
AN ANALYSIS ON GRAMMATICAL ERRORS TYPES IN DESCRIPTIVE TEXT WRITTEN BY EFL STUDENTS

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Abstract:

It is normal for anyone who learns a second language to make mistakes and errors, especially in writing. It is even possible for students of English Language Education Study Program, who have taken an Advance Writing class, to make grammatical errors in writing. Hence, this study intends to investigate the grammatical error types in descriptive text written by students of the English Language Education Study Program of Lambung Mangkurat University batch 2017 by employing descriptive qualitative method. There were 33 students of batch 2017 taken as the sample in this research. The data obtained through the students' writing of descriptive essay was analyzed based on surface strategy taxonomy by Dulay. This study showed that the students made four types of grammatical errors. They were omission, addition, misformation, and misordering. Based on the data analysis, the most dominant grammatical error type made by the students is omission. It was found that most omission errors occurred because the students omitted auxiliary verbs or main verbs, plural markers, articles, subjects or objects, prepositions, conjunctions, and third person singular 's' markers. Moreover, addition is the second most dominant grammatical error type made by the students. However, there were only simple addition sub-category errors found in the tests. In this research, simple addition errors occurred due to auxiliary verbs or main verbs, prepositions, articles, short plural markers, third person singular 's', and other unnecessary items that should not have appeared. In addition, the possible sources of error that the researcher found in this research were interlingual transfer and intralingual transfer. Finally, it is suggested for the students to avoid the unnecessary omission and addition of auxiliary verbs or main verbs, plural markers, articles, subjects or objects, prepositions, conjunctions, and third person singular 's' markers. Furthermore, writing is a skill, which needs a process and practice. Therefore, the students should practice writing started from the simple one such as writing a daily activity or writing their past experience like recount text. The students are also suggested to enrich their knowledge about dictions or word choices and the structure of subject-verb agreement, modal auxiliaries, and to be in order to minimize the grammatical errors. While this study does not investigate the cause of errors, the researcher concludes that it is necessary to find out the cause of errors in order to avoid unnecessary errors in writing. Thus, it is also suggested for other researchers who want to conduct research particularly that concerns with grammatical errors in writing to investigate the cause of errors made by the students

Keywords: *Grammatical errors, writing, descriptive text.*

INTRODUCTION

When learning English, Indonesians often make mistakes and mistakes in the process of learning English. It is common for people to learn a second language to make mistakes or to make mistakes because they do not have enough knowledge to distinguish between their texts and native speakers. There are many mistakes and mistakes in learning English. But this is normal and cannot be avoided. To find out what mistakes students make, teachers can ask them to write a note in English. Brown (2001: 335) states that writing is a product of thinking, drawing, and editing, and writing about creating a sense of well-being. Think of ways to continually organize signs, discourses, and rhetorical grammar. You must have specific skills to use the text consistently on how to edit text to make it more meaningful, edit text for correct grammar, and create the final

product. As mentioned above, understanding writing grammar is essential to accomplish this in order to successfully compose. By asking students to write, teachers will clearly see the grammatical errors they have made and develop strategies to stop them from making them.

Sukhono (2016) checks for grammatical errors of students when writing. Her research aims to develop error analysis for second language learners. The study found that the most common mistake students make is not taking action. The cause of the errors in this study was the influence of the mother tongue. (Inter-language errors) This is influenced by the mother tongue and disrupts the study of the target language. The second error in this language is caused by the target itself. For example, a false analysis (Erroneous assumption) Implementing the incomplete rule.

Seeing the above phenomena, the researcher wanted to conduct research to analyze the types of grammatical errors of the students when the students wrote the clarification papers. Lecture writing is expected to be the easiest and most popular writing job for students. Additionally, the researchers selected a 2017 group of students from the Mogalat English Department of Rampon University for research as they have completed an introductory writing course. Therefore, it is important to note that students are still making mistakes in writing explanations and determining the type of grammar mistakes they are making.

Based on the description above, the author wanted to conduct a research called "An Analysis on Grammatical Errors Types in Descriptive Text Written by Students of English Language Education Study Program of Lampung Mangkurat University Batch 2017"

RESEARCH METHODOLOGY

This study took a qualitative approach because it helped get information about students' grammatical mistakes when writing story texts. Descriptive studies consist of a set of methods used to define, describe, or describe natural phenomena. Researchers wanted to identify grammatical errors that students often make when writing story texts through their descriptive research.

In short, qualitative research is a scientific method of data collection that relies on the collection of qualitative data to explain, decipher, and extract meaning from natural phenomena in which numbers are incomprehensible. The purpose of this study is to explain and analyze the types of errors committed by students in the 2017 2017 class in the English course at Lampung Mangkurat University, which is enrolled in the Advanced Writing course.

Data instrument

The author used the test to get accurate information. Testing is a method used to measure the ability, knowledge, intelligence, and talent that an individual or group has in collecting information, and the purpose of this study is to identify the species. During the test, investigators asked students about mistakes they made in the 2017 English Studies Program at Lampung Mangkornrat University, which was enrolled in Advanced Writing when writing narrative texts. Written exams are held three times in the second semester. Write a description and select a specific topic.

1. Data source

Data of the study was attended by students from the English Education Program at Lambung Mangkurat University who attended advanced writing classes in the fifth semester of 2017.

Technique of data Collection

Cluster random sampling

The sampling method used in this study was the cluster sampling method. Cluster sampling is similar to simple sampling, except that more groups than individuals are randomly selected.

Validity of the Research

The test was based on the student's writing curriculum, so researchers used content fidelity. ELP quizzes consist of subjects taught by English teachers in writing classes. Before taking the exam, the investigator will assess the accuracy of the written exam according to the course. Researchers use expert certification to validate Ms Riza Fadela, M's research tools. As a write verification tool.

Reliability of the Research

Reliability is the degree to which an assessment tool produces stable and consistent results. A test is considered reliable if it gives consistent measurements or results. This research uses inter-rater reliability in measuring reliability. It means that the researcher needed another examiner in giving score. The first rater is the researcher herself and the second rater is Mrs. Parina Amelia, S.Pd.

RESULTS AND DISCUSSION.

The Description of the Data

The source of the data was two classes of students of English Language Education Study Program Lambung Mangkurat University batch 2017 who have taken Advance Writing class. The classes were chosen from the population by using cluster random sampling. The class consisted of 33 students. A writing test was used in this research to collect the data. The tests were conducted three times. The students were given 45 minutes to do each test given. They were asked to make a descriptive text based on the topics given.

The Result of Validity and Reliability

In addition, before taking the exam, the investigator will assess the accuracy of the written exam according to the course. Researchers used peer-peer reviews to explore research tools. Peer-reviewed results showed that the test was successful. The test meets the criteria 1) Questions based on academic level 2) All questions related to desirable educational goals and learning outcomes 3) Clear and concrete composition 4) Good instructions 5 A) Composition Grammatically correct structure, 6) clear test direction, 7) test is familiar to students, 8) lucky time.

Researchers conducted experiments to verify the reliability of the tool. The researchers used the credibility of both evaluators as the credibility of the study.

Research Findings

Errors are categorized as further omissions, incorrect format errors and sequences. In addition, the additive category is divided into three subcategories: 1) double tag, 2)

calculation, and 3) minor addition. The other type is non-informative and falls into three subcategories. 1) Organization, 2) Archie model. 3) Alternative style

In this case, the researchers found 88 errors in the first test, 87 errors in the second test, and 45 errors in the third test. 220 students made mistakes during the test. Error analysis by the second evaluator also showed less significant results compared to the first evaluator. Based on the analysis of the second evaluator, the student made 219 errors. The first test found 86 errors, the second test found 88 errors, and the third test found 45 errors.

Table 4.1
The Students' Grammatical Error Types in Writing Descriptive Text

No	Surface Strategy Taxonomy	Number of Errors				Percentage (%)
		Test 1	Test 2	Test 3	Total	
1.	Omission	64	62	32	158	71.82
2.	Addition					
	Double Marking	-	-	-		
	Regularization Simple Addition	- 14	- 15	- 7	36	16.36
3.	Misformation					
	Regularization Errors	-	1	-		
	Archi-forms Alternating-forms	4 3	5 -	1 3	17	7.73
4.	Misordering	3	4	2	9	4.09
TOTAL					220	100%

Table 4.1 shows that the most common student mistake is laziness. The first test found 64 gaps in the second and third tests-29. A total of 158 errors were ignored. This is 71.82% of the total number of errors students have made, which is a mistake. Moreover, it is the second priority. Add-on errors fall into three subcategories: tags, doubles, normalization, and simple additions. The first test found 14 additional errors in the second test, 15 errors in the third test, and 7 errors. In total, 36 additional errors, the total number of errors made by the student.

In addition, only 17 students (7.73%) were manipulated. Information subcategories include organization, archiving, and round trip modeling. The first test detected 7 data errors, the second test detected 6 false data errors, and the 3rd test detected 4 false data errors. In addition, the least common error was an error. Invalid sequence: The first test detected 3 errors in the wrong order, the second test detected 4 errors, and the second test detected 2 errors. In the 3rd total, there were 9 errors in the evaluation. This represents 4.09% of all student errors.

Omission

The analysis revealed 64 inadvertent errors in the first test, 62 lazy errors in the second test, and 32 errors in the third test. Students delete a total of 158 errors. The error can be ignored if the statement or phrase is missing at least one element. The results of the student ignore error are shown in Table 4.2.

Table 4.2
The Students' Errors in Omission

No	Error Type	Number of Errors			
		Test 1	Test 2	Test 3	Total
1	Omission	64	62	32	158

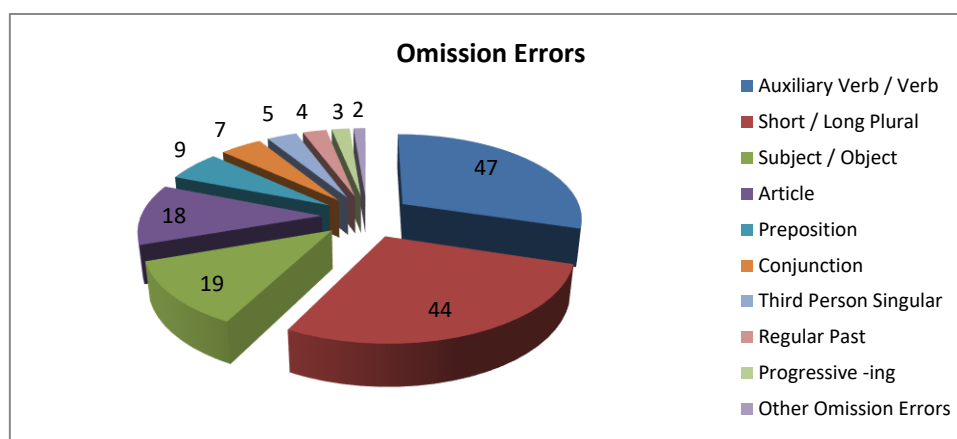


Figure 4.1 The Distribution of Omission Errors

By analyzing the data, many students do not use auxiliary or main verbs. 47 skip errors (29.75%) occurred because some students missed the auxiliary or main verb of the sentence. For example, one student wrote, "Sometimes they are cute too ...". Students do not include the supplementary verb "is" in sentences. To make this statement grammatically correct, change it as follows: "Sometimes it's okay ...". Some students don't include a short or long plus sign. The error error caused by some students removing the short or long plus sign from the text was 44 (27.85%). For example, one student wrote: "Smartphones make life better." Students forgot to add additional marks. For this sentence to be grammatically correct, it needs to be modified as follows: "There are many ways smartphones can make life better."

There were also 19 skip errors (12.03%) caused by some students missing text articles and verbs. For example, one student wrote, "If you know it, you can be depressed ...". The text is confusing because I forgot to specify the topic. Therefore, students should add a "this" section to the sentence so that it is grammatically correct. "It can be sad to know that ..."

In addition, students made 18 negligent mistakes (11.39%) to remove the essay from the proposal, and nine omissions (5.7%) were found due to the preamble to the proposal. For example, one student wrote: "I started learning a lot about him and watched his video." Students need to add the preposition "by" to the sentence to make it easier to understand.

Some examples of errors in omission made by the students are presented on Table 4.3.

Table 4.3
The Omissions in Students' Writings

No	Examples of Error	Correction	Explanation
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1	He also kind that sometimes	He <u>is</u> also kind that sometimes	There is no auxiliary verb " <u>is</u> " in that sentence.
2	Spongebob <u>work</u> as chef at fast food restaurant, KrustyKrab.	Spongebob <u>works</u> as chef at fast food restaurant, KrustyKrab.	There is no third person singular marker " <u>s</u> " in that sentence.
3	Sometimes, is depressed to know that	Sometimes, <u>it</u> is depressing to know that	There is no subject " <u>it</u> " in that sentence.

Addition

14 simple addition errors found in the first test, 15 simple addition errors found in the second test and 7 simple addition errors found in the third test. In total, there were 36 simple addition errors made by the students.

Table 4.4
The Students' Error in Addition

No	Addition Error Category	Number of Errors			
		Test 1	Test 2	Test 3	Total
1	Double Marking	-	-	-	-
2	Regularization	-	-	-	-
3	Simple Addition	14	15	7	36

These errors because the use of an item which should not appear on a sentence. Some students added items that should not be on a sentence.

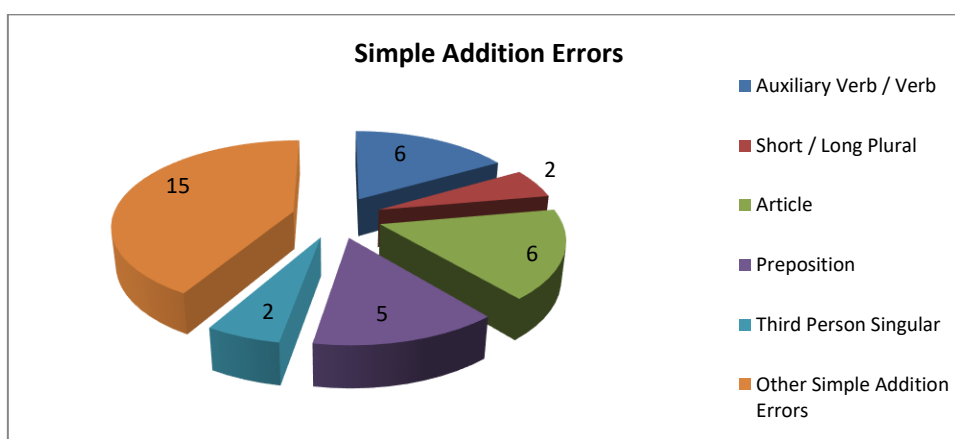


Figure 4.1 The Distribution of Addition Errors

There were 6 minor additional errors (16.67%) that occurred when some students added an optional or main verb to a sentence.

Correct sentence pattern: "She started her career as a model ...". There was also a slight mistake in adding the six items (16.67%), as some students added unnecessary essays to the sentence. There were also five other minor errors (13.89%) caused by some of their students adding unwanted prepositions to the sentence. In addition, a small double

addition error (5.56%) is caused by adding a plus sign to the sentence. In addition, the other two small errors (5.56%) were caused by adding a single pronunciation to the sentence. In addition, these 15 minor additional errors occur only because students are using elements that should not appear in their sentences.

Table 4.5
The Additions in Students' Writings

No	Examples of Error	Correction	Explanation
1	I always want to go to Hogwarts ever since I was <u>a</u> little.	I always want to go to Hogwarts ever since I was little.	Article " <u>a</u> " in the sentence is not necessary.
2	In Maldives we can see the sea <u>in</u> directly.	In Maldives we can see the sea directly.	The addition of preposition " <u>in</u> " obstructs the meaning of the sentence.
3	But I think it will be different if it is me who <u>brings</u> her to that place.	But I think it will be different if it is me who <u>bring</u> her to that place.	The addition of third person singular marker " <u>s</u> " is incorrect.

Misinformation

. Based analyzed from three tests, it found one regularization error, 10 archi-form errors, and 6 alternating-form errors made by the students. The findings of errors in misinformation made by the students are presented on Table 4.6.

Table 4.6
Students' Error in Misinformation

No	Misinformation Error Category	Number of Errors			
		Test 1	Test 2	Test 3	Total
1	Regularization Errors	-	1	-	1
2	Archi-Forms	4	5	1	10
3	Alternating-Forms	3	-	3	6

Table 4.6 shows that in the first test, the student was free of organizational errors, four archived errors, and three common errors before and after. In addition, in the second test, the student had one mistake in sorting out the five errors in the filing form, and there were no consecutive format errors. In addition, there were no organizational errors, one archive model error, and three round trip errors that the student made in the third test. The second subtype of information leakage is archeology. According to data analysis, Archie's model had five errors because students misused sentence prepositions. In addition, students make two mistakes in using the word as an adjective, regardless of name. The third subclass of information is double-sided. Based on this information, incorrect use of pronunciations, adjectives, and numbers will result in errors when returning and returning forms.

In addition, Table 4.7 shows some examples of student misinformation.

Table 4.7

The Misformations in Students' Writings

No	Examples of Error	Correction	Explanation
1	<u>Regularization Errors:</u> Before becoming one of the highest pavedactor in the world.	Before becoming one of the highest paid actors in the world.	"Pay" is irregular verb hence the correct past form is "paid"
2	<u>Archi-Forms:</u> .. he is such an multi-talented person. I want to explore myself and enjoy that days he is such a multi-talented person. I want to explore myself and enjoy those days	Article "an" is followed by singular noun beginning with a vowel. Since the noun "days" is plural, the correct demonstrative adjective should be "those"
4	<u>Alternating-Forms:</u> In my mind, Makkah is a beautiful place with an incredible things on it. .. and the other one is it wind.	In my mind, Makkah is a beautiful place with some incredible things on it. .. and the other one is its wind.	Since the noun "things" is plural, the correct quantifier should be 'some' Instead of using 'it' , the possessive adjective 'its' should be used.

Missordering

There were 3 missordering errors found in first test, 4 missordering errors found in the second test, and 2 missordering errors found in the third test. The findings of errors in missordering made by the students are presented on Table 4.8.

Table 4.8
Students' Error in Missordering

No	Error Type	Number of Errors			
		Test 1	Test 2	Test 3	Total
1	Missordering	3	4	2	9

Some missordering errors because the students incorrectly misplaced subjects and predicates.

Furthermore, some examples of errors in missordering made by the students are presented on Table 4.9.

Table 4.9
The Misorderings in Students' Writings

No	Examples of Error	Correction
1	And <u>the most movie that I like</u> is "The Day after Earth".	And <u>the movie that I like most</u> is "The Day after Earth".
2	<u>Not only they do</u> messages through their lyrics...	<u>Not only dothey</u> messages through their lyrics...
3	He has <u>haircut flat top style.</u>	He has <u>flat top haircut style.</u>
4	As we know that Paris produces many artists in different fields so <u>it produces photographers also.</u>	As we know that Paris produces many artists in different fields so <u>it also produces photographers.</u>
5	I hope that in the future a technology <u>can be found that can send and reply to messages for people in the past...</u>	I hope that in the future a technology <u>that can send and reply to messages for people in the pastcan be found ...</u>

Research Discussions

Students make 220 mistakes in the first, second, and third exams. Analysis shows that most of the mistakes you make are due to auxiliary or basic verbs, or students who miss multiple articles. Objects or objects, prepositions, joins, third-party prepositions, singulars, past normal, progressive J and other grammatical forms. The second type of flaw is complementary ... students can't remove non-essential items in the text. This means that students will add unnecessary items that are not included in the proposal. The third type of error is incorrect information. 17 errors fall into this category, accounting for 7.73% of all errors ... In this study, most of these types of errors are due to incorrect verb placement. Yes, because the learner cannot choose the correct verb form. The second subcategory is arc shape errors. Analysis of the data showed that most of the errors were related to the misuse of sentence prepositions. The third subcategory is completely wrong. In this study, there was a formal error because the student used the wrong pronunciation. The last category is compilation errors. Analysis of the data revealed that most errors were caused by students misplaced objects and predicates.

Based on the results of the test, we can conclude that the most common grammatical mistakes students make when writing narrative statements are negligence. There were also two error sources in this study. It is a translation between languages and a translation between languages. On the other hand, internal communication occurs during the second language learning process at this stage, where the student has not actually acquired this knowledge.

CONCLUSIONS AND SUGGESTIONS

Conclusions

These are additional subtraction, distortion, and miscalculation. By analyzing the data, deletion is the most common grammatical error that students encounter. He found that most of the skip errors were due to the learner lacking auxiliary or basic verbs, plurals, articles, objects or objects, prepositions, ampere sands, and third person singulars. This is also the second grammatical mistake that students make. However, there are only a few subclass errors in the test. The error is caused by the addition of auxiliary verbs or foundations, prepositions, articles, short plurals, third parties, singulars and other unwanted elements that should not be visible. In addition to the possible causes of errors that researchers found in their research, there were also interlinguistic hyphens and interlinguistic hyphens.

Suggestion

Students should avoid unnecessary subtraction and addition of auxiliary or basic verbs, plurals, essays, objects or things, prefixes, ampere sands, and third party singulars. Moreover, writing is a skill that requires both process and practice. Therefore, students should practice writing, starting with simple tasks such as writing on a daily basis, or writing about past experiences such as text sorting. Students are also encouraged to familiarize themselves with word selection or word selection, verb-to-verb matching structures, helper models, and grammatical error reduction. The cause of the error was not investigated in this study, but researchers concluded that the cause of the error should be investigated to avoid unnecessary write errors. Therefore, other researchers who want to do research, especially those related to written grammatical errors, are encouraged to determine the cause of the student's error.

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