

Student 10 : We always to go together .

Analysis : Addition word “to”. The sentence should be “ we always go together”

Student 11: He is very like eating.

Analysis : The sentence is grammatical incorrect because there is “is”.It makes ambiguity. It should be written “He very likes eating”.

From the above research related to addition, it is found that students put some verb in the sentence. The students put verb and to be in the same sentence. Besides it is not important it also makes the reader confused about the meaning.

c. Misformation

The use of the wrong from of the morpheme or structure.

Students 4 : He is a good person but sometime it is annoying.

Analysis : It should be changed by “he” subject third singular person. The correct is “he is a good person but sometime he is annoying”.

Students 5 : She have beautiful face. She have a lot of knowledge. I have a friend that I hated her mischief.

Analysis : The first and the second sentence indicate misformation because the student wrote “have” it should be changed “has”. “She” is singular pronoun as

subject; “she” should be followed by auxiliary verb “has”. “have” is just for subject “i, you, we and they”. The sentence should be written “she has a beautiful face” and “She has a lot of knowledge”. The last sentence “hated” is incorrect to put in present. “Hated” is past tense .It should be “I have a friend that I hate her mischief”.

Student 6 : He skin brown . He is big eyes. He’s sharp nose.

Analysis : The first sentence is misinforming of *possessive adjective*. He should be changed by “his”. The correct sentence should be written “His skin is brown”. The next sentences, “is” should be changed by “has”. It should be “he has big eyes” and “he has a sharp nose”.

Students 10: He have two motorcycle. He have blue eyes. He have brown skin.

Analysis : Those sentences are wrong. The students wrote “have” it should be changed by “has”. “He” is singular pronoun as subject, “he” must be followed by auxiliary verb “has” because “have” just for subject “I, you, we and they”. Those sentences should be “ He has two motorcycles”. “He has blue eyes”. “He has brown skin”.

From the above research related to misformation, it is found that students do some errors in verb. For example” have to be has”. And the next students do some errors in pronoun especially in possessive adjective.

d. Misordering

The incorrect placement of a morpheme or group of morphemes in an utterance

Student 2 : She is very patient, humble and a good house wife.

Analysis : The article “a” should be put in front of the first adjective. The correct sentence becomes “she is a very patient, humble and good housewife”

Student 13 : She has skin white.

Analysis : The sentence is incorrect because the student puts incorrect placement of adjective. *Adjective* should be put in front of *noun*. The correct sentence should be “ she has white skin”.

Student 16: She always wake up me.

Analysis : Preposition “up” should be put after *object pronoun*. The sentence should be “She always wakes me up”.

Student 20 : My hobby friend.

Analysis : it is wrong position. The correct sentence is “my friend’s hobby”.

From the above research related to misordering, it is found that students do some errors in sentence. Students look like confused to put every word especially noun. Students think that every word is same as Indonesian language.

CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussion, it can conclude that the result of the research have provided information about what types of grammatical errors made by student in writing paragraph at tenth grade students of science at SMAN 8 Kota Jambi academic year 2018/2019. The researcher concludes that:

1. The result of the error analysis process showed that students committed Error into four types: omission, addition, misformation, misordering.
2. From the frequency of each error types, Omission was the error which most frequently produced by the students. It took 46,93% of the total errors. Moreover, 35,37 % errors fell into error of misformation and 11,56% errors fell into addition ; whereas, for misordering , it only took 6,12%.
3. The researcher was found out the usage of the grammar in writing paragraph still difficult. So that, the analysis of grammatical errors in writing is very important the teacher can know the factual condition of the student's ability in writing and kind of error that the students probably do in their writing for the next time.

The researcher hopes that the teachers should explain more about grammar so the students can write grammatically correct. Besides that, the teachers have to pay attention to the students' errors and make them aware about their errors. They can make a correction by themselves so they will not do same error.

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