

**ANALYSIS OF GRAMMATICAL ERRORS IN STUDENT'S WRITING
DESCRIPTIVE TEXT ON 8TH GRADE JUNIOR HIGH SCHOOL**
*Analisis Kesalahan Gramatikal dalam Penulisan Teks Deskriptif pada Siswa Kelas 8
SMP*

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Abstrak: Penelitian ini bertujuan untuk mengetahui jenis-jenis kesalahan tata bahasa yang dilakukan oleh siswa dan menemukan kesalahan yang paling umum dilakukan oleh siswa tersebut. Analisis kesalahan diperlukan bagi seorang guru untuk meningkatkan kemampuan siswa dalam menulis terutama dalam penggunaan tata bahasa. Peneliti ini memilih 3 latar belakang teks deskriptif dari siswa sebagai sampel. Peneliti mengidentifikasi jenis-jenis kesalahan penulisan teks deskriptif yang dilakukan oleh siswa kelas VIII SMP berdasarkan Surface Strategy Taxonomy menurut teori Dulay. Beberapa temuan dari penelitian ini akan ditulis untuk setiap jenis kesalahan: penghilangan, penambahan, kesalahan formasi, dan kesalahan urutan. Berdasarkan analisis penelitian, ditemukan 13 kesalahan total. kesalahan tata bahasa yang paling umum dilakukan oleh siswa dalam menulis teks deskriptif adalah kesalahan dalam Omission Error (61,5%). Setelah itu terjadi Addition Error dengan 1 error (7,6 %), Misformation dengan 4 error (30,7 %), Misorder dengan masing-masing 0 grammatical error (0 %). Penelitian ini diharapkan akan meningkatkan kesuksesan siswa dalam menulis teks deskriptif. Dengan analisis kesalahan, guru dapat mengoreksi kesalahan-kesalahan penting yang harus dikoreksi, sehingga siswa dapat meningkatkan keterampilan menulis mereka dalam bahasa Inggris.

Kata kunci: Analisis kesalahan, Teks deskriptif, Kesalahan tata bahasa

Abstract: This research was to find out the kinds of grammatical errors and the most common error made by the junior high school student. Error analysis is needed for a teacher to increase students' ability in writing especially in grammatical use. These researchers chose 3 backgrounds of text descriptive from students as the sample. The researcher identified the types of each descriptive text writing error made by students in 8th grade in junior high school based on Surface Strategy Taxonomy by Dulay's theory. Some findings of this research will be written for each error type: omission, addition,

misformation, and disorder. Based on the research analysis, 13 total errors are found. The most common grammatical errors made by students in writing descriptive texts were errors in Omission Error (61,5%). After that, there is Addition Error with 1 error (7.6 %), Misformation with 4 errors (30,7 %), Misorder with 0 grammatical error each (0 %). This research is expected to be improve student's success in writing descriptive text. With error analysis, the teacher can correct important mistake that must be corrected, so that students can improve their skills in English.

Keywords: *Error analysis, Descriptive text, Grammatical error*

INTRODUCTION

English is a foreign language in Indonesia. English becomes the most important part of the community. Starting from children, parents have already taught their children to learn English. English also becomes an important subject in school which starts from Elementary School even kindergarten. From this subject, the students learn about speaking, reading, listening, and also writing. Besides these, the students have to learn linguistic competence.

Based on the 2004 English Curriculum; “Students have to be equipped with the linguistics competence in the order they master the four language skills”. It is also said by Jack and Rodgers that “one of the dimensions of communicative competence is grammatical competence refers to what Chomsky calls linguistic competence”. From that statement, it is clear that the students have to learn linguistic competence to be proficient in English and one of the linguistic competencies is Grammar.

When it comes to good writing, knowing how to use grammar is crucial. When students lack sufficient knowledge of their grammar, they make mistakes in their writing. Writing is one of the English language skills that students should master. Narrative text, descriptive text, recount text, and other types of text are among the types of text taught in school. The author, on the other hand, employed descriptive text in this study. Descriptive text is a straightforward piece of writing that employs the simple present tense that pupils learnt in primary school. Students must describe something or someone in the descriptive text. Even though it is a basic text, students have difficulty creating descriptive text because they must consider several factors when writing a text, including grammar,

vocabulary, mechanics, and sentence and paragraph cohesion.

Teachers, in reality, faced difficulties in teaching writing, particularly descriptive text, such as using the appropriate technique in delivering the writing text section, teachers may lack time allocation, and teachers found it difficult to incorporate teaching grammar and vocabulary into teaching writing descriptive text. Furthermore, teachers are sometimes unable to focus on providing appropriate corrective comments on students' written work. Teachers cannot determine whether to fix all errors or just the ones that have a significant impact on students' text.

The purpose of this study is to examine grammar errors in descriptive texts written by Class VIII students. They make errors 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. The writer then examines the errors to determine the students' ability to create descriptive writings by examining grammar, such as nouns, verbs, and word classes, which may be incorrect. Error analysis can reveal the source of a student's difficulty. With error analysis, the teacher can identify and rectify critical errors, allowing pupils to enhance their English writing skills. In other words, using the simple present tense often makes students get complex, or usually, they often have problems in determining the appropriate form of the verb in the simple present tense found in descriptive texts.

The study was conducted Nilam Esti Lestari (2020) with the title "*A Study of Grammatical Errors in Descriptive Writing Paragraphs Made by the Second Semester Students of English Education Department of Universitas Islam Malang (UNISM)*". The finding of this research showed that the most common error made by the second semester students of English educational departemen of universitas islam Malang is omission for about 45.21%, misformation 24.66%, addition 19.18%, and misordering 10.95%. From this research it can be found that many arrors in omission are the same as the most grammatical errors i have done in omission. The purpose of this study is that students can

improve their ability to be able to write descriptive text properly. Thus, identification of the research question is (1) what types of grammatical errors did the student make in the descriptive text?; and (2) What is the most common grammatical error made by English 8th graders in Junior High School?

THEORETICAL REVIEW

There are so many studies related to this research. Some of them are as follows Indri Ayu Lestari, Juliansyah, & Yoga Pratama in 2020 who conducted research. The researcher conducted studies on 7th grade that were observed quite cleverly. Yet, they frequently make grammatical errors in sentences when they write essays. This research also identify grammatical errors in students' writing descriptive study on grade 7 students. However, this research focus on 4 types of error, namely: (1) Error of Omission (2) Error of selection (3) Error of Addition and (4) Error of Ordering.

Error analysis has the advantages to know how well someone's language is, knowing how well people learn the language, and obtaining the difficulties in language learning. Brown (2007) stated that error analysis is fact that every learner makes errors because they lack knowledge, these errors can be observed and analyzed. The errors can learn by teachers and help students to know the reason why the learners do errors.

After analyzing errors, it helps students to improve their writing, especially in descriptive text. There are many classifications of error; this research uses the error classification of Surface Strategy Taxonomy from Dulay's theory (1982) . Surface strategy taxonomy highlights the classification of errors, are omission, addition, misformation, and disorder.

RESEARCH METHOD

In this research, the researcher used descriptive qualitative research. The researcher use descriptive qualitative to describe grammatical errors those students made and classify

them into types of errors. The subjects of this research are students in 8th grade in junior high school. The numbers of participants are 3 students. When creating tasks, the author requests data from students in the form of images of their writing. The data is collected by the authors, who then analyze it.

The form of the document is students' descriptive text. The researcher took the data from Writing in the form of descriptive text writing with the various topics as like describing persons, places, and things. The researcher could not take the data in the class because the students studied from home.

Firstly, the researcher identified and analyzed grammatical errors for each student. Secondly, the researcher classified the errors in each student's descriptive text into four types of errors based on Dulay's theory (1982).. Next, the researcher counted all of the types of errors in the students' descriptive writing paragraphs. After that, the researcher calculated the total based on each type of error. So, the most often error will be shown.

RESULT AND DISCUSSION

There are 3 data of students' descriptive text writing which was analyzed in this part. The researcher identified the types of each descriptive text writing error made by students in 8th grade in junior high school based on Surface Strategy Taxonomy by Dulay's theory. Some findings of this research will be written for each type of error they are omission, addition, misformation, and disorder.

Omission error

Error of omission is the absence of an item or several items that should be used. The learner omits the item that should appear in the good utterance. In this research there are 8 error of omission.

Sentence: Have a ten teacher

Correction: Have a ten teachers

Discussion: this is an omission error that is caused by omitting -s.

because “a ten” explain plural form, so it should be “teachers”

Sentence: The school pay more attention to student activities

Correction: The school **pays** more attention to student activities

Discussion: this is an omission error that is caused by omitting -s.

because “the school” explain plural form, so it should be “pays”

Sentence: Headmaster is Ms. Shobich

Correction: **The** headmaster is Ms. Shobich

Discussion: this is an additional error of the article. Before the word, "Headmaster" should be added the word 'The' because in English it is called the 'definite article' because the article 'The' is used to indicate a specific noun (noun) in singular or plural form. The noun here is Headmaster.

Sentence: The teacher is very strict to teach student.

Correction: The teacher is very strict to teach **the** student

Discussion: Before the word "student" must be added the article "the" because "student" includes nouns that begin with the article "the"

Sentence: All my friend like Ms. Lailah.

Correction: All my **friends** like Ms. Lailah.

Discussion: Because the word All refers to the plural subject, the word friend must be added "s"

Sentence: Ms. Lailah is my teacher class.

Correction: Ms. Lailah is my **teachers**class.

Discussion: Because the word my means possessive pronoun, the word teacher plus "s" becomes teachers.

Sentence: Ms. Lailah so great at mathematic.

Correction: Ms. Lailah**was**so great at mathematic.

Discussion: Because the sentence is simple past tense, it must be

added to be after the subject, for singular subjects use to be "was" if the subject is plural then use "were". Because Ms. Lailah is singular so it is added to be "was".

Sentence: Ms. Lailah hungry she so creepy like a horror film

Correction: Ms. Lailah **is** hungry she **is** so creepy like a horror film

Discussion: After the subject is added "is" because it describes something.

Addition Error

Error of Addition is the opposite of Error of Omission. Error of Addition is the presence of an item that must not appear in complete and correct utterances. In this research there are 1 error of addition.

Sentence: like a her father.

Correction: **like her** father.

Discussion: the use of "a" in the article is to limit the meaning of the noun, like in the sentence means like, so there is no need for an additional "a" just like her father.

Misformation Error

This error is made by the learner where the learner chooses the wrong items in the right place. In this research there are 4 errors of misformation.

Sentence: They is Ms. Shobich, Ms. Lailah, Ms. Aulia,

Correction: They **are** Ms. Shobich, Ms. Lailah, Ms. Aulia

Discussion: The sentence includes a misformation error in to be. To be "is" is replaced by "are" because the subject is "they"

Sentence: She have one son.

Correction: She **has** one son.

Discussion: She is a singular noun, so it should be used "has"

Sentence: She are so flim great, neat and beautiful.

Correction: She **is** so film great, neat and beautiful.

Discussion: because to be the word she should use is "is" while to be "are" is used for you, they, and we.

Sentence: I don't know what she favorite food, drink, color,

Correction: I don't know what **her** favorite food, drink, color,

Discussion: the word she should use the pronoun "her", because it describes a person.

DISCUSSION

The findings of grammatical errors produced by students in writing descriptive texts are discussed in this section. In this section, we'll go over the highlights of the previous discoveries. The outcomes of this study are discussed in the first half, which focuses on the sort of grammatical error that 8th-grade students make when writing descriptive text. The writer attempts to determine the types of grammatical errors committed by the student in this study.

The research use Surface Strategy Taxonomy by Dulay's theory. Some findings of this research will be written for each type of error they are omission, addition, misformation, and disorder. After analyzing 3 descriptive texts of the author. Tense most common grammar errors made by 8th-grade middle school students in writing descriptive text. After analyzing all the samples taken by the researcher, it was found that the most common grammatical errors made by students in writing descriptive texts were errors in Omission Error (61,5%). After that, there is Addition Error with 1 error (7.6 %), Misformation with 4 errors (30,7 %), Disorder with 0 grammatical error each (0 %). `This result means indicate the greatest failure to write a descriptive text of the 8 grade student's of junior high school was omission error, teacher can be more aware to teach writing on descriptive text especially on grammar

CONCLUSION

From 3 data descriptive text made by an 8th-grade student in junior high school has analyzed. The students still make many grammatical errors which are divided into four types of errors based on Dulay's theory those are omission error, addition error, misformation error, and disorder error. The most occurs error is omission error, especially the omission of articles. Although that is the most simple of grammatical use, many students still ignore it. The second error is misformation error; this error is also often occurring because of the wrong placement of verb agreement. This error is found for about 24 errors. The other error is addition error; the examples of addition errors are areas like a double verb and double marking of pronoun. Another and the last error is disorder error, although this error type is found with the lowest case of error, it still 6 errors of disorder that found in students descriptive writing paragraphs.

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