

**AN ANALYSIS OF GRAMMATICAL ERRORS WRITING DESCRIPTIVE TEXT
BY GRADE VIII STUDENTS OF MTS ZAINUL HASAN GENGONG
PAJARAKAN PROBOLINGGO**

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Abstract

The purpose of this study was to determine the extent of knowledge about writing English students in the school environment in Islamic boarding schools, by knowing what types of errors and the frequency of each type of error made by students in writing descriptive texts in class VIII MTs Zainul Hasan Genggong. For the research design, this study used a quantitative descriptive method. The subjects were 25 students of class VIII IT. The data collection technique used was a writing test. There are 4 categories of grammatical errors, omission, addition, misformation and misordering. The research procedure consisted of six steps; organizing and preparing data for analysis, reading all of the data, beginning a detailed analysis with the coding process, using the coding process, interpreting and meaning the data, and drawing conclusions. Based on the results of data analysis, there are four types of grammatical errors in writing descriptive text made by grade VIII of MTs Zainul Hasan Genggong, including omission, misformation, addition, and misordering totaling 181 errors. The occurrences of omission error is 83 or (45.8%). The occurrences of misformation error is 71 or (39.2%) (the occurrence misformation error in article were 8 items (11,2%), 6 items (8,4) of preposition, 27 items (38,02) of verb, 8 items (11,2%) of noun and 22 items (30,9%) of pronoun). The occurrences of addition error is 23 or (12.7%). The occurrences of misordering is 4 or (2.20%). Thus most common errors made by students in writing descriptive text is omission.

Keywords: Analysis Errors, Descriptive Text, writing

INTRODUCTION

Writing is one of the skills that must be mastered by English learners. These skills are important in students' daily activities, such as writing letters. It will be easier for students to write letters if they know how to write a good and correct letter. Writing skills will help students in expressing the ideas that are in their minds in assembling essays or completing writing assignments given by teachers at school. Therefore, having the ability to write is very beneficial for students in life, including success in their school work.

In learning English, making error is fundamentally human in learning process. It is possible for students to make errors unconsciously when they are writing. When writing it

is possible for students to accidentally make errors. Error method is a widely strategy employed by linguists to resolve this issue. According to Azevedo and Corder (1983) errors are frequently made by learners who have not yet mastered the linguistic system. They still require the teacher to have a deeper understanding of the subject. Even though errors are stigmatized in the study of English as a second language, error analysis benefits both students and teachers. Error analysis is necessary for students to see what aspects of learning are challenging for them, and it is necessary for teachers to evaluate whether the teaching strategy is to responsibility for the error. In other words, since they are unfamiliar with English grammar, they may make errors. Because their language system tells them so, the kids believe that they speak proper English even when they do not. According to Corder in Kearney and Ellis, (2006), there are five steps in error analysis: selecting a sample of students, identifying errors, describing errors, explaining errors, and evaluating errors.

According to Sasmiasih (2014), some problems with students' English writing come from structural differences between Indonesian and English, as well as from their lack of knowledge of how to write well. Grammar mistakes were committed by the students, including the following: singular-plural, word form, word choice, verb tense, add a word, remove a word, meaning not clear, run-on sentences, and the adjective. Because the teachers' inability to effectively explain adjective rules, students only have a limited understanding of them. Additionally, the instructor failed to explain the distinctions between Indonesian and English adjectives. The teacher simply provides a general explanation of adjectives. The final point is that students only practice based on their textbooks, giving them little opportunity to express their ideas in writing or speaking in English. In other words, the errors are due to factors like being tired, uncertain, worried, or unfocused, while the students have not learned the knowledge or they do not understand those language principles. According to the summary above, the writer chooses that topic because she found that many students made mistakes when writing descriptive text, even when they did so correctly. The majority of them lack knowledge of grammar usage guidelines when composing descriptive texts.

Many factors cause students' lack of ability to write descriptive text. the researcher conducted research at MTs Zainul Hasan Genggong because to find out the extent to which the ability to write descriptive texts of students in Islamic boarding school and

what are the causes of students' lack of writing ability by knowing what grammatical errors students make in writing descriptive texts and what are the solutions for the teacher to minimize student errors. Referring to the examples above, the researcher thinks that an error analysis plays an important role to know what kinds of error that the students mostly do in writing paragraphs, and the causes of the error they make. So, from the grammatical error analysis results, will be beneficial for the teacher to implement the best teaching strategy in writing class. Those are the reason why the researcher is interested in analyzing students' writing error. Therefore, the researcher would like to conduct the research under the heading *"An analysis of grammatical errors in writing descriptive text by grade VIII students of MTS Zainul Hasan Genggong Pajajaran Probolinggo"*.

METHOD

Descriptive quantitative research design used by this research. The researcher aims to find out the type of errors and what are frequencies of each type of error in writing descriptive texts at grade VIII students of MTs Zainul Hasan Genggong Pajajaran Probolinggo. The subject of this research is Class VIII I or IT students of MTs Zainul Hasan Genggong which is located in Pajajaran, Probolinggo. The number of students is 25 students. This class was selected based on interviews with English teachers. The subject of this research used 25 students to write descriptive text. This research used writing tests as a research instrument. Each student wrote a writing test based on the topic that the researcher offers to students. The topics are (1) Describing oneself, (2) Describing favorite place, (3) Describing favorite Idol, (4) Describing hobby, (5) Describing friend. The researcher asked the students to choose one topic, then they wrote descriptive text into worksheet that given by the researcher with 45 minutes and amounted to 100-250 words. This test is use to collect data in analyzing grammatical errors in writing descriptive texts, calculating total errors, and making error percentages. This test aims to find out the type of errors and what are frequencies of each type of error in writing descriptive texts.

In this research, the researcher used writing test as the instrument to collect the data about student errors in writing descriptive text. As stated by Anandan (2015) test can be defined as a result intended to establish the quality, performance or reliability of something, especially before it is taken into widespread use. In this case, the writer uses the steps proposed by Creswell (2012) as a data analysis technique. The generic steps of the specific research consist of six steps. The six general steps are as follows:

1. Organizing and preparing the data for analysis.

For this step, the writer prepares the students' writing test results as a source of data for the analysis process.

2. Reading all of the data.

After having all of the data, the writer read them to get information about the main point as much as possible.

3. Beginning detailed analysis with a coding process.

The writer takes the students' errors in grammatical aspects into categories and labels the categories. The example;

*She is a kind = add.

The meaning of add is addition error.

After the raters correct the students' descriptive text, they gave a score for each paper. Then, students' ability in writing can be conclude for average score by using standard taken from Reid (1993). The following table is students' writing category to describe the students' score from their descriptive text.

Table 3.1 Writing Score Interval

Score Interval	Category
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Average
Below 60	Poor

4. Using the coding process

The writer describes what types of grammatical errors and calculates the frequency of each grammatical error in writing descriptive text. The writer want to be easy to describe each type of error, the data is presented quantitatively. Errors are accounted for as a percentage of error frequency for each type of grammatical error. The writer used the following formula:

$$\text{Percentage of errors} = \frac{\text{Number of one type of error}}{\text{Total number of all errors}} \times 100\%$$

5. Interpreting and meaning the data

It is about how descriptions and theme would be represented in quantitative descriptive.

6. Drawing conclusion

In the final step of data analysis, the writer interprets the research findings after completing all the steps.

FINDINGS

Based on data analysis, the students made 4 types of grammatical errors in writing descriptive text, there are omission, misinformation, addition and misordering. There are some examples of grammatical errors made by students in writing descriptive texts at grade VIII students of MTs Zainul Hasan Genggong Pajarakan Probolinggo.

1. Omission errors were found as follows:

*My favorite food is meatball (AAA)

The example above shows that the noun phrase “meatball” seems to be missing a article before it. Therefore, the article “a” should be added into “a meatball”.

*I like watching video on youtube (EL)

The example above shows that the word “video” seems to be missing word form. Therefore, the letter “s” should be added into “videos” which means a lot of video.

2. Addition errors were found as follows:

*I’m mondok ind Pesantren Zainul Hasan Genggong (FK)

The example above shows that in the word “ind”. The use of the article may be incorrect so that the right is “in”.

*Every Friday we are running in front of our room in Pesantren. (FZ)

The example above the tenses should be used is simple present tenses. The word “are running” be the verb of the word “we”. So the word “are running” must be written “run”.

3. Misformation errors were found as follows:

*In home, I see a mountain with my brother and sister. (AAA)

The preposition “in” is incorrect in the sentence. The correct preposition is “at”.

*My favorite color is blue, red, purple (PZ)

The example, the verb “is” does not seem to agree with the subject “blue, red, purple” in a plural subject form. It should be changed into the plural verb “are”.

4. Misordering errors were found as follows:

*I'm child second from dady Tusan and momy Aryatun. (FK)

The example above shows that misplacement of morphemes. So that the right is "I'm the second child from Tusan and Aryatun".

*I'm child second two from dady Samsuddin and momy Tutik Handayani (JF)

The example above shows that misplacement of morphemes. So that the right is "I'm the second child from Samsuddin and Tutik Handayani".

The researcher got the frequency of each grammatical error in writing descriptive text by Grade VIII Students of MTs Zainul Hasan Pajarakan Probolinggo. The findings of the research used the table as followed:

Table 4.1 The Frequency of Each Type of the Grammatical Error

Aspect	Type of Grammatical Error			
	Ommision	Misformation	Addition	Misordering
Data	83	71	23	4
Percentage	45.8%	39.2%	12.7%	2.20%

The Table above showed that there were several errors in writing descriptive text by Grade VIII Students of MTS Zainul Hasan Genggong Pajarakan Probolinggo and the writer used the following formula:

$$\text{Percentage of errors} = \frac{\text{Number of one type of error}}{\text{Total number of all errors}} \times 100\%$$

So, the result from the formula is the errors were 83 items (45.8%) of omission, 71 items (39.2%) of misformation (the category of misformation error in article were 8 items (11,2%), 6 items (8,4) of preposition, 27 items (38,02) of verb, 8 items (11,2%) of noun and 22 items (30,9%) of pronoun), 23 items (12.7%) of addition, and 4 items (2.20%) of misordering. Moreover, the most grammatical errors found in writing descriptive text by Grade VIII Students of MTS Zainul Hasan Genggong Pajarakan Probolinggo was omission error with 83 items or (45.8%).

DISCUSSION

As has been seen in the findings, all of the grammatical errors, as stated by Dulay's Surface Strategy Taxonomy hypothesis, the errors are divided into four categories: omission, addition, misformation, and misordering, the researcher found that the students made grammatical errors in their writing descriptive text in omission, misformation, addition, and misordering. Based on the findings, the students made 83 items (45.8%) of omission, 71 items (39.2%) of misformation (the category of misformation error in article were 8 items (11,2%), 6 items (8,4) of preposition, 27 items (38,02) of verb, 8 items (11,2%) of noun and 22 items (30,9%) of pronoun), 23 items (12.7%) of addition, and 4 items (2.20%) of misordering. These errors occur are caused by interlingual transfer, limited knowledge of English grammar, and carelessness (Sasmiasih, 2014).

In this study, the finding data are describe that omission is the highest errors which occur in writing descriptive text by Grade VIII Students of MTS Zainul Hasan Genggong Pajarakan Probolinggo. The current finding is not in line with all the previous studies finding. Based on previous study was from Dewi (2011), the types of errors were 89 errors (38,70%) of misformation, 86 errors (37,39%) of omission, 32 errors (13,91%) of misordering, and 23 errors (10%) of addition. Based on the total percentage of each type of errors, it was concluded that the dominant errors in descriptive paragraph made by the second year students of SMP Muhammadiyah 06 Dau Malang was misformation error. Amin's study in (2021) revealed that there were 153 errors found in students' descriptive text, there were 101 errors of misformation (66%), 33 errors of omission (21%), 18 errors on addition (12%), and 1 error on misordering (1%). And study was investigated from Ruhanee (2018), there were 22 errors (46.80%) of omission errors. The second place is addition with 10 errors (21.27%). There are 8 misformation errors (17.02%) made by the students. The lowest frequency of error is misordering (14.89%). The similarities between theese research just in analyzed grammatical errors and used same technique in analyzing the data.

From all the findings of this research, an analysis of grammatical errors in writing descriptive text by Grade VIII Students of MTS Zainul Hasan Genggong Pajarakan Probolinggo, it was eventually revealed that the main problem of students who learning English as their second language was limited knowledge of English grammar and students make some types of grammatical errors exactly in omission error category in their writings

and misformation of verb. The students did not pay more attention to the use of article and they also repeated the same mistakes of omission of the article in their writing descriptive text and students do not know how to use verbs in their writing, maybe happens because of the students' lack of curiosity, lack of learning to write and students lack of interest in learning English, so it also affects their vocabulary mastery.

CONCLUSION

The conclusion of this study are all based on the findings. There are four types of grammatical errors in writing descriptive text made by grade VIII Of MTs Zainul Hasan Genggong Pajarakan Probolinggo those were omission, misformation, addition and misordering. The frequencies of each grammatical error in writing descriptive text by grade VIII students of MTs Zainul Hasan Genggong Pajarakan Probolinggo total errors were 181 errors. The occurrences of omission error is 83 or (45.8%). The occurrences of misformation error is 71 or (39.2%) (the category of misformation error in article were 8 items (11,2%), 6 items (8,4) of preposition, 27 items (38,02) of verb, 8 items (11,2%) of noun and 22 items (30,9%) of pronoun). The occurrences of addition error is 23 or (12.7%). The occurrences of misordering is 4 or (2.20%). The most common error make by students in writing descriptive text is 83 occurances or about (45.8%) in ommision. Hence, we conclude that the students most common error is ommision.

The sources of the grammatical errors in writing descriptive text by grade VIII students of MTs Zainul Hasan Genggong Pajarakan Probolinggo are interlingual transfer, limited knowledge of English grammar, and carelessness. The findings of this study shows that although students have learned they still have the possibility to make an error in terms of grammar because they still produced some of grammatical errors in their writings descriptive text.

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