The Student's Errors in Writing Descriptive Text at Seventh Grade Students of Junior High School Laboratorium Jambi City

A THESIS

Submitted as Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

WRITTEN BY:
F MARGARETTA SIAGIAN
1800888203034

ENGLISH STUDY PROGRAM
TEACHERS TRAINING AND EDUCATION FACULTY
UNIVERSITAS BATANGHARI
JAMBI
2022

APPROVAL

This thesis entitled "The Students' Errors in Writing Descriptive Text at Seventh Grade Students Of Junior High School Laboratorium Jambi City."

Written by:

Name   : F.Margaretta Siagian

Student's Number   : 1800888203034

Study Program   : English Education

Faculty   : Teacher Training and Education

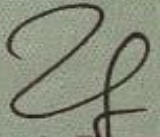Has been corrected and approved to be examined in front of the team examiners.

Jambi, July,28 2022

Accepted by:
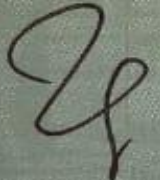
The First Advisor

Dr. Yanti Ismiyati, S.Pd., M.Pd

The Second Advisor

Ridho Praja Dinata, S.Pd., M.Pd

Approved by:

The Head of English Education Program

Ridho Praja Dinata, S.Pd., M.Pd
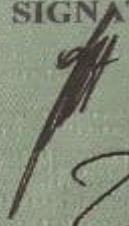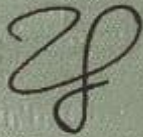
The Dean Of Teacher Training and Education Faculty
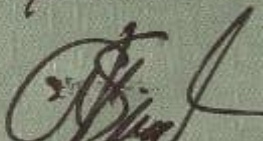
DR. H. Abdoel Gafar, S.Pd., M.Pd

LETTER OF RATIFICATION

This thesis entitled "The Students' Grammatical Errors in Writing Descriptive Text at Seventh Grade Students Of Junior High School Laboratorium Jambi City.", written by F.Margaretta Siagian , student's number 1800888203034, was approved by team of examiners Faculty of Teacher Training and Education Batanghari University on July 2022.

Team of Examiners

NAMES	POSITIONS	SIGNATURES
Dr. Yanti Ismiyati, S.Pd., M.Pd	Chairwoman	
Ridho Praja Dinata, S.Pd., M.Pd	Secretary	
Efa Silvia, S.Pd.,M.Pd	Main Examiner	
Siti Aisyah, S.Pd.,M.Pd	Examiner	
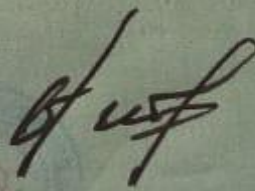
Ratified by:

The Head of English
Training   Education Program

The Dean of Teacher
and Education Faculty

Ridho Praja Dinata, S.Pd., M.Pd

DR. H. Abdoel Gafar, S.Pd., M.Pd

STATEMENTS OF WORKS' ORIGINALITY

I honestly declare that research paper I wrote does not contain any parts or works of other people, except those cited in the quotations and bibliographies, as scientific research should.

Jambi,July28,2022

The Researcher

F.Margaretta Siagian

MOTTO

"Whatever you are, be a good one."

"Start now,Start where u are,Start with fear,Start with pain.Start with doubt.
Start with hand shaking,Start with voice trembling;but Start,Start and don'
Start where u are,with what you have.Just Start."

" Kepada Mu ya Tuhan,Aku Berseru,Dan Kepada Tuhanku Aku Memohon.
Berharap Engkaulah Yang Akan Menjawab Aku,Ya Tuhan,Allahku."

(Mazmur 38:16).

ABSTRACT

Siagian,Margaretta,F.2022.”Student's Grammatical Errors in Writing Descriptive Text At Seventh Grade Students Of Junior High School Laboratoriun Jambi City”. A Thesis. English Education Study Program, Faculty of Teacher Training and Education. Batanghari University. Advisor I : Dr. Yanti Ismiyati, S.Pd., M.Pd Advisor II : Ridho Praja Dinata, S.Pd., M.Pd

Error is part of conversation or composition that is wrong from some received norm of language.Descrptive Text is the act making up correct in decribing something like person,things,place,animals and so on and transmitting them throught the visual medium,The formulation of the problem in this research is as follows:What kind of students errors in writting descriptive text found on the seventh grade of SMP Laboratorium Jambi city.The purpose of conducting this research is to know the student's errors in writting descriptive text at seventh grade of SMP Laboratorium Jambi City.Design of this research is descriptive research.The population of this research are 10 students.And research uses total sampling technique.The data of this research were collected through documentation.The data were analyzed using descriptive quantitative.The found at the seventh grade of SMP Laboratorium Jambi City.They are using of tenses.The error in writing descriptive text the kind of errors the students made in writting descriptive text at seventh grade of SMP Laboratorium Jambi City.a few of students haven't comprehended tenses that is used in writing descriptive text,and relevance,there are a few of students can't make relevancy in writing descriptive text well.

Students often make mistakes in writing descriptive texts about people, animals, objects, or procedures. When asked about the source of the error, they did not give a clear answer to the question, let alone an explanation of the source of the error. The purpose of this study was to analyze the types of errors made by students and find out why students made mistakes in writing texts. The method used in this study is a qualitative description. Fifteen seventh-grade junior high school students were the subjects in this study. Data collection was carried out by presenting tests to students to write three descriptive texts about people, animals, and procedures, and focus group interviews on finding out why students made mistakes. The data is based on seven indicators in writing, namely the title, main sentence, significant sentence development, sentence structure, grammar used, word use, and writing, and ten sources of errors that might cause students to make mistakes in writing. This study found that students made mistakes in describing people, animals, and procedures in the title, main sentence, significant sentence development, sentence structure, word choice, grammar, and mechanics. Meanwhile, the highest proportion of students' mistakes in writing is the students' indifference to their writing.

Keywords: Grammatical, Errors, Writing Descrptive Text.

ACKNOWLEDGEMENT

Praise and gratitude I pray to the presence of God Almighty who has given grace, blessing, health, and convenience so that the author can complete the thesis entitled" **"The Students' Grammatical Errors in Writing Descriptive Text at Seventh Grade Students Of Junior High School Laboratorium Jambi City."**

During the writing of this thesis, the author received a lot of guidance, assistance and motivation from various parties, so that the author was able to complete this thesis. Therefore, on this occasion the author would like to express his gratitude to:

1. My beloved parents S.Siagian and T.Gultom as my Parents who always give support and encourage me to finish this thesis.

2. Prof. Dr. Herri, MBA as the PJ Rector of Batanghari University.

3. H. Abdoel Gafar, S.Pd., M.Pd., as the Dean of the Faculty of Teacher Training and Education University of Batanghari.

4. Ridho Praja Dinata,S.Pd.,M.Pd. as the Head of English Department.

5. Dr. Yanti Ismiyati, S.Pd., M.Pd. as the first supervisor who always provides sincere and patient motivation, direction, and assistance in completing this thesis.

6. Ridho Praja Dinata,S.Pd.,M.Pd. as the second supervisor who always provides support, motivation, suggestions, and corrections in writing this thesis.

7. All the lecturers of the Faculty of Teacher Training and Education who have given the knowledge and inspiration to the author during the lecture.

8. My dearest sister Astrid Valentina Siagian.

9. To my bestei Elfi Nola Tumangger,Dian Lorenza Manalu,Ivanka
   Nainggolan,Yulia Cahya Salsalbila,Irma Kristina,Meidytia Rahayu,Qiqid
   Arta Heldina,Ismi Avia Febriyanti,Nova Althaboncia Siagian,Shidqi
   Archieyevia MK,ArthaEvelyn,Kharimah,Mulla,Mia,Anisa.S,Ayu
   Susanti,Rosalia Theresa.S,Debora Siregar,Maharani,Suci
   Wulandari,Tiara,Kak Nelmi,Ikna,Christina,Lisa,Hani
   Yulia,Seprina,Raya,Hazan.
   Yang who supported each other while writing this thesis.

The research realizes that this thesis is still far from being perfect. Therefore, the research hopes that there will be constructive criticism and suggestions so that this thesis can be better and more useful.

Jambi,July 28,2022

The Researcher

F.Margaretta Siagian

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is an international language which, in Latin terminology, also known as "lingua franca" (Iamsiu, 2013:1). English as a foreign language in Indonesia has influenced many aspects of life. Language has an important role on the intelect, improvement and society. In Indonesia, students who learn English are expected to master all language skills, so do English Education students. They are required to communicate in English well. English learning has main concern on the mastery of language competences to achieve functional level for communication both spoken and written. In English subject, there are four skill to be mastered by students as the goal of learning English. They are Listening, Speaking, Reading and Writing.

Thes four language skills are integrated to make the communicative competence. Therefore, each of the skills should be considered as equally important to be mastered. Listening and reading are referred as receptive skills, it is related with inputs which are comprehended by students when they are learning English. Meanwhile, speaking and writing are referred as productive skills, it is related with outputs or products which are produced by students after getting inputs from listening and reading activities. Slightly different from two other skills of English, speaking and writing enable people to voice out them in a communication.

Most peoples think that writing is the most complex skill among the four basic language skills. Learning a language is the same with learning its structure. Groups of

words have little or no meanings if they are not ordered in a way recognizable to the listener or reader. When learners write, they should think at the topic that they are going to write. Thinking about the topic is not easy; it requires a lot of times to get the topic. After getting the topic, they need to think about the supporting idea. They also have to think about the content of the writing, grammatical competence, the unity of the paragraph, the ideas, background of knowledge, information, and all the composition in written form to get a good writing. The last, they have to review and revise what they have just written. It was the reason why writing becomes the most difficult skill to be learnt, it is complicated and needs hard thinking (Meliyanti, 2013:3).

Writing English also meet to be exercised, practiced, and learned through experiences. To get experiences in writing, students have to do the exercises often. It purposed to make students get used to write English writing paragraph. The students will get a good writing by the number of frequency in writing exercises. If the frequencies of writing exercises are frequently carried out, certainly the students' writing skill will be excellent. But if the writing exercises are rarely, writing skill will not be developed yet. Anisa and Marlina (2014) said that writing is an important skill, because through writing the students can enhance their ideas, thoughts and experiences. Moreover to express their feeling, need and desire in writing form, the students need writing skills. It means that writing is one language skills to express idea, thought, feeling and opinion in written form. In order to make writing meaningful, one important component that should be correctly used is grammar.

Noviyanti (2013:1) said that grammar is one of the sub-skills which support in writing. But, the problem is, some of the students make an errors when they want to make

a sentence until its sentences become a good paragraph. It is known that English grammar is different from Indonesian grammar. Grammar is a fundamental aspect in writing. It reflects the meaning, genre, and the discourse of the writing product (Wahyuningsih, 2015). Faisan and Suwandita (2013) mention that grammar means the rules which structure our language. It means that grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language and grammar is also a theory of a language, of how language is put together and how it works. Thus, grammar is very important to be mastered by the students in their English skill.

If we talk about writing, it could relate to its kind, such as descriptive. And the ability to write descriptive text is one of the requirements of students at Junior High School based on the national curriculum in Indonesia. So, it is a must for the students to be able to write a descriptive text. At SMP Laboratorium, the researcher as a researcher found that students often do some errors especially with grammar. Some students think that it is hardly to learn and when they learn English they try to avoid the grammar because it is such confusing rules and hard so it's inflected into applying grammar rules learning language. In the end, the researcher suspects that there were many students who still made many errors in writing English paragraph and found difficulties in applying tenses, structure, syntax, semantic, lexical meaning, and phonology into sentences. Therefore, the teacher has an important role to reveal what kinds of errors that mostly the students do in writing and the causes of the errors they make. By knowing the errors, the teacher could improve their method in teaching and would avoid the errors by giving the extensive materials about the errors in writing. The students also would have better understanding of what they were learning and would be able to write correctly.

Those were the reasons why the researcher was interested in analyzing students descriptive writing by the title "**Analysis of Student's Grammatical Errors in Writing Descriptive Text at Seventh Grade Students of Junior High School Laboratorium Jambi City**."

1.2 Identification of the Problem

To make this research deeper and easier, in this study there are three identification of the problem.

1. Most peoples think that writing is the most complex skill among the four basic language skills.

2. Some of the students make an errors when they want to make a sentence until its sentences become a good paragraph.

3. At SMP Laboratorium, the researcher as a researcher found that students often do some errors especially with grammar.

1.3 Problem of the Research

The researcher decides to focus on relevant question to address for the purpose of this study is what are students errors in writing descriptive text?

1.4 Objective of the Research

The objective of this study is to find out the grammatical errors in students' writing descriptive text. Therefore, the objective of this study is to describe common types of grammatical errors made by the students at Seven Grade of State Junior High School Laboratorium Jambi City.

1.5 Significance of the Research

In this study, there are two significances of the study, namely.

1. This study is expected to be input in practicing and learning process especially for knowing the grammatical errors in students' writing descriptive text based on the surface strategy taxonomy at Seven Grade of State Junior High School Laboratorium Jambi City and give additional information and knowledge to the readers especially to the students and lectures in English Department who want to read this paper. The researcher hopes this study can give some suggestion for the teachers in teaching writing at Seven Grade of State Junior High School Laboratorium Jambi City.

2. The researcher also hopes this study will give new knowledge to the researcher itself about grammatical errors in students' writing descriptive text at Seven Grade of State Junior High School Laboratorium Jambi City.

1.6 Definition of Keyterms

1. Error

According to Noviyanti (2013:5) error is flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics' system of the target language; it will lead the students to make errors consistently.

2. Error Analysis

According to Noviyanti (2013:10) the errors analysis is a way of looking at errors made by the learners of the target language, as a source of information to the teachers,

which in turns helps them correct the students errors, and improves the effectiveness of their teaching.

3. Gramatical Errors

According to Choironi (2017:53) grammar can be defined as a set of shared assumptions about how language works. The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people.

4. Writing

According to Wardah (2018:6) writing is the process of discovering and shaping meaning. Implicit in this definition is that writing requires communicating that meaning to someone, whether this audience consists solely of the researcher or a group of people beyond the researcher. The need to communicate is one the humankind's dominant traits and writing is one of the best ways to communicate with one another.

5. Descriptive Writing

According to Noviyanti (2013:18-19) description is the way things look, smell, taste, feel, or sound, it can stimulate the reader's imagination to form sensory responses from all five senses.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Definitions of Writing

Some people think that among the four language skills taught in schools, writing is the most difficult skill to learn. It needs specialized skills that include the ability to express the researcher's opinions or thoughts clearly and efficiently. Therefore, writing is an important skill to be mastered in learning English as a foreign language. Dantes (in Soviyah and Etikaningsih, 2018:32) states that writing becomes one of the most important aspects of the language skills since it helps students expand the other language macro skills without them being aware of doing it. According to Utami (2014:10) writing is how to produce a written product. The process involves a series of thinking activities in which the researchers have to transform their ideas coherentlyand cohesively into written text.

Through writing we can express our ideas and thought in our attempt to make meanings. The writing itself means the complex skill because there are several aspects to be considered like the content, the form, grammar, style and coherence. It means the researcher should use good grammar and adequate vocabulary in making good writing. If someone has the ability to express their ideas into a sentence grammatically and effectively, the writing can be enjoyable for them. Of course, it is not enjoy for them only, but also for the readers because they can comprehend it easily (Jayanti, 2019:75).

Writing is very useful in our live because we can communicate, also can express ideas with a reader. There are some definitions of writing stated by experts. One of the experts is Harmer (in Turnip *et al*., 2019:174) stated, writing is a form of communication

to deliver thought or to express feeling through written form. A writing process has also been recognized as the effective way of learning English micro such as idioms, grammar and structure, pronunciation and vocabulary (Sattayatham and Rafanapinyowong in Aryanti (2016). Therefore, writing is one of English skills that must be learned by the students. To acquire it, the students should get sufficient writing practices. These practices are supposed to stimulate the students' skill in writing and expressing thoughts in a good passage. Without practicing, it's impossible to write well and effectively. During a writing process, in addition to having discussion with friends and or teachers, students usually need to explore their ideas by reading some articles, books, comic and watching some videos.

2.2 Steps of Writing Process

There are some step in writing process, Oshima and Hogue's (in Jayanti, 2019:76) says some steps in the writing process, such:

1. Step 1 (Prewriting): brainstorming.

2. Step 2 (Planning): developing an outline.

3. Step 3 (Writing): writing a rough draft.

4. Step 4 (Revising): editing the rough draft for content and organization.

5. Step 5 (Rewriting): writing a second draft, and proofreading it for grammar and mechanics.

6. Step 6: writing a final copy to hand in.

2.3 The Definition of Descriptive Text

According to Wardah (2018:16) descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. It means that Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. The goal subjective description is to create vivid mental images. To do that, students will use concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch). Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion (Husein and Plulungan, 2017:3).

2.2.1 Element of Description

There are some element of description, according to Meliyanti (2013:26) the element of description are:

1. Concrete details. A concrete detail is a specific description that supports, reflects, or expands a researcher's attitude or purpose.

2. Images. An image is concrete, literal (real, actual) description of a person, physical object, or sensory experience that can be known through one of the five sense (sight, sound, taste, touch, and smell).

3. Similes. A simile is a comparison using like or as, between two objects.

4. Metaphors. A metaphor is an implied (indirect) comparison between two things without the use of like or as.

5. Connotative language. Connotative words or phrases imply or suggest meanings different from theit dictionary definition; they may carry a positive or a negative meaning.

2.2.2 Kind of Descriptive Text

There are some forms on descriptive text. According to Mardiyah *et al*, (2014:282) descriptive text has three forms, they are:

1. **Description of a people**

People are different, and writing description of people is different. researcher is probably already aware of some of the complications because she or he has often been asked, "What's so-and-like?" In replying, researcher might resort to identification, an impression, or a character sketch, depending on the situation.

2. **Description of a Place**

A description of a place should include details to make it interesting for the reader such as a desert or city, view. Learning how to describe places and people lucidly is a vital skill for all fiction authors Effective descriptive words show mood and character in addition to appearance. The best descriptions draw us in and keep us rapt with attention, placing us in a scene.

3. **Description of a Things**

To describe a thing the researcher must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs (Husein and Plulungan, 2017:5).

2.4 The Definition of Error

To get clear understanding about the error, it is better for the researcher to consider several opinions given by some linguists. According to Dullay (in Noviyanti, 2013:5) error is the flawed side of learner speech or writing, those are part of conversation or composition that deviates from some selected norm of nature language performance. An other opinion, according to Brown (in Meliyanti, 2013:7) errors can be observed,

analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis‖.

From all definitions above, the researcher can summarize that error is an activity to observe, identify, classify, and interpreted the errors made by someone in speaking or in writing.

2.2.3 The Types of Error

In classifying the student's errors in writing descriptive paragraph, the researcher would like to use Corder theory. He stated four types error which will be explained below.

1. Error of Ommision

Error of omission is the absence of an item that should appear (Noviyanti, 2013:7). Ommision errors, which characterized by the absence of item that must be appeared in a well-formed utterance (Krashen, 2013:92). For further details, omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. Grammatical morphemes are more frequently than content words, its caused by the grammatical morphemes are more complex. For example in using tenses, the learner should be aware of the addition of the ending of the verb like -ed, -ing, -s (Dulay in Noviyanti, 2013:7).

2. Error of Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance (Krashen, 2013:92). There are three types of addition where

errors have been observed in the speech of L1 and L2, namely double markings, regularization, and simple addition (Dulay in Meliyanti, 2013:9).

3. Error of Selection

This error is made by the learner where the learner chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in error of selection, the learner supplies something even though that is incorrect (Noviyanti, 2013:8).

4. Error of Ordering

Error of ordering is the error where the items presented are correct but wrongly secuence (Noviyanti, 2013:8).

2.2.4 Error Analysis

According to Brown (in Meliyanti, 2013:7) errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis. Then, according to Meliyanti (2013:7) error analysis is an activity to identify, classify, and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

2.2.5 Goal of Error Analysis

Corder (in Noviyanti, 2013:13) makes a distinction between the theoretical and applied goal of error analysis. They are:

1. Applied goal aspect is, correcting and eradicating the learner's error at the expense of the more important and logically prior task of evolving an explanatory theory of learner's performance. In other word, the applied goal serves to enable the students to learn more efficiently by exploiting their knowledge.

2. Theoretical goal aspect is as worthy of study in and on itself as is that of child language acquisition and can, in turn, provide insights into the process of language acquisition in general.

2.5 Grammatical Errors

Grammar is a fundamental aspect in writing. It reflects the meaning, genre, and the discourse of the writing product (Wahyuningsih, 2015). Oshima and Hogue (in Wardah, 2018:9) said grammar is the study of the rules about how words change their form and combine with other words to make sentences. It also has influence to decide the meaning of the sentence. In addition, while focusing on grammar, the researcher should choose and use appropriate vocabularies to make or develop a text in order not to get ambiguity.

2.4.1 Kinds of Grammatical Error

Krashen (2013:92) classified error into four categories.

1. Linguistic Category

These linguistic category taxonomies classify errors according to either or both the language components and the particular linguistic constituent the error affects. The language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

2. Surface Strategy Taxonomy

A surface strategy of taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones: they may miss form items or miss order them. That surface elements of a language are altered in specific and systematic ways.

James in Suhono (2016:9) said errors can be classified into four types: omission, addition, misformation and misording. Then, James adds blend error as the category of surface strategy taxonomy. Omission and addition already the researcher explain in above.

a. Misinformation

James in Suhono (2016:10) said misformation are the error that characterized by the use if the wrong from of a structure or morpheme.

b. Misordering

James in Suhono (2016:11) said misording errors are characterized by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that already been acquired.

c. Blending

James in Suhono (2016:11) said error is sometimes called the contamination or cross-association or hybridization error. It is also called as combining or mixing (asubstance) with another so that the component parts undistinguishable from one to the other. The characteristic of blending is when two alternative grammatical forms combine each other to produce ungrammatical blend.

3. Comparative Taxonomy

This taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction.

4. **Communicative Effect Taxonomy**

It deals with errors from the perspective of their affection the listener or reader. There are two types of errors in this taxonomy. They are global errors and local errors.

2.6 Previous Studies

There are some studies related with the grammatical errors in writing.

1. A research done by Noviyanti entitle "*An Analysis On Students' Grammatical Errors in Writing Descriptive Paragraph (A Case study).*" A researcher used quantitative descriptive method with the purpose of the research wasto know the most frequent errors that the students make in writing descriptive paragraph, where the results was took 57.9% of the total errors. Moreover, 29.8% errors fell into error of omission and 7.6% errors fell into addition; whereas, for Misordering, it only took 4.7%.

2. A research done by Meliyanti entitle "*An Analysis On Students Grammatical Errors In Descriptive Texts Writing (A Descriptive Study in the Second Year Students of MTsN Satu Atap-Balaraja)."* A researcher used quantitative descriptive method with the purpose of the research wasto find out the grammatical errors in their descriptive writing text which are commonly made by the second year students' of MTs Negeri Satu Atap Balaraja and to find out the causes of errors that they made in descriptive text. The results was 20.9% students who made errors in word choice, 11.6% students who made errors in omission, 10.2% students who made errors in punctuation, 9.7% students who made errors in verb tense, 7.2% students who made errors in capitalization, 6.6% students who made errors in addition, 6.3% students who made
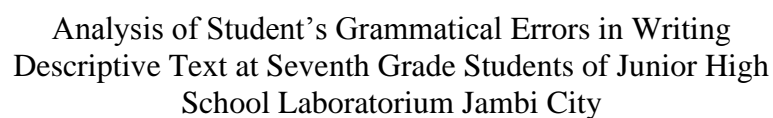
errors in spelling, 5.8% students who made errors in word form, 5.6% students who made errors in word order, 5.4% students who made errors in singular-plural, 3.9% students who made errors in article, 3.7% students who made errors in incomplete sentence, 2.4% students who made errors in meaning not clear, and 0.7% students who made errors in run on sentence.

3. A research done by Wardah entitle "*An Analysis Of Grammatical Errors In Students' Writing Descriptive Text At Eighth Grade Of State Junior High School 16 Jambi City.*" A researcher used quanitative descriptive method with the purpose of the research wasto find out the grammatical errors in students' writing descriptive text. The results was the dominant errors made by the students is Omission error because from five 5 data itself consist of two topics of descriptive text students always make mistake in Omission error. It was possibly caused by carelessness of the students. The carelessness was often closely related to lack of motivation.
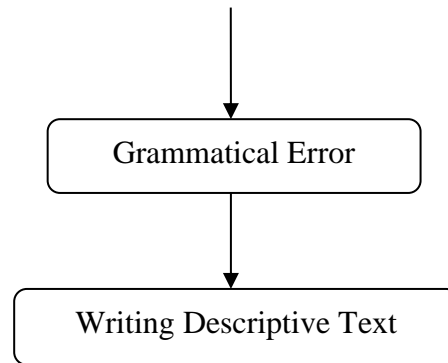
2.7 Conceptual Framework

This research have conceptual framework. Here the researcher describes below.

Figure 1. Conceptual Framework

Analysis of Student's Grammatical Errors in Writing Descriptive Text at Seventh Grade Students of Junior High School Laboratorium Jambi City

```
                    │
                    ▼
        ┌──────────────────────────┐
        │    Grammatical Error     │
        └──────────────────────────┘
                    │
                    ▼
        ┌──────────────────────────┐
        │  Writing Descriptive Text│
        └──────────────────────────┘
```

A conceptual framework can either be presented narratively or schematically, in order to make clear of the relationships existing between concepts arrived at, as a literature standpoint for the research. Narrative presentation of the conceptual framework implies describing the relationships between variables, theories and key phrases in words as plain text. Schematic presentation implies describing relationships between variables, theories and key phrases through the use of figures and illustrations (Shikalepo, 2020:3).

Figure 1 above shows a conceptual framework, revealing that grammatical errors in writing descriptive text at seventh grade students of Junior High School Laboratorium Jambi City.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Quantitative research methods are research methods based on the philosophy of postpositivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative, with the aim of testing predetermined hypotheses (Sugiyono, 2019:16-17). According to Creswell (2012: 13), quantitative research requires researchers to explain how variables affect another variable.

In this research, the researcher analyzes the data using descriptive quantitative. The descriptive research approach is a basic research method that examines the situation, as it exists in its current state. Descriptive research involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena (Williams, 2007:66).

In this study, the researcher uses the descriptive quantitative design, because it describes the grammatical errors in students' writing descriptive text at Seventh Grade Students of Junior High School Laboratorium Jambi City where the students had good skill in writing descriptive text and it can be seen from their writing. The researcher selected this method because it conveys a broader understanding of the grammatical errors in students writing descriptive text.

3.2 Populations and Sampling

3.2.1   Populations of The Research

This research is carried out at State Junior High School Laboratorium Jambi City. It is located on the on street Slamet Riyadi number 1, RT.4, Sungai Putri, Kecamatan Telanaipura, Jambi City, Jambi Province. The populations in this research were twenty student's in State Junior High School Laboratorium Jambi City.

3.2.2   Sample of The Research

Sample of this research on the first year in the academic year of 2021/2022 are the student's in State Junior High School Laboratorium Jambi City. The researcher will take ten students of class VII Junior High School Laboratorium Jambi City and the subject on class is the first year in the academic year of 2021/2022.

3.3 Research Instrument

The data in this research is in the form of sentences. It was the students' descriptive text writing assignment which the teacher had given as an assignment for the students. The sources of data in this study is the grammatical errors in students' writing descriptive text based on the surface strategy taxonomy at Seven Grade of State Junior High School Laboratorium Jambi City.

3.4 Technique of Data Collection

In this research, the researcher uses technique documentation. To get the data, the researcher takes some steps.

1. The researcher reads the students descriptive text paragraph on describing scorpion. It will help the researcher to know the students ability in writing.

2. The researcher determines VII class as the object of the research.

3. The researcher as the teacher gave the student's VII class the writing test.

4. Students have to finish to make paragraph of descriptive text in the class for 45 minutes.

5. The researcher collect student's writing test.

6. Then, the researcher analyzed student's work in order to find the error that made by the students.

3.5 Technique of Data Analysis

After all the data are collected, the researcher reads the students writing product and identifies the grammatical error made by the student. In identifying the grammatical error based on surface strategy taxonomy, the researcher uses theory proposed by James in Suhono (2016:9-11). To analysis the data, the researcher have some steps.

1. After arranging the data, the researcher gives correction to the students' writing one by one. The correction is adding underline in each of words, phrases or sentences which contain grammatical error and correct the error ones with the correct answer.

2. After giving correction to the students writing, the researcher underlines and classifies the data into five types of error according to James surface strategy taxonomy.

3. Describing the data systematically to the best understanding about grammatical errors problem. The researcher describes the data in the form of sentences and paragraphs.

4. Then, the researcher calculates the error by giving conclusion about the dominant error. It does not present in the form of percentage because it is a qualitative research.

5. The last, the researcher looks for the source of error to decrease the similar or different errors for other learners.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The writer has given an essay writing test. There were 10 students on the class as a sample. The test is an essay writing test about "scorpion. So that the students need to make a paragraph based on the insruction given. After conducting the test, the researcher analyzed the data from the students test to find out the errors that students made in his/her answer by circling each erroneous item. The result of this identification can be seen below.

4.1 Findings

In this research, the researcher analyses 10 data about descriptive text related to the researcher questions of the research. 10 data itself consist of topics of descriptive text about scorpion. After analyzing all of the data that is found in the student's writing, the researcher determines the source of errors, this is the data.

Table 1.
The Recapitulation of Students Error

No	Student Number	Types of Error			
		Error of Omission	**Error of Addition**	**Error of Selection**	**Error of Ordering**
1	Student 1	4	0	0	0
2	Student 2	1	0	0	0
3	Student 3	0	0	0	1
4	Student 4	0	0	0	1
5	Student 5	6	0	0	0
6	Student 6	0	0	0	0
7	Student 7	3	0	0	0
8	Student 8	2	0	0	0
9	Student 9	5	0	0	2
10	Student 10	6	0	0	2
	Total	**27**	**0**	**0**	**6**

Diagram 1. The Recapitulation of Students Error

The Recapitulation of Students Error
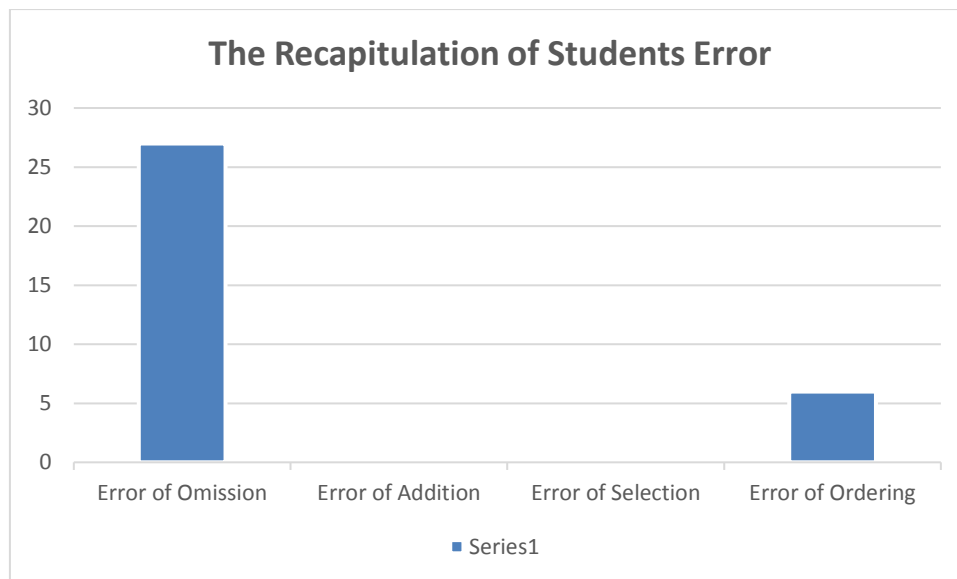
1. **Common Types of Grammatical Errors Made by the Students**

From the writing above, the researcher found some types of error. In classifying the student's errors in writing descriptive paragraph, the researcher would like to use Corder theory. Corder said errors can be classified into four types: error of omission, error of addition, error of selection and error of ordering.

In this study, the researcher found two types of error. Those type of error are error of omission and error of ordering. The researcher would like to talk more about the errors that get high frequency in the students writing descriptive text about scorpion. The classification error is explained below.

a. **Error of Omission**

Error of omission is the absence of an item that should appear. Ommision errors, which characterized by the absence of item that must be appeared in a well-formed utterance. For further details, omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes. Content

morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. Grammatical morphemes are more frequently than content words, its caused by the grammatical morphemes are more complex. For example in using tenses, the learner should be aware of the addition of the ending of the verb like -ed, -ing, -s.

The researcher found that in writing the story the students made descriptive parargraph error in omission, it can be seen below.

➢ Student 1

"Scorpions have eight *leg*. Scorpios are common in hot *countrie*: they are very bold and watchful. When any thing approaches, they erect their *tail*.

Scorpions are one of the largest of the insect tribe. Their can found in different countries, and of various *size*."

This sentence absolutely wrong. It should be "legs, countries, tails and sizes".

➢ Student 2

"Scorpions are one of the largest of the insect tribe. Their can found in different *countrie*, and of various sizes."

This sentence absolutely wrong. The student made wrong text as done by student 1. It should be "countries".

➢ Student 5

"Scorpions have eight *leg*, two *claw* and a dangerous tail. *Scorpion* are common in hot *countrie*: they are very bold and watchful. When any thing approaches, they erect their tails, and stand ready to inflict the direful sting.

Scorpions are one of the largest of the insect tribe. their can found in different *countrie*, and of various *size*."

This sentence absolutely wrong. The student made wrong text as done by student 1. It should be "legs, claws, scorpions, countries, and sizes".

➢ Student 7

"Scorpions have eight *leg*, two *claw* and a dangerous tail. Scorpions are common in hot *countrie*: they are very bold and watchful.

This sentence absolutely wrong. The student made wrong text as done by student 1. It should be "legs, claws and countries."

➢ Student 8

"Scorpions have eight *leg*, two *claw* and a dangerous tail."

This sentence absolutely wrong. The student made wrong text as done by student 1. It should be "legs and claws."

➢ Student 9

"Scorpions have eight *leg*, two *claw* and a dangerous tail. Scorpions are common in hot *countrie*: they are very bold and watchful. When any thing approaches, they erect their tails, and stand ready to inflict the direful sting.

Scorpions are one of the largest of the insect tribe. their can found in different *countrie*, and of various *size*."

This sentence absolutely wrong. The student made wrong text as done by student. It should be "legs, claws, countries, and sizes".

➢ Student 10

"Scorpions have eight *leg*, two *claw* and a dangerous tail. Scorpions are common in hot *countrie*: they are very bold and watchful. When any thing approaches, they erect their tails, and stand ready to inflict the direful sting.

Scorpions are one of the largest of the insect tribe. their can found in different *countrie*, and of various *size*. In some country, they are among the greatest pests that plague mankind: they are very numerous, and are most common in old *house*, in dry or decayed walls, and among furniture."

This sentence absolutely wrong. The student made wrong text as done by student 1. It should be "legs, claws, countries, sizes and houses".

In this study, the total error of ommision is 27 errors. Omission of "-s" Noun in plural form. In the plural form we can add "–s/-es" to singular noun. It indicates that singular is different with plural form. After analyzing the data, the researcher found an omission of –s/es noun inflection in plural form.

b. Error of Ordering

Error of ordering is the error where the items presented are correct but wrongly secuence. The term word order is often used to refer to the order of the elements in the clause, element which are, often each realizes by phrases or clauses rather than just one word: subject, verb, object, predicate and adverbials. Word order is sometimes the result from immediate communication strategy when the learner tried to express a meaning, which their competence contained no appropriate items or rules at all. Indonesian word order and English word order is different.

The researcher found that in writing the story the students made descriptive parargraph error in order, it can be seen below.

➢ Student 3

"Scorpions have eight legs, two claws and a dangerous tail. Scorpions are common in *countries hot*: they are very bold and watchful."

This sentence absolutely wrong. It should be "hot countries."

➢ Student 4

"Scorpions have eight legs, two claws and a dangerous tail. Scorpions are common in *countries hot*: they are very bold and watchful."

This sentence absolutely wrong. The student made wrong text as done by student 3. It should be "hot countries."

➢ Student 9

"Scorpions are common in *countries hot*: they are very bold and watchful. When any thing approaches, they erect *tails their*, and stand ready to inflict the direful sting."

This sentence absolutely wrong. It should be "hot countries and their tails."

➢ Student 10

"Scorpions have eight legs, two claws and a dangerous tail. Scorpions are common in *countries hot*: they are very bold and watchful.

In some country, they are among the greatest pests that plague mankind: they are very numerous, and are most common in *houses old*, in dry or decayed walls, and among furniture."

This sentence absolutely wrong. It should be "hot countries and old houses."

While the error of ordering that the researcher found is 6 errors. This error is sometimes as the result from interlingual transfer. The students got the influence of

the structure or order of their native language which is Indonesian language. The result of this identification can be seen as the following table.

4.2 Discussions

The result of the error analysis process showed that students committed error into two types: error of omission and error of ordering. Error of omission is the absence of an item that should appear (Noviyanti, 2013:7). Ommision errors, which characterized by the absence of item that must be appeared in a well-formed utterance (Krashen, 2013:92). Meanwhile, error of ordering is the error where the items presented are correct but wrongly secuence (Noviyanti, 2013:8).

From the frequency of each error types, omission was the error which most frequently produced by the students. Found 27 error from of the total errors. Moreover, for ordering, it only found 6 error from of the total errors. Whereas, for addition and selection error not found.

These errors were conducted because most of the students did not understand about the rules of English language as well, so that the students generalized the rule and applied it incompletely. Besides, errors occured because their mother tongue and their Indonesian logical thinking. To sum up, it showed that the usage of the grammar in writing descriptive paragraph is difficult for students. Therefore, they are still lack of understanding the English Grammar in term of tenses because in the Indonesian does not have the tense system that show the time of the event unlike English. Therefore, they tended to make errors in writing.

CHAPTER V

CONCLUSION AND SUGGESTION

After finishing the whole steps of this research, the researcher makes some conclusions considering the result of this research. Furthermore, related to the conclusion the reseracher also gives some suggestions.

5.1 Conclusion

Based on the data analysis and the discussion in the previous chapter, the researcher made conclusion that the ability of the Seventh Grade Students of Junior High School Laboratorium Jambi City in writing descriptive paragraph was still low. For the detail can be seen below.

1. The researcher found that there were 7 students who made errors in omission, 27 error from of the total errors.

2. The researcher found that there were 4 students who made errors in ordering, 6 error from of the total errors.

The errors came from many factors, the students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides, errors happened because of their first language (Indonesian logical thinking). Some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.

5.2 Suggestion

Error is something unavoidable in teaching and learning process of foreign language. Therefore, it can be improved by learn more about both enhance vocabularies and

grammatical function. Here are some suggestions that hopefully can be applied in teaching and learning process.

1. The teachers have to give interesting topics which are familiar for the students for they can enjoy and motivate them to keep writing. After that, the topic can be expanded to the difficult ones to give challenges in order to enhance the students' vocabularies.

2. The teachers should explain more about the grammar for the students can write grammatically correct.

3. The teachers have to pay attention to the students' errors and make them aware about their errors so they can make a correction by themselves and will not do the same error.

REFERENCES

Anisa, M., & Marlina, L. 2014. *"Teaching Writing Descriptive Text by Using Crossword Puzzle for Second Grade of Junior High School Students."* Journal English Language Teaching Program JELT, Vol 02.

Aryanti. 2016. *"The teaching of EFL writing in Indonesia."* E-Journal of Graduate Program of Pendidikan Ganesha University, 16(2).

Choironi, N. 2017. *"An Analysis of Students' Grammatical Error in Writing Descriptive Text Based on Surface Strategy Taxonomy at the Second Grade of Sman 1 Pesisir Tengah Krui."* Faculty of Teacher Training and Education University of Lampung Bandar Lampung.

Faisan and Suwandita, K. (2013). *"The Effectiveness of FRESH Technique to Teach Descriptive Paragraph."* Journal of Education and Learning. Vol.7 (4).

Husein, R., & Plulungan, A. H. 2017. *"Sumber Belajar Penunjang Plpg 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris, Kementerian Pendidikan Dan Kebudayaan Direktorat Jenderal Guru Dan Tenaga Kependidikan."*

Jayanti, A. D. 2019. *"Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang."* Academic Journal of English Language and Education Vol. 3, No. 1, 2019, IAIN Curup

Krashen, S.D. 2013. *"Principles and Practice in Second Language Acquisition."* America: Pergamon Press Inc.

Ma'mun, N. 2016. *"The Grammatical Errors On The Paragraph Writings."* Jurnal Vision, Volume 5 Number 1, April 2016.

Mardiyah, D., Saun, D., & Refnaldi. 2014. *"The Second Grade in Students' Writing Skills a Descriptive Text."* English Department, Faculty of Education and Art State University of Padang.

Meliyanti, R. 2013. *"An Analysis On Students' Grammatical Errors In Descriptive Texts Writing (A Descriptive Study in the Second Year Students of MTsN Satu Atap-Balaraja)."* A Skripsi.

Noviyanti, S. 2013. *"An Analysis On Students' Grammatical Errors In Writing Descriptive Paragraph (A Case Study at the Second Grade of SMPN 3 Tangerang Selatan)."* A Skripsi.

Shikalepo, E.E. 2020. *Defining a Conceptual Framework in Educational Research.*

Sugiyono. 2019. *Metode Penelitian Kuantitatif, Kualitatif R&D.* Bandung: Alfabeta.

Suhono. 2016. "*Surface Strategy Taxonomy On The Efl Students' Composition: A Study Of Error Analysis*." Iqra', Vol. 1, No. 2, November 2016.

Soviyah and Etikaningsih, D.R. 2018. "*Instagram Use To Enhance Ability In Writing Descriptive Texts*." Indonesian EFL Journal, Vol. 4(2) July 2018.

Wahyuningsih, S.K. 2015. "*Grammatical errors analysis in the descriptive writing of the semester 3 students of English Education Department of STAIN Gajah Putih*." Journal Of Education, Volume 8, Number 1, November.

Williams. 2007. *Research Methods*. Journal of Business & Economic Research. Volume 5, Number 3.

Zohrabi, M. 2013. "*Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings*." Theory and Practice in Language Studies, 3, 254-262.

Additon 1

DESCRIPTIVE TEXT

Scorpions have eight legs, two claws and a dangerous tail. Scorpions are common in hot countries: they are very bold and watchful. When anything approaches, they erect their tails, and stand ready to inflict the direful sting.

Scorpions are one of the largest of the insect tribe. Their can found in different countries, and of various sizes. In some country, they are among the greatest pests that plague mankind: they are very numerous, and are most common in old houses, in dry or decayed walls, and among furniture. Their sting is generally a very deadly poison.

Addition 2

Addition 3

Name: ~~Elvoni~~ Amel

scorpions have eight leg, two claw and a dangerous tail.
scorpions are common in countrie hot:
they are very bold and watchful. when any thing approaches, they erect their tails, and stand ready to inflict the direful sting.

scorpions are one of the largest of the insect trible. their can found in different countrie, and of various size. In some country they are among the greatest pests that plague mankid: they are very numerous, and are most common in house old, in dry or decayed walls, and among furniture.

Name: Shania

scorpions have eight leg, two claw and a dangerous tail. scorpions are common in countrie hot: they are very bold and watchful. When any thing approaches, they erect tails their, and stand ready to inflict the direful sting.

Name & Bagus   Date

scorpions are one of the largest of the insect tribe. Their can found in different countrie, and of various size. In some country, they are among the greatest pests that plague mankind. they are very numerous, and are most common in old houses, in dry or decayed walls, and among furniture. Their sting is generally a very deadly poison.