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GRAMMATICAL ERRORS FOUND IN DESCRIPTIVE TEXT WRITTEN BY THE STUDENTS OF X MIPA 2 AT SMA N 1 CEPILING IN ACADEMIC YEAR 2021/2022

Nita Agustina¹⁾, Wiyaka²⁾, Siti Musarokah³⁾

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¹²³Faculty of Language and Arts Education, Universitas PGRI Semarang

Abstract

Final project studied the grammatical errors made by the students of 10th MIPA 2 SMA N 1 Cepiring. The objectives of the study were (1) To describe 4 types of grammatical errors in writing descriptive text made by the students of X MIPA 2 SMA N 1 Cepiring based on Dulay, Burt, and Krashen (1982) theory, (2) To find out what grammatical errors are dominantly made by the students, (3) To describe how teachers minimize the students' grammatical errors. The design of the research was descriptive qualitative research. The subject of the research was 10th MIPA 2 SMA N 1 Cepiring. The instrument of the study was test and interview. To identify the data of errors, the writer used the theory of Dulay, Burt, and Krashen (1982), for the interview the writer used Miles and Huberman (1994) theory which consists of 3 steps: Data Reduction, Data Display, and Conclusion Drawing. The result of this research showed that: (1) the number of each errors are: errors of omission found 8 errors with 20,5% grammatical errors percentage, errors of addition found 9 errors with 23,1% grammatical errors percentage, errors of misformation found 15 errors with 38,5% grammatical errors percentage, and the last one errors of misordering found 7 errors with 17,9% grammatical errors percentage; (2) the dominant types of errors was the errors of misformation with 38,5% percentage; (3) The results of the interviews show that to minimize students' errors is by giving more practice in making sentences which focus on grammar or tense and emphasizing to the students that is normal for having some mistakes so that the students become confident of their works.

Keywords: *Grammatical Errors, Descriptive Text, SMA N 1 Cepiring*

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Coresponding Author:

Jl. Brantas Raya No. 41, Semarang, Indonesia.

E-mail: agustinanita9f@gmail.com

INTRODUCTION

In learning English, the students are required to master language skill. Language skills consist 4 components they were listening, speaking, reading, and writing. Writing is way of pouring and developing imagination into a paper. Writing is considered the most difficult skill because in order to write a story text we must determine the topic, the essence of the story, correct grammar, and spelling. According to Rass (2001:30), writing is a challenging skill for both native and non-native speakers. He described that the writers should be able write it in multiple issues including content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization.

According to Brown (2001), “writing is a thinking process”. He explained that writing is a way of placing thoughts on paper in order to translate them into words and give them structure and coherence. Futhermore, Nunan (1991) defines that writing is the mental process of generating ideas, thinking deciding how to convey them, and arranging them into concise statements and paragraphs for a reader. As a result, students must generate an idea and then write it down into a text or paragraph. Before writing something, there are several aspects that must be considered, including grammar.

In senior high schools in Indonesia, there are 5 types of text that have to be mastered by the students, including narrative text, descriptive text, recount text, procedure text, and report text. They learn about the social functions, generic structures, and language features of a text. By introducing them to the aspects of the type of text, it is hoped that the students will be able to write the text based on the characteristics of each text. Sudarwati and Eudia (2007:113- 137) states (1) Students are able to describe people and animals. (2) Students are able to describe their school. (3) Students are able to describe places. These are indeed the goals of teaching writing descriptive text to first-year senior high school students. In this study, the writer will analyze grammatical errors in the students’ writing a descriptive text.

One of the biggest problems for students in writing texts was grammar. Mostly students made errors in writing texts by using a dictionary by choosing word by word, so that it produces sentences that are not appropriate. Then caused by google translate, sometimes google translate also produce errors in grammar. Students have to learn tenses a lot because it is very important to improve students writing skills. Also the students should practice writing text more often to improve skills and minimize the errors in writing text. According to Dulay and Burt (1982), maintain that when learning a target language, all learners make errors. Making errors are natural for people learning a second language because it suggests that a learning process is taking place. It occurs because individuals use many forms to convey their ideas, feelings, or messages, necessitating a significant amount of time to fully grasp the target language. The objectives of this research are 1) To describes 4 types of grammatical errors in writing descriptive text made by the students of X Mipa 2 SMA N 1 Cepiring; 2) To find out what the grammatical errors dominantly made by the students of X Mipa 2 SMA N 1 Cepiring; 3) To describe how teachers minimize the students’ grammatical errors.

METHODS

In this study, the writer used descriptive qualitative method. Descriptive qualitative research entails describing but not modifying variables in order to answer a question regarding nature, incidence, distribution, or variable. According to Punch (2016) as cited in Pratiwi (2017), qualitative data are most likely to represent words gained by asking (interviewing), watching (observation), or reading (documents), or a mixture of these activities. Creswell (2009:4), defines that qualitative research is a method for examining and comprehending the meaning of individuals or groups in relation to a social or human problem. Furthermore, Bogdan and Biklen (1982:27) states that qualitative research is descriptive data in which the information is obtained in the form of words or images rather than numbers. The subjects of the study were students of 10th MIPA 2 SMA N 1 Cepiring totaling 22 students. The instruments of the study were test and interview.

FINDING AND DISCUSSION

This research is in the form of test and interview. The main purpose of this research was to find out and describe the grammatical errors in descriptive text written by the students of X Mipa 2 SMA N 1 Cepiring. The total of the students were 35, but there were 27 students on the class because most of the students did not attend the class. In this research, the writer only took 22 students as a sample. The test is to write descriptive text about (1) Describing yourself, (2) Describing your favorite person, (3) Describing your pet, and (4) Describing your favorite idol. Students can choose one of the topics that have been determined by the researcher. After conducting the test, the writer conducting an interview with an English teacher about (1) What causes of students' grammatical errors in writing text? (2) What grammatical errors are dominantly made by the students? (3) What will happen if the students keep using grammatical errors in writing the text? (4) How do teachers minimize the students' grammatical errors? then the writer analyzed the data that has been collected. The number of students' work were 22 sheets. From 22 sheets, there were 39 errors found from errors of omission, errors of addition, errors of misformation, and errors of misordering. The detailed of errors are presented in the following table:

1. Result of the Test

Table 1
The Recapitulation of Students' Errors

No.	Students' Number	Types of Errors			
		Errors of Omission	Errors of Addition	Errors of Misformation	Errors of Misordering
1.	Student 1	-	-	1	-
2.	Student 2	-	-	1	-
3.	Student 3	1	1	-	1
4.	Student 4	-	3	-	-
5.	Student 5	-	-	2	1
6.	Student 6	-	1	-	1
7.	Student 7	1	-	-	2

8.	Student 8	1	-	-	-
9.	Student 9	2	-	1	-
10.	Student 10	-	-	1	-
11.	Student 11	1	-	-	-
12.	Student 12	-	1	1	-
13.	Student 13	1	-	-	-
14.	Student 14	1	-	-	-
15.	Student 15	-	-	-	2
16.	Student 16	-	-	1	-
17.	Student 17	-	-	1	-
18.	Student 18	-	1	1	-
19.	Student 19	-	1	-	-
20.	Student 20	-	-	1	-
21.	Student 21	-	-	4	-
22.	Student 22	-	1	-	-
	Total	8	9	15	7

The detailed of errors are explained below.

1. Errors of Omission

The total errors of omission were 8. The writer gives symbols IN-C for incorrect sentence and C for correct sentence. The underlined word is the word that should be put in that sentence.

a) IN-C : *Aldo's very polite*

b) C : *Aldo is very polite*

In that sentence, the word "Aldo's" is not "Aldo is". While the students want to explain the characteristic of Aldo. It will be right if the student put "is" after the word "Aldo".

a) IN-C : *and is often dubbed the Golden Maknae*

b) C : *and he is often dubbed the Golden Maknae*

In that sentence, it should be more specific by adding "he" before "is".

a) IN-C : *his name lee dong min*

b) C : *his is name Lee Dong Min*

The sentence is incorrect because after the word "name" should be add an "is".

a) IN-C : *he really a genius boy*

b) C : *he is a genius boy*

In that sentence, after the word "he" it should be add with an "is". Because the writer will describe who the boy is.

a) IN-C : *Jake was also the smartest students in his class*

b) C : *Jake is also the smartest students in his class*

In that sentence, the use of "was" will be more appropriate if using "is".

a) IN-C : *I really love my brother even though sometimes its very annoying*

b) C : *I really love my brother even though sometimes he is very annoying*

In that sentence, the word "its" will be more spesific if it using "he is".

a) IN-C : *But i so glad for having a best friend like her*

- b) C : *But I am so glad for having a best friend like her*
In that sentence, the word “I” will be right if use “Am” so the right word is “I am”.
- a) IN-C : *Good at English*
b) C : *Good in English*
In that sentence, it will be right sentence if the writer used “in” than “at”.

2. Errors of Addition

The total errors of addition were 9. The writer gives symbols IN-C for incorrect sentence and C for correct sentence. The underlined word is the word that should be put in that sentence.

- a) IN-C : *his name is Aldo's*
b) C : *His name is Aldo*

In that sentence, no need to add “s” to “Aldo” because not a proprietary sentence

- a) IN-C : *He is a very handsome*
b) C : *He is very handsome*

In that sentence, no need to add “a” before “very”. “He is very...” it is enough.

- a) IN-C : *he is a very hardworking person*
b) C : *he is a hardworker*

The sentence “hardworking person will be right sentence if just write “hardworker”

- a) IN-C : *also a very disciplined*
b) C : *also very discipline*

In that sentence, no need to add “a” before “very”. “very discipline” it is enough

- a) IN-C : *I really really miss you, Rayna.*
b) C : *I really miss you, Rayna.*

In that sentence, the word “really” is enough to write once

- a) IN-C : *I have a pet cat*
b) C : *I have a pet*

In that sentence, no need to add “pet” because it is evident that the pet is a cat

- a) IN-C : *The cio cat has white fur*
b) C : *Cio has white fur*

In that sentence, no need to add “the” before “cio”. “Cio has a..” it is enough

- a) IN-C : *She's good hardworker*
b) C : *She is a hard worker*

The sentence “She is a hardworker” is enough. No need to add “good” before “hard worker”

- a) IN-C : *The apin is fed 3 times a day*
b) C : *Apin is fed 3 times a day*

In that sentence, no need to add “the” before “apin”. “Apin is fed..” it is enough.

3. Errors of Misformation

The total errors of misformation were 15. The writer gives symbols IN-C for incorrect sentence and C for correct sentence. The underlined word is the word that should be put in that sentence.

- a) IN-C : *because he is hardworking*
b) C : *because he is a hard worker*

In that sentence, the word “harworking” will be appropriate if it is changed to “hard worker” because the writer is describing the characteristic of the object, so it is more appropriate to used adjectives

- a) IN-C : *he is also hardworking and loving his family*
- b) C : *he is also a hard worker and loves his family*

In that sentence, the word “harworking” will be appropriate if it is changed to “hard worker” because the writer is describing the characteristic of the object, and the word “loving” will be more appropriate if it used “loves”.

- a) IN-C : *him had a charismatic*
- b) C : *he has a charismatic*

In that sentence, the word “him” is not the subject, it will be right if the writer used “he”. And the word “had” is incorrect, whereas the right word is “has”.

- a) IN-C : *him a very handsome men*
- b) C : *He is very handsome*

In that sentence, the word “him” is not the subject, it will be right if the writer used “he” then followed by “is”. And after the word “handsome” there is no need for the word “men”.

- a) IN-C : *is a sount korean singer*
- b) C : *he is a singer from South Korea*

In that sentence, the student forgot to write “he” before “is”. The sentence will be more effective if it is changed to “he is a singer from South Korea”.

- a) IN-C : *I love her character and of course love her very much*
- b) C : *I love his character and of course I love him so much*

In that sentence, the word “her” will be right if the writer used “his” because the object is a boy. And the sentence “I love him very much” will be more effective is the writer write “I love him so much”.

- a) IN-C : *her name is Apin*
- b) C : *his name is Apin*

In that sentence, Apin is a boy. So the right word is “his”.

- a) IN-C : *I still love him*
- b) C : *I still love her*

In that sentence, the object is a girl. Whereas the right word is “her”.

- a) IN-C : *Her has bright skin*
- b) C : *He has bright skin*

In that sentence, the word “her” is incorrect because the object is a boy. It will be right if the writer used “he”. And after the word “has” followed by “a”.

- a) IN-C : *Cimon is so cute*
- b) C : *Cimon is really cute*

In that sentence, the word “so” will be more effective if the writer write “really”.

- a) IN-C : *He as a long tail*
- b) C : *He has a long tail*

In that sentence, it will be right sentence if the writer used “has” after the word “he”.

- a) IN-C : *I've know him*
- b) C : *I've known her*

In that sentence, the word “know” will be right if the writer use “known”. And “him” is incorrect because the object is a girl. Whereas the right word is “her”.

a) IN-C : *He has hobby of writing*

b) C : *She has hobby of writing*

In that sentence, the object is a girl. So the right word is “she”.

a) IN-C : *He is very good*

b) C : *She is very good*

In that sentence, the object is a girl. Whereas the right word is “she”.

a) IN-C : *i make him angry*

b) C : *I make her angry*

In that sentence, the word “him” will be right if the writer used “her” because the object is a girl.

4. Errors of Misordering

The total errors of misordering were 7. The writer gives symbols IN-C for incorrect sentence and C for correct sentence. The underlined word is the word that should be put in that sentence.

a) IN-C : *not easy to break up*

b) C : *not easily discouraged*

In that sentence, the word “break up” will be more effective if the writer used “discouraged”. And change “easy” to “easily”

a) IN-C : *some months ago, he just graduated from SOPA*

b) C : *A few months ago, he graduated from SOPA*

The sentence “some months ago” will be more effective if the writer write “A few months ago”

a) IN-C : *She is my virtual*

b) C : *She is my virtual girlfriend*

The sentence will be more effective if the writer add the word “girlfriend” after the sentence “she is my virtual”

a) IN-C : *he also has many friends*

b) C : *he also has a lot of friends*

The sentence “has many friends” will be more effective if the writer write “has a lot of friends”

a) IN-C : *and also has many loyal fans*

b) C : *and also has a lot of loyal fans*

The sentence “has many loyal fans” will be more effective if the writer write “has a lot of loyal fans”

a) IN-C : *Byun Baekhyun his name or often called Baekhyun*

b) C : *His name is Byun Baekhyun or often called Baekhyun*

The sentence “Byun Baekhyun his name” will be more effective if the writer write “His name is Byun Baekhyun”

a) IN-C : *his friendly personality to parents, young children and fans*

b) C : *his friendly personality to his parents, his young children, and his fans*

The sentence will be more effective if the writer add “his” before the word “parents” and “children”.

After the data was analyzed, the writer arranges a table percentage of errors by using the formula as follows:

- a. Errors of Omission : $\frac{8}{39} \times 100\% = 20,5\%$
- b. Errors of Addition : $\frac{9}{39} \times 100\% = 23,1\%$
- c. Errors of Misformation : $\frac{15}{39} \times 100\% = 38,5\%$
- d. Errors of Misordering : $\frac{7}{39} \times 100\% = 17,9\%$

Table 2
Types of Grammatical Errors Found in Descriptive Text

No.	Types of Errors	Amount of Errors	Percentage
1.	Omission	8	20,5%
2.	Addition	9	23,1%
3.	Misformation	15	38,5%
4.	Misordering	7	17,9%
Total		39	100%

There are 4 types of grammatical errors based on Dulay, Burt and Krashen (1982) theory. There are errors of omission, errors of addition, errors of misformation, and errors of misordering. In omission, the writer found 8 errors with 20,5% grammatical errors percentage. In addition, the writer found 9 errors with 23,1% grammatical errors percentage. In misformation, the writer found 15 errors with 38,5% grammatical errors percentage. In misordering, the writer found 7 errors with 17,9% grammatical errors percentage. So, the total of grammatical errors found on students in writing descriptive text were 39 errors.

2. Result of the Interview

After conducting an interview with an English teacher of the 10th Mipa 2 SMA N1 Cepiring, the writer concluded that the cause of students' grammatical errors in writing descriptive text is that students not only have to master grammar but also the social function, generic structure, and linguistic features of descriptive text. Grammar was only a small part of the linguistic features, so students needed more time to understand the grammar. The errors that were dominantly made by the students were the use of Simple Present Tense and subject-verb agreement. For example, the use of the correct verb and being in a sentence And if the students keep using the wrong grammar, the readers will get different meanings and the message of the text will not be completely transferred to the readers. Last but not least, how the teachers minimize the students' grammatical errors is by giving more practice in making sentences that focus on grammar or tense and emphasizing to the students that it is normal to have some mistakes so that they become confident in their work.

CONCLUSION

Based on the results of the study, the total of grammatical errors that were made by the students of 10th MIPA 2 SMA N 1 Cepiring in writing descriptive text was 39. There are 4 types of grammatical errors. They are errors of omission, errors of addition, errors of misformation, and errors of misordering. There are 8 errors in omission; 9 errors in addition; 15 errors in misformation; 7 errors in misordering. The errors that were dominantly made by the students of 10th MIPA 2 SMA N 1 Cepiring in writing descriptive text were errors of misformation. The solution to minimize the students' grammatical errors are that the students must learn a lot about structure of grammar. So, the students will understand the grammar well. Moreover, the teacher gave more assignment in making sentences which focus on grammar or tenses. With this way, the students can write and apply grammar correctly.

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