WHAT WE CAN LEARN FROM STUDENTS' GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEXTS

Yang Dapat Kita Pelajari dari Kesalahan Gramatikal Siswa dalam Menulis Teks Dekskripsi

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Abstrak: Penelitian ini untuk mengetahui jenis-jenis kesalahan tata bahasa yang dilakukan oleh siswa dalam menulis dari siswa kelas 8 dan untuk mengetahui kesalahan yang paling umum dilakukan oleh siswa. Populasi dalam penelitian ini adalah Siswa Sekolah Menengah Pertama (SMP). Penelitian ini menggunakan teknik cluster random sampling. Peneliti memilih 4 latar belakang teks deskriptif dari siswa sebagai sampel. Hasil penelitian ini menemukan lima jenis kesalahan tata bahasa yang dilakukan oleh mahasiswa yaitu Article, Verb Tense, Singular/Plural, Noun, dan Preposition. Kesalahan tata bahasa yang paling umum dilakukan oleh siswa dalam menulis teks deskriptif adalah kesalahan Verb Tense dengan 6 kesalahan (40%). Berikutnya adalah Singular/Plural dengan 4 kesalahan (2,6%), Noun dengan 3 kesalahan (20%), Artikel dengan 1 kesalahan tata bahasa (6,6%), Preposisi dengan 1 kesalahan (6,6%). Dengan analisis kesalahan, guru dapat memperbaiki kesalahan penting yang harus diperbaiki, sehingga siswa dapat meningkatkan keterampilan menulis dalam bahasa Inggris.
Kata kunci: bahasa Inggris, analisis kesalahan, teks deskriptif, kesalahan tata bahasa

Abstract: *This research was to find out the types of grammatical errors made by the students in writing from students 8th Junior High School Students and to find out the most common error made by the students. The population of this research was Junior High School Students. This research used a cluster random sampling technique. The researchers chose 4 backgrounds of text the descriptive from students as the sample. The result of this research found five kinds of grammatical errors made*

by the students namely Article, Verb Tense, Singular/Plural, Noun, and Preposition. The most common grammatical error made by the students in writing the descriptive text is an error in Verb Tense with 6 errors (40%). The next is Singular/Plural with 4 errors (2.6%), Noun with 3 errors (20%), Article with 1 grammatical error (6.6%), Preposition with 1 error (6.6%). With error analysis, the teacher can correct important mistakes that must be corrected, so that students can improve their writing skills in English.

Keywords: *English language, error analysis, descriptive text, grammatical error*

INTRODUCTION

Writing is one of the methods for disseminating information, and it should be taken carefully and responsibly. Many different people all across the world will devour the knowledge that has been written and distributed (Nanning, Saepudin, 2020). Writing is also one of the skills which influence the students' academic achievement (Jannah et al., 2019) .Writing is usually done on paper in the form of media using tools such as pens or pencils. Some benefit of writing is a place to increase creativity, and good communication media, to strengthen memory. The characteristics of the descriptive sentence are as follows: Describing or describing something. The depiction is carried out as clearly as possible by involving the senses. Writing is considered a productive skill. In writing, students learn how to write grammatically correct words, sentences, paragraphs, and texts. Writing is one of four skills that must be mastered by the learners/students (Fitria, 2019). The descriptive text is a text that contains a description of the properties of the object being described.

English writing can be achieved by identifying, categorizing, and analyzing the most prominent mistakes made by English as a Second Language Students in a written assignment. Of the various errors seen in their writing, verb tense errors, especially past and present, are the most common mistakes. Categorizing and evaluating the errors can help the student and teacher understand which errors happen more frequently and why they happen (Zafar, 2016). Talking about the term of "error", there are many people still cannot differentiate with the term "mistake" (Putri, 2019).

The English language is an international business language, English is becoming more and more important in both the native language and the language of non-native English-speaking countries (Clement & Murugavel, 2018). These skills are speaking, listening, writing, and reading. Among these four skills, writing is the most important skill to learn. As a result, they write sentences with wrong grammar. Many types of errors appear for students when writing because they do not master English well (Nurlaili & Juliana, 2021).

The purpose of this study is to examine grammar errors in the descriptive texts written by Class VIII students. They make mistakes for a variety of reasons, including a lack of knowledge of grammatical rules, a lack of motivation to learn about tenses, and an inability to directly read sentences or paragraphs. Then the writer analyzes the errors to find out the students' ability in writing the descriptive texts by analyzing grammar such as nouns, verbs, word classes that may be inaccurate. Error analysis can show what a student's problem is. What distinguishes this research from previous research is the subject. In the previous study, the subject consisted of data taken from English students, but in this study, the subject was taken from data from 8th-grade junior high school students. With error analysis, the teacher can correct important mistakes that must be corrected, so that students can improve their writing skills in English. In other words, they often have problems in determining the appropriate form of the verb in the simple present tense found in the descriptive texts. Thus, statement of the problem is (1) What kinds of grammatical errors are made by a student in the the descriptive text?; and (2) What are the dominant grammatical errors in the descriptive text made by English 8th grade student in Junior High School?

LITERATURE REVIEW

Error analysis is defined as the study of samples of students' written language to discover grammatical faults. This analysis is required to serve as the foundation for providing feedback to pupils or tabulating errors. Brown (2000) states that error analysis is the study of learner' errors that can be observed, analyzed, and classified to tell something that happens within the learners (Fitria, 2019). The descriptive text is a text used to describe a particular thing, a person, an event, and an animal to the readers. Furthermore, it is also the text that describes something to make the readers or listeners could feel like the writer's experience with his or her six senses; looks, smells, feels, acts, tastes, and sounds (Nurlaili & Juliana, 2021)**.** The advantages of this study are to describe the types of errors that occur in descriptive texts accompanied by percentages and to conclude the most frequent and common mistakes made by 8th graders in making descriptive texts.

There have been many studies related to this research. Some of them are as follows Nanning in 2020 with the title of the paper "An Analysis of Grammatical Errors in Writing Skill" who conducted research, the researcher stated that the most writing errors were found in class VIII students when answering questions, namely Verb Tense with 86 errors (27.65%) (Nanning, Saepudin, 2020). There is a research study that is in line with this research. A study by (Fitria, 2019) entitled Errors in Students' Writing Composition in Simple Present Tense "My Daily Activity". Documentation is used to collect data in this investigation. The statistics show that the students' writing faults in Simple Present Tense are made up of three types of problems: grammar, punctuation, and spelling. There are 66 data (56.89%) in terms of grammar, which include some faults in word class (part of speech) such as verb (25 data or 37.88%), determiner/article (16 data or 24.24%), preposition (15 data or 13.64%), noun (9 data or 13.64%), and pronoun (9 data or 13.64%). (1 data or 1.51 %).

METHODOLOGY OF THE STUDY

The Subject of the Study

The subjects of this study were text the descriptive from students of class 8th Junior High School in the 2020/2021 academic years.

The Technique of data collection

The subjects of this study were the descriptive text from students of class 8th Junior High School in the 2020/2021 academic years. The writer asks the 8th students for data of the descriptive text that they ever made. After the authors obtain the data, the authors analyze the data with the descriptive quantitative research.

The Technique of data analysis

In this study, the writer analyzed the data by using quantitative methods. Furthermore, the whole data in this research will be described in the descriptively from Students' writing Products.

a. The writer asked students to send the descriptive text with the picture. Then the writer collects the students' writing.

b. The writer analyzese the grammatical errors in the descriptive text.

c. The writer classifies the grammatical errors in their appropriate kind.

d. Calculating the total number and percentage of each kind of error by using the following formula

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

P: Number of Percentages

F: Frequency of kind of grammatical error

N: Number of whole errors

RESULT AND DISCUSSION

Finding

The information in this result comes from the students' the descriptive writing. The student's the descriptive text was identified and sorted into a variety of error categories. The researcher also included the frequency and percentage of errors to address the second study question and make it easier for readers to understand the most prevalent error made by students when writing the descriptive prose. The following is a detailed description of the data:

Table 1. Description of the Data

Error Words	Correction	Kinds of Error
My parents are very strict and *discipline*.	My parents are very strict and *disciplined*.	Verb Tense
I *has* one older sister …	I *have* one older sister ….	Verb Tense
My siblings are *dependet* to do daily activity	My siblings are *dependent* to do daily activity	Verb Tense
My family is *a simple family*	My family is ~~a~~ simple ~~family~~	Noun
My family *consist* of six people	My family *consists* of six people	Singular form
My *parents* concern on their children religion foundation	My *parent's* concern on their children religion foundation	Noun
My parents concern on their children *religion* foundation	My parents concern on their children *religious* foundation	Noun
My parents concern on their children religion foundation *on school*	My parents concern about their children religion foundation *in the school*	Preposition
My father is always *help* me when we need help.	My father is always *helps* me when we need help.	Verb Class
She is the best chef ever her *foods* is always delicious.	She is the best chef ever her *food* is always delicious.	Noun
… the size of doll is very big, it's about 1 *meters*	… the size of doll is very big, it's about 1 *meter*	Singular Noun

I _fell_ really comfortable when I hug it	I _feel_ really comfortable when I hug it	Verb Class
My parents _has_ two houses	My parents _have_ two houses	Verb Tenses
I always _kept_ my house clean and tidy	I always _keep_ my house clean and tidy	Verb Tense
My friends gave me teddy bear on my birthday	My friends gave me _a_ teddy bear on my birthday	Article

According to the table above, the student's most common errors are 'verb tense' with six errors, three errors in 'noun', respectively, with only one fault, is 'article', 'singular/plural' with 4 error, and the last is 'preposition' with 1 error. The writer calculated the students' grammatical errors, examined the percentage of errors, and divided them into types of grammatical faults using the data from all of the tables 1.

The error that most often occurs lies in the verb. There are 4 kinds of verbs, namely verb 1, verb 2, verb 3, and verb-ing. Each verb has rules for its use. With almost the same meaning but using a different time, it has experienced the form of a verb. This fact causes many errors in the form of verbs experienced by 8th grade junior high school students. The second error that often occurs lies in the Singular Noun. Most students do not pay attention that the subject of a sentence must match the verb where when the subject is singular, a verb form that is also singular is needed.

The third error that often occurs lies in the Noun. Learning English nouns requires precision. Sometimes, in one word there are several double letters such as the letter s or r. For example, when writing the word 'address', it is usually wrong to write 'address' or 'address' and even 'address'. The fourth and fifth most common mistakes are articles and prepositions. Both have one fault each. In the article the error occurs due to the lack of adding the article a/an to the noun. While in the preposition errors occur in the use of "on" and "in".

Table 2. The frequency and Percentage of Grammatical Errors.

KINDS	Students Grammatical Errors				TOTAL
	1	**2**	**3**	**4**	
Article	-	1	-	-	1 (6, 6 %)
Verb Tense	3	1	1	1	6 (40 %)
Singular/Plural	2	1	1	-	4 (26, 6 %)
Noun	2	-	-	1	3 (20%)
Preposition	1	-	-	-	1 (6, 6%)
TOTAL	8 (53, 3 %)	3 (20%)	2 (8%)	2 (8%)	15 (100%)

Based on the table above, by analyzing 4 the descriptive texts, there are 15 mistakes made by students in their writing. That the highest percentage of grammatical errors made by students are wrong in using verb tense with 6 errors (40%). After that, there is Singular with 4 errors (26.6 %), Noun with 3 mistakes (20 %), Article with 1 error (6.6) and preposition with 1 error (6.6 %). It's a grammatical order mistake made by students in writing the descriptive text from the highest to the lowest error percentage. However, each student has their difficulty. These results show the same results as the previous study in Nanning (2019) which showed that the most frequently used errors in descriptive texts were verbs. However, the next error has a different result. This is influenced by what type of error is being studied and the level of the student, whether he is a student or still in junior high school.

Table 3. Percentage of Errors

Number	Percentage of Errors
1.	$\frac{1}{15} \times 100\% = 6,6\ \%$
2.	$\frac{6}{15} \times 100\% = 40\%$

3.	$\dfrac{4}{15}$ x 100% = 26, 6%
4.	$\dfrac{3}{15}$ x 100% = 20%
5.	$\dfrac{1}{15}$ x 100% = 6,6%

The explanation about the percentage of grammatical errors is:

1. 6,6 % indicates Article

2. 40% indicates Verb Tense

3. 26,6 % indicates Singular

4. 20% indicates Noun

5. 6,6 % indicates Preposition

From the five kinds of grammatical errors made by the students in writing the descriptive text above, the writers found certain subdivisions or certain categories of errors of each kind related to the common grammatical errors. Here are the details:

Article:

Djamal in Dianto says article a or an is used when an unidentified specimen. The form a is used before a word beginning with a consonant, or a vowel with a consonant sound. The form an is used before words beginning with a vowel (a, e, i, o, u) or words beginning with a mute h or individual letters spoken with a vowel An article is a small word that can cause a very large problem if it is used incorrectly (Telaumbanua, 2020). Here are the examples.

Table 4. Article

Error Word	Correction	Kind of Error
My friends gave me _teddy_ bear on my birthday	My friends gave me _a_ teddy bear on my birthday _(use the article when the noun is specified by the other word, phrase or clause)_	Article

An article is an adjective that modifies a noun. They are: the first is omitting an article or a failure in using an article (a/an/the) when it is needed. The second is adding an article or inserting an article when it is unneeded. From Table 4 we know that some mistake from student. Suggestions from the author to avoid mistakes in this article, namely by paying attention to use the article when the noun is specified by the other word, phrase, or clause.

Verb Tense

A verb is a word that denotes action (Lyons 1981:109) in (Mugawe, 2021). Tense simply shows the time of an action or state of being as shown by a verb. The verb is changed to show what time it is referring to.

Table 5. Verb Tense

Error Word	Correction	Kind of Error
My father is always *help* me when we need help.	My father is always *helps* me when we need help. *(because the subject is (He) then add s/es to the verb)*	Verb Class

In table 5 it is known that one of the students made a mistake and the way to overcome this kind of error is to pay attention to the subject is (He) then add s/es to the verb.

Singular

Singular nouns are nouns that indicate a single person, place, thing or things (Laloan, 2019). English noun is inflected for grammatical number. If it is a countable type of noun, it generally has a different form for singular and plural. subdivisions of errors in the use of singular and plural nouns. They are (1) Omitting 's/es' (failure to add 's' or 'es' to make a plural noun). (2) Adding's/es' (the use of 's' or 'es' when it is unneeded). (3) Irregular plural noun (errors in using nouns that do not form the plural noun by adding 's' or 'es'. Here are the examples:

Table 6. Singular

Error Word	Correction	Kind of Error
My family *consist* of six people	My family *consists* of six people. *(to form a plural noun, 'consist' should be added 's)*	Singular form

In table 5 it is known that one of the students made a mistake and the way to overcome this kind of error is to pay attention to form a plural noun, 'consist' should be added.

Noun

Noun belong to the word class which means a collection of words that display the same formal properties, especially their inflection and distribution. This is similar to the more traditional term 'Part of Speech' (Nanning, Saepudin, 2020).

Table 7. Noun

Error Word	Correction	Kind of Error
My parents concern on their children *religion* foundation	My parents concern on their children *religious* foundation	Noun

A word (other than a pronoun) used to identify any of a class of people, places, or things (common noun), or to name a particular one of these (proper noun).

Preposition

A preposition is a part of grammar, meaning that learning grammar also learning prepositions. A preposition is a word or a group of words often placed before nouns or pronouns to indicate place, direction, time, and manner. In relation to structure, the preposition is one part of speech, while part of speech is one of the structural elements (Hidayat, 2018). Some examples of prepositions are words like "in," "at," "on," "of," and "to." Prepositions in English are highly idiomatic.

Table 8. Preposition

Error Word	Correction	Kind of Error
My parents concern on	My parents concern about	Preposition

their children religion foundation *on school*	their children religion foundation *in the school* *(requires the preposition in before the word school)*	

In table 5 it is known that one of the students made a mistake and the way to overcome this error is to pay attention to that it requires a preposition before the word school.

Discussion

This section discusses the interpretation of the findings of grammatical errors made by students in writing the descriptive texts. Highlights of the above findings are discussed in this section. The first part discusses the findings of this study with the type of grammatical error made by 8th-grade students in making the descriptive text. In this research, the writer tries to find out the types of grammatical errors made by the students.

After analyzing 4 the descriptive texts of the authors. Found five types of grammatical errors made by students. The names of the types of grammatical errors are Article, Verb Tense, Singular/Plural Noun, Preposition, and Article. Vern Tense most common grammar errors Made by 8th Grade Middle School Students in Writing Description Text. After analyzing all the samples taken by the researcher, it was found that the most common grammatical errors made by students in writing the descriptive texts were errors in Verb Tense with 6 errors (40%). After that, there is Singular with 4 errors (26.6 %), Nouns with 3 errors (20 %), Article and Preposition with 1 grammatical error each (6.6 %). Can be seen in the chart is below.

CONCLUSION

In this study, the authors found five types of grammatical errors made by students in writing the descriptive text, namely Article, Verb Tense, Singular/Plural, Noun, and Preposition. That is the order of grammatical errors made by students in the writing of 8th-grade junior high school students from the most errors to the smallest errors, namely

Verb Tense, Singular/Plural, Noun, Article, and Preposition. The author suggests that by applying the Grammar Translation Method (GTM) is a teaching method commonly used to teach grammar with the main characteristics of focusing on translation and memorizing verb forms, when teaching, the teacher usually explains the material using the local language.

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