

GRAMMATICAL ERROR IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL IN CIMAH

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Abstract

The purpose of this research is to find the type of grammatical error in students' writing descriptive text made by the seventh graders of junior high school in Cimahi. The population consists of five classes, and we took 20 students to be sample. The study found out that the types of grammatical error are: Omission, Addition, Misformation and Misordering. The total of each type of error are: Omission 39.34%, Misordering 28.68%, Addition 18.03%, and Misformation 13.93%. Based on the research, it can be assumed that students usually miss to put a word like to be must appear in a well-formed sentence. And the lowest frequently of error is misformation, it is because in descriptive text there are rarely use plural words.

Keywords: *Error analysis, Grammar, Descriptive text*

INTRODUCTION

In learning English there are certain skills that students need to learn, such as: listening, speaking, reading, and writing. Listening and reading skills are referred as receptive skills while speaking and writing skill are referred as productive skills (Harmer, 1989). One of the most important things that students have to acquire in learning English is writing. it is in line with the statement of Apsari (2018) that writing is one of the important skill in teaching English. Blanchard and Root (1998: 1) in Mundriyah and Parmawati (2016) state that learning to write in a new language is not always easy.

The researchers concern in the writing skill because in writing ability is the most difficult language skill in every level of education. Based on Harmer (2004) "Writing is of ten not time bound in the way conversation is. When writing, student frequently have more time to think then they do in oral activities. They can go through what they know in their mind, and even consult dictionaries, grammar books or other refference material to help them". Writing is not easy because the students should use correct dictions, grammar and spelling words especially in written text. It also a mental work involving the discovery of ideas, how to expressa and organize them into a clear statement that can be understood by the reader (Rizqiya, 2017).

One kind of texts to learn writing is descriptive text. According to Derewianka (2000) "Descriptive text is give an account of how something works or reasons for some phenomenon". In the other words descriptive text is a text which tell and describe people or a think a like.

In English learning students still influenced by their mother tongue. They will find a lots of problem in grammar, especially in forming and arranging word into good sentences. One aspect

of the language component that Indonesian students should be learned and mastered is grammar. Grammar in general is system and structure of language. Grammar is “ the system of patterns we use to select and combine words. Grammar make it possible for us to write a text which expresses our experinces, ideas, thoughts and feelings” (Joyce, 1998).

Based on Kaswan (2014) “ An error is fault which result from incomplete knowledge”. Other definition, errors are the result of some failure of perfomance, means that the language learner makes a language devitiation (Corder, 1981). Based two definiton above it can be conclude if errors are some failure that learner makes with incomplate knowledge.

Error always sound similiar with mistake, but it is defferent. Differences error and mistake based on Ellis (2008), error is a lack of knowledge and mistake is the students’ posses knowledge of the correct form and it is just slipping up. According to Brown an error is noticeable deviation from the adult grammar of the native speaker, reflects the complete of the learner. And mistake is slip, a failure to utilize a known system correctly. An error cannot be self corrected, while mistake can be self corrected if the devitiation is pointed out to the speaker.

Based on definitions above it can be concluded that error is made by lack of knowledge, learner can not self corrected, and mistake happened because forgetfulness, not concentrate and slip of tongue, and the learners can correct they own mistakes.

1. Types of error

Based Heidi, Burt (1985), based on taxonomy, error calssified into four categories:

a. Omission

Omission errors are characterized by absence of an item that must appear in well-formed utterence.

Example: My mother cute and beautiful” the correct sample is : “My mother is cute and beautiful”.

b. Addition

Addition errors are characterized by tthe presence of an item which must not appear in a well-formed utterance.

Example: “my hobby mother...”, the correct sample is “ My mother,s hobby...”. Another example is: “...drink favorite...”, the correct sample is “....favorite drink...”.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure.

Example: “ my mother is was born on...” the correct sample is “my mother was born on...”.

d. Misordering

Misordering errors are chraracterized by the incorrect placement of morpheme or group of morpheme in an utterence.

Example: “she has beautiful eye” the correct sample is “ she has beautiful eyes”.

Based on description above, the researchers were interested in analyzing students writing especially in their grammatical error with the title “Grammatical Error in Writing Descriptive Text at Seventh Grade students of Junior High School in Cimahi”. This kind of research has also conducted by several researchers.

The first previous study was written by Alfiyani (2013) entitled An Analysis of Gramatical Errors In Writing Among The Second Semester Students of English Departement of Yogyakarta State University In The Acadmic Year Of 2011/2012. Based on Lulu Meilina Alfiyani's research she assumed that the highest error is omission that was found of 281 times, and the lowest error is misordering that was found 6 times.

The second previous study was written by Gamise (2018) entitled An Analysis Of Grammatical Error In Writing Descriptive Text Of The Seventh Grade Students At Smp Negeri 3 Tondano. According to Febri Alvonsius Gamise's research the highest percentage of whole error is in misinformation that consist of 86 error items or 53% error. And the lowest percentage of error is misordering with 8 error items or 5%.

METHOD

This study used a descriptive qualitative method. descriptive method is a method of research that involves collecting data inorder to answer question concerning the current status of the subject of the research in presenting the data, the researcher employs a descriptive method (Kholifah, 2012). The population of data is 37 students of second semester in seventh grade of class C they are 12 boys and 15 girls in academic year 2018/2019.

The data was taken from students' writing. The data collection was carried out on February 8th, 2019. For analyzing the data, the reseacher make a list of students' error and checked the sentences made by the students, to check whether the used of grammar is correct or not. Then calcullated the percentage of data with the formula as proposed by Sudjana (1996)

as follow:

$$PI = \frac{F}{N} \times 100\%$$

Note: P= Numeral presentage

F= Frequency of answer

N= Number of Sample

RESULTS AND DISCUSSION

Results

This research focused on descriptive text writing errors in seventh grade students at Junior High School in Cimahi. Many error in students writing descriptive text were found. The result of the research will be explained by table bellow:

Table 1. Total Error

Students	Kinds of errors				Total error
	Omission	Addition	misformation	Misordering	
1	0	1	0	1	2
2	8	0	1	1	10
3	3	0	0	3	6
4	0	2	2	3	7
5	0	1	0	2	3
6	1	0	0	2	3

7	2	1	0	1	4
8	4	0	0	5	9
9	0	1	0	1	2
10	4	1	1	1	7
11	4	0	2	1	7
12	4	4	2	1	11
13	1	0	1	3	5
14	4	1	2	3	10
15	0	3	2	0	5
16	4	1	2	4	11
17	2	3	0	0	5
18	2	0	1	1	4
19	3	0	0	0	3
20	2	3	1	2	8
Total error	48	22	17	35	122

The data obtained from the students were calculated by using descriptive text analysis percentage, following the formula:

$$PI = \frac{F}{N} \times 100\%$$

Here are the result of presentage of students' grammatical errors in writing descriptive text:
total error = = 100%

Table 2. Percentage of Grammatical Error

No	Type of Error	Precentage (%)
1	Omission	39.34%
2	Addition	18.03%
3	Misformation	13.93%
4	Misordering	28.68%

From the data above, it can be concluded that students made grammatical error in writting descriptive text are in using omission, addition, misformation and misordering, with percentage of them are Omission 39.34% , Addition 18.03% , Misformation 13.93% and Missordering 28.68%.

Discussion

From the data above, it can be concluded that the students made grammaticaly error in writing descriptive text are in Omission, Adition, Misformation and Misordering:

Table. 3 Example of Grammatical Error

Types	Example	Correct
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1. Ommision	1) My mother beautiful. 2) She very friendly mother. 3) My father teacher.	1) My mother is beautiful. 2) She is very friendly mother. 3) My father is a teacher.
2. Misordering	1) Body my mother is slim. 2) My mother's colour hair is black. 3) Skin my mother is brown.	1) My mother's body is slim. 2) My mother's hair colour is black. 3) My mother's skin colour is brown.
3. Addition	1) I am have 3 brothers. 2) She is have black hair. 3) He is have 4 childrens.	1) I have 3 brothers. 2) She has black hair. 3) He has 4 childrens.
4. Misformation	1) She always accompany me when I study. 2) He always read newspaper in the morning 3) She go to work by motorcycle.	1) She always accompanies me when I study. 2) He always reads newspaper in the morning. 3) She goes to work by motorcycle.

First, the most of student have error is using Omission with the total error 48 or 39.34%. The writer assumed it because Indonesian language has different grammatical rules from English language., because It also involves in Alfiyani (2013), "the most high type of error is in Omission, because the students still have difficulties in learning grammatical structure in writing process. At the second type of error is misordering in writing descriptive text. The total error of an misordering is 28 or 28.68%. Students usually wrong to put word placement or arrange of sentence. The third error is addition, with the total error 22 or 18.03%. Students using or add a word or sentence that not important. The last type of error is missformation. it is an error wrong stucture. The total error of misformation is 17 or 13.93%.

CONCLUSION

Based on the analyzed above the types of grammatical error are: Omission, Addition, Misformation, and Misordering. The most error in students writing descriptive text is Omission total error 39.34%. Then the second difficulties is Addition with the number error is 18.03%. The third error is Misformation 13.935. And the last, the lowwer error is Missordering with the total error is 28.68%. According to the data, it can be concluded that there are many students still make errors in doing writing descriptive text, it can be seen from the number of total error made. The students still need to learn and improve writing grammatically. Although, they had been taught about it before, when they write a paragraph they did not pay attention to the capitalization and lack of vocabulary mastery.

ACKNOWLEDGMENTS

Alhamdulillah rabbil'amin all gratitude to Allah S.W.T who gave His blessing, health, opportunity to researchers, so researchers can finish this article with good health condition.

Researcher would like to say thank you to a lot of people have provided motivation, advice, and support for the researcher when conducting this article.

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