

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN DESCRIPTIVE WRITING TEXT AT TENTH GRADE OF SMA DWIJENDRA DENPASAR IN THE ACADEMIC YEAR 2019/2020

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Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis kesalahan - kesalahan tata bahasa siswa dalam penulisan teks deskripsi berbahasa Inggris. Subyek dari penelitian ini adalah 30 siswa SMA Dwijendra kelas X IPS I. Penelitian ini merupakan penelitian deskriptif kualitatif. Instrumen pengumpulan data menggunakan test tulis. Berdasarkan hasil analisis yang merujuk pada teori surface strategy taxonomy, terdapat 91 kesalahan tata bahasa yang ditemukan dalam teks deskripsi siswa yang terdiri dari 26 (28.57 %) Omission, 25 (27.47 %) Addition, 35 (38.46 %) Misformation, dan 5 (5.49 %) Misordering. Hasil penelitian menunjukkan bahwa kesalahan yang paling banyak ditemukan adalah Misformation yang disebabkan oleh faktor *intralingual*.

Kata Kunci: Kesalahan-Kesalahan Tata Bahasa, Teks Deskripsi, Proses Pembelajaran.

Abstract

This research aimed at analysing the types of students' grammatical errors in writing English descriptive text. The subjects of this study were 30 students of SMA Dwijendra kelas X IPS I. This research was descriptive qualitative. Writing test was used as the instrument to collect the data. Based on the result of data analysis which used the surface strategy taxonomy theory, it was found that there were 91 grammatical error consisting of 26 (28.57 %) Omission, 25 (27.47 %) Addition, 35 (38.46 %) Misformation, dan 5 (5.49 %) Misordering. Misformation was found to be the most dominant grammatical error which was apparently caused by intralingual factor.

Keywords: Grammatical errors, Descriptive text, Learning process

1. INTRODUCTION

In this global era, one of the international languages used until now is English. English is widely used as a means of communication all over the world. There are four skills that should be developed in learning English, namely listening, speaking, reading and writing. Classified as productive skill, writing is one of those four skills that should be mastered well.

Writing is an action form that people apply to convey their thoughts or express their feelings then transform them into a composition of words (Sutrisna, 2019). It is regarded as the most complex language skill to study. Therefore, it becomes the main concern for English teachers to teach students how to construct sentences correctly, or to compose any English composition effectively (Sutrisna & Juliari, 2019). In order to be able to write well-ordered sentences, every student should recognize and completely understand the aspects of grammatical writings, particularly in regard with word order. Word order itself is, as Leech (1991) defines, the order of the elements in a sentence or clause. The elements meant, among other things, are agreement of subject and predicate, agreement of pronoun and antecedent, case, linking and auxiliary verbs, tense and tone, voice, adjectives and adverbs.

In the process of writing, more particularly in English, students often do some errors especially with grammar. Writing English language is completely different from writing Indonesian. In Indonesian, there are no tenses; a verb appears in the same form in all the times. In fact, there were many students who still made many errors in writing English paragraph and found difficulties in applying tenses, structure, syntax, semantic, lexical meaning, and phonology into sentences. Here are some examples of error in using tenses that often occurs in students' writing, "My uncle drank coffee every day." Actually, this incorrect sentence was to be understood well, but it was exactly wrong in the form of English grammar. This sentence talked about the present event, so it should use simple present tense. The simple present indicates that an activity or situation at the present. The verb of this sentence should use present form (verb 1). The correct sentence is "My uncle drinks coffee every day."

In addition, they made error because they did not understand the grammar well and mother tongue interference was still interfered their minds. Therefore, error analysis has an important role to help the teacher to reveal what kind of error that mostly the students do in writing and the causes of the error they make. By knowing the errors, the teacher could improve their method in teaching and would avoid the errors by giving the extensive materials about the errors in writing. The students also would have better understanding of what they were learning and would be able to write correctly and awarded with their previous error.

Based on the background above, the researcher is interested to identify the grammatical errors in students' descriptive text writing. This research covered the analysis the types of grammatical errors made and also compiled the proportions in order to see which type of errors has the highest proportion.

2. RESEARCH METHODOLOGY

This research used descriptive qualitative method. It involved 30 tenth grade students class X IPS I of SMA Dwijendra as the subject. The data of this research were collected from writing test. The students were asked to write at least two paragraphs on a piece of paper. The paragraph were about 150 words consisting of 10 - 20 sentences. It was done in 90 minutes. Students' writings then were analyzed in term of errors on the basis of surface strategy taxonomy, with focus on sentences structure errors. In analyzing the data, the writer go through some important steps, namely: 1) collecting the data from students' works; 2) identifying students' error; 3) classifying students' errors; 4) calculating the percentage of students' errors.

3. FINDINGS AND DISCUSSION

Based on the results of analysis, it was found that there were 91 grammatical error consisting of 26 (28.57 %) Omission, 25 (27.47 %) Addition, 35 (38.46 %) Misformation, and 5 (5.49 %) Misordering.

Table 1. Recapitulation of Types of Error Committed by Students

No.	Types of errors	Frequencies	
		N	%
1	Omission	26	28.57
2	Addition	25	27.47
3	Misformation	35	38.46
4	Misordering	5	5.49
Total frequency		91	

The complete and more detail analysis for each type of error was presented as follows.

A. Omission

1. Bali is a island

Article ‘a’ usually used before noun that followed by consonant. Article ‘an’ is usually followed by letter with vocal sound. Therefore, the correct sentence was “*Bali is an island*”

2. Lovina beach is know as one of the popular tourist attractions in the northern region of Bali

Word “know” should be changed into verb 3 (known) to make a complete and correct passive sentence. Therefore, the correct sentence was “*Lovina beach is known as one of popular tourist attractions in the northern region of Bali*”

3. The name Tamblingan comes from two words

The sentence should be added with the word (of), it is a preposition before noun. It is put in front of the noun it describes. Therefore, the correct sentence was “*The name of Tamblingan comes from two words*”

4. Lovina beach a great place to visit

The sentence was incorrect because the students omitted “to be (is)” before article “a”. Therefore, the correct sentence was “*Lovina beach is a great place to visit*”

5. The activity in Kuta beach not only takes place during the day

The sentence was incorrect because it didn’t have auxiliary verb (does). Therefore, the correct sentence was “*The activity in Kuta beach does not only takes place during the day*”

6. It usually takes around one hour arrive there

The sentence was incorrect because students omitted preposition “to” before verb (arrive). To is used with the base form of verb to indicate that the verb is infinitive. Therefore, the correct sentence is “*It usually takes around one hour to arrive there*”

B. Addition

1. Former eruption was very very interesting

Word “very” cannot be repeated as it is an adverb. Therefore, the correct sentence was “*Former eruption was very interesting*”

2. Lovina Beach is an a coastal area on the north western side of Bali Island

The sentence was incorrect because, it used two articles within a sentence. It should use article “a” as it is followed by consonant word. Therefore, the correct sentence was “*Lovina beach is a coastal area on the north western side of Bali island*”

3. Before, before it was known as a popular tourist destination in Bali

The word “before” cannot be used repeatedly in one sentence. Therefore, the correct sentence was “*Before it was known as a popular tourist destination in Bali*”

4. You can visit cafe-café

The words “café” here cannot be repeated. Therefore, the correct sentence was “*you can visit the café*”

5. Barong Dance Performance is the most popular famous show in there and also performances of traditional Balinese

The sentence was incorrect because these two words have the same meaning (popular and famous). Therefore, the correct sentence was “*Barong Dance Performance is the most popular show in there and also performances of traditional Balinese*”

6. There are a variety of facilities including accommodation, restaurants and bar

”There are” means a lot of, article “a” means one that show the sum of object so there are cannot be followed by article “a”. Therefore, the correct sentence was “*There are various facilities including accommodation, restaurants and bar*”

C. Misformation

1. Around this beach there is two very large cliffs

‘there is’ should be followed with singular noun, not plural nouns (two very large cliffs). Therefore, the correct sentence was “*Around this beach there are two very large cliffs*”

2. And there are also beautifully fireworks party at the end of the festival, so don’t miss it.

The word “beautifully” is an adverb of manner. It is not relevant with the sentence. To describe nouns with adjective instead. Therefore, the correct sentence was “*And there are also beautiful fireworks party at the end of festival, so don’t miss it*”.

3. Domestic and foreign tourists who came vacation in Bali

In writing a descriptive text, we do not use simple past (verb: came). We use simple present (verb 1 + s/es) instead. Therefore, the correct sentence was “*Domestic and foreign tourists who come for vacation in Bali*”

4. We have combined ours traditional culture with ours nature view such as we widen Uluwatu

The sentence was incorrect because word “ours” is possessive pronoun that should not be followed by noun. Therefore, the correct sentence was “*We have combined our traditional culture with our nature view such as we widen Uluwatu*”

5. In the Lovina area there is also inns that provide attractions

‘there is’ should be followed with singular noun, not plural nouns (inns). Therefore, the correct sentence was “*In the Lovina area there are also inns that provide attractions*”

6. Then you no need to stress with the current arrangement of convenience.

The sentence was incorrect because it didn’t use auxiliary verb (do) to make it completely as negative sentence. The word “no” can be followed with noun, not with verb. Therefore, the correct sentence was “*then you don’t need to worry with the current arrangement of convenience*”

D. Misordering

1. This then becomes an attraction for tourists to come to visit

The structure of sentence above was incorrect because word “then” (adverb) should be put before word “this”. Therefore, the correct sentence was “*Then, this becomes an attraction for tourists to come to visit*”

2. Kuta is a beach in that is very popular both in Indonesia and international

The structure of sentence above was incorrect because there are some incorrect use of words (in that is). Those words can be omitted to make it right. Therefore, the correct sentence was “*Kuta is a very popular beach both in Indonesia and international*”

3. Then you have no to worry with the existing system of accommodation

The structure of the sentence above was incorrect because it used words “have no to worry” that make the sentence not standard. It should be added with auxiliary verb “don’t” to make it right. Therefore, the correct sentence was “*Then you don’t need to worry with the existing system of accommodation*”

4. Combined with the white sand and waves of water sea that is not heavy

The sentence was incorrect because the use of noun phrase “water sea.” The word “sea” is an attributive noun that serves as a modifier in phrase or sentence, which is considered parallel to adjective in English grammar because English have structural in phrase explain or be explain, so the position of attributive noun is exactly in front of the explained word(attributive noun + noun). Therefore, the correct sentence was “Combined with the white sand and waves of sea water that is not heavy”

5. Lovina's water sea are relatively calm

The sentence was incorrect because the use of noun phrase “water sea.” The word “sea” is an attributive noun that serves as a modifier in phrase or sentence, which is considered parallel to adjective in English grammar because English have structural in phrase explain or be explain, so the position of attributive noun is exactly in front of the explained word(attributive noun + noun). Therefore, the correct sentence was “Lovina’s sea water is relatively calm”

This research found that the highest error was *misformation* which was about 35 errors (38.46%). It happened because the lack of grammatical understanding and vocabulary. Another error was *omission*, which was about 26 error (28.57%). The source of this error came from interlingual transfer. The students did not use the rule of their target language well. Then, *addition* was about 25 error (27.47%). These errors occurred because the students had not clearly understood of the structure of the sentence. They added unnecessary word that was not required in their sentence. *Misordering* was about 5 error (5.49%). This error sometimes as the result from interlingual transfer. The students got influence of the structure or order of their native language which was Indonesian language. According to Dulay (1982), analyzing errors from surface strategy taxonomy held much promise for researcher concerning with identifying cognitive processes that underlies the learner construction of the language. It also made us aware that learner’s errors are based on some logic. They were not the result of laziness or sloppy thinking, but of the learners’ use of interim principles to produce a new language. So, students making error was a part of learning new language/foreign language. The students just need more understanding in use English grammatically, the right vocabulary and the use of language understanding. Dulay (1982) further states that errors are flawed side of learner speech of writing. From the error that learner has made, they will learn not to do the same mistakes again. Thus, error could be an important feedback of their learning progress. Therefore, learning English is different from learning Indonesian language.

The researcher hopes that this research gives more understanding about the grammatical error, especially to the readers. In developing the readers' understanding, the researcher would establish suggestion for the further researcher to explain more the grammatical error by other theory or subject.

4. CONCLUSION AND SUGGESTIONS

Conclusion

Based on the explanation in the previous chapter, this research was carried out to analyze the grammatical errors in writing descriptive. The errors were classified based on Dulay's theory. The result of the error analysis process showed that students committed four types of error: *omission, addition, misformation and misordering*. From the frequency of each type error, *misformation* was found to be most frequent error produced by the students, about 38.46 % and became the highest of all.

Thus, it showed that the students still produce error their writing grammatically. Thus, the analysis on students' grammatical errors in writing is very important because the teachers can know the factual condition of the students' ability in writing and what kinds of errors that the students produce in their English writing. So, teacher can give them understanding about grammar and make them aware about their errors. Thus, students can make a correction by themselves and will not do the same error.

Suggestions

Error is something unavoidable in teaching and learning process of foreign language. Therefore, it can be improved by learning more about both vocabularies and grammatical function. Here is some suggestion that hopefully can be applied in teaching and learning process.

- 1) The teachers have to give interesting topics which are familiar for students for they can enjoy and motivate them to keep writing. After that, the topic can be expanded to the difficult ones to give challenges in order to enhance to students 'vocabulary.
- 2) The teacher should give exercise regularly. It is started from the simple topic to the hard one. It can improve the students' vocabulary and their skills in writing.
- 3) The teachers should explain more about the grammar so that students' writing will be grammatically correct.
- 4) The teachers have to pay attention to the students' errors and make them aware about their errors so they can make a correction by themselves and will not do the same error

5. REFERENCES

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