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Article

## An Analysis of Students' Grammatical Errors in Writing Descriptive Text by Using Picture of 7<sup>th</sup>-Grade SMPN 05 Tamansari

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### A B S T R A C T

Writing is one of the abilities that students must have in learning English. But in reality, it is not as easy as we imagined, many students who still have difficulty in writing. They also make some errors in writing, such as errors in grammar. In this research, the formulation of the problem is about types of grammatical errors that students often make in writing descriptive text. The purpose of this study is to determine the grammatical errors that students make in writing descriptive text. The method used in this study was qualitative descriptive and the subjects of the study were all 7th-grade students of SMPN 05 Tamansari. The data collection techniques used were interviews and documentation. Based on the data analysis, findings have shown that the highest grammatical errors that students often make is in accordance to verb-verb groups (33.98%), the second is about sentence structure (12.11%), the third is noun-noun groups (10.15%), and the last is on the errors of preposition (7.17 %).

## INTRODUCTION

Writing is one of the abilities students learn in school. According Pranoto (2004:9), "Writing means pouring thoughts into the written form or telling something to others through writing. Writing can also be interpreted as an expression of feelings as outlined in written form. In other words, through the writing process, we can communicate indirectly".

From the definition above, writing is very important. In writing, someone can express his idea, feeling and messages about something. But not all people can write

well and correctly, especially writing in English. There are some errors in writing English such as errors in grammar, vocabulary, content, forms, language use, and mechanics in writing. According to Corder (1967), errors are things made by the beginner of second other language learners who do not yet have full command of the language system.

Like the problems faced by 7th-grade students of SMPN 05 Ampelgading, they have problems in writing, especially writing descriptive text. Students say that writing is very difficult especially writing descriptive text in paragraphs. They cannot write well and also often make grammatical errors in writing. According to Burt and Kiparsky (1974),

grammatical error is an error which is not suitable for the grammatical rules that may make writing becomes not good. Therefore, the writer analyzes the types of grammatical errors that students often make in writing English especially in writing descriptive text. The writer uses picture as media, because the picture is very easy to get, and students will be easier to express their idea when they see the image. Thus, the writer uses the topic of an analysis of students' grammatical errors in writing descriptive text by using picture of 7th Grade SMPN 05 Tamansari.

There are some researchers who have conducted similar research to this study. One of them is Kumala (2018), she analyses the students' grammatical error in writing. She finds that omission errors become the highest errors in students' writing with 37%, and the second is addition errors with 32%, misformation errors 30%, and the last is misordering 1%.

Another researcher is Kirkgoz (2010) who analyses some written errors done by Turkish adult learners of English. He states that there are 220 cases of interlingual errors. The error is also the highest number of all. Between the two previous studies are the taxonomy used to analyze writing errors. This research used the taxonomy of grammatical errors by Ho (2005).

## METHOD

In this study, the writer uses a descriptive qualitative method. Arikunto (2007) states that descriptive research has not to purpose to test a certain hypothesis, but just describe some variables and conditions naturally. Therefore the writer wants to what kinds or types of grammatical errors students often make. Especially students of 7th grade SMPN 05 Tamansari.

The instrument writer used in this study was the interview, field note, observation sheet, and test. First, the writer interview some students and English teachers to get information about any difficulties students faced in writing descriptive text in English. Second, the writer wrote down and record any information and activities that happen during the learning process both overall and action in the field notes and observation sheet. And the last is a test, the writer gave a test to students according to the planning that has been designed both in verbal and in writing tests. Especially test in writing descriptive text by using pictures as media. In this case, the writer will find out what mistakes made by students, especially in grammatical errors

## RESULTS AND DISCUSSION

In this section, the writer will present the result of the analysis which is what kind of grammatical errors were made by students in writing descriptive text and the writers' analysis this study by using the taxonomy of grammatical errors according to Ho (2005), there are four taxonomies of errors that contain parts of speech. There are errors regarding of noun-noun groups, verb-verb groups, prepositions, and error regarding structure.

In this analysis, the writers all taxonomies of grammatical errors in students writing descriptive text that was proposed by Ho (2005). Below is the example of a grammatical error made by students of 7th grade SMPN 05 Tamansari.

The list of the percentage of the errors in the students writing descriptive text is shown in the following table:

**Tabel 1** Grammatical Errors in Descriptive Text

No.	Types of Errors	Percentage
1.	Errors regarding Noun-Noun groups	9.19 %
	• The omission of plural marker –s	0.96 %
2.	Errors regarding Verb-Verb groups	18.19 %
	• The omission of suffix –s, -es, -ed, -ing	15.79 %
3.	Errors regarding Preposition	1.78%
	• Create selection or usage of the preposition	2.39 %
4.	Errors regarding Sentence Structure	12.11 %

The table above shows the grammatical errors done by students in writing descriptive text. The grammatical errors made by students of 7th grade SMPN 05 Tamansari is regarding to Verb- Verb groups (33.98%), Sentence Structure (12.11%), Noun-Noun groups (10.15%), and the last is Preposition (7.17%). Based on the frequency on the table, it can be indicated that the errors regarding Verb-Verb groups are the most dominant errors of all comparing to other types of grammatical errors.

The most dominant errors made by the students are the verb-verb group. In using verb, there are some rules to be obeyed, such as the form of the sentence is regular or irregular form and the tense of the sentence. For example, the errors students made as follows:

Example:

1. Error in noun-noun groups
  - Incorrect : I have a rabbit. He has long **ear** and a short tail.
  - Correction : I have a rabbit. He has long **ears** and a short tail.

In the sentence of the word, **ear** should be added with 's' because the ear means in the rabbit has more than one of the ear. So, the correct word is **ears**.

## 2. Error in verb-verb groups

- Incorrect : I **think** my rabbit had a problem.
- Correction : I **thought** my rabbit had a problem.

The sentence "I think my rabbit had a problem" is found the wrong sentence because the verb "think" was written in the present and it should be written in the past from using the simple past tense.

## 3. Error in preposition

- Incorrect : I and kitty (my cat) can't go home *because of no public transport at that time*.
- Correction : I and kitty (my cat) can't go home *because of no public transport at that time*.

According to Azar (1999), distinguish *because* and *because of*. The conjunction 'because' is followed by a sentence or clause. And conjunction 'because of' is followed by a noun or phrase. In this sentence, after 'because' is followed by the phrase. So, the sentence should be used "because of".

## 4. Error in sentence structure

- Incorrect : It was the last day who I...
- Correction : It was the last day which/ that I...

According to Azar (1999), the subordinating conjunction "who" is for modifying the person, not the thing. And the subordinating conjunction "which/that" is for modifying the thing. In this sentence "the first" is categorized as the thing. Therefore, the sentence should use the subordinating conjunction "which/that".

There are some effects caused by this error, that is, students are having difficulty making correct sentences according to grammar, students often make mistakes in writing, students are less motivated to write, students cannot distinguish between regular and irregular verb, also between past tense, present tense and future tense.

## CONCLUSION

From the analysis of the grammatical errors in writing descriptive text of 7th-grade students of SMPN 05 Tamansari confirms that the most dominant errors made by

the students are verb- verb groups (33.98%) than the other grammatical errors. Therefore, hopefully from this study can cast a light on student's grammatical problems as a clue for teachers. The teachers can use this information to help their students to improve their understanding and their knowledge in grammatical cases so that they can avoid making the same mistake in the future. The teachers also can focus their lessons on fixing the grammatical weakness of their students.

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