Grammatical Errors Analysis in Descriptive Text Writing

Pujalita Sujiarti[1], Doni Azhari[2], Taufiq Kurniawan[3]
[1]pujalitasujiarti99@gmail.com, Universitas Hamzanwadi
[2]donyazhary00@gmail.com, Universitas Islam Indonesia Yogyakarta
[3]taufikurniawan14@gmail.com, Institut Studi Islam Sunan Doe

ABSTRACT

The purposes of this research were to find out studens' grammatical errors on writing descriptive text and the possible causes of their grammatical errors. This research used descriptive qualitative method with the 20 participants of IPA MA NW Perian as the sample. Observation, interview, and questionare were used as the research instruments. The result showed that the students produce 44,87 % errors in using verb, 23,07 % errors in using noun, 16,66 % errors in using pronoun, 8,97 % errors in using preposition, and 6,41 % errors in use of adjective. The students produced 44,87 % errors from 78 of total number of errors in writing descriptive text. Based on the result interview and questionnaire the researcher found that most students knew descriptive text definition but frequently found it difficult to write descriptive text since they were still confused in grammar, vocabularies arrangement, and word orders. It was concluded that the possible causes of errors are grammatical, words selection, and word orders.

Keywords: *Grammatical Errors, Descriptive Text, EFL Students*

I.   INTRODUCTION

In learning English, there are four skills which should be mastered by students, such as listening, speaking, writing and reading. These four skills should be involved by teacher in the process of teaching and learning in a classroom. Speaking and writing refer to productive skill while reading and listening referred to receptive skill. (Harmer, 2003).

Brown (2001, p. 36) says, writing is a final product of the process measured up against a list of criteria included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. Writing is more difficult because it is not only vocabulary and grammatical patterns but also the capability to express the student's desire on the paper and to use their own language. Writing in English is not easy for most writing students (Abdul Muth'im and Mohamad Adnan Latief, 2014). Errors in sentence writing for the students of English as a foreign language cannot be denied. It happens because they have the poor memory in grammatical aspects or limitation of vocabularies so that the learners misuse in sentence writing (Fatchul Mu'in, Sirajuddin Kamal, and Moh. Yamin, 2012).

In composing a good writing, we should notice some aspects. Grammar is one of the elements which plays role in writing, but the problems is, some students make some errors when they write a sentence and develop it into a text. This is known that English grammar is different from Indonesian grammar. Therefore, this is difficult for students to develop their writing skill. The difference between the grammar of the first language and English is one of the causes, which make the students create lot of errors. It influences the content of their writing product, then, their messages are not conveyed well to the readers.

Based on the explanation, the researcher chose to analysis EFL students' grammatical errors in writing descriptive text since grammar plays a very important role in writing especially in descriptive text. Genres of the text which started to be taught at the beginning level at the second semester are narrative, recount, descriptive and procedure. Finally, the researcher was interested in conducting an error analysis research towards the eleventh grade of IPA at MA NW Perian under the title "Grammatical Errors Analysis in Descriptive Text Writing. The general purpose of this study is to analyze students' grammatical errors and their causes on writing descriptive text.

II.   THEORETICAL STUDY

Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Also called a usage error. Compare grammatical error with correctness, grammatical errors are usually distinguished from (though sometimes confused with) factual errors, logical fallacies, misspelling, typographical errors, and faulty function. (Nordquist, 2020).

Grammatical errors are difficult to avoid by every learner. It also happened in EFL students. One of the causes is the lack of knowledge of grammatical rules. For instance, it happens in writing descriptive text. Therefore, analyzing the errors is one of appropriate ways to use to show the true proficiency level of target language that students learn at a particular time. By conducting analysis on grammatical errors, teacher can conclude the most frequent of errors which is often made by students.

The importance of grammar is also strengthened by Mr. Kalend O. says that having a good grammar system of a language, learners will be helpful in delivering their ideas, message and feeling either to the listeners or readers, language without grammar would be disorganized and causes some communicative problems.

The types of grammatical errors in writing are verb, noun, pronoun, adjective, adverb, conjunction and preposition. The function of a verb is to describe an action or a state of being. Batko & Rosenheim (2004, p.32). Stobbe (2008, p. 1) states that a noun is one of the most important words you use when speaking and writing. He notes that a noun is word to name a person, place, or thing; a quality, idea, or action. Batko & Rosenheim (2004, p.32) say that the function of a noun is to name something; a person, a place, an object, or an idea while Azar (2002, p. 132) says that a pronoun is used in place of a noun.

The most difficult problem for beginner learners is learning writing since most of the students have limited time to practice writing English and do not master English language well. According to Richards and Renandya ''writing is the most difficult skill for second language learners to master''. There are some problems in the writing skill such as grammar, spelling, and vocabulary mastery.

Tye types of grammatical errors in writing are verb, noun, pronoun, adjective, adverb, conjuction, and preposition. Grammar is very important because a small error in grammar may change the meaning of a sentence. This is important to know the students' grammatical errors in writing descriptive text and the common errors made by students. By classifying errors in this way can help us to diagnose students' learning problem at any stage of their development and to plot how changes in errors pattern occurs over time.

The researcher uses relevant study which relates to the present research. The researcher realizes that relevant study is able to help present researcher of the study to ease the research and is able to give the contribution to the study too. This study is related to Grammatical Errors Analysis in Students' Recount Text'' (The case of the Twelfth year Students of SMAN 1 Slawi, Tegal in the Academic Year of 2006/2007), which has been investigated by Toni Haryantono (2007).

The research and the results of the study showed that the students still need more practices dealing with verb forms since they were the basic knowledge needed for telling their past experience. Based on the description above, the previous and recent study have similar focus of study regarding grammatical error which is mentioned by the researcher above. Besides, the difference of that study is the setting of place to conduct the research.

III.   RESEARCH METHODS

The researcher employed descriptive qualitative since this research focused on the analysis of EFL students' grammatical errors in writing descriptive text. The data was gathered through direct observations, interview, and questionnaire. Specifically, the data gathered the understanding and meaning through verbal narrative and observation rather than through number. The participants of this research were the students at the eleventh grade IPA of MA NW Perian which consisted of twenty students as the participants which were selected through purposive sampling.

IV.   RESULTS AND DISCUSSION

To know the class room and condition of students in writing descriptive text from *Whatsapp* group, the researcher did participant observation on July 2020 to commence the actual research at the eleventh graders IPA of MA NW Perian. The observation was done by observing students' work once they had their writing descriptive text finished. In other hand, the classroom via online, *Whatsapp* group, situation during the research was good and full of excitement from the students. The researcher gave the students writing descriptive text about their homes or their friends' homes.

Having observed via *Whatsapp* group, it was found that some grammatical errors occurs in descriptive text made by the students. After collecting and analyzing the data, the researcher found that there were a lot of grammatical errors found. The errors are classified based on the traditional English grammar. There were seven

(7) classification of the errors, seventy eighth (78) grammatical errors of various kind were found; The errors classification can be seen in table 1.

Table 1. The Result of the Analysis

No	Types of error	Total of errors	Percentage
1	Errors in using verb	35	44,87%
2	Errors in noun	18	23,07%
3	Errors in use of pronoun	13	16,66%
4	Errors in adjective	5	6,41%
5	Errors in adverb	0	0 %
6	Errors in the use of conjuction	0	0 %
7	Errors in the use of preposition	7	8,97 %
	Total	78	100

Source: researchers (2022)

Meanwhile, based on the result from ten questions, the researcher found that there were only a few students liked writing; most students knew about writing; the students knew about the definition of descriptive text; most students found many difficulties when they wrote descriptive text especially in grammar, choosing word, and word orders when they write descriptive text. Presumably, the probable solutions which can lift students' understanding of grammatical errors in writing descriptive text was by teaching students about grammar in writing descriptive text intensively in the classroom.

Meanwhile, in questionnaire section, the researcher classified the questionnaire based on the students' feeling. The statements consisted of ten (10) items in which the answers are strongly agree, agree, neutral, disagree, and strongly disagree. The result of the gathered data from the questionnaire can be seen in table 2.

Table 2. The Statement and Students' Response

No	Question	A	D
1	I know about writing	1	-
2	I like writing	3	-
3	I found difficulty when I writing	0	-
4	I have problem at grammar when I write	0	-
5	The solution in order your writing is good is you have to learn about grammar deeply	2	-
6	I know what is descriptive text	0	
7	I have many problem in writing descriptive text		
8	The problem when I write descriptive text are grammar, choosig word and word orders	0	-
9	The specific problem when you write descriptive text is choosing word	3	-
10	The teacher must teach you deeply about grammar	9	-

Source: researchers (2022)

In conclusion, there were 10 items of questionnaire which had been answered by 20 students as the sample, the researcher calculated it into10 x 20 equals 200. Thus, the researcher got 200 points of the answered items from questionnaire. In this case, there were 33,5% students who did strongly agree, 42% students who did agree, 23,5% students who were neutral, 1% students who did disagree and 0% students who did strongly disagree. Based on these points, the researcher could conclude that the students' problem of grammatical errors in writing descriptive text were grammar, words selection, and word orders. In addition, as the conclusion, the teacher must teach the students more specific about grammar in teaching writing descriptive text.

Discussion

Based on the result of the data obtained from the students of the eleventh graders IPA of MA NW Perian regarding to the errors analysis on their descriptive text writing, the researcher found that there were generally seven grammatical errors occured on their worksheet which were verbs, noun, pronoun, adjective, adverb, conjuction and prepositions. Verb took place as the most frequent errors appearing in sttudents' worksheet. It was then followed by noun in the second most frequent errors. And pronoun took the third place which was followed by preposition and adjective. Meanwhile, there were no errors found in adverb and conjuction.

In addition, many students were still confused about the use of verbs. Most of them did not put ''is'' as the main verb of the sentence. Most students were still confused on the use of apostrophe ('s) which was put between two noun that meet directly in a phrase or sentence. And most of them did not use it correctly. Most students were not able to use adjective correctly when it was directly connected with noun after it. They did not put the adjective in the right place as it should be rather they put it after noun. Many students were still confused about the use of pronoun in which they could not synchronize the number of pronoun with the form of verb which follows after it. Most students were not able to differentiate the use of preposition in the right way. They frequently use ''at'' instead of ''on'' in terms of the name of the day and month. They even frequently omitted it.

Based on the data obtained, it could be concluded that students grammatical errors on writing descriptive text include five points which were verbs, noun, pronoun, prepositions, and adjective. Specially, only a few of them liked writing and knew about it. Most of them knew strongly knew the definition of descriptive text but frequently found it difficult to write descriptive text based on its structural orders. They were confused in using word orders and selecting proper vocabularies to arrange sentence. In relation to the problems, the researcher hoped to have adequate knowledge of grammars and words order which could be taught and applied to students and classroom.

V.   CONCLUSIONS AND RECOMMENDATIONS

Based on the finding of the analysis, it shows that the students make a total of 78 errors which consist of 35 or 44,87 % errors in using verb, 18 or 23,07 % errors in using noun, 13 or 16,66 % errors in using pronoun, 7 or 8.97 % errors in using preposition, and 5 or 6,41 % errors in the use of adjective.

According to the findings, it can be concluded that the students mastered the use of verb. It can be seen from the number of the errors made. Although they had been taught about it before, they were still confused which one to use when making a grammatical sentence. They are unfamiliar to this form and because English is still foreign for them. And those are the possible causes of their errors. In addition, the students were still confused in grammar, the students were still confused when they select proper vocabularies to arrange sentences and the students were still confused in the use of word orders.

REFERENCES

Ary, Donal (2002). *Introduction to research in education*. USA: Wadsworth Group A Division of Thomhson Learning Inc.

Azar (2002). *Understanding and using English grammar*. Third Edition, New York: Longman.

Batko & Rosenheim (2004). *When bad grammar happens to good people: how to avoid common errors in English*. USA: Carcer Press.

Besral (2015). *The use of picture word inductive model (PWIP) in teaching and learning process of writing, research in langauge teaching*, RiELT Journal, Voll.I, No.1

Bungin, B. (2007). Penelitian kualitatif. Edisikedua. Jakarta. Kencana Perdana Media Group.

Crossman Ashley (2020). https://www.thoughtco.com/purposive-sampling-3026727. Accessed on June 17th, 2020, 10:30 A.M.

Dorothy E Zemach (2005). *Writing from paragraph to essay*. Oxford: Machmilan

Gall, M.D, Gall, J.P, & Borg, W.R. (2007). *Educational Research*: An introduction (8th ed). Boson: Pearson.

Harmer, J. (2003). *The practice of English language teaching*. Cambridge: Longman.

Lincoln, Guba, E, G. (2005). *Trustworthiness and authenticity in naturalistic evalution*. In Marrow: University of Utah.

Mu'in, Fatchul. Kamal, S., and Yamin, M (2012). *Students' Errors in paragraph writing*. Banjarmasin: English Departement, Faculty of Teacher Training and Education, Lampung Mangkurat University. Indonesia

Muth'im, A., & Latief, M. A. (2014). *The effectiveness of indirect error correction feedback on the quality of students' writing* AWEJ volume.5 Number. 2 Page 244-257. Arab World English Journal.

Mukarto (2007). *English on sky 1 for Junior High School students year VII.* . Jakarta : Erlangga. Indonesia

Nordquist Richard (2020). https://www.thoughtco.com/grammatical-error-ussage-1690911. Accessed on June 17th, 2020, 10:30 A.M

Oshima, and Hogue (2007). *Introduction to academic writing*. New York: Person Education, Inc.

Richard & Renandya (2002). *Methodology in language teaching*. New York: Cambridge University

Sanjaya Ali (2018). *An Analysis of Students' Grammatical Errors in Writing Descriptive Te*xt: *A descriptive study on the eleventh grade students at SMA Negeri 4 Praya*. Unpublished. Undergraduate Thesis Mataram. NTB. Indonesia.

Stobbe (2008). *Just enough English grammar illustrated*. New York: Mc Graw-Hill.

Saopi Muhammad (2018). *An analysis on students' perception of the application of journalist questions in teaching writing*. Unpublished. Undergraduate Thesis Hamzanwadi University. NTB. Indonesia

Toni Haryanto. (2007). *Grammatical Errors Analysis in Students' Recount Text* : *The case of the twelfth year students of SMAN 1 Slawi:Tegal*. Unpublished. Undergraduate Thesis Semarang State University. Indonesia

.Wardiman (2008). Et.al. *English in focus : for grade VIII Junior High School (SMP/MTS)*. Jakarta: Pusat Perbukuan, DEPDIKNAS.