

# THE GRAMMATICAL ERRORS OF STUDENT'S WRITING DESCRIPTIVE TEXT IN SMAN 84 JAKARTA

Meiyanti Nurchaerani<sup>1</sup>, Niko Andrian<sup>2</sup>, Maretha Delvi<sup>3</sup>, Rini Al Baqoroh<sup>4</sup>.

<sup>1,2,3,4</sup>English language education, Faculty of Teacher Training and Education, University EsaUnggul, West Jakarta, Indonesia

Email Corresponding Author : [meiyanti.nurchaerani@esaunggul.ac.id](mailto:meiyanti.nurchaerani@esaunggul.ac.id)<sup>1</sup>, [nikoandrian170399@gmail.com](mailto:nikoandrian170399@gmail.com)<sup>2</sup>, [marethadelvi97@gmail.com](mailto:marethadelvi97@gmail.com)<sup>3</sup>, [rinialbaqoroh14@gmail.com](mailto:rinialbaqoroh14@gmail.com)<sup>4</sup>

## Abstract

*Writing is one of the abilities that students must have in learning English. But many students who still have difficulty in writing. They also make some errors in writing, such as grammatical error. This research is a descriptive research with study aims to (1) Determine the ability of students in writing descriptive texts only without any treatment or technique. (2) Analyze grammatical errors made by students in writing descriptive texts and to find out the causes of these errors. The technique for analyzing data is processing data taken from observations, interviews and written tests. It is suggested that SMA 84 Jakarta Barat teachers use effective strategies and provide various ways to develop students' ideas. The teacher should help brainstorm ideas or make an outline of his writing, to help students organize and develop ideas well. The components analyzed in descriptive texts written by students develop ideas, organize ideas, grammar, vocabulary and mechanics.*

**Keywords : Writing, Descriptive text, Grammatical errors**

## INTRODUCTION

Writing always occupies a place in most English courses. One reason for this is that more and more people need to learn to write English for work or academic purposes. Writing is also usually considered the most difficult skill to learn, because there are many English skills that need to be mastered, one of which is grammar. Correct grammar can help express ideas well. In writing yourself, there are several types of text which are commonly called genres. One of them is descriptive text.

Descriptive text is a kind of text that has a purpose to give the information about something or someone. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it (Alwasilah and Alwasilah: 2007). [1]

According to Gerot and Wignell (1994: 208), "Descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc". Basically, it provides details about characteristics of people, places, and things. The details are used to help the reader in creating a mental picture.[2]

Descriptive text describes a particular person, place, thing or object. Description text provides information about a particular object by

focusing on specific objects, the use of nominal groups and the simple present tense.

Moreover in writing skill, the grammar is really needed to be learned, because the mistakes made in writing seem so clear when someone writes it and will be read by the reader. Therefore, it is very important for the students to pay attention about grammar when they are writing.

According to Harmer (2003, p.142), "Grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language." [3]. Students must be able to understand grammatical rules of English and apply them well, especially in writing. Grammatical errors found in writing students' texts will sometimes affect the meaning of the text. But It is essential here to make a distinction between mistakes and errors. According to Brown mistakes refer to "a failure to utilize a known system correctly" whereas errors concern "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner" [4]. So that students can make grammatical errors in writing. Therefore, studying grammar errors allows students to produce better writing.

Based on the description above, the objectives of this study are (1) to determine the

ability of students in writing descriptive texts only without any treatment or technique. (2) Analyze grammatical errors made by students in writing descriptive texts and to find out the causes of these errors. The results of the research prove that The Grammatical Error of Student's Writing Descriptive in SMAN 84 Jakarta is still quite high, especially in the Verb-Verb group there were 44 cases. It is very important to know how many types of writing errors to help them understand their writing skills well. The results of this analysis are expected to contribute to efforts to reduce mistakes made by students and help them improve their writing skills in learning English.

### RESEARCH QUESTION

This study is to find problems in grade 11 students by finding answers to the following questions:

1. What types of grammatical errors often occur in XI grade students in writing descriptive texts at SMAN 84 Jakarta?
2. How influential the grammatical errors of students writing descriptive text in XI grade students in writing descriptive texts at SMAN 84 Jakarta?

### METHOD

This study used a descriptive method with a qualitative approach, namely describing and analyzing grammatical errors in writing descriptive texts. This research is qualitative because the data collected is more in the form of words, phrases, sentences or utterances rather than statistical numbers. Because the research leads to the determination of a certain situation from the order of acquisition of the English sentence structure, it is a descriptive study.[5] In finding the correct data about grammatical errors in writing descriptive texts at SMAN 84 West Jakarta, researchers used data collection techniques through observation, interviews and writing tests.

### RESULT AND DISCUSSION

In this section the researcher will describe the results of the analysis of what kind of grammatical errors made by students in writing descriptive texts and the researcher uses 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, researchers used all taxonomies of grammar errors in students who wrote descriptive texts proposed by Ho (2005)[6]. Below is a list of the number of cases of grammar errors in students in writing descriptive text carried out by students of class XI SMAN 84 Jakarta.

| No | Types of Errors  | The number of cases |
|----|--|---------------------|
| 1  | Errors regarding Noun-Noun groups<br>• The omission of plural marker –s          | • 7                 |
| 2  | Errors regarding Verb-Verb groups<br>• The omission of suffix –s, -es, -ed, -ing | • 17                |
| 3  | Errors regarding Preposition<br>• Create selection or usage of the preposition   | • 3                 |
| 4  | Errors regarding Sentence Structure  | 3                   |

The table above shows the grammatical errors done by students in writing descriptive text. The grammatical errors made by students of XI grade SMAN 84 Jakarta is regarding to Verb-Verb groups (17 cases), Noun-Noun groups (7 cases), Sentence Structure (3 cases), and Preposition (3 cases).

Overall, it can be said that based on the frequency in the table it can be indicated that the errors related to the Verb-Verb group are the most dominant errors compared to other types of grammar errors. It is very clear that the highest error presentation in writing descriptive text is the error in the Verb-Verb group (17 cases). For example, the mistakes made by students are as follows:

Student number 1 :

His favorite food are carrots, watercress, and kangkung.

- *Foods* not food (Error in noun-noun groups)
- *Kale* not kangkung (Error in verb-verb groups.)

My rabbit is white and has long ear and slightly thick fur.

- *Ears* not ear (Error in noun-noun groups)

just comes out for a while. Dann, Guess what while training him to lose weight, he lost 2kg. Thank you rabbit for accompanying my life all this time.

- *Then guess* not *Dann guess* (Error in verb-verb groups.)

#### Student number 2 :

I have niece, she so funny and beautiful. Favorite color it's pink and yellow, her is powerful and energetic. Currently she is 4th years old. For your information, her born same with me especially month and date. Sometimes, I'm so really miss her, act playful together. Corn is favorite food, sometimes I don't understand about her talking.  
Her hair is longer and smooth, than the rest of my family. Can always all people to smile, through any act. My niece is so sweet and cute. Btw, she have cartoon favorite is LOL. Her also can use the phone to make photo or video showing in YouTube! Amazing! Talkative every single time, current see her something weird.

- *Favorite colors are* not *Favorite color it's* (Error in noun-noun groups)
- *She has a favorite cartoon that is LOL* not *She have cartoon favorite is LOL* (Error in verb-verb groups).
- *Showing on YouTube* not *showing in YouTube* (Error in preposition)
- *Her was born* not *her born* (Error in verb-verb groups).

#### Student number 3 :

I have a classmate, she is very beautiful and claver. She join voice guidance since 10th grade. She has make many singing videos and upload her social media. He has also participated in singing competitions since he was a child. When in 11th grade we separated, because he move to a school in Tangerang. However, our communication is maintained with social media that we know together.

I have a cat. You can call "Kupung (Kucing kampung)". Have the green eyes and grey fur. My cat a woman, she is cute and pretty, she also likes to sleep, just like me. Sometime she also understood what I said. like don't defecate in the open, don't sleep in the mother's bed, and don't go out at night. She is like my sister. She is also active, whatever toy you give him will jump. She likes strawberry-flavored ice cream. Once a week I buy it at the shop in front of my house. seeing her eat ice cream is so adorable. Several times I talked to her about the problem in my life, she certainly did not answer, just look my eyes and still quite. I think she's like say "i really don't care problem in your life". but i still love my cat.

- *She have the green eyes and grey fur* not *have the green eyes and grey fur* (Errors regarding Sentence Structure)
- *So adorable to see her eat ice cream* not *seeing her eat ice cream is so adorable.* (Errors regarding Sentence Structure)
- *I thought* not *I think* (Error in verb-verb groups).

#### Student number 4 :

I have a best friend, He is very kind and polite. I think he is very good at play basketball because he have a lot achievements in the field of basketball. He also really like climbing mountains, it can be seen from his strong leg. He once climbed Mount Merbabu with me, while on the way to climb Mount Merbabu, I got a lot of lessons from him. Starting from a sense of sharing, patience and solidarity.

- *Playing basketball* not *play basketball* (Error in verb-verb groups).
- *He has* not *He have* (Error in verb-verb groups).
- *A lot of achievements* not *a lot achievements* (Error in preposition)
- *His strong legs* not *his strong leg.* (Error in noun-noun groups)

#### Student number 5 :

I have a favorite doll. Her name is Tidi. My mom given it to me three years ago when she came back from the shopping center. I am very happy. I put it in the cupboard beside my bed. Sometimes I use it as a pillow. It has two ear that are located on top of its head. Dark brown eyes. It has a light brown ribbon around its neck.

- *My mom gave* not *My mom given* (Error in verb-verb groups).
- *It has two ears* not *It has two ear* (Error in noun-noun groups)

#### Student number 6 :

- *She joined voice guidance since 10th grade* not *She join voice guidance since 10th grade* (Error in verb-verb groups).
- *She has made many singing videos* not *She has make many singing videos* (Error in verb-verb groups).
- *And uploaded her social media* not *And upload her social media* (Error in verb-verb groups).
- *Because he moved to a school in Tangerang* not *Because he move to a school in Tangerang.* (Error in verb-verb groups).

#### Student number 7 :

Siska is my little friend, we are friends for 6 years, she have a black hair and wears glasses. she like coffee and burgers. Her favorite band is Shiela on 7 especially the singer is Duta. she is the first of 3 sibling. she have same hobby as me.

- *We've been friends for 6 years* not *we are friends for 6 years.* (Error in verb-verb groups).

- *She has black hair and wears glasses* not she have a black hair and wears glasses. (Error in verb-verb groups).
- *She likes coffee and burgers* not She likes coffee and burgers. (Error in verb-verb groups).
- *She is the first of 3 siblings* not she is the first of 3 sibling. (Error in noun-noun groups)
- *She has same hobby as me* not she have same hobby as me. (Error in verb-verb groups).

#### Student number 8 :

I have a dog. he has strong leg and blue eyes. He is so cute. I think my dog had a problem because he's so restless. but it turns out I and kev (my dog) can't go home because no public transport at that time. It was the first day who I missing public transport.

- *I have a horse. he has strong legs and blue eyes* not I have a dog. he has strong leg and blue eyes. (Error in noun-noun groups)
- *I thought my dog had a problem* not I think my dog had a problem. (Error in verb-verb groups).
- *I and kev (my dog) can't go home because of no public transport at that time* not I and kev (my dog) can't go home because no public transport at that time. (Error in preposition)
- *It was the first day that I missed public transport* not It was the first day who I missing public transport. (Error in sentence structure).

There are several consequences caused by grammatical errors in writing descriptive texts, one of which looks very significant is the error in the verb-verb group with the highest number of errors occurring in the omission of the suffix -s / -es / -ed / -ing (17 cases).

#### CONCLUSION

From the analysis of the grammatical errors in writing descriptive text of XI grade students of SMAN 84 Jakarta confirms that the most dominant errors made by the students are verb-verb groups (17 cases) than the other grammatical errors. It can be indicated that students have difficulty using the omission of suffix -s / -es / -ed / -ing.

Then the noun error also became the dominant grammar error in 7 cases, because

some students still did not understand singular and plural words correctly. Students grade XI of SMAN 84 Jakarta choose English as the foreign language to be studied, but students tend to make grammatical errors in writing descriptive texts. therefore they need teachers to correct students' grammatical errors, especially in writing descriptive text

#### SUGGESTION

Having concluded the result of this research, the writer would like to propose some suggestions that hopefully will be useful, especially for as follows:

##### 1. The English Teacher

By knowing the most common grammatical errors made by class XII students at SMAN 84 Jakarta, teachers are advised to provide clear explanations to students about the use of articles. The hope is that teachers can minimize student errors, especially grammatical errors in dealing with articles.

##### 2. The Students

It is suggested that students pay more attention to some grammatical rules, because students make a lot of grammatical errors in the omission of articles. Thus, students will be able to avoid grammatical errors in dealing with articles.

##### 3. Further Researchers

Further researchers are advised to conduct other research with different skills such as speaking to find out whether students make the most mistakes as negligence as happened in this study.

#### REFERENCES

- [1] P. A. Nurlaila, "The use of mind mapping technique in writing descriptive text," *J. English Educ.*, vol. 2013, no. 2, pp. 9–15, 2013, [Online]. Available: [ejournal.upi.edu](http://ejournal.upi.edu).
- [2] A. D. Jayanti, "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang," *Writ. Abil. English Descr. Text*, vol. 66, no. 1, pp. 37–39, 2012.
- [3] M. Abbasi and A. Karimnia, "An analysis of grammatical errors among Iranian translation students: Insights from interlanguage theory," *Eur. J. Soc. Sci.*, vol. 25, no. 4, pp. 525–536, 2011, [Online].

- [4] T. M. Y. Hourani, "An Analysis of the Common Grammatical Errors in the English Writing made by 3<sup>rd</sup> Secondary Male Students in the Eastern Coast of the UAE," *Inst. Educ. Br. Univ. Dubai.*, pp. 1–80, 2008, [Online].
- [5] S. K. Zahro, "English Syntax Acquisition Order of Indonesian Elementary," vol. 3, no. 2, pp. 37–43, 2018.
- [6] D. Rahmawati, "The Analysis of Grammatical Error in Writing Recount Text Using Surface Taxonomy Strategy," vol. 1, no. January, 2020, [Online].
- [7] P. S. Putri and A. Dewanti, "An analysis of grammatical errors in writing narrative texts done by the second semester students at the Diploma Program English Department in Airlangga University Surabaya," *Anglicist*, vol. 03, pp. 1–7, 2014, [Online].
- Zahro, S. K. "English Syntax Acquisition Order of Indonesian Elementary," vol. 3, no. 2, pp. 37–43, 2018.
- Rahmawati, D. "The Analysis of Grammatical Error in Writing Recount Text Using Surface Taxonomy Strategy," vol. 1, no. January, 2020.
- Putri, P. S. and Dewanti, A. "An analysis of grammatical errors in writing narrative texts done by the second semester students at the Diploma Program English Department in Airlangga University Surabaya," *Anglicist*, vol. 03, pp. 1–7, 2014,

#### Reference from Website

#### Journal Article

- Nurlaila, A. P. "The use of mind mapping technique in writing descriptive text," *J. English Educ.*, vol. 2013, no. 2, pp. 9–15, 2013.
- Jayanti, A. D. "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang," *Writ. Abil. English Descr. Text*, vol. 66, no. 1, pp.37–39, 2012.
- Abbasi, M, Karimnia, A. "An analysis of grammatical errors among Iranian translation students: Insights from interlanguage theory," *Eur. J. Soc. Sci.*, vol. 25, no. 4, pp. 525–536, 2011,
- Hourani, T, M, Y. "An Analysis of the Common Grammatical Errors in the English Writing made by 3<sup>rd</sup> Secondary Male Students in the Eastern Coast of the UAE," *Inst. Educ. Br. Univ. Dubai.*, pp. 1–80, 2008.

Banjar Putri Kumala<sup>1</sup>, Siti Aimah, and Muhimatul Ifadah. 2018. "An Analysis of Grammatical Errors on Students' Writing" <http://jurnal.unimus.ac.id/index.php/ELLIC/article/download/3513/3338> Accessed at 25 November 2020.

Prabarini Sampurna Putri, and Anna Dewanti. 2014. "An Analysis of Grammatical Errors in Writing Narrative Texts Done By the Second Semester Students at the Diploma Program English Department in Airlangga University Surabaya". <http://www.journal.unair.ac.id/download-fullpapers-anglicist226d40ca95full.pdf> Accessed at 24 November 2020.

M. Abbasi and A. Karimnia. 2011. "An analysis of grammatical errors among Iranian translation students: Insights from interlanguage theory," [https://www.researchgate.net/profile/Amin\\_Karimnia/publication/260349950\\_An\\_Analysis\\_of\\_Grammatical\\_Errors\\_among\\_Iranian\\_Translation\\_Students\\_Insights\\_from\\_Interlanguage\\_Theory/links/542442e40cf26120b7a72ff4/An-Analysis-of-Grammatical-Errors-among-Iranian](https://www.researchgate.net/profile/Amin_Karimnia/publication/260349950_An_Analysis_of_Grammatical_Errors_among_Iranian_Translation_Students_Insights_from_Interlanguage_Theory/links/542442e40cf26120b7a72ff4/An-Analysis-of-Grammatical-Errors-among-Iranian). Accessed at 19 October 2020.

T. M. Y. Hourani, 2008, "An Analysis of the Common Grammatical Errors in the English Writing made by 3<sup>rd</sup> Secondary Male Students in the Eastern Coast of the UAE,"

<https://bspace.buid.ac.ae/bitstream/1234/225/1/20050055.pdf>. Accessed at 19 October 2020.

D. Rahmawati, 2020, “*The Analysis of Grammatical Error in Writing Recount Text Using Surface Taxonomy Strategy*,” <http://jurnal.unswagati.ac.id/index.php/ELTERA/article/view/1988>. Accessed at 19 October 2020.

P. S. Putri and A. Dewanti, 2014. “An analysis of grammatical errors in writing narrative texts done by the second semester students at the Diploma Program English Department in Airlangga University Surabaya,” *Anglicist*, <https://ejournal.stkipmpringsewu-lpg.ac.id/index.php/smart/article/view/118/69>. Accessed at 25 October 2020.