

AN EXAMINATION OF GRAMMATICAL ERRORS IN DESCRIPTIVE TEXT WRITING

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Abstract

The purpose of this study was to find out the mistakes made by class VIII students of SMP Negeri 15 Tanjungpinang in writing descriptive paragraphs. The subjects of this study were 26 students. The method used on this research is descriptive research. The facts on this study have been taken from the writing test. In this study, the researcher used an error classification based on Azar's book, namely agreement, verb tense, spelling, article. The data was analyzed qualitatively. This research found 60 errors and the most errors were spelling.

Keywords: Grammatical Error, Descriptive Paragraph, Writing.

I. Introduction

English becomes one of the languages learnt widely by the people in this world Johnson (2001), all English is becoming the most essential language in the world, therefore many people are now learning English for English as a universal language Subroto (2015). Listening, speaking, reading, and writing are the four essential abilities required to acquire a language, particularly English. In the teaching and study of English, all abilities must be enhanced. Writing is challenging, so students must have thorough comprehension, cognitive analysis, and linguistic synthesis in order to pattern the language in order to convey thoughts, emotions, and feelings to listeners or readers through writing. One of the four abilities in English is writing. Writing, unlike reading and listening, is a talent that allows us to express our thoughts in written form. Students must learn how to write. Students need to write in order to explain their thoughts using words and phrases. There are two forms of writing in English: descriptive and narrative. Here the writer will look at grammatical faults in descriptive text. Descriptive text describes or depicts people, animals, things, or locations by describing their traits or nature.

The grammatical blunders can also be defined because the errors at morphological and syntactical stages. In conclusion, a grammar blunders is an error that does not observe the regulations or standards that determine the formation and interpretation of phrases, phrases, or sentences into a large unit. According to Burt (1974), a grammatical error is an error that is not suitable for the grammatical rules that may make writing not good. According to Linse (2005), writing is a way of thinking as well as a means of communication, writing can develop social relationships and social expectations because writing is one of the tools in communications. One important aspect of writing is the word because we write to arrange the sentences by applying the rules of writing itself. It is not only about an idea. According to Anderson, M & Anderson (2003), the descriptive text describes a particular person, place, or thing. It means that descriptive text is designed especially about a person, a place, or things. They also stated descriptive text to tell about the subject by describing its feature without including personal opinions. In step with Azar (2000),

in this book varieties of mistakes fall into fourteen classes; settlement, verb disturbing, article, word order, incomplete sentence, spelling, punctuation, capitalization, article, that means now not clear, and a run-on sentence.

The difference between previous research and this study is that the first record collection uses an analytical documentation approach, whereas I use the observation method. The second research instrument used in this study is an exercise in writing descriptive sentences, which is collected immediately. collected from student assignments, then grouped based on which sentence exercises are included in grammar, and the author's final study employs three strategies: documentation, interviews, and focus groups. The goal of this study is to determine which of the four faults (article, tense, agreement, and spelling) has the most errors.

II. Research Methodology

In this research the researcher used qualitative research. Qualitative research is research that understands empirical and systematic human or social problems which are carried out with words and views obtained from information sources (Creswell, 2012; Shank, 2002). The research instrument in this used by researcher writing test. To discover the grammatical error, the data was evaluated using three methods: data reduction, data display, and conclusion drawing Creswell (2012).

III. Result and Discussion

The study's findings were classified into two categories: data minimization and data display. The researcher looked at how pupils struggled to grasp descriptive texts by having them write essays. In this article, the author examines the explanation of a student's blunders in writing a descriptive paragraph. The author identified four types of errors: settlement, verb aggravating, article, and spelling.

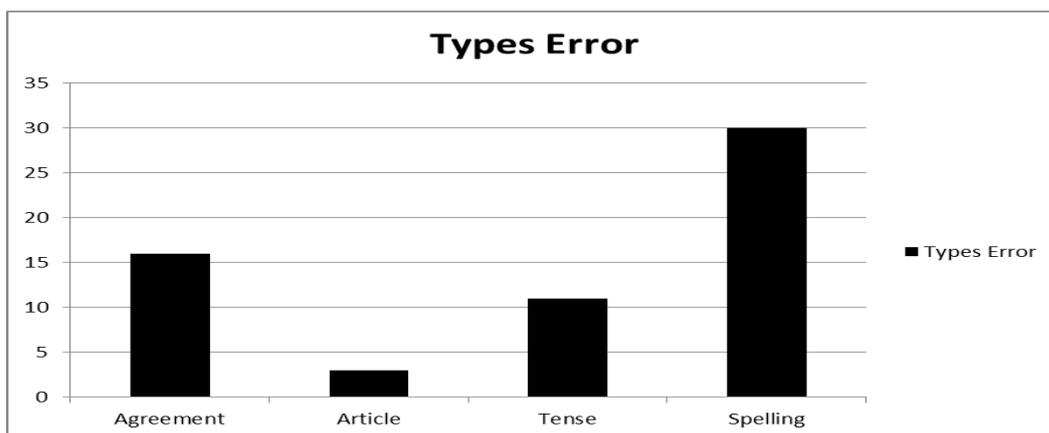


Figure 4.1 Diagram of Grammatical Errors

In this section, the discussion includes the findings obtained from the analysis of students' grammatical errors in descriptive text sentences. In this study, the researcher identified all grammatical errors made by way of students in writing descriptive textual content sentences. After that, the researcher classified all errors based on Azar (2000). Finally, based on the findings of the students' error categorization in writing descriptive paragraphs, the researcher identified the most common error. When examining the data, the researcher discovered four faults in the writing

activities of the pupils. Based on the exam findings in this study, the researcher discovered 60 students' faults in writing descriptive paragraphs after recognizing the data. Identification is a technique for determining the sorts of errors. Spelling mistakes accounted for 30% of all errors in descriptive writing, followed by completeness errors (15%), irritating errors (5%), and article sentence problems (3%). Based on the diagram table above, the writer calculated the effects of errors and discovered that the most common grammatical errors committed by students in writing descriptive texts were spelling errors of up to 30, and the fewest errors were found in articles with three errors.

IV. Conclusion

The study's findings attempted to determine what flaws were discovered in the four categories of grammatical errors employed by the researchers. After assessing the information and categorizing it into four categories: agreement, tense, article, and spelling, the majority of mistakes, according to the study, were in the area of spelling terms.

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