



Finding Grammatical Errors In The Descriptive Text Written By The Eighth Graders Of SMP Markus Medan

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Abstrak

Penelitian ini berjudul "Finding Grammatical Errors in The Descriptive Text Written by The Eighth Grade of SMP Markus Medan". Artikel ini tentang kesalahan grammatikal dalam bahasa Inggris yang terdapat dalam karangan deskriptif. Penelitian ini dilakukan di tingkat delapan di SMP Markus Medan. Metode penelitian yang digunakan adalah metode kualitatif. Metode kualitatif digunakan untuk menjawab permasalahan tentang jenis – jenis kesalahan grammar yang terjadi di dalam tulisan deskriptif. Kesimpulan dari penelitian ini adalah terdapat sepuluh kesalahan grammar yang terjadi dalam penulisan deskriptif seperti to be, auxiliary verb, pronoun, verb, word order, degree of comparison, conjunction, spelling, punctuation, and capitalization

Kata Kunci: *Kesalahan, Tata Bahasa, Deskriptif Teks*

Abstract

This research entitled "Finding Grammatical Errors in The Descriptive Text Written by The Eighth Grade of SMP Markus Medan". This research describes about grammatical errors in written descriptive text. For getting the data for this research, the research is taken from the eighth graders of SMP Markus Medan. The methods of research used are qualitative method. Qualitative method is used to answer the problem that is types of grammatical errors in written descriptive text. Based on the problems, it is found ten grammar errors that occur in descriptive text such as to be, auxiliary verb, pronoun, verb, word order, degree of comparison, conjunction, spelling, punctuation, and capitalization.

Keywords: *Errors, Grammatical, Descriptive Text*

INTRODUCTION

Language is a means for communicating thoughts, ideas, concepts, or feelings. Language is one of the most important aspects of human life since it allows people to interact with one another and serves as a resource for social life. Chomsky (1957) claims that language is a profound and significant mirror of the mind. It is a creation of human intellect that produces a new idea of mind to operate the language that reaches of volition or awareness.

The language might be an international language, a foreign language, a local language, or

anything else. English, as an international and foreign language, is one of them. English is a language that is used as a means of communication and by many people all over the world. English has been thought of being a higher degree of learning that may be gained via schooling. As a result, English has been designated a compulsory subject in secondary and high school levels of education. As a result, people must learn both oral and written English in order to interact and mingle in the global society.

Students sometimes encounter difficulties as a result of the various variations between English (Second Language) and Indonesian (First Language), particularly in grammar. Grammar is a linguistic description that specifies how language works. In order to learn English, English learners must grasp grammar. Error indicates a gap in the learner's knowledge. This might occur when the student does not understand proper grammar. As a result, grammatical mistakes are systematic violations from established principles in written or spoken communication.

The researcher will discover grammatical faults in descriptive text authored by eighth grade students at SMP Markus Medan in this study. Furthermore, English language, particularly writing descriptive text, is occasionally produced in the classroom as a result of the employment of textbooks. Students should understand the characteristics of descriptive language so that they may picture the topic and describe it in descriptive text. Following that, students should carefully examine what grammar is correct in writing.

The fundamental goal of writing is for students to learn both sentence and paragraph abilities at the same time so that they can create an excellent paragraph. Before they begin writing, students need understand what a paragraph is and how to compose a good paragraph. A paragraph is a collection of sentences that convey information about one major theme. The theme phrase expresses one important concept. The subject phrase directs pupils in their selection of material, including pertinent information and excluding irrelevant information. Writing is the action of conveying ideas to readers in written form so that they may be comprehended.

Writing is more than merely putting words into phrases, connecting sentences into paragraphs, and organizing paragraphs into a document. There are four kinds of writing: narrative, descriptive, expository, and persuasive. Writing a true story based on the author is what narrative is all about. The narrative might be true or false. Descriptive writing is defined as writing that describes something, someone (person), location, or item in such a manner that a mental picture is produced in the reader's mind. Expository writing is written with the intention of informing or explaining the subject to the reader. Persuasive writing expresses the writer's point of view and strives to persuade the reader. The writer focuses on grammatical faults in descriptive language in this research.

When writing English phrases, students occasionally make errors, such as writing he a cat instead of he is a cat. Writing English sentences is quite different from writing Indonesian sentences. Because there are no tenses in Indonesian, verbs always adopt the same form. A lot of students continued to make errors in English sentence writing and struggled with tenses and structure. Students' writing assignments also have sentence misalignment.

Students in the eighth grade at SMP Markus Medan study a foreign language as well as how to write descriptive literature and its syntax. The writer chose this topic for this study because the writer is interested in the grammatical faults discovered in the student's working text. This research focuses on explaining the different forms of grammatical faults in descriptive text created by eighth grade students at SMP Markus Medan.

SMP Markus Medan is chosen as the research site since the similar study has never been undertaken at the school. The researcher works as an English teacher at this school. This school is located in Jl. Kapten Muslim, Medan Helvetia, Kota Medan, Sumatera Utara.

RESEARCH METHOD

Design of Research

In this research, the author used a descriptive qualitative technique. The descriptive qualitative approach is utilized to describe the student's point of view from tables to sentences. The descriptive qualitative technique is concerned with sentences, statements, words, symbols, or pictures rather than numbers or calculations. According to Moleong (2006:3), a qualitative approach is a strategy that creates data from individuals and observed behavior in the form of descriptive words in written or spoken form.

Population and Sample

The population in this research is the eighth graders students of SMP Markus Medan; however, because to time, energy, and financial constraints, not all of the eighth graders kids became the focus of this research. In this research, a sample of 50% of students from one class will be used as responders to ensure that the test's result is correct.

The rationale for taking the number is based on Arikunto's (1993:120) view that if the population is enormous, the sample can be taken from 10%-15%, 20%-25%, or more, depending on the researcher's capabilities by factoring her time, energy, and funding. Each class has 36 students, and the writer selects one class to be the target of inquiry. That is, fifty percent of the students in one class are:

As a result, the total number of students who will be responding is 18. The sample will be from one class and will be used for a specific purpose. According to Arikunto (2006:140), a purposive sample is a sample obtained by the researcher for a specific goal since the researcher cannot collect a larger and higher sample due to time, energy, and financial constraints.

The sample includes eighth grade students since the writing descriptive text is advanced level and the students study writing descriptive text, thus eighth grade students are the appropriate responses.

Data And Data Source

One of the most significant aspects of analyzing an issue is data. According to Mahsun (2007:18-19), data are the research that contains the object of the study, and data are clearly about the object of the study and context. Grammatical mistakes detected in the texts of the students' papers were used as data in this study and the data source is SMP Markus Medan's student working texts.

Data Collecting Procedure

Data collection is a crucial aspect of every research project in order to determine the information required for that project. The writer chooses the writing exam for gathering data. The processes for gathering data are as follows:

- 1) The writer shows how to construct a grammatically accurate descriptive text.
- 2) The writer instructs the students to produce a grammatically accurate descriptive writing.
- 3) The writer prepares the document for writing.
- 4) The writer gives 60 minutes to writing.
- 5) The writer gathers the information.
- 6) The writer examines the many sorts of grammatical faults and calculates the prevailing error depending on the students' work.

The writer will be able to obtain data on the student's grammatical faults in producing descriptive writing by utilizing this instrument. In this writing test, students select a topic chosen by the writer and then create their work on paper, which should consist of at least two paragraphs. Students are allowed a total of sixty minutes to finish the test.

Technique of Analyzing Data

In this research, the writer applies Rod Ellis' theory to the processes of data analysis. The following are the steps of analysis:

1) Identifying Errors

In this phase, the writer compares the mistake sentence (referred to as "original sentence") with what appear to be normal or "correct" phrases in the target language that correspond to it (referred to as "correction").

2) Describing Error

This is the stage in which the mistakes are explained and classed as sorts of grammatical errors.

3) Error Diagnosis

This is the final phase of the analysis. In this phase, the writer attempted to explain why a statement was labeled incorrect.

ANALYSIS AND FINDING

This study includes the tabulation and examination of grammatical mistakes written by SMP Markus Medan eighth grade students. The major sources of data in this study were grammatical mistakes submitted by SMP Markus Medan students. Students were given 60 minutes to produce descriptive text. It is about a best friend, a house, and a hobby. The author examined 18 writing assessments completed by students at SMP Markus Medan. The writer contrasts the erroneous statement, referred to as "original sentence," with what appear to be normal or "correct" phrases in the target language, referred to as "correction." The researcher finds 58 errors which are going to be analyzed. The researcher analyzed the data to find out the types of grammatical errors.

In this study, the researcher analyzed the grammatical error written by the eighth graders students of SMP Markus Medan. The grammatical errors which are in the table such as to be, auxiliary verb, pronoun, verb, word order, degree of comparison, conjunction, spelling, punctuation and capitalization. The explanation of the sentence will be provided below the table.

Original Sentences	Corrections	Types of Error
(1) She always care about me.	(1) She always cares about me.	Verb
(2) He is one of my bestfriends he is very honest, friendly, and funny person.	(2) He is one of my bestfriends and he is very honest, friendly, and funny person.	Conjunction
(3) He likes cat very much he always takes care of her cat kindly.	(3) He likes cat very much and he always takes care of her cat kindly.	Conjunction
(4) Her house at Hamparan Perak, Terjun.	(4) Her house is at Hamparan Perak, Terjun.	To be
(5) She clever too.	(5) She is clever too.	To be
(6) She tall and slim.	(6) She is tall and slim.	To be
(7) She always friendly and loves to have fun.	(7) She is always friendly and loves to have fun.	To be

(8) She drawing on my notebook.	(8) She is drawing on my notebook.	To be
(9) It so fun and I ask her to remove it.	(9) It is so fun and I ask her to remove it.	To be
(10) In my house, there 5 bedrooms, 1 living room, 1 family room, 1 dining room, 3 bathrooms, 3 toilets, 1 mushola, and 1 kitchen.	(10) In my house, there are five bedrooms, one living room, one family room, one dining room, three bathrooms, three toilets, one mushola, and one kitchen.	To be
(11) She always happy.	(11) She is always happy.	To be
(12) We are not together again because I school at SMP Markus Medan and she school at SMK 13 Medan.	(12) We are not together again because I study at SMP Markus Medan and she studies at SMK 13 Medan.	Verb
(13) She very creative and active person.	(13) She is very creative and active person.	To be
(14) She like singing.	(14) She likes singing.	Verb
(15) She like traditional dance.	(15) She likes traditional dance.	Verb
(16) Her voice is good and beautiful when she is singing.	(16) Her voice is good and beautiful when she is singing.	Spelling
(17) From Naruto, we learn about fienship.	(17) From Naruto, we learn about friendship.	Spelling
(18) She smart.	(18) She is smart.	To be
(19) I sad when I cannot meet them.	(19) I am sad when I cannot meet them.	To be
(20) She live in jalan Panah Hijau.	(20) She lives in jalan Panah Hijau.	Verb
(21) She is my most upbeat friends.	(21) She is the most upbeat friends.	Degree of Comparison
(22) Why I like them?	(22) Why do I like them?	Auxiliary Verb
(23) She live in Belawan.	(23) She lives in Belawan.	Verb
(24) She live in Marelan pasar 3.	(24) She lives in Marelan pasar 3.	Verb
(25) My hobby is watching korean drama.	(25) My hobby is watching Korean drama.	Capitalization
(26) He is live at Gang Pringgan.	(26) He lives at Gang Pringgan.	Verb
(27) She is my classmate and she is know all about me.	(27) She is my classmate and she knows all about me.	Verb

(28) Her hobby swimming like me.	(28) Her hobby is swimming like me.	To be
(29) She have dimple like me.	(29) She has dimple like me.	Verb
(30) My house is my palace.	(30) My house is my place.	Spelling
(31) I have some besfriend and I will tell one of them.	(31) I have some bestfriend and I will tell one of them.	Spelling
(32) My bestfriend is a woman her name is Syifa	(32) My bestfriend is a woman who named is Syifa	Relative Pronoun
(33) Syifa was the first of three children in her family.	(33) Syifa is the first of three children in her family.	To be
(34) Everyday we always laught together and talk about uninporten.	(34) Everyday we always laugh together and talk about important.	Spelling
(35) She have dark skin.	(35) She has dark skin.	Verb
(36) I can not be angry with her because she draw a pig.	(36) I can not be angry with her because she draws a pig.	Verb
(37) She is a fashionabel girl.	(37) She is a fashionable girl.	Spelling
(38) Heri has a sister and a young sister, young brother.	(38) Heri has a sister, a young sister, and young brother.	Conjunction
(39) Putri school in Yaspi, Fadia school in SMA N 20 Belawan, and I school in SMP Markus Medan.	(39) Putri studies in Yaspi, Fadia studies in SMA N 20 Belawan, and I study in SMP Markus Medan.	Verb
(40) I like to they because they are smart girl, friendly, and clever.	(40) I like them because they are smart girl, friend, and clever.	Personal Pronoun
(41) Putri in live Belawan.	(41) Putri lives in Belawan.	Verb
(42) She hobby is volleyball.	(42) Her hobby is volleyball.	Possesive Pronoun
(43) She school in Yaspi.	(43) She studies in Yaspi.	Verb
(44) Fadia in live Bagan.	(44) Fadia lives Bagan.	Verb
(45) There two bedroom, a living room, a bathroom, and a kitchen.	(45) There are two bedroom, a living room, a bathroom, and a kitchen.	To be
(46) She school in SMA N 20 Belawan.	(46) She studies in SMA N 20 Belawan.	Verb
(47) I hope that we always join and meet Together.	(47) I hope that we always join and meet together.	Capitalization
(48) When the door is opened I can see the living room.	(48) When the door is opened, I can see the living room.	Punctuation

(49) In the right side of living room, there a kitchen which I need when I get hungry.	(49) In the right side of living room, there is a kitchen which I need when I get hungry.	To be
(50) We school in SMP Markus Medan.	(50) We study in SMP Markus Medan.	Verb
(51) She has a boyfriend, his name dwi adrian.	(51) She has a boyfriend who named Dwi Adrian.	Relative Pronoun
(52) Her hobby is listening musik and reading buok.	(52) Her hobby is listening music and reading book.	Spelling
(53) She also made me love Korea.	(53) She also makes me love Korea.	Verb
(54) She likes to cover dance from Korean songs And she is very good at dancing.	(54) She likes to cover dance from Korean songs and she is very good at dancing.	Capitalization
(55) His name is Nabilla Fara Dhiva.	(55) Her name is Nabilla Fara Dhiva.	Possesive Pronoun
(56) I often call him Empe.	(56) I often call her "Empe".	Personal Pronoun
(57) She has a chubby cheek like a pie cake and she has a dimple on his left cheek.	(57) She has a chubby cheek like a pie cake and she has a dimple on her left cheek.	Possesive Pronoun
(58) She thinks that Lee Min Hoo is his boyfriend.	(58) She thinks that Lee Min Hoo is her boyfriend.	Possesive Pronoun

From the table above, we can see in number (1) in original sentence. It errors in grammar **verb** because there is sentence **She always care_____**. The word **care** must be added **-s** in the end of verb because in simple present tense form of verb for subject **I, you, we, they** aren't added **-s** but **she,he,it** are added **-s/-es** in the end of verb in sentence.

In number (2) and (3), the sentences error in grammar **conjunction** because there aren't a word which used to connect clauses or sentences in the same clause such as conjunction **"and"**. In these sentences, they need conjunction **"and"** to connect the sentence. (2) **He is one of my bestfriends he is very honest, friendly, and funny person** He is one of my bestfriends **and** he is very honest, friendly, and funny person. (3) **He likes cat very much he always takes care of her cat kindly** He likes cat very much **and** he always takes care of her cat kindly.

In number (4), the sentence errors in grammar **to be** because the sentence **Her house at Hamparan Perak, Terjun** omitts **to be**. The sentence must be added **to be "is"** such as **Her house is at Hamparan Perak, Terjun** because **to be** have different meanings and in the text, it is located.

In number (5) and (6), the sentences error in grammar **to be** because the sentence **she clever too** and **she tall and slim** omitts **to be**. The sentence must be added **to be "is"** such as **she is clever too** and **she is tall and slim** because **to be** have different meanings and in the text, it shows a quality.

In number (7), the sentence errors in grammar **to be** because the sentence **she always friendly and loves to have fun** omitts **to be**. The sentence must be added **to be "is"** such as **she is always friendly and loves to have fun** because **to be** have different meanings and in the text, it shows a quality.

In number (8), the sentence errors in grammar **to be** because the sentence **she drawing** omits **to be**. The sentence must be added **to be "is"** such as **she is drawing on my notebook** because the progressive form of **to be is -ing** or the action is continuing.

In number (9), the sentence errors in grammar **to be** because the sentence **It so fun** omits **to be**. The sentence must be added **to be "is"** such as **it is so fun _____** because **to be** have different meanings.

In number (10), the sentence errors in grammar **to be** because the sentence **there five bedrooms, one living room, one family room, one dining room, three bathrooms, three toilets, one mushola, and one kitchen** omits **to be**. The sentence must be added **to be "are"** such as **there are five bedrooms, one living room, one family room, one dining room, three bathrooms, three toilets, one mushola, and one kitchen** because **to be** have different meanings and in the text, it is existing.

In number (11), the sentence errors in grammar **to be** because the sentence **she always happy** omits **to be**. The sentence must be added **to be "is"** such as **she is always happy** because **to be** have different meanings and it shows a quality.

In number (12), It errors in grammar **verb** because there is sentence **I school and she school _____**. The word **school** must be changed in the form **verb** such as **I study and she studies _____** because in simple present tense form of verb for subject **I, you, we, they** aren't added **-s** but **she,he,it** are added **-s/-es** in the end of verb in sentence.

In number (13), the sentence errors in grammar **to be** because the sentence **she very creative and active person** omits **to be**. The sentence must be added **to be "is"** after subject **"she"** such as **she is very creative and active person** because **to be** have different meaning and in the text, it shows a quality.

In number (14) and (15), the sentences error in grammar **verb** because there is sentence **She like singing** and **She like traditional dance**. The word **like** must be added **-s** in the end of verb such as **she likes singing** and **she likes traditional dance** because in simple present tense form of verb for subject **I, you, we, they** aren't added **-s** but **she,he,it** are added **-s/-es** in the end of verb in sentence.

In number (16), the sentence has the wrong spelling which it must be repaired. The wrong spelling is **"beutiful"** and it is changed to be **"beautiful"**.

In number (17), the sentence has **the wrong spelling** which it must be repaired. The wrong spelling is **"fienship"** and it is changed to be **"friendship"**.

In number (18), the sentence errors in grammar **to be** because the sentence **she smart** omits **to be**. The sentence must add **to be "is"** such as **she is smart** because **to be** have different meanings and in the text, it shows a quality.

In number (19), the sentence errors in grammar **to be** because the sentence **I sad when I cannot meet them** omits **to be**. The sentence must add **to be "am"** such as **I am sad when I cannot meet them** because **to be** have different meanings and in the text, it shows a quality.

In number (20), the sentence errors in grammar **verb** because there is sentence **she live in jalan Panah Hijau**. The word **live** must be added **-s** in the end of verb such as **she lives in jalan Panah Hijau** because in simple present tense form of verb for subject **I, you, we, they** aren't added **-s** but **she,he,it** are added **-s/-es** in the end of verb in sentence.

In number (21), the sentence errors in grammar degree of comparison. The sentence must change **"she is my most _____ become she is the most _____"** because the sentence shows superlative degree. The form of superlative degree is **S+ to be the + most + adjective/adverb**.

In number (22), the sentence errors in grammar **auxiliary verb**. The sentence is question words which needs auxiliary verb before subject **"I"**. If the question word has the verb, it needs auxiliary verb such as subject (I, you, we, they) auxiliary verb **"Do"** and subject (she, he,it) auxiliary verb **"Does"**. This sentence needs auxiliary verb **"Do"** such as **Why do I like**

them?

In number (23) and (24), the sentences error in grammar **verb** because there are sentence *she live in Belawan* and *she live in Marelان pasar 3*. The word *live* must be added –s in the end of verb such as *she lives in Belawan* and *she lives in Marelان pasar 3 because in simple present tense form of verb for subject I, you, we, they aren't added –s but she,he,it are added –s/-es in the end of verb in sentence.*

In number (25), the sentence errors in grammar **capitalization** because the word *korean* is not capitalize. The sentence must be changed *my hobby is watching Korean drama*.

In number (26) and (27), the sentences error in grammar **verb** because there are sentences that *she is live at Gang Pringgan* and *she is my classmate and she is know all about me*. The word *live* must be added –s in the end of verb and *to be must be deleted such as she lives at Gang Pringgan and she knows all about me*. because in simple present tense form of verb for subject *I, you, we, they aren't added –s but she, he, it is added –s/-es in the end of verb in sentence.*

In number (28), the sentence errors in grammar **to be** because the sentence *her hobby swimming like me* omitts **to be**. The sentence must be added **to be "is"** such as *her hobby is swimming like me* because the progressive form of **to be is –ing** or the action is continuing.

In number (29), the sentence errors in grammar **verb** because there is sentence *she have dimple like me*. The word *have* must be changed because in simple present tense, form of verb for subject *I, you, we, they* the verb is *have* and *she, he, it* the verb is *has*. So, the sentence becomes *she has dimple like me*.

In number (30), the sentence has **the wrong spelling** which it must be repaired. The wrong spelling is *"palace"* and it is changed to be *"place"*.

In number (31), the sentence has **the wrong spelling** which it must be repaired. The wrong spelling is *"besfriend"* and it is changed to be *"bestfriend"*.

In number (32), the sentence errors in grammar **relative pronoun**. The sentence *my bestfriend is a woman her name is Syifa Chouisa* is incomplete because there isn't relative pronoun to connect the sentence. it is more suitable if relative pronoun *"who"* to complete this sentence such as *my bestfriend is a woman who named is Syifa Chouisa*.

In number (33), the sentence errors in grammar **to be** because the sentence *Syifa was the first of three children in her family* is incorrect in this text. It must be changed in using **to be**. The sentence is changed in **to be "is"** such as *Syifa is the first of three children in her family*.

In number (34), the sentence has **the wrong spelling** which it must be repaired. The wrong spelling is *"laught"* and it is changed to be *"laugh"*. And the last, the wrong spelling is *uninporten* and it is changed to be *important*.

In number (35), the sentence errors in grammar **verb** because there is sentence *she have dark skin*. The word *have* must be changed because in simple present tense, form of verb for subject *I, you, we, they* the verb is *have* and *she,he,it* the verb is *has*. So, the sentence becomes *she has dark skin*.

In number (36), the sentence errors in grammar **verb** because there is sentence *I can not be angry with her because she draw a pig*. The word *draw* must be added –s in the end of verb because in simple present tense form of verb for subject *I, you, we, they* aren't added –s but *she,he,it* are added –s/-es in the end of verb in sentence. So, the right sentence is *I can not be angry with her because she draws a pig*.

In number (37), the sentence has **the wrong spelling** which it must be repaired. The wrong spelling is *"fashionabel"* and it is changed to be *"fashionable"*.

In number (38), the sentence errors in grammar **conjunction** because there aren't a word which used to connect clauses or sentences in the same clause such as conjunction *"and"*. In these sentences, they needs conjunction *"and"* to connect the sentence.

In number (39), the sentence errors in grammar **verb** because there is sentence *Putri school _____, Fadia school _____, and I school _____*. The word *school* must be changed in the form **verb** such as *Putri studies _____, Fadia studies _____, and I study _____* because in simple present tense form of verb for subject *I, you, we, they* aren't added **-s** but *she, he, it* are added **-s/-es** in the end of verb in sentence.

In number (40), the sentence errors in grammar **personal pronoun**. The sentence *I like to they _____* is incorrect because the place of word *they* is wrong. It must be changed to **personal pronoun in objective pronoun**. Objective pronoun *they* is **them**. So, the right sentence is *I like them because they are smart girl, friendly, and clever*.

In number (41), the sentence errors in grammar **verb** because there is sentence *Putri in live Belawan*. The word *live* must be added **-s** in the end of verb and the place of adverb *in* beside the location *Belawan*. So, the right sentence is *Putri lives in Belawan*.

In number (42), the sentence errors in grammar **possesive pronoun**. The sentence *she hobby is volleyball* is incorrect because the place of subject *she* is wrong. It must be changed to **possesive pronoun** and possesive pronoun *she* **her**. So, the right sentence is *Her hobby is volleyball*.

In number (43), the sentence errors in grammar **verb** because there is sentence *She school in Yaspi*. The word *school* must be changed in the form of verb such as *She studies in Yaspi* because in simple present tense form of verb for subject *I, you, we, they* aren't added **-s** but *she, he, it* are added **-s/-es** in the end of verb in sentence.

In number (44), the sentence errors in grammar **verb** because there is sentence *Fadia in live Bagan*. The word *live* must be added **-s** in the end of verb and the place of adverb *in* beside the location *Bagan*. So, the right sentence is *Fadia lives in Bagan*.

In number (45), the sentence errors in grammar **to be** because the sentence *there two bedrooms, a living room, a bathroom, and a kitchen* omitts **to be**. The sentence must be added **to be "are"** such as *there are two bedrooms, a living room, a bathroom, and a kitchen* because **to be** have different meanings and in the text, it is existing.

In number (46), the sentence errors in grammar **verb** because there is sentence *She school in SMA N 20 Belawan*. The word *school* must be changed in the form of verb such as *She studies in SMA N 20 Belawan* because in simple present tense form of verb for subject *I, you, we, they* aren't added **-s** but *she, he, it* are added **-s/-es** in the end of verb in sentence.

In number (47), the sentence errors in grammar **capitalization** because the word *Together* is capital letter but the punctuation **period** is not there. The sentence *I hope that we always join and meet Together* must be changed. So, the right sentence is *I hope that we always join and meet together*.

In number (48), the sentence errors in grammar **punctuation** because the connector sentence between sentence is not punctuation **comma**. The sentence *When the door is opened I can see the living room* must be changed to right sentence. So, the right sentence is *When the door is opened, I can see the living room*.

In number (49), the sentence errors in grammar **to be** because the sentence *In the right of living room, there a kitchen which I need when I get hungry* omitts **to be**. The sentence must be added **to be "is"** such as *In the right of living room, there is a kitchen which I need when I get hungry* because **to be** have different meanings and in the text, it is existing.

In number (50), the sentence errors in grammar **verb** because there is sentence *We school in SMP Markus Medan*. The word *school* must be changed in the form of verb such as *We study in SMP Markus Medan* because in simple present tense form of verb for subject *I, you, we, they* aren't added **-s** but *she, he, it* are added **-s/-es** in the end of verb in sentence.

In number (51), the sentence errors in grammar **relative pronoun**. The sentence *She has*

a boyfriend, his name Dwi Adrian is incomplete because there isn't *relative pronoun* to connect the sentence. It is more suitable if relative pronoun "*who*" to complete this sentence such as *She has a boyfriend who named Dwi Adrian.*

In number (52), The sentence *Her hobby is listening musik and reading buok* has the wrong spelling. The wrong spelling is *musik* and it is changed to be *music* and *buok* changed to *book*. So, the right sentence is *Her hobby is listening music and reading book.*

In number (53), the sentence errors in grammar *verb* because there is sentence *She also made me love Korea.* The word *made* is the wrong of place in the text. It must be changed the verb *past tense to simple present tense*. In simple present tense, the form of verb for subject *I, you, we, they* aren't added *-s* but *she,he,it* are added *-s/-es* in the end of verb in sentence. So, the right sentence is *she also makes me love Korea.*

In number (54), the sentence errors in grammar *capitalization* because the word *And* is capital letter but the punctuation *period* is not there. The sentence *She likes to cover dance from Korean songs And she is very good at dancing* must be changed the word *And*. So, the right sentence is *She likes to cover dance from Korean songs and she is very good at dancing.*

In number (55), the sentence errors in grammar *possesive pronoun*. The sentence *his name is Nabilla Fara Dhiva* is incorrect because the place of *possesive pronoun his* is wrong. In the text, the sentence shows that Nabilla Fara Dhiva is a woman so, it must be changed to *possesive pronoun her*. So, the right sentence is *her name is Nabilla Fara Dhiva.*

In number (56), the sentence errors in grammar *personal pronoun*. The sentence *I often call him Empe* is incorrect because the place of *personal pronoun him* is wrong. In the text, the sentence shows that Empe is a woman so, it must be changed to *personal pronoun in objective pronoun her*. So, the right sentence is *I often call her Empe.*

In number (57) and (58), the sentences error in grammar *possesive pronoun*. The sentences *She has a chubby cheek like a pie cake and she has a dimple on his left cheek* and *She thinks that Lee Min Hoo is his boyfriend* are incorrect because the place of *possesive pronoun his* are wrong. In the text, the sentence shows that *his left cheek and his boyfriend* is a woman so, it must be changed to *possesive pronoun her*. So, the right sentences are *she has a chubby cheek like a pie cake and she has a dimple on her left cheek* and *She thinks that Lee Min Hoo is her boyfriend.*

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data, the researcher discovers in this study that there are ten types of grammatical errors found on students working on descriptive text: to be, auxiliary verb, pronoun, verb, word order, degree of comparison, conjunction, spelling, punctuation, and capitalization. Students are still confused about grammatical rules in writing.

After analyzing the data, it is possible to infer that there are several errors in the writing of eighth-grade students at SMP Markus Medan, particularly in grammatical constructions. Students do not comprehend the importance of utilizing proper language when writing.

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