

**A GRAMMATICAL ERROR ANALYSIS IN WRITING
DESCRIPTIVE PARAGRAPH BY STUDENTS OF SMP
PEMBANGUNAN LABORATORIUM UNP**

THESIS

*Submitted as Partial Fulfillment of Requirements to Obtain the Strata One (S1)
Degree.*



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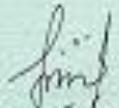
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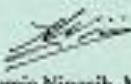
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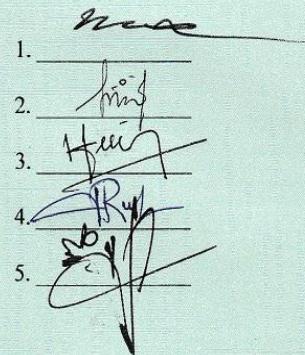
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ABSTRAK

Utami, Dian Rizky. 2015: "A Grammatical Error Analysis in Writing Descriptive Paragraph by Students of SMP Pembangunan Laboratorium UNP". Thesis. English Department, FBS. State University of Padang.

Tujuan penelitian ini adalah untuk melihat jenis kesalahan (error) yang paling sering dilakukan oleh siswa SMP dalam menulis teks deskriptif (*descriptive paragraph*). Dalam penelitian ini, penulis melakukan analisa kesalahan (*error analysis*) berdasarkan teori Heidi Dulay yang mengklasifikasikan analisa kesalahan ke dalam 4 tipe, yaitu (1) *omission*, (2) *addition*, (3) *misformation* dan (4) *misordering*. Jenis penelitian yang digunakan pada penelitian ini adalah deskriptif kuantitatif (*descriptive quantitative*). Pengambilan sample penelitian dilakukan secara kelompok (*cluster sampling*). Sample penelitian ini ada siswa kelas VIII-D SMP Pembangunan Laboratorium UNP yang berjumlah 29 orang. Pengumpulan data yang dilakukan oleh penulis adalah dengan cara memberikan tes menulis (*writing*) paragraf deskriptif kepada siswa. Hasil penelitian ini menunjukkan bahwa, jenis error yang paling sering muncul (dominan dibandingkan jenis lain yang muncul) yaitu *Misformation Error* yaitu sebanyak 42,57%. Hal ini menandakan bahwa siswa SMP memiliki kecenderungan untuk membentuk kata yang salah dan digunakan di dalam kalimat-kalimat yang mereka buat.

Kata kunci: *error analysis, writing, descriptive paragraph*

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Finally, this thesis is expected to be able to provide useful knowledge and information to the readers. The writer receives more suggestion and contribution from the readers for the improvement of the thesis.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

A good writing skill is expected to be mastered by EFL students. However, although the students have learned English writing skill, errors are still found in their writing. Actually, errors are unavoidable in writing process. Since the students are not native speakers, they will still make errors in their writings. In that case, to solve the existence of this error, error analysis is applied here. Error analysis is a way to find and examine the students' writing whether it contains errors or not. Thus, the students will know their mistakes and try to improve their writing.

In 2013, while the researcher had a teaching training from July to December, the students were asked to write descriptive text. However, result showed that the researcher found several errors in the students' writing. The sentences are not correct grammatically. The researcher found that there were students which made errors about the adding s/es in using the verb of the third person singular as one of the errors in students' writing. They wrote, *She wear a green clothes* rather than *She wears a green clothes*. For that reason, the writer found that many students did the mistakes. Several of the students did not them once in one writing task. They did it twice or more. As the result, the researcher decided to analyze what errors are made by the students in writing descriptive text.

In this study, the researcher is interested in analyzing the errors which are made by the students especially in writing descriptive paragraph. Without the error analysis, the teachers will never know about what errors are made by the students in writing descriptive text. In writing descriptive text, there are three points to be marked. The social function, the grammatical features and the generic structures are the points which have to be noticed in writing a good descriptive text. Without the correct form of those three points, the errors could appear in students' writing. By choosing descriptive paragraph, it is expected to the students to describe about people, animals, or things better than before. In addition, the researcher can determine and reveal the errors that made by the students through their writings.

Errors happen to most of the students' writing in learning English. The types and the form of the errors they have are different. According to Dulay (1982:146), there are 4 kinds of basic errors: linguistic categories, surface strategy, comparative analysis, and communicative affect. Each of them has its own rules that makes them has its own way to be analyzed.

Related to the explanation above, actually, there are at least three studies about error analysis. To illustrate, in 2006, Haifa Al-Buainain from the Department of Foreign Language at Qatar University raised a title of his paper about "Students' Writing Error in ESL: a Case Study". He studied about teachers' concerns to detect EFL students' difficulty in writing. He focused on the grammatical errors made by EFL students in age range 18-20. In his analysis, he found that the EFL students had

difficulties in some syntactic features, namely verbs, relative clauses articles, fragments, noun modifiers and prepositions. In his discussion part, he stressed about the three main integrated issues faced by EFL students' in writing. They were the method of teaching, the method of feedback, and the testing writing.

Another study came from Junita Siahaan in 2013. She entitled her research thesis as "An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts". She focused her study in revealing students, who were low achievers, middle achievers, and high achievers through their errors in writing descriptive paragraph. According to her findings, three types of the students were analyzed through three things. They are schematic structure, the terms of process, and the terms of English grammar. After analyzing the students' writing, she classified the students became the low achiever, mid achiever and high achiever. At the end of her research, she revealed that the students from middle and high achievers had good control about the schematic structure of descriptive text.

Another previous study came from Acep Andi Suhendi in 2012. He conducted a study about "*Kesalahan Gramatikal Bahasa Inggris Dalam Pola Kalimat Sederhana Siswa Kelas VIII Unggulan SMP Plus Al-Aqsha (Kajian Sintaktis)*" for his strata-one degree. He wanted to analyze whether there was a relationship between the grammatical errors to the students' mother language. He used Heidi Dulay book as the basic theory. At the end of his study, he revealed that there was no relationship between the grammatical errors and the students' mother language.

Based on the previous studies above, they inspired the researcher to conduct another research related to writing descriptive text and the grammatical error made by the students. Here, the researcher will conduct about the types of errors which frequently made by the students. The researcher is going to use Dulay's book, Language Two as her basic theories. Then, the researcher will add several theories from other experts to strengthen the study about the error and the descriptive paragraph.

To sum up, through this research, the researcher is about to reveal what errors are frequently made by the students through using the surface strategy taxonomies. All of the errors may appear in students' writing. By using the surface strategy taxonomy, the error can be detected and analyzed to see what errors happened frequently from the students' writing. The researcher is interested in investigating this topic because she wants to explore what errors are found frequently in students' writing descriptive text.

B. Identification of the Problem

Actually, many common problems can be found in students' work in writing descriptive text. As Dulay wrote (1982:146) which has been stated in the background above, there are four errors that become the most useful and commonly used bases for the descriptive classification of errors. They are, (1) linguistic category; (2) surface strategy; (3) comparative analysis; and (4) communicative effect. However, in this study the researcher would like to focus on the surface strategy. The surface

strategy is focused on the structural of a sentence. In surface strategy, there are four types of errors. They are (a) omission; (b) addition; (c) misformation; and (d) misordering. In short, the researcher specifies the analysis of the error based on the surface strategy.

C. Limitation of the Problem

Based on the identification of problem above, this study is limited to the error analysis of students' descriptive writing that is focused on the surface strategy error. This research will cover the errors from all of the types in surface strategy (omission, addition, misformation, and misordering).

D. Formulation of the Problem

Related to the limitation of the problem above, the problem is formulated as follows:

“What errors are made by the students in writing descriptive paragraph?”

E. Research Questions

Based on the formulation of the problem above, there are two questions that will be answered in this study:

1. What are the types of the errors made by students?
2. What are the causes of the errors above?

F. Purpose of the Study

Related to the research question stated previously, the purpose of this study is:

1. To see the types of the errors are made by the students in writing descriptive paragraph.
2. To reveal the causes why errors happened in students' descriptive paragraph.

G. Significance of the Study

Theoretically, the finding of this study is expected to give a contribution as well as information for the teachers and others institution that is related to education about what errors found in students' writing descriptive paragraph. Furthermore, the result of this study can be a parameter for the teachers to evaluate and improve the writing skill of the students in SMP Pembangunan Laboratorium UNP, especially the VIII-D Class.

H. Definition of Key Terms

1. Error analysis : is the analysis, for practical but also potentially for scientific ends, of errors made by students learning another language (Matthews, 2007:126).
2. Descriptive paragraph : a paragraph which tells what something looks, sounds, smells, tastes, or feels like (Kirschner and Mandell, 2011:217).
3. Surface Strategy : a strategy which focuses on the structural altered (Dulay *et. al.*, 1982:150).

4. Omission : the absence of an item that must appear in a well-formed utterance (Dulay *et. al.*, 1982:154).

5. Addition : the presence of an item which must not appear in a well-formed utterance (Dulay *et. al.*, 1982:156).

6. Misformation : the wrong form of a morpheme or structure (Dulay *et. al.*, 1982:158).

7. Misordering : the incorrect placement of a morpheme or group of morphemes in an utterance (Dulay *et. al.*, 1982:162).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings on the previous chapter, it was concluded that the students made errors in writing descriptive text related to the surface strategy type. In this study, most of the students did several kinds of errors. They are addition, omission, and misformation and misordering. Two of those errors have their own types. Addition has three types: (1) double markings; (2) regularization; and (3) simple addition. Misformation has three types also: (1) regularization; (2) archi-forms and (3) alternating forms. The researcher found that the students made almost all of the types of errors in their writings.

All of the errors which are made by the students happened by reasons. In misformation error, the students carelessly selected the word to put in their writing. They just put word they wanted to there. As a result, misformation error happened frequently. The causes of this error could be, the students cannot differ the distinction among the demonstrative, nominative-accusative, and regular-irregular nouns and verbs.

In addition error, the students were having a comprehension about the grammatical rules. However, they still doubt to use them. Thus, they just wrote what they thought it could be put in their sentences.

In omission error, the reason is the students are not accustomed to add the suffix after the verb. In their mother language, the students use the suffix before the verb. For example, *jalan* becomes *berjalan*. In English, the suffix is put after the verb. For example, *walk* becomes *walks*.

In misordering error, the researcher cannot find many of this error. The causes of this error could be affected from the students' mother language. In Indonesian language, the students are accustomed to write the noun before the adjective. However, in English rules, the noun must be put after the adjective. As a result, the students who are accustomed to their mother language wrote the sentence in incorrect order or arrangement.

In conclusion, there are various types and causes of the errors. It is the teachers' and students' work to improve the weakness. Error is the nature of language indeed. However, it does not mean the learner can do it frequently. For that reason, error analysis is used to improve the students' writing skill. By analyzing the students' writing, the error can be found. Therefore, the teachers can notice where the weaknesses of the students are.

B. Suggestions

As stated previously, it was a study about error analysis in writing descriptive text by second grade junior high school students. Based on the findings mentioned on previous chapter before, there are several suggestions recommended as follows:

1. It is suggested for the English teacher to give only some vocabularies in teaching descriptive text through mind mapping method which she always used. Therefore, the variation of the vocabularies can be found in the writing, not only vocabularies from the teacher. The students need to find and use new vocabularies by themselves.
2. The teacher needs to give more practice to the students to write descriptive text and lead them to find the vocabularies by their own.
3. The teacher needs to remind the students that there are several rules which must be applied in writing, for example the s/es which applied in plural form or in using third person singular subject.
4. For the students, they need to be serious in writing. Since, writing is considered to be one of the measurements in teacher's evaluation.
5. The students need more practice to improve their writing skill. They can try to write everything they want as their practice. For example, they can write their personal diaries, chatting with their friends through social media by using English, etc.
6. The students must pay much attention in the usage of English rule. Different rules from their mother language makes the students neglect the rules in English writing.

7. Both of the students and teachers must work together as one to reach the goal in English writing. It is expected both of them can share whatever they want to improve and increase the students' writing skill.

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