

Grammatical Errors Committed by Students of Mts Nurul Huda Sawo in Writing Descriptive Texts

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ABSTRACT

This research was done to investigate the grammatical errors on descriptive texts written by the learners. Grammatical errors were analyzed based on Dulay, Burt, and Krashen's surface strategy taxonomy. It consisted of four types of grammatical errors, namely *omission*, *addition*, *misformation*, and *misordering*. 30 students of the eighth grade students of MTs. Nurul Huda were the subjects of this research. The aims of this research were to know the kinds of grammatical errors and the grammatical error mostly committed by the students in writing descriptive texts. Qualitative was chosen as the research design. Analysis and writing test result were used as the instruments of the data collection. The result of this research indicated that there were 67 grammatical errors committed by the students. *Misformation error* was the highest percentage with 57.98%. Followed by *Omission error* was with 34.79%. *Addition error* was in the third place with 4.35%. While, the lowest mistake that the learners made was *Misordering error* (2.88%). Based on the findings, the teacher should pay attention to the students' mistakes, especially on grammatical errors and push the learners to learn more about grammar.

Keywords: *Grammatical Errors, Writing, Descriptive Texts*

INTRODUCTION

In this globalization era, language is a tool that is very important to be used to communicate each other, especially for English. This language can make communication and interaction among people run easier so people need to learn English, especially for students. In educational activity, English is a foreign language subject which is required to be learned at the school starting from elementary school to university in Indonesia. The goal of teaching English in Indonesian schools is to develop the students' English ability. The success in learning English can be reached through listening, speaking, reading and also writing. Writing is one of the complex things in learning English because the learners need to have a good English grammar, particularly about the differences between the native language rules of the learners and the rules of the target language being learned by the learners (Coulmas, 2002). According to Ren et al. (2009), in learning English, one of the important skills that the learners need to learn is writing because writing is the most effective way to indicate that they have a good proficiency in English based on their ability and difficultness in writing. Thus, another expert, Tan (2008), states that writing is one of the difficult things in studying English because the students have to own extensive understanding, cognitive analysis and linguistics synthesis towards the speech rules for the purpose of being able to express their ideas, emotion and messages to the readers.

The students are able to expand their critical thinking, and their competence in English especially in grammar and vocabulary by writing activity. Raimes (1983) states, there are several purposes of writing: to convey messages, to state ideas, to make a study, to note incidents and to get used to write texts. Thus, it is really important to have a good knowledge in writing for our lives since we could deliver and present thoughts to a bibliophile through

writing. When we possess anything, senses, or opinions in our heads, we may express them through texts. A descriptive text is a text of describing something by the purpose of giving the information of a particular object (Zulaikah et al., 2018). In creating descriptive texts, the difficult things that the scholars have are developing idea and organizing ideas including putting words into sentences and paragraphs using grammar, vocabulary and mechanics (Yoandita, 2019). In producing a writing text, the students frequently make some errors whether they are lack of knowledge or carefulness. The good structures of sentences are very important in producing a text. Thus, the students need to make the sentences coherent, so that the readers can understand the text well. There are many types of writing and one of them is descriptive text that will become the concern of this research.

Based on Brown (2007) and Corder (1967), error analysis is a method of observing, analyzing, and classifying errors committed by the learners in the process of obtaining the target language. In addition, error analysis is an activity to identify errors made in writing and speaking (Rirchards, 1974). Norrish (1983) and Thornburry (1999) tell that errors and mistakes are related each other, in which errors could happen because the students may commit mistake when they do not know the science and they commit mistakes repeatedly, while mistakes could occur because they still commit the mistake although they have known the science and they only make mistake once because they understand well after being explained, particularly in writing.

Grammatical error is a mistake that learners commit to break the grammatical rules that could cause the texts are wicked and cannot be delivered well (Burt, 2006). The cause of errors in English that affects unclear meanings in reading and also writing is the low mastery of basic competence in writing and the other competences which support it. However, the errors in writing are not be able to be avoided by the students, especially in MTs. Nurul Huda Sawo because writing is the complex one in producing text. Most of the students were difficult to translate Bahasa into English using good grammar and good structures. From that reason, the goal of this research is to know the varieties of grammatical errors, the most type of grammatical errors, and the sources of the errors made by the eighth grade students of MTs. Nurul Huda Sawo in writing descriptive texts.

There were several researches related to this topic. The first research entitled "An Analysis of Students' Errors in Writing Descriptive Texts" by Afifuddin (2016) indicated that the problems of this research were what the typical errors were. Then, the purposes of the research were to identify and describe the typical errors and to find out the grammatical errors that the students of STAIN Malikussaleh Lhokseumawe made while taking course. The second research entitled "Error Analysis of Simple Present in Writing Descriptive Text" by Lestari (2020) indicated that the problems of this research was what the types of error made by 4th semester students in the English Education Program at PGRI University of Yogyakarta were. Then, the purpose of the research was to know the type of errors made by 4th semester students in the English Education Program at PGRI University of Yogyakarta. The third research entitled "Grammatical Error Analysis in Descriptive Writing of Accounting Students at Politeknik Harapan Bersama Tegal" by Romadhon et al., (2020) indicated that the problems of this research was what the students' grammar mistakes I writing descriptive texts were. Then, the aim of this research was to investigate the students' grammar mistakes in writing descriptive texts.

METHOD

This study is a qualitative research design. It is a kind of research which is concerned with collecting, describing, and analyzing the data in order to interpret the data descriptively. Based on Darlington & Scott (2002), state that a descriptive qualitative research is a holistic approach that involves discovery and describes the data in a natural setting. By using this kind of research design, the data were described as naturally and clearly as possible. The

researcher used writing task as the instrument of data collection. This research used a formula by Haryanto (2007) in counting the data. In order to ensure the trustworthiness of the data, validity and reliability of the data were important in doing this research.

FINDINGS AND DISCUSSIONS

In this part, the research showed the analysis data of grammatical errors made by the students in writing descriptive texts analyzed based on Dulay, Burt & Krashen (1982). All of the data were presented in table as follows.

Table 1. Research Findings

No.	Grammatical Error	Frequency	(Percentage)
1.	Omission	24	34.79%
2.	Addition	3	2.35 %
3.	Misformation	40	57.98%
4.	Misordering	2	2.88%
	Total	69	100%

Table 1 above shows that there were 67 grammatical errors from 191 sentences which were categorized into 4 types of grammatical errors committed by the eighth-grade students of MTs. Nurul Huda Sawo in their descriptive writings. They were *omission error* with 24 errors (34.79%), *addition error* with 3 errors (4.35%), *misformation error* with 40 errors (57.98%), and *misordering* with 2 errors (2.88%). From the data above, the grammatical errors commonly made by the students were *Misformation error*. It happened because the students used wrong grammars and wrong word forms. It includes *verb tense errors*, *regularization errors*, and *acquisition errors*. The example of *Misformation error* made by the student was “*I like him because of **him personality** that he is very honest*”. From the sentence, it can be seen that the sentence used wrong form of *possessive adjective* that she used object pronoun “him” to indicate possession. So, the sentence should be “*I like him because of his personality that he is very honest*”.

Omission error was the second grammatical error frequently made by the students. *Omission error* is characterized by the absence of an essentials item which must appear in a sentence. In relation to this study, there were 24 *omission errors* committed by the students. The example of *Omission error* made by the student was “*He also likes to watch **movie***”. From the sentence, it can be seen that there is a missing essentials item there. In order to be a complete sentence, the noun “movie” needs to be added by “s” to indicate *plural noun*. So, the correct sentence supposes to be “*He also likes to watch movies*”.

Addition error became the third grammatical error made by the students. This type of error is characterized by unnecessary item that has to be removed (Dulay, Burt & Krashen's classification, 1982). In relation to this point, the students of MTs. Nurul Huda Sawo committed 3 Addition errors in their descriptive texts, such as “*She **is** also likes to watch Korean Drama*”. From the sentence, it can be seen that the sentence contains *to be* “is” which is an unnecessary item and it should be removed because it is *verbal sentence*. So, the correct sentence should be “*She also likes to watch Korean Drama*”.

Misordering error was the lowest percentage made by the students. Misordering error is closely related with the syntactic constituent of a language (Dulay, Burt & Krashen's calssification, 1982). It refers to how different language can form different grammar misordering. So, native language influence plays important role in this error type. There were

only 2 Misordering errors made by the 30 students of MTs. Nurul Huda Sawo. The example of *Misordering error* made by the student was “I am happy to that **a friend to have** like Sidi”. From the sentence, it clearly shows that the sentence above had wrong ordering that *infinitive verb* should be put after an adjective “happy” followed by an object “a friend”. Then the two items “to that” must be removed because it is *addition error*. So, the correct sentence is “I am happy to have a friend like Sidi”.

The result of the study showed that 4 types of grammatical errors by Dulay, Burt & Krashen (1982) are all reflected in students' writings without exception. Although the frequency of each error type was significantly different, all 4 types occurred in this research. It proves that even though the types of grammatical errors by those experts were purposed long ago, they are still accurate and valid to be used in conducting error analysis. On the other hand, compared to the previous studies, the results of the study showed two similarities as well as differences. The first similarity, between this research and 4 researches by Dewi & Huda (2020), Ernawati et al. (2019), Syahputri & Masita (2018), and Ratnaningsih & Azizah (2019) was that the amount of the all types of grammatical errors identified were found. The second similarity, the result of this research was that the most typical error made by the students was *misformation error* which was the same as a research by Ernawati et al. (2019).

On the contrary, the difference between this research's result and a research by Suryana's result (2019) was the all types of grammatical error of this research were found while in Suryana's result were 3 not found. Then, a research by Ratnaningsih & Azizah (2019) showed that the most common errors committed by the students were 60 *Capitalization errors*. Next, error analysis that was done by Suryana (2019) showed that the most common error committed by the tenth grade of SMAN 3 Rangkasbitung in writing descriptive texts was *verb tense* with 78 errors (21.3%). Moreover, Dewi & Huda (2020) who conducted error analysis on the tenth grade students of SMAN 1 Tulungagung showed that the most common error was *incomplete sentence error* with total 42 errors (36.20%). Next, a research by Syahputri & Masita (2018) showed the most common error that the eight grade students of SMP Swasta Budi Setia Tunggal committed was *omission error* with 86 errors (43%). It can be inferred that between this research and some previous researches is that there is no specific pattern of the most frequent type of error committed by the students. It depends on the subject of the study and the linguistic environment surrounded the subject.

CONCLUSION AND SUGGESTION

The analysis of grammatical errors made by the eighth grade students of MTs. Nurul Huda in writing descriptive texts had been conducted by the researcher. Based on the result of this study, it can be resumed that:

1. There were 69 grammatical errors of 191 sentences committed by the eighth grade students of MTs. Nurul Huda Sawo in writing descriptive texts and classified into 4 types of grammatical errors, including *omission error* with 24 errors (34.79%), *addition error* with 3 errors (4.35%), *misformation error* with 39 errors (57.98%), and *misordering* with 2 errors (2.88%).
2. The type of errors most frequently committed by the eighth grade students of MTs. Nurul Huda Sawo in writing descriptive texts was *Misformation error* with 40 errors (57.98%).

Regarding the results of the study which has been conducted before, the researcher would like to propose a suggestion for teachers, students and also other researchers as follows. The first suggestion is for teachers. This study was expected to give benefits for teachers in teaching descriptive texts. This study could be a source or reference for teachers and it could give them information about how often the students made errors in writing descriptive text and also the types of grammatical errors that the students often made,

particularly the students of MTs. Nurul Huda. This information is of great importance for remedial teaching, focusing on the aspect of writing mistakes made by the students related to the types and frequency of the errors committed by the students. Then, the teacher could teach grammar by asking the students to write descriptive texts to know the students' writings. The second suggestion is for students. This study was expected to give benefits to students, especially the eighth grade students of MTs. Nurul Huda, so that they would learn to write descriptive text well. Then, the students would learn from their mistakes on their writing. In addition, the students would practice their understanding in writing descriptive texts. The third suggestion is for other researchers. This article could be utilized as a mold towards the next investigators in conducting other identical researches.

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