

**THE ANALYSIS OF GRAMMATICAL  
ERROR ON DESCRIPTIVE TEXTS  
WRITTEN BY THE TENTH GRADE  
STUDENTS OF SMA NEGERI 1  
PURWOKERTO IN THE ACADEMIC YEAR  
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**Abstract**

This study aims to identify various grammatical errors based on Linguistic Category Taxonomy and Surface Strategy Taxonomy, for their tendency of occurrence in the texts and to find out various kinds of student problems when writing text in English. This study is qualitative-quantitative research with an instrument in descriptive text written test essays and questionnaires from the tenth-grade students of SMA Negeri 1 Purwokerto. Then, the texts are

analyzed based on Dulay's theory. From the results in text analysis, the writers find 4 types of grammatical errors by Dulay's theory. The 4 types of errors are Omission (54.9%), Misordering (23.75%), Misformation (15.93%), and Addition (6.07%), with the total errors is 182 errors. The problems faced by students are low grammar mastery, low vocabulary mastery, low in composing sentences, and sentence pattern still influenced by mother tongue. As a result, the students still write text using the original or Indonesian sentence structure.

**Keywords:** Error Analysis, Grammatical Error, Descriptive Text

## **A. Introduction**

As one of the language skills, writing has an important role in learner's real life. The students will be able to send a letter to anywhere and it makes them easier to express or share their ideas to anyone. Moreover, in their school, writing skills will help them to express their ideas in answering the essay and accomplishing their assignments from their teacher. Therefore, the ability to write in any form will give many advantages in students' life as gaining success in their studies at school. The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. Writing is complicated because the writer needs to do everything at once. The writers must produce words, sentences, paragraphs, and extended compositions all the same time.

Writing English for Indonesian learners is difficult since English is different from Indonesian structure. Consequently, learning English is different

from learning Indonesian. Thus, students who learn English may produce many errors in their writing. This error happens because the students translate the Indonesian language to English directly. Furthermore, the other case is Grammar. Grammar is one of the sub-skills which support in writing. However, the problem is that some of the students make some errors when they want to make a sentence until the sentences become a good paragraph. It is known that English grammar is different from Indonesian grammar, which is difficult for students to develop their English proficiency (Sasmiasih, 2014: 1).

The problem which is often found in writing descriptive text is the students forget about the generic structures of descriptive text. They are straight to describe the thing that they want to describe. Nevertheless, the crucial thing is grammar, and there are still many other errors that occur in writing an English paragraph.

## **B. Literature Review**

The theories reviewed here comprises the definition of error analysis, the types of error, grammatical error, writing, and descriptive text.

### **1. The Definition of Error Analysis**

“Error is the flawed side of learner speech or writing. They are those parts of conversation and composition that deviate from some selected norm of mature language performance.” (Dulay, 1982: 140). Another concept of error analysis is given by Brown (1980: 166) and he defines error analysis as the process to observe, analyse, and classify the deviations of the rules of the second language and then to reveal the systems operated by the learner.

## 2. The Types of Error

Dulay classifies the types of error based on Linguistic Category Taxonomy and Surface Strategy Taxonomy. According to Dulay in Mutsoriyah (2016: 17), Linguistic Category Taxonomies classifies errors according to either or both the language component and the particular linguistic constituent the error effects. The language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

Surface Strategy Taxonomy explains how a structure can change either through the addition or subtraction of certain parts in sentences and errors in structuring for stringing up sentences. According to Dulay, Burt, and Krashen (1982: 152), surface strategy taxonomy highlights the ways surface structure is altered: learners may omit necessary items or add unnecessary ones; they may misforming items or misordering them. Classifying errors using surface strategy taxonomy can give a clear description of cognitive processes that underline the learner's reconstruction of the new language or language being learned. Surface strategy taxonomy includes errors of omission, addition, misformation, and misordering.

### a. Omission

Dulay, Burt, and Krashen (1981: 154) state that the omission is any deletion of certain necessary items in sentences. The omission is indicated by the absence of certain items that must appear in sentences. For example, "*My mother smart cooking.*" It should be, "*My mother is smart in cooking.*"

b. Addition

The addition is any usage of unnecessary items in the sentences. The addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. For example, "*He does not to goes.*" It should be, "*He does not go.*"

c. Misformation

Dulay et al. (1981: 157) explain, "Misformation errors are those characterized by the use of the wrong form of the morpheme or structure." As such, misformation is a misuse of the wrong form on morpheme or structure.

d. Misordering

According to Dulay et al. (1982:162), misordering is any incorrect placement of certain morphemes in sentences. For example, "*She fights all the time her sister.*" It should be "*She fights her sister all the time.*" (Suhendi, 2012: 11).

3. Grammatical Error

Each language has different grammatical rules without exception. English is regarded as a language that has a difficult grammatical rule to understand. It causes the learner to potentially make an error in the learning process. Actually, there are several kinds of errors that makes by the learner, such as error spelling, pronunciation, and writing. Writing errors is made by students in a large context. Writing errors sometimes indicates the grammatical rule, almost learners had difficulty in form words and also tenses like "*the*

*doorbell rangs*” or *“she speaked”*. This is called grammatical error and also could be called a kind of discourse error related to how a sentence is made and linked into a good text Thornbury, Scout in Siwi (2018: 36).

#### 4. Writing

Writing is one of the parts of language skills besides Listening, Speaking, and Reading. Widdowson (1978: 62) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper.

#### 5. Descriptive Text

According to Hammond (1992: 78), descriptive text is a text which describes a particular thing, person, or thing. The description also describes the parts and characteristics, such as describes the parts of the classroom, which consists of describing doors, windows, tables, chairs, and walls. It also describes the character of a classroom, which includes size (big), colour (brown, blue), and quality (clean). When writing descriptive text, there are some generic structures for our writing to be correct. Here the explanation about descriptive text structure, according to Hammond (1992: 78), the arrangement is identification and description of features.

### **C. Method of Investigation**

In this research, there are two kinds of primary data source used which are qualitative data analysis and the data from the students’ writing products in the form of descriptive text. The data are in the forms of phrases, sentences, and paragraphs. The second data come from the result of the students' questionnaires to find out various kinds of problems or difficulties

faced by the students while writing text in English. Qualitative research is chosen because the researchers' stability based on their research experience and qualitative methods can provide more complex details about phenomena that are difficult to express by quantitative methods. Bogdan and Biklen (1982: 27) state that qualitative is descriptive data collected taken in the form of words or pictures rather than numbers. Thus, the writers present the data collected in words than numbers. To get the data, the writers use a test to find out the errors the students make. Moreover, the errors that have been collected are analysed to determine the types of errors.

Researchers also need quantitative methods because they have to look for values average occurrence of errors is. Meanwhile, the dominant qualitative work occurred in the research development and collection phase data where to get accurate data, the researcher conducts a test and requires test/exam results from students (Setyaji, 2017: 45).

## **D. Findings and Discussion**

There are 182 sentences errors related of Dulay's theory, the errors are from both of Linguistic Category Taxonomy and Surface Strategy Taxonomy. There is a sample from respondents, why a sentence is called to be error in each kind of errors explained as follows:

### **1. Omission**

In this type of error, the writers find some errors. Those errors can be divided into 6 types of errors; omissions on prepositions, omissions on to be/auxiliaries, omissions of subjects, omissions of possessives, the omission of plural, and omissions of articles.

- a. Omission of To Be  
*She usually training for paskibra,*  
 instead of *She **is** usually training for paskibra.*
- b. Omission of Plural  
*The visitor can enjoy the view around  
 the temples,* instead of *The **visitors** can enjoy  
 the view around the temples.*
- c. Omission of Article  
*In the Padar island, you can enjoy three  
 beaches... has different colour,* instead of *In  
 the Padar island, you can enjoy three  
 beaches... has **a** different colour.*
- d. Omission of Possessive  
*My cat name Timmy,* instead of *My  
**cat's** name is Timmy.*
- e. Omission of -s/-es Verb of the Third  
 Singular Person of Present Tense  
*He divide the history of sapiens become  
 4 parts,* instead of *He **divides** the history of  
 sapiens become 4 parts.*
- f. Omission of Main Verb  
*Anfasu from Bumiayu, Paguyangan,*  
 instead of *Anfasu **comes** from Bumiayu,  
 Paguyangan.*
- g. Omission of Preposition  
*She loves to wear white or a black dress  
 her concert,* instead of *She loves to wear white  
 or a black dress **at** her concert.*
- h. Omission of Object Pronouns  
*Rabbits are divided into two types pet  
 animal and meat animal,* instead of *Rabbits are  
 divided into two types **it is** pet animal and meat  
 animal.*

## 2. Addition

In this type of error, the writers find some errors in addition, those errors can be divided into double marking, regularization, and simple addition.

### a. Double Marking

*He lived there with his parent, and brother, and sister, instead of He lives there with his **parents**, brother, **and** sister.*

### b. Regularization

*I founded him when I entered Highschool 1 Purwokerto in 2019, instead of I **found** him when I entered Highschool 1 Purwokerto in 2019.*

### c. Simple Addition

*The Borobudur has a large and high area marking it one of the seven..., instead of The Borobudur has a large and high area. It **marks to be** one of the seven...*

### d. Addition of To Be

*She is was born on Juni 1961, instead of She **was** born on Juni 1961.*

## 3. Misformation

There are three forms of errors from Misformation. It is divided into three forms: regularization, archi-forms, and alternating forms.

### a. Regularization

*But they are eleminations and Simon Cowell suggest that they band together..., instead of but they **eliminate** and Simon Cowell **suggests** that **the** band together. The sentences should be put an article *the* because this sentence had plural form.*

### b. Archi-Forms

*Momo do not to this to establish her territory to humiliate me, instead of Momo*

*does not to this to establish her territory to humiliate me.*

c. Alternating Forms

*He ate carrots with the help of his front teeth, instead of **They eat** carrots with the help of **their** front teeth.*

4. Misordering

In this case there is some error of misordering found in the students' descriptive text. For example, *He make his music by own* it should be *He **makes** music by his own*. The sentence composition is still influenced by Indonesian language.

Table 1. The Total Number of Errors

No	Types of Errors	Frequency	Percentage
1	Omission	99	54.69%
2	Addition	11	6.077%
3	Misformation	29	15.93%
4	Misordering	43	23.75%
Total		182	100%

The result shows that the most common error is made by the students in the descriptive text is Omission with the highest error percentage, total errors of omission is 99 with a percentage 54.69%, misordering is 43 with percentage 23.75%, misformation is 29 with a percentage 15.93%, and the last with the least total error is addition is 11 errors with percentage 6.077%. The number of sentences containing errors based on Dulay's theory is 182.

## **E. Conclusion**

According to the findings, it can be seen that there are most of the students as the subject of the study who make the sixteen types of errors with 182 total number of errors sentences. The most common types of errors that are made by the students in the descriptive text are Omission, which has 99 errors, with a percentage of 54.9%. This error occurs because many students do not understand deeply in omitting that element should not happen on the basic grammatical of English.

The second common type of error is misordering, which has 43 errors with a percentage of 23.75%. This error happens because the students are still unable to compose sentence patterns with the structure of the English text structure and are still influenced by the writing style of the mother tongue / Indonesian. The third common type of error is misformation, which has 28 errors, with a percentage of 15.93%. The last error with the least amount is the error of addition, which has 11 errors with a percentage of 6.07%.

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