

**A Study of Grammatical Errors in Descriptive Writing Paragraphs Made by
the Second Semester Students of English Education Department of
Universitas Islam Malang (UNISMA)**

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Abstract

There are still many students who make errors when they compose a text. It is understandable for students of foreign language learners. Error analysis is needed for teacher to increase student's ability in writing especially in grammatical use. This study figured out students' grammatical errors in descriptive writing paragraphs and aimed to examine the most errors that students made.

The design of this research was descriptive qualitative to analyze the students' descriptive writing paragraphs. The subjects of this research were students in second semester of English Department of Universitas Islam Malang in the academic years 2019-2020. By using Dulay's theory that is Surface Strategy Taxonomy which classify into omission error, addition error, misformation error, and disorder error, the students' descriptive writing paragraph is identified.

From the 21 data of students' descriptive writing paragraphs, grammatical errors found in second semester students of English Department of Unisma. Based on the research analysis, 73 total errors are found. All of errors contains of omission, addition, misformation, and disorder errors. After analyzed the data, the researcher found each types of errors as follows; omission error (47.13%), misformation errors (24.66%), addition error (19.18%), disorder error (10.95%). The example of omission error is omitting the article as like "the/a/an". Contrast to omission error, the sample of addition error is adding double mark as like put a same word in a sentence which is unnecessary. The other error is misformation with the example of misformation verb that is "Panda" is singular noun which should use verb "has" but the student use "have". Another error is disorder error. Although this is the fewest error found, some students wrote the wrong placement of word, for example "Unisma is bigger one of university of Nahdhotul Ulama (NU) in Indonesia".

In this case the researcher found some sources of error that students made. The first is interlingual transfer occurs when the students transfer their native language into target language. Another source of error is context of learning because the students have understood by memorizing the grammatical rule, but they get failure to apply in making a text

Based on the research above, the researcher gives suggestions for the students, the teacher, and the future researcher. The students should pay attention to the teacher's explanation and correct their work before submit it. For the teacher, they should give more explanations to the students about grammatical use in order to increase students' writing skill. And also the researcher hopes for the future researcher to expand error analysis research.

Key words: error analysis, grammatical error, descriptive text

INTRODUCTION

Writing is challenging for some students. When learners write, they should think the content, grammatical competence, the ideas, and all of the composition

of writing in order to get good writing, one of which is descriptive writing. Descriptive text is a text presenting certain information about someone or something. Emilia and Christie (2013) stated that learning descriptive genre is essential in order student can describe vivid and proper information.

However, there are still many students who make errors when write a descriptive paragraph. Dulay, Burt & Krashen (1982) stated that errors are flawed side of learner's wrote. Jie (2008) also stated that errors are believed to be evidence of the learner's stages in their language development. Al- Kresheh (2016) stated that studying learners' errors could be a first step to introduce L2 teachers to the knowledge of learner's language. In fact, there were still many students of English Education Department make errors in their descriptive paragraphs. Some students made grammatical errors when they write. It is difficult for students to apply tenses, phrase structures, verb agreement, wrong use of articles, pronoun, and nouns form correctly. Those errors usually occurs because students write a text without paying attention in the use of grammar, mother tongue also a reason for students make errors. To overcome the contrastive language, it is suggested for teachers examine error analysis.

Error analysis identifies errors made by the students. It is obtained information on difficulties in writing. Error analysis is needed for teacher to increase students' ability in writing by modifying teaching method. Error analysis also gives important feedback for the students so they do not repeat the same errors.

Those explanations make the researcher interested in analyzing grammatical error in descriptive paragraph with the title "A Study of Grammatical Error in Descriptive Writing Paragraphs Made by Second Semester Students of English Education Department of Universitas Islam Malang (Unisma).

Review of Literature

There are so many definitions of error according to experts. Harmer (2001) stated that error is part of learning. Therefore, students often make errors in the learning process. Brown (2007) also stated that error is a notable. Error analysis is study for analyzing errors made by learners especially English language learners.

Richards (1973) stated that error analysis is the study of errors that are made by English language learners.

Error analysis has the advantages to know how well someone's language, to know how well people learn language, and to obtain the difficulties in language learning. Brown (2007) stated that error analysis is fact that every learner makes errors because they lack of knowledge, this 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. Dulay, Burt, and Krashen (1982) stated that error analysis has yielded insights and give major changes in teaching learning process.

There are many classification of errors, this research use the error classification of Surface Strategy Taxonomy from Dulay's theory. A surface strategy taxonomy highlights the classification of errors, those are: omission, addition, misformation and disorder. Omission is the absences of an item that must be appear in a well form of sentence. Addition is the opposite of omission where this is the type of error that present an item that should not be appear in a well form sentence. There are three types of addition error, they are: double markings, regularization, and simple addition. Misformation is error of the wrong form of structure. There are 3 types of misformation error, those are: regularization, archi-form, and alternating. Another types of error is Misorder. Misordering can be said as incorrect placement. Misordering is an error in the preparation of morphemes or groups of morphemes in sentences.

There are sources that make the students make errors. The sources of error based on Brown (2000) who draws up four sources of errors into interlingual transfer, intralingual transfer, context of learning and communication strategies.

1. Interlingual Transfer is a negative transfer of native learning language to second language learner. The learner may transfer their language habits into the target language
2. Intralingual Transfer is the incorrect generalization of rules within the target language. The learner may make mistakes in the target language, since they do not know the target language very well.

3. Context of Learning is context refers. In other word, the learners have wrong hypotheses of the teacher explanation or the textbook which lead them to make errors. For example, the learner sometimes makes errors because of misleading explanation from the teacher.
4. Communication Strategies is related to the learning style. The learner use production strategies to enhance their messages across obviously. However, at times these techniques become a source of error.

Grammatical errors is erros that ocured when the students speak or write how word arranged incorrectly. There are many grammatical errors made by students in descriptive writing paragraphs, for example: tenses, sentence pattern, articles, and pronoun.

Husna, Zainil, Rozimela (2013) stated that a descriptive text is the way writer draw about what he wants to describe a particular thing/ object, place, or person. Descriptive text has the purpose to describe person, something or condition based on the form, nature, and a mount.

The Previous Related Studies

There are three previous study has shown an error analysis in students' writing. The first study conducted by Syams (2016) with the title "*Error Analysis of Word Order Used in Writing Recount Text Made by Students' At Smk Negeri 1 Pinrang*". The aims of this research were to find out the the common errors of word order especially in the use of verb and noun phrase in students' recount text writing. From this research, the researcher found 45.41% errors of using verbs, 30.28% errors of using to be, and 24.31% errors of using noun phrase. In this research, the use of verb becomes the most common error that made by student at SMK Negeri 1 Pinrang.

The second study was conducted by Herlinawati (2011) "*Error Analysis on the Third Students' Narrative Writing at MTsN Pajajaran Pamulang*". The aim of this research is to know the common errors made by third grade students in the use of simple present tense in narrative text especially in regular and irregular verb. The finding of this research showed that the use of irregular verb become the most error made by students.

The third study was conducted Susanti (2017) with the title “*An Error Analysis on the Use of Past Tense in Narrative Text*”. The finding of this research showed that the most common error made by students of class 8 at SMP N 1 Candi is misformation for about 52%, addition 22%, omission 21%, and misordering part. The most common errors that students made is the use of verb of past tense and error of regular and irregular verb. Another error is sentence structure that should be written in students’ sentences.

There are a gaps between those previous study and this present study, those three previous study focused in the use of tenses. Most of errors that they The gap also showed in the kind of text that the researcher choose, the first study used recount writing while the second and the third study used narrative writing. However, there is similarity between those three previous studies with this present study that is analyzing errors in students’ writing paragraphs. Indeed, in this present study the researcher analyzes all of grammatical errors in students’ descriptive writing paragraphs of second semester in English Education Department of Unisma as like in tenses, phrase structures, subject-verb agreement, pronoun, and articles by using *Surface Strategy Taxonomy*. In this research, the researcher use Dulay’s Surface Strategy Taxonomy theory to analyze the types of errors that students made.

RESEARCH METHOD

In this research, the researcher used descriptive qualitative design. The researcher use descriptive qualitative to describe grammatical errors those students made and classify them into types of errors. The analysis of each descriptive writing paragraph will be described in a table. The subjects of this research are second semester students of English Department of Universitas Islam Malang in the academic years 2019-2020. The numbers of the participants are 21 students. Class A was chosen as the subject of this study because when the researcher took the data, this is one of the classes that have been assigned to make a descriptive text in Writing II course.

Instrumentation

The instrument of this study is a document of second semester students’ descriptive writing paragraphs. The form of document is students’ descriptive

writing assignment. The researcher took the data from Writing II in the form of descriptive paragraphs writing with the various topic as like describing person, place, and things. The researcher could not take the data in the class because the students studied from home.

Firstly, the researcher identified errors for each student. Secondly, the researcher classified the errors in each student's descriptive paragraph writing into four types of errors based on Dulay's theory. 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 errors. So, the most often error will be shown.

FINDINGS

There are 21 data of students' descriptive writing paragraphs which was analyzed in this part. The researcher identified the types of each descriptive writing paragraphs errors made by second semester students' of English Education Department Unisma based on Surface Strategy Taxonomy by Dulay's theory. Some finding of this research will be written for each types of error they are omission, addition, misformation, and disorder.

A. Omission error

1. **Sentence:** Most of __people admire the temple of Borobudur of their beauty.
Discussion: "The" is used in a sentence that identifies a particular person or places. Although most of people is understood the meaning of a sentences without "the", but it is include of grammar rules.
2. **Sentence:** On the side of it, there are black rubber grip_(1) to prevent my hand slips from it.
Discussion: This is omission error which is caused by omitting -s. Because "there are" explain plural form, so it should be "grips".
3. **Sentence:** Yeontan usually like_ to sit around the table while I study.
Discussion: Yeontan is singular, so there is omission -s after verb "like"

B. Addition error

1. **Sentence:** Everyone may have a friend or more, who is usually a friend to share joy or sorrow
Discussion: There are two word “friend” in a sentence that can be waste the word. So “a friend to” is better to omit.
2. **Sentence:** There is its own satisfaction seeing my orchid collection blooming and flourishing
Discussion: The word “its” is a possessive form of the pronoun it. In the sentence “so there is its own satisfaction seeing my orchid collection blooming and flourishing” there is no pronoun it, so the word “its” should be omits.
3. **Sentence:** He is always screams when his food is out of stock.
Discussion: This is addition error of using to be “is”. That sentence is verbal sentence which is not need to add to be.

C. Misformation error

1. **Sentence:** Most of the people admired the temples of Borobudur for their beauty.
Discussion: the word “admired” should change to “admire” because the language feature of descriptive text is use simple present tense.
2. **Sentence:** On the top floor is the main stupa, which are found in the celestial mansion.
Discussion: That sentence is incorrect because the wrong form of to be. It should use “is” because main stupa indicates singular noun.
3. **Sentence:** Panda have white thick fur
Discussion: Panda is singular noun, so it should be use “has”.

D. Misorder error

1. **Sentence:** Panda are bear like animal which originally live in center and western part of China
Discussion: Panda should be equate specifically like a bear, not like animal. The correct sentence should be “Panda is an animal like a bear”.
2. **Sentence:** It also a platform for beginner writer to write own themselves story

Discussion: The sentence “own themselves story” is confusing sentence to read because of wrong placement. The correct one is “their own story”.

3. **Sentence:** Blue book is the colour of my diary

Discussion: In order to make that confused sentence is clear, it should be change to “A blue is the colour of my diary book”, which means that the diary book is describe with a blue colour.

DISCUSSIONS

Considering the finding above, the number of each error are found. Based on the research analysis, 70 total errors are found. All of errors contains of omission, addition, misformation, and disorder errors. The most error that students made is omission error with 45.21%. The most omission errors found is omission of the articles. Many students missed to put the articles. The second error is misformation errors for about 24.66%. The example of misformation error is misformation of regularization. Another example of misformation error is misformation of singular-plural noun. The next error is addition error for about 19.18 %. The most addition error is double marking. For example, the student use two same noun in one sentence that can be omit. The last error is disorder error. Disorder error is the lowest error case that students made for about 10.95%. Disorder error is confusing sentence to read because of wrong placement.

The researcher also interviewed some students for a reason why they made errors. They said that actually they understood about the material for about tenses, pronoun, and sentence arrangement. But their assignments were not corrected before submitting the assignments. They students often translate sentence from Indonesian Language to English directly. In this case the researcher found some sources of error that students made. The first is interlingual transfer occurs when the students transfer their native language into target language. Another source of error is context of learning. Context of learning occurs because the students have understood by memorizing the grammatical rule, but they get failure to apply in making a text. Brown (2007) stated that students often make errors because of misleading explanation from the teacher.

CONCLUSIONS AND SUGGESTIONS

Due to the findings and discussions in the previous chapter, 21 data of the second semester students' descriptive writing paragraphs has analyzed. The students still make many grammatical errors which is 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 omission of articles. Although that is the most simple of grammatical use, but many students still ignore it. The second error is misformation error; this error is also often occur because of 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 as like 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, but it still 6 errors of disorder that found in students descriptive writing paragraphs.


Due to the finding and discussion above, the researcher offer suggestions for the students, the teacher and the future researcher. For the students, the understanding of kind of text must be improved especially in the use of tenses. The students should know what tenses that should be used in descriptive text. The students must pay more attention to their teacher explanations. Also, it is important to correct the assignment before submitting in order to make sure that there are no errors. For the teacher, they should give the explanations more about the rules of tenses, because subject-verb agreement is often occurs in this research finding. The teacher also should know the students' ability in make a text especially the use of simple present tense in descriptive text, so that the teacher knows what should to do for students' improvement. For the future researcher, the researcher hope in order to conduct a studies which expand the categories of errors based on Dulay's theory as like comparative taxonomy, linguistic taxonomy, and communicative affect taxonomy or another theory of error analysis.

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