GRAMMATICAL ERROR ANALYSIS ON STUDENTS' DESCRIPTIVE WRITING OF 4TH SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF STAIN GAJAH PUTIH

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Abstract. The purpose of this study is to analyze the grammar errors of students in writing descriptive paragraphs and explore the most dominant types of errors made by students. The population of this study is the fourth semester of English Education students at STAIN Gajah Putih Takengon which consist of two classes and 37 students. The author takes one class as a sample, namely TBI B. The sample is taken by Random Sampling because both classes have the same quality and are taught by the same lecturer. Data is collected from the student midterms answer sheet. The test results were analyzed using quantitative descriptive methods. The results showed that there were 92 mistakes made by students in writing descriptive paragraphs. 43.47% of these errors occurred in Disinformation, 26.08% were in addition, 21.73% errors in omission and 13.11% in misordering.

Keywords: grammatical, errors, analysis, writing.

Introduction

`   In learning English, writing usually becomes an obstacle for students. They faced difficulty in expressing their idea and transfer it into written form. However, writing well is necessary for students, as Ur stated "Writing ability is important part which must be owned by students in English because with writing, students can pour their ideas and their opinions freely to others". But, practically writing is very complex activity; it needs a combination between process and product. Getting and combining the ideas is the process of writing. As Brown states that writing is simply graphic representation of the spoken language and its written performance, it much like oral performance the only difference lying graphic instead of auditory signals. As a complicated job, writing needs others skills to make it good such as unlimited vocabulary and good grammatical structures.

Having a good grammar structure may make students easier to structure their words and sentences in writing. Their idea and information may transfer properly to the readers. Grammatical structure is needed to help the writer to develop sensitivity in ordering the words and sentences. It also makes the writing more readable and easier the reader to catch the information. Having a good grammatical structure will help students to develop the ability in combining sentence to paragraphs then paragraph into short composition.

The importance of grammar has been discussed by some experts. It is supported by Ur (1988) "There is no doubt that a knowledge-implicit or explicit of grammatical rules is essential for the mastery of language; you cannot use words unless you know how they should put together"[1]. The same thing also stated by Le Tourneau (2002), "Grammar is the discipline that studies the structure of sentence in human language. English grammar then is the study of sentence of English". It means studying grammar will help students to

make a good sentence in English. Having a good sentence in English means comprehend in English spoken and written. It is the reason why we should have grammar correctly.

However, lack ability in grammar is one of the students' problems in writing. Students need to understand many complex materials such as tenses, articles, preposition, and distribution of words and so on. The incapability in grammar may bring the students to make some errors. Dulay stated that 'an error is noticeable deviation from the adult grammar of a native speaker'. it means that learners make errors because they lack of knowledge of target language's rules and they made the same errors in other times.

Based on Corder's theory, there are three kinds of errors which usually made by students, they are: error of omission, error of addition, error of selection and error of misordering. This study is purposed to find out the types of grammatical error in students writing of 4th semester of STAIN Gajah Putih.

Literature Review

1. Concept of Error

According to Dullay, (1982: 139) 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. Brown, (2000: 215) has different opinion. He gives more attention on the Interlingual competence of the speaker. He defines an error as noticeable deviation from the adult grammar of a native speaker reflecting the Interlingual competence of the learner.

From all definitions above, the writer can summarize that 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.

Error and mistake are not the same thing. But most the people still misunderstand about the definition of both. To be more clarified betweenerror and mistake. Julian Edge, (2001: 99) suggests that mistake can be devided into two broad categories: "slips (that is mistakes which students can correct themselves and which therefore need explanation), and attempts (that is when a student tries to say something but does not yet know the correct way to saying it)." From explanation above, it can be concluded that error is systematic and the students cannot be self-corrected, because it reflects the student's competence in the target language. On the contrary, a mistake is an error that students can be self-corrected,because it is only the result of the students" performance.

It is inevitable when students make an error inprocess of language learning. Fundamentally, learning is a process that involves the making of mistakes, error, misjudgment, etc. So, that is why students will make an error in their process of acquiring new language because students find manydifferent characteristic of language which is different in their own mother tongue. However, it is important for the teacher to recognize the errors. Thus, for the students will not do the same errors. The study of learner's error is called by the linguist as Error Analysis. It is away of looking at errors made by the learners of the target language. Error analysis is an independent source of valid data. It provides information on student's error and also improves the effectiveness of their teaching. Apparently, errors give the sign to the teacher and researcher how target learning is successfully achieved. According to Corder as quoted by Brown, (2007: 257)

"A learner's errorare significant in that they provide to the researcher and the learner is employing in the discovery of the language.11The writer tries to conclude that error analysis is a way of looking at errors that made by the students because inevitably the students will make errors in the process of acquiring new language system.

Error analysis was born as a response of Contrastive Analysis theory which claimed that L1 is the source of errors made by students. Contrastive Analysis is based on theory of behaviorism which assumes that language is a set of habit formation. On the other hand, Error Analysis believes that learner's errors are not only caused by L1 but alsodeal with the learning process in the classroom. Therefore, making mistakes is unavoidable in learning process; it is natural. Errors indicate three important aspects of language learning: the first aspect is show what the learner has acquired and what remains to be learned, secondly, provide information on how language is learned and acquired, and what strategies and procedures a language learners is utilizing, the last aspect is serve as a guide to the language learners with aspect to hypothesis about the nature of the target language.

In addition, in classifying the student"s errors in writing descriptive paragraph the writer would like to use Corder theory. He stated five types error which will be explained below. The types of errors are error of omission, error of addition, error of selection, error of ordering.

a) Error of omission is the absence of an item that should appear. "Errors of omission where some element is omitted which should be present." The learner omits the item that should appear in the good utterance. "Omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes."[2] Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs. Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition.Example: *Angelina is an actress.* From the explanation and example above, the word *Angelina* and *actress* are content morphemes because *Angelina* and *actress* is noun and has a mayor meaning. The words *is* and *an* are grammatical morphemes because they are verb auxiliaries and article, and they are also play a minor meaning in that sentence.

b) Error of Addition. Addition is the opposite of omission. Addition is the presence of an item that must not appear in well-formed utterences.[3] In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element. For example: *She didn't studied yesterday.* From the example above, the learner want to tell that *she didn't study yesterday*. She knows that to tell the past event, she has to use the past verb, but she puts two items for the same features; *didn't* and *studied.*

c) 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 errors of selection, the learner supplies something even though that is incorrect. For example; *I buyed a novel two days ago.* A past tense marker is put by the learner, but it is incorrect.

d) Error of Ordering. Error of ordering is the error where the items presented are correct but wrongly sequences. For example, *I have pen blue.* From the example above, the items are correct, but the writer doesn"t put the items in the appropriate order.

2. Concept of Writing

According to Celce-Murcia, (2001: 94) 'writing is the ability to express one's idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement'. It means that in writing, one expresses ideas, opinion, feeling or experience that somebody read or heard into the written form to develop his writing skill. He should arrange his idea in the form of words, phrases, clauses and paragraphs so that his writing can be understood and read clearly.

Ur, (1996: 161) said that: "writing is a learned skill". From this statement the writer tries to identify that writing is a skill which can be learned by anyone by practice intensively because writing is not an automatic skill. Writing is used as a tool for communication by the people who want to communicate with others. Remembering that writing is more than the language is used to express and communicate with others.

Miller, (2006: 47-69) on his book; Motives for Writing explained the motives of writing. Purpose of writing is essentially the same as motive of writing; both terms are used to describe what a writer hopes to accomplish. There are motives of writing such as:

a) Writing to understand experiences.
b) Writing to report information.
c) Writing explain information.
d) Writing to evaluate something.
e) Writing to analyze images.
f) Writing to analyze texts.
g) Writing to persuade others.
h) Writing to inspire others.
i) Writing to amuse others.
j) Writing to experiment with form.

The writer tries to conclude that many reason when people want to write something because the purpose of writing is the essentially the same as the motive of writing. It depends on what the writer's need. It can be to get the information, to explain information or to amuse others or etc like what the writer mentioned above.There are a number of types of writing task that most of us will be familiar with, both as teacher and from our own language learning experienced simplifying for the moment, they can be listed under three broad headings.

a. Free writing

Free writing is writing without stopping. It means writing comes to the mind without worry that everything they write is correct or incorrect. The purpose is to free up the mind so that is can make association and connection.Apparently, at the other end of the spectrum, a free writing task requires learners to create an essay on a given topic, often as part of a language examination. Sometimes students are simply invited to write on a personal topic, their hobbies, what they did on holiday, interesting experiences and

the like. Other material provide a readingpassage as stimulus for a piece of writing on a pararel topic, usually with comprehension questions spread between the two activities.

b. Controlled writing

If the focus of a language program is on accuracy, then schemes for controlling learner's writing output will obviously predominate. The students will focus to practice on getting words down on they paper and they have to concentrate one or two problems all the time. Controlled writing focuses the student's attention on specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax. The range of activity types is considerable, and typical approaches include:

1) Providing a model sentence and asking students to construct a pararel sentence with different lexical items.
2) Inserting a missing grammatical form.
3) Composing sentences from tabular information, with a model provided.
4) Joining sentences to make a short paragraph, inserting supplied conjunctions (but, and however, because, although.

c. Guided Writing

It is an extension of controlled writing; it is less controlled than controlled writing. In using this kind of writing to teach writing, students are given a first sentence, a last sentence, an outline to fill out, a series of question to respond to, or information to include in their piece of writing, students should be able to discuss, make notes, and share finding together before they begin to write. In guided writing, the students will not make a serious errors if they follow the instruction which are given by their teacher.

Writing is usually grammatically more complete than speaking. In speaking, one speaks supported by tone of voice, gesture, mimic and context. He can correct his error's utterances by himself. While in writing, one communicates through the language itself. Written language cannot be changed once since it has been printed/written out, thus writer should arrange his words accurately to create an understandable message.

Writing starts from a simple piece of writing then develops into a more complicated level in which elements of structure and vocabulary are involved. Davies-Pearse (2002: 101) classify 'writing into low-level skills (handwriting or typing, spelling, constructing grammatical sentences, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, structuring, drafting, and editing)'. In addition, Rivers (1981: 294) also classifies 'writing activity into writing practice (grammatical exercise, the construction of simple dialogue, uncomplicated translation exercise, dictation, and the cloze procedure) and expressive writing or composition (the writing of instruction, reports, resumes, concrete descriptions, or essential correspondence connected with everyday affair)'.

Writing skill firstly begins by using language expressively and imaginatively like writing diary or letters to friends and then the writer can practice writing critically until they are able to produce good writings. Reading from many sources, listening, watching television, and talking to others can inspire good writings. Writing is a complex process which converts the words into written form. Writer should arrange his/her idea into words, clauses, phrases and sentences in order that his writing can be read and the content can be understood.

Teaching writing is an activity to encourage students to write. Meyers (2005: 2) states that writing is a way to produce language you do naturally when you speak. It means that writing is a process of delivering ideas through written text or translating what is on mind through written language. In order to students can make good writing, they should formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar.

In the school setting, Keys (2000 in Graham, 2007: 9-10) states that writing plays two distcint but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating and revising text) to accomplish to a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject matter'. From definition above, it can be concluded that writing enables student to express their ideas which is supported by evidence and conventions in order to make good pieces of writing.

Teaching writing skill can be difficult for any teacher, since approach of learning will be different for almost every student. Some students will learn quickly, while others will need some encouragement and more attention to ensure they understand what they are being taught. Teaching writing should focus from product into process which promising the students to be more competent in writing because it focuses on developing the ideas to produce optimal writing.

Quoted in Brown (2001: 335), process approaches do most of the following:

a) Focus on the process of writing that leads to the final written product.
b) Help student's writer to understand their own composing process.
c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
d) Give students time to write and rewrite.
e) Place central importance in the process of revision.
f) Lets students discover what they want to say as they write.
g) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer and closer to intention.
h) Encourage feedback from both the instructor and peers.
i) Include individual conferences between n teacher and student during the process of composition.

The teachers' understanding of what learning is will determine his or her understanding of what teaching is. She can begin the teaching by involving students in what type of activities are interesting to the students. By choosing a topic that involves the students, teacher provides a context within which effective learning on the target area can be understaken. Giving revision and corrective feedback is the effective ways to build the reader oriented awareness and at the same time it is also the ways to handle the big classes. The revision such as necessary changes in material, corrections and improvements in words, sentences, and paragraphs.

d. Descriptive Writing

Descriptive writing is one of types of writing. Lincoln (1986, p.86) stated that descriptive used to create visual image of people, place even units of timedays, times of day, or a reason. It''s maybe used also to ilustrate more than outward appearance of

people. And this kind of writing may tell about the traits or character or personality. While Hafferman (1986,p. 83) stated that A paragraph that describes is called a descriptive paragraph, in a descriptive paragraph, the writer describes. The purpose of writing is to give a picture or to describe about something. However, Simon (1998, p.21) stated that description can serve several purposes as follow:

a) it can ilustrate the basis on which you are making inferences, that will allow readers to imagine the physical object involved in the writer experience.
b) it can provide visual images to make the essay lively and concrete
c) it can reflect criteria for comparing two subjects.

Overall, Fink (1983,p.3) in that the purpose of description is

Purpose	Description
To entertain	An amusing description of a teenager"s bedroom
To express feeling	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much.
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in.
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one.
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fluit.
To persuade (to convince the reader that some music videos degrade women)	A description of a degrading music video.

3. Related Literature

Grammatical error analysis have discussed and become the topic of research. Two of them come from Santi Noviyanti and Lulu Meilina Alfiyani. Noviyani discuss about An analysis on students' grammatical errors in Writing descriptive paragraph, while Alfiyani took the title "An analysis of grammatical error in writing among second semester students of English department of Yogyakarta State University. Dulay's, Burt and Krashen theory became Alfiyani's main key data analysis. She used mix quantitative and qualitative method. Based on the analysis, she found that there are 281 errors in omission, 119 times error in misinformation, there are 189 errors in addition and 6 times error in misordering.

While Noviyanti, who used Junior High school students as the sample found that 29.8% error occurred in omission, 7.6% errors fell into addition and 4.7% errors emerged in misordering. It can be assumed that both university students and junior high school students have the same difficulty in writing, indeed in grammar structure.

Research Methodology

The approach of the study is descriptive qualitative with case study. This study is aimed to describe the types and the causes of the errors in students writing. This study was conducted in STAIN Gajah Putih Takengon. Students of 4th semester of English Education Department were the subject of the study. There two classes but the sample of this study is TBI class B which consists of 19 students. The sample is taken by random sampling.

Writing test is used as the instrument of collecting data. The test was held on May 13, 2019. The writer asked the students to answer the mid test of Philosophy of education. Students should explain two questions descriptively. In the test, students were allowed to open dictionary. There is no treatment given before the test. It means that this study is not an experimental study. In analyzing the data, the writer used Error of analysis of Corder's theory. As the writer explained before, there are four items consisted in this instrument: error of omission, error of addition, error of selection and error of misordering.

To test the validity of the instrument, the writer used content validity where the writer asked the experts to analyze whether the instrument was proper or not. Hartoyo stated, Content Validity means in testing the content should use format familiar to the students. The content should fit to the students' level such elementary school students got the lower level of difficulty than junior high school students'. The writer used inter-rater reliability to test the reliability of the instrument and to recheck the data collection's results.

Descriptive qualitative is the technique used in analyzing the data. There are five steps in this study, they are: data collection, error identification, error qualification, error description and error explanation (Ellis and Bakhuizen, 2005:51). To collect the data, the writer identified and analyzed the error of sentence pattern based on students' writing. Then, the errors were categorized into each category, quantified each item of errors to obtain the percentage of each error.

Findings and Discussion

After collecting the writing forms, then the writer identified and analyzed the errors by Dulay. et al (1982);

1) Omission, in this type, there is word or some words which are disappear, for example; *he eating*, it should be *he is eating*. To be *is* is lost.
2) Addition. This type is the opposite of omission. In this type there is which does not fit with the sentences, such as *She is eats pineapple.* To be *is* should be omitted because it does not need to be added in the tense.
3) Selection means failure employing a form into others form. For example: *her dance with my sister. Her* is not kind of pronoun which is used as subject.
4) Misordering. This type of error means the misplacement of a morpheme in a phrase or sentence. For example; *The cat has a tail long. Long* is an adjective, so it should be placed before the noun; *The cat has a long tail*

After classifying the data, next the writer counted the frequency of each error. The calculation of the grammatical error is shown in table 1.

Table 1. The Recapitulation of Students' error

No	Students' Number	Types of Error			
		Omission	Addition	Selection	Misordering
1	Students 1	2	1	1	
2	Students 2	1	3	2	1
3	Students 3	1	1	3	
4	Students 4	2		3	1
5	Students 5	3	2	1	1
6	Students 6		2	1	
7	Students 7	2	1	3	1
8	Students 8	2		1	
9	Students 9		1	4	
10	Students 10	2	1	2	1
11	Students 11	1	2	3	
12	Students 12		2	4	
13	Students 13	1		2	1
14	Students 14		1	1	
15	Students 15	1	2	1	2
16	Students 16		2	2	
17	Students 17	1		1	
18	Students 18		2	3	
19	Students 19	1	1	2	
		20	24	40	8
	Total	92			

From the table above, the writer describes the percentage of errors as follows:

1. The error of omission = 20/92 x100% = 21, 73%
2. The error of addition = 24/92 x 100% = 26.08 %
3. The error of selection = 40/92 x 100 % = 43.47 %
4. The error of misordering = 8/92 x 100% = 8.69%

The percentage above provides information about the highest and the lowest errors appears in each types of error. The highest is in error of selection with 43.47% and the lowest is in misordering in 8.69%. After getting the data above, then the writer analyzed it below:

1. There are 21.73 % of errors appears in omission, means that the error which is characterized by the absence of an item that must be appear in a well form utterance. In this type of error, 20 errors are made by students, they omit such kind of necessary words such as words, morphemes and phrases : *philosophy education important to learn.* There are four words which must occur in that sentence, they are : *of, is, be and learnt* (Past participle used due to passive voice) . The correct answer is *Philosophy of education is important to be learnt.* Another example of error is *we get many advantage in learn Philosophy of education.* In this sentence, there two omission, the first is in plural noun of advantage, it should be *advantages* because before the noun there is word *many* which indicated more than one or plural form. The second error is

gerund form after preposition *in.* In that sentence, the student only writes *in learning,* where it should be written by *in learning.*

2. 24 times or about 26.08% of errors in addition appears due to students add some unnecessary word in their sentences. Example of error such as *Progressivism is appears in…* This sentence is incorrect, to be *is* should be omitted, this sentence should be written *Progressivism appears in.* Another kinds of error happened in this sentence: *Many experts from Parrennialisms believing that education is…* In this sentence the main verb is *believe,* it should be written without final *ing.*

3. About 43,47% of errors emerged in disinformation or the highest error. Many students or about 40 errors are made in subject verb agreement, such as *philosophy of education have four isms.* Verb *have* in that sentence should be changed with *has* because *education is a singular noun,* so the correct sentence is *Philosophy of education has four isms.* Error in disinformation was also found in this sentence: *Some experts in progressivism ever state that…* In this sentence, students misinform in using the correct tenses, the correct sentence should be written by *Some experts in progressivism have stated that…*

4. The lowest error is in misordering, where about 8% of students still have difficulty in placing the word order or incorrect placement of a morpheme or group of morphemes in an utterance or writing For example: *philosophy of education has isms four.* The correct order is *philosophy of education has four isms.* Another error is *each ism has its characteristic own by them.* Ineffective sentence emerged in this sentence where the correct sentence should be written by *each ism has its own characteristic.*

After classifying the errors, then it is needed to now the source of error. To get the data about the source, the writer used Comparative Taxonomy by Corder where the result can be seen below:

Table 2. Source of Error

No	Comparative Taxonomy	Total of Errors	Percentage (%)
1	Intralingual	37	35.57
2	Interlingual	21	20.19
3	Ambiguous	29	27.88
4	Unique/Other	17	16.36
Total		104	100%

The table above provides information about the highest source of error is in intralanguage with 35.57% followed by ambiguous with 29 errors or 27.88%, the third is interlingual with 20.19% and the lowest is unique with 16.36%.

1. The source of error in intralingual factor means that the student's attempt to build up hypothesis about English language from their limited experience of misleading information provided by the teacher, faulty presentation in a textbook or a memorized pattern that is not contextualized which reflect the general characteristic of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn condition under which rules apply. The error which found in this source such as:

People are forget about the essential of philosophy of education. Subject *people* do not need *to be* to agree with verb *forget*. Other error is in using word '*need'* as in sentence *This study need to learn,* the correct sentence is *this study is need to be learnt.* The total error in this source is the highest where there are 37 errors or 35.57%.

2. The second source of error is ambiguous, it means the errors reflect the learner's native language structure and the types found in written works/speech of children acquiring a first language. Usually, in Bahasa, there is no additional word used for plural form as in English form. This is the reason why Indonesian students may have difficulty in writing plural form, as seen in the sentence: *Progressivism has four ism.* The word '*ism'* in that sentence is singular but it should written in plural form because there is word *'four'* as an indicator that there is more than one ism. The total error in this source is 29 or 27.88%

3. The third percentage is interlingual with 20.19% of errors. Interlingual often referred to as mother-tongue interference or negative transfer. It reflects native language structure regardless of the internal process or external conditions that spawned them. The example in this source of error is *philosophy education important to learn.* There is interlingual error that should be "*philosophy education is important to be learnt*". This sentence is caused by interference of native language sentence.

4. The lowest source of error emerged in unique, it produces 16.36% errors. Unique factor occur when the student build his first language development, it must be unique to second language and since it is not interlingual, some must be unique reflections of creative construction. Example of error is *Some exprets in progresvisme have stated that….* There are two error, they *exprets* which should be written by *experts* and *progresvisme* which should be change with *progressivism*

Conclusion

The total error in students' writing is 92 errors, where the highest is in disinformation with 43,47% and followed by error in addition with 26.08%. The third highest error is in omission, where 21.73% errors appear, and the lowest error is in misordering with 8.69 % error or only 8 times. It can be assumed that subject verb agreement still becomes an obstacle for students in learning grammar structure. However word order is the easiest material for students in understanding grammar. From the source of errors, it can be summarized that the highest error is in intralingual with intralanguage with 35.57% followed by ambiguous with 29 errors or 27.88%, the third is interlingual with 20.19% and the lowest is unique with 16.36%.

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