



An Analysis of Students' Grammatical Errors in Writing Descriptive and Procedure Text at Eighth Grade of SMP Negeri 5 Percut Sei Tuan

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Abstrak

Desain penelitian ini adalah deskriptif kualitatif bertujuan untuk mendeskripsikan jenis-jenis kesalahan yang dilakukan siswa dalam menulis teks deskriptif dan teks prosedur. Data diambil dari tes menulis siswa pada teks deskriptif dan prosedur dan dilakukan. Tes menulis digunakan untuk mengukur tingkat belajar menulis setiap siswa dan untuk mengetahui jenis kesalahan siswa. Pesertanya adalah 15 siswa kelas VIII SMP Negeri 5 Percut Sei Tuan. Dari hasil tes menulis yang dilakukan siswa, dalam teks deskriptif, penulis menemukan 129 kesalahan dalam data menunjukkan bahwa terdapat 71 kesalahan kategori omission, 22 kesalahan kategori penambahan, 23 kesalahan kategori misformation dan 13 kesalahan kategori misordering. Dalam penulisan teks prosedur, penulis menemukan 92 yang terdiri dari 29 kesalahan kategori penghilangan, 47 kesalahan kategori penambahan, 2 kesalahan kategori kesalahan pembentukan dan kesalahan kategori kesalahan susunan.

Kata Kunci: *Analisis Kesalahan, Analisis Tata Bahasa.*

Abstract

The design of this research was descriptive qualitative which was to describe the types of errors made by the student in writing descriptive and procedure texts. The data were taken from students writing test on descriptive and procedure text and conducted. The writing test is used to measure each student's level of learning in writing and to find out the kinds of students' errors. The participants were 15 students of eight grade at SMP Negeri 5 Percut Sei Tuan. As a result of the writing test made by the students, in descriptive text, the writer found 129 errors in the data shows that there are 71 errors of omission, 22 errors of addition, 23 errors of misformation and 13 errors of misordering. In writing procedure text, the writer found 92 which consist of 29 errors of omission, 47 errors of addition, 2 errors of misformation and 14 errors of misordering category.

Keywords: *Error Analysis, Grammatical Analysis*

INTRODUCTION

Language is a way of interacting between individuals. It can be used to communicate both verbally and in writing. Based on (Pramesti, 2019) language serves to connect social and people's lives. Every day, people utilize language to communicate or connect. English is the greatest globally uttered language here in the universe. English is a worldwide language or an international language because people can communicate more easily between countries when they

utilize it. Based on (Sanjaya, 2018), the four abilities are listening, speaking, reading, and writing must be acquired when studying English. Writing competency is defined as the ability to put one's ideas into actions in an useful way and cognitively communicate with a message. According to Anjayani (2016) in (Rahayu, 2019) writing is indeed the act of writing words on one sheet or other such surface to reflect the writer's clear messages, such as the usage of concepts and sentence patterns.

Writing is a part of four integrated skills in English teaching that is learned by the students. Learning how to write, according to Nunan (2003) as cited in (Suci, 2021), is both a process and a product. You'll need a little extra talent to compose exceptional writing. In English, writing is a complex skill to master. There are some genre of writing. Two of them are descriptive and procedure text. The students are expected to able to comprehend what they have heard, but they are unable to write it down. Grammar is the structure of a sentence. A sentence will be perfect if the correct structure is used. Arifuddin (2007) in (Sanjaya, 2018) stated that Although grammar influences educational institutions, it must be admitted that grammatical ability, and rather a lack of it, limits what could be accomplished in terms of skill performance. Knowing a student's grammatical mastery is critical information for trying to place them in the most appropriate class for skill development. In learning English, especially writing skill, grammar is the most important aspect to understand by the students. Because there are many components of grammar that students must master in order to write a text that follows proper English grammar. There are some of the components of grammar: Sentence, verb, noun, adjective, pronoun, adverb, conjunction, verb, tenses, preposition, etc. In the production of a language, grammatical errors are common. Therefore, it makes it much easier to study the language.

The problem that students faced was the difficulties in writing descriptive and procedure texts. The writer found that many students made grammatical errors in writing. The students made errors in translating the sentences from Indonesian to English when students write and they could not use English grammar in the correct form. These circumstances occurred to pupils at VIII Grade of SMP Negeri 5 Percut Sei Tuan. This issue is caused by the student's lack of motivation. The mostly majority of students' parents in this school are uneducated or lack a solid educational foundation. The majority of them were parking workers, housemaids, farm workers, and others.

There are various errors that might be noticed in students' writing texts. Such as the relation between sentences and paragraphs, the use of inappropriate tenses, inaccurate word writing, etc. All of which have an impact on student evaluation. The average score of students over the last three years is shown in the table below, indicating that students' writing skills are still lacking.

Table 1. The Students' average score from 2020 to 2022

Year	KKM	Students' average score
2020	75	61
2021	75	67

2022	75	65
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Based on the foregoing, more research into the types of writing errors committed by students is required. It is critical to recognize that an error analysis is critical in revealing some types of errors that pupils committed. This research focuses on analyzing students' errors in grammatical of writing descriptive and procedure text. Descriptive and procedure texts are two of the types of texts that students learn in high school.

METHODOLOGY

The goal of this research is to find out what kinds of errors eighth-graders make when writing descriptive and procedure text. Because this study's data is in the form of sentences, and paragraphs, the researcher employs descriptive qualitative research. (Smythe & Giddings, 2007) states through interviews, observations, and/or text access, qualitative research tries to place the topic of concern in its everyday setting and to hear the voices of those directly involved.

Based on Dulay's theory, this study categorizes errors into four categories: omission, addition, misformation, and misordering (surface strategy taxonomy). The purpose of this study is to look at a grammatical error committed by SMP Negeri 5 Percut Sei Tuan eighth-grade pupils in the form of descriptive and procedure text. The researcher concentrates on describing and explaining the types of errors in the students' writing.

Population and Sample

A population is a group of individuals who share a characteristic, (Creswell, 2012). As a result, all VIII grade students from SMP Negeri 5 Percut Sei Tuan will be included in this study, which includes 258 students from eight classes: VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, and VIII-8.

According to (Creswell, 2012) a sample is a subset of the population that the researcher intends to research to make generalizations about the target population. The researcher only took one class, VIII.1, with a total of 15 students.

Instrument of Data Collection

An instrument is a tool that is used in research to collect data. The writer used a writing test as the instrument for gathering data. The writing activity will be designed to identify the different types of errors that students made when writing descriptive and procedure texts. The learners will be assigned to create a descriptive and procedure text by the writer. The text will take 60 minutes to write.

The Technique of Data Collection

Conducting research necessitates a procedure or a series of steps. As part of the research process, the writer followed various steps:

- 1) Getting the instrument ready
In the form of essays, the writer would give the instrument or tools. The author uses the essay test to collect data so that the activity can run smoothly.
- 2) Student test preparation

- The writer would create a test for students to use in gathering information.
- 3) Assigning tests to students
A written test would be provided to students and the time to do the test is 60 minutes
 - 4) Collecting the students' writing test
The writer would compile the findings of previous student tests so that the authors are aware of the outcomes of future evaluations.

The Technique of Data Analysis

The writer will analyze the data after gathering it in order to fulfill the objective. The writer will use the following procedures to analyze the study's data:

1. Organizing and preparing the data for analysis.
2. Identify the errors. The writer will identify the results of student's writing errors. Things that are not related are done by underlining words and sentences that are categorized as errors made by students.
3. Classify or categorize various error types. Many errors committed by pupils would fall within the Dulay's (1982) categories of errors in surface strategy taxonomy. They are omission, addition, misordering, and misformation.
4. The writer will count the dominant grammatical errors in writing descriptive and procedure text

RESULTS AND DISCUSSION

As a result of the writing test made by the students, the writer found 129 errors in the data. In writing descriptive text, the errors that students made are: 71 errors in omission category made by 15 students, 22 errors in addition category made by 9 students, 23 errors in misformation category made by 11 students, and 13 errors in misordering category made by 7 students. In writing procedure text, the writer found 92 errors in the data. The errors that students made are: 29 errors in omission category made by 12 students, 47 errors in addition category made by 15 students, 2 errors in addition category made by 2 students, and 14 students made by 9 students.

To get the result of the analysis, the data will calculate and drew up in the table of percentage as follow: $P = \frac{F}{N} \times 100\%$

P = Percentage, F = Frequency of error occur, N = Total frequent

Table 1. The percentage of Students' Writing in Descriptive Text

No	Types of Error	Frequency of Error	Percentage of Error
1	Omission	71	$P = \frac{71}{129} \times 100\% = 55,03\%$
2	Addition	22	$P = \frac{22}{129} \times 100\% = 17,05\%$
3	Misformation	23	$P = \frac{23}{129} \times 100\% = 17,82\%$
4	Misordering	13	$P = \frac{13}{129} \times 100\% = 10,07\%$

A. The Result of Students' Errors in Procedure Text

In writing procedure text, the writer found 92 errors in the data. The errors that students made are: 29 errors in omission category made by 12 students, 47 errors in addition category made by 15 students, 2 errors in addition category

made by 2 students, and 14 students made by 9 students. To get the result of the analysis, the data will calculate and drew up in the table of percentage as follow:

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

P = Percentage F = Frequency of error occur N = Total frequent

Table 2. The percentage of Students' Errors in Procedure Text

No	Types of Error	Frequency of Error	Percentage of Error
1	Omission	29	$P = \frac{29}{92} \times 100\% = 31,52\%$
2	Addition	47	$P = \frac{47}{92} \times 100\% = 51,08\%$
3	Misformation	2	$P = \frac{2}{92} \times 100\% = 2,17\%$
4	Misordering	12	$P = \frac{12}{92} \times 100\% = 13,04\%$

B. The Result of Students' Errors in Descriptive Text

As a result of the writing test made by the students, the writer found 129 errors in the data. In writing descriptive text, the errors that students made are: 71 errors in omission category made by 15 students, 22 errors in addition category made by 9 students, 23 errors in misformation category made by 11 students, and 13 errors in misordering category made by 7 students. In writing procedure text, the writer found 92 errors in the data. The errors that students made are: 29 errors in omission category made by 12 students, 47 errors in addition category made by 15 students, 2 errors in addition category made by 2 students, and 14 students made by 9 students. To get the result of the analysis, the data will calculate and drew up in the table of percentage as follow:

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

P = Percentage F = Frequency of error occur N = Total frequent

Table 3. The percentage of Students' Writing in Descriptive Text

No	Types of Error	Frequency of Error	Percentage of Error
1	Omission	71	$P = \frac{71}{129} \times 100\% = 55,03\%$
2	Addition	22	$P = \frac{22}{129} \times 100\% = 17,05\%$
3	Misformation	23	$P = \frac{23}{129} \times 100\% = 17,82\%$
4	Misordering	13	$P = \frac{13}{129} \times 100\% = 10,07\%$

C. The Dominant Type of Error Made by the Students

Based on previous data, omission is the most common type of error made by students, which is 129 errors in writing descriptive. Omission is a type of error and there are 71 errors with the total percentage is 55,03%. Meanwhile in writing procedure text, students mostly made addition errors' type which there are 47 errors with the total percentage is 51,08%. This omission and addition is a major part of the surface strategy taxonomy.

Discussion

It was found that the most common errors were omission type in writing descriptive text with the total of 71 errors with the percentage is 55,03% and addition type in writing procedure text with the total 47 errors with the percentage

is 51,08% in the type of surface strategy taxonomy. In analyzing the data, the writer identified the students' errors. The writer found it by using surface strategy taxonomy. There are 4 kinds of errors, such as errors of omission, addition, misformation, misordering.

For the nation and state, there are two benefits to the teaching-learning process. The first is that teachers should focus on the error type of omission because omission is mostly found in writing descriptive text and also addition type, because addition is mostly found in writing procedure text. Second, students writing from this thesis can make it easier for teachers or lecturers to see the types of errors in writing texts. Lastly, for students, do not make too many omissions and addition in their writing. Based on the data that has been analyzed, it was found that the most common type of error found in students when writing the two texts was omission when writing descriptive text. There are several researchers who have research results like this research. They are:

The first is the research by (Fatmawati, 2016) with the title is "Grammatical Errors In Descriptive Text Made By Eighth Graders Of Olympiad And Bilingual Students". In this research found that omission error is the most error in the 16 data of bilingual and Olympiad students' writing. The second is the research by (Anggraini, 2018) with the title is " An Analysis of Students' Grammatical Errors in Writing Descriptive Text at Tenth Grade Studentw in SMA Negeri 11 Kota Jambi". In this research found that the most or high frequency grammatical error made by students is omission with 49,48% and the smallest or lower frequency grammatical error made by students in addition is with 4,12%. The third is the research by (Herawati, 2019) with the title is "Error Analysis on Students' Descriptive Writing (A Descriptive Research at the 8th Grade of SMPN 26 Makassar)". This research found that the dominant errors were made by the eighth grade students of SMP Negeri 26 Makssar was Omission with percentage is 50%. Based on the data, It shows that in students' writing, especially in descriptive text, students tend to make more omission errors in writing texts. Therefore, students must be able to improve the quality of writing so that in the future the errors that often occur will decrease.

CONCLUSION

For descriptive text, it had 71 errors of omission with the percentage is 55,03%, 22 errors in addition with the percentage 17,05%, 23 errors of misformation with the percentage is 17,82%, and 13 errors of misordering with the percentage is 10.07%. Then, for procedure text, it had 29 errors of omission with the percentage is 31,52%, 47 errors of addition with the percentage is 51,08%, 2 errors of misformation with the percentage is 2,17%, and 14 errors of misordering with the percentage is 13,04. So, the most errors that students made in Writing Descriptive text is omission with the total errors are 71 from 15 students in total percentage 55,03%. Meanwhile in writing Procedure Text, the most errors that students made is addition with the total errors are 47 from 15 students in total percentage 51,08%. Each of the students of the eight grade of SMP Negeri 5 Percut Sei Tuan made many errors on the types of error as mentioned above.

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