



**AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING  
DESCRIPTIVE TEXT BY GRADE VIII STUDENTS OF MTS  
ZAINUL HASAN GENGGONG PAJARAKAN PROBOLINGGO**

*SKRIPSI*

BY

**JOANA ROSE DANI**

**NPM 218.01.07.3.034**



**UNIVERSITAS ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**ENGLISH EDUCATION DEPARTMENT**

**2022**



**AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING  
DESCRIPTIVE TEXT BY GRADE VIII STUDENTS OF MTS  
ZAINUL HASAN GENGGONG PAJARAKAN PROBOLINGGO**

***SKRIPSI***

**Presented to**

**Faculty of Teacher Training and Education**

**University of Islam Malang**

**in partial fulfillment of the requirements for the degree of *Sarjana*  
in English Language Education**

**BY**

**JOANA ROSE DANI**

**NPM 21801073034 ★★**

**UNISMA**

**UNIVERSITY OF ISLAM MALANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION DEPARTMENT**

**2022**

## ABSTRACT

**Dani**, Joana Rose. 2022. *An Analysis of Grammatical Errors in Writing Descriptive text by Grade VIII Students of Mts Zainul Hasan Genggong Pajarakan Probolinggo*. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Prof. Dr. H. Junaidi Mistar, M.Pd., Ph.D.; Advisor II: Muhammad Yunus, S.Pd., M.Pd.

**Keywords:** Analysis Errors, Descriptive Text, writing.

Writing is one of the important language skills because it is used in students' daily activities. Students should actively think while writing to turn their thoughts and ideas into written communication in a continuous and useful process. Some of the problems faced by grade VIII students of MTs Zainul Hasan Genggong Pajarakan Probolinggo in writing English stem from the structural differences between Indonesian and English, as well as their lack of knowledge about how to write well. In addition, the students' lack of interest in learning English. The last point is that students only practice based on their textbooks, giving them little opportunity to express their ideas in writing or speaking in English.

The purpose of this study was to determine the extent of knowledge about writing English students in the school environment in Islamic boarding schools, by knowing what types of errors and the frequency of each type of error made by students in writing descriptive texts in class VIII MTs Zainul Hasan Genggong Pajarakan Probolinggo. For the research design, this study used a quantitative descriptive method. The subjects in this study were 25 students of class VIII IT MTs Zainul Hasan Genggong Pajarakan Probolinggo, selected based on interviews with English teachers. The data collection technique used was a writing test with one of these themes ((1) Describing oneself, (2) Describing favorite place, (3) Describing favourite idol, (4) Describing hobby, or (5) Describing friend) in a composition consisting of 100-250 words and within 45 minutes. There are 4 categories of grammatical errors, omission, addition, misformation and misordering. The research procedure consisted of six steps; organizing and preparing data for analysis, reading all of the data, beginning a detailed analysis with the coding process, using the coding process, interpreting and meaning the data, and drawing conclusions.

Based on the results of data analysis, there are four types of grammatical errors in writing descriptive text made by grade VIII Of MTs Zainul Hasan Genggong Pajarakan Probolinggo, including omission, misformation, addition, and misordering totaling 181 errors. The occurrences of omission error is 83 or (45.8%). The occurrences of misformation error is 71 or (39.2%) (the occurrence misformation error in article were 8 items (11,2%), 6 items (8,4) of preposition, 27 items (38,02) of verb, 8 items (11,2%) of noun and 22 items (30,9%) of pronoun). The occurrences of addition error is 23 or (12.7%). The occurrences of



misordering is 4 or (2.20%). Thus most common errors made by students in writing descriptive text is omission.



## CHAPTER I

### INTRODUCTION

This chapter presents about general background of research, research problem, objective of research, significance of research, scope and limitation of the research, and definition of key terms.

#### 1.1 Background of Research

Writing is one of the skills that must be mastered by English learners. These skills are important in students' daily activities, such as writing letters. It will be easier for students to write letters if they know how to write a good and correct letter. Writing skills will help students in expressing the ideas that are in their minds in assembling essays or completing writing assignments given by teachers at school. Therefore, having the ability to write is very beneficial for students in life, including success in their school work.

Students must actively think while writing in order to convert their thoughts and ideas into written communication in a continuous, fruitful process. According to Frazier (2001), writing is a thinking activity because it requires the writer to pour their thoughts or ideas into written form, giving them structure and a logical order. Sometimes, the problem emerges when the students lack a solid understanding of how to create written work with the proper structure and clear arrangement that will make their work readable for the reader.

Writing can take on a variety of forms, including narrative, descriptive, recount, report, explanation, analytical exposition, hortatory exposition, procedure, and more. Descriptive writing is about sensory experience, visual

experience, as well as awareness of how something appears, sounds, and taste (Kane, 2000). The statement of Noprianto (2017) is followed by the claim that the process of writing descriptive text involves a number of activities, including telling characteristics clearly, beginning with naming them, classifying them, and dealing with their attributes, behavior, functions, and so on. This allows the reader to possibly imagine what the writer is writing about without actually seeing the object or person in question.

The majority of English language learners still struggle to write descriptive texts. The difficulty comes from the various structural, grammatical, and stylistic differences between Indonesian language and English. Additionally, EFL students have problems translating meaning from the Indonesian language to the English context so that the reader may understand the final product (Ariyanti, 2016). That is what causes some of the students' descriptive language to contain incorrect statements. Several problems also when teachers have big classes to teach, additional issues arise, and the goal of teaching writing to the students may be undermined. In this case, time also being a big challenge for the teachers to have the students' writing improve because to accomplish a good composition in English. However, new techniques in teaching writing are needed to develop the students' writing outcomes (Ariyanti, 2016). The researcher is motivated to analyze errors with this problem. This goal makes it clear that second year MTS students must be able to write descriptive texts. The difficulty is that writing is the most difficult skill to learn. Because of that, this research is expected to help teachers and students to increase awareness in the process of teaching and



learning English because writing is complicated, the writer has to do everything at once. Writers must produce words, sentences, paragraphs, and extended compositions simultaneously.

In learning English, making error is fundamentally human in learning process. It is possible for students to make errors unconsciously when they are writing. When writing it is possible for students to accidentally make errors. Error method is a widely strategy employed by linguists to resolve this issue. According to Azevedo and Corder (1983) errors are frequently made by learners who have not yet mastered the linguistic system. They still require the teacher to have a deeper understanding of the subject. Even though errors are stigmatized in the study of English as a second language, error analysis benefits both students and teachers. Error analysis is necessary for students to see what aspects of learning are challenging for them, and it is necessary for teachers to evaluate whether the teaching strategy is to responsibility for the error. In other words, since they are unfamiliar with English grammar, they may make errors. Because their language system tells them so, the kids believe that they speak proper English even when they do not. According to Corder in Kearney and Ellis, (2006), there are five steps in error analysis: selecting a sample of students, identifying errors, describing errors, explaining errors, and evaluating errors.

Due to the fact that writing English for Indonesian learner is difficult since English is different from Indonesian structure. Therefore, learning English is different from learning Indonesian language. Thus, the students who learn English may produce many errors in their writing. Some of them are confused in using it

in their writing; for example, “Jacket black” it should be “Black jacket”. This error happens because the students translate Indonesian language to English directly. In other words, the students influenced by Indonesian students thinking. Another error example produced by students is in spelling. For example, most of them write “Cheks“ the right one is “Cheeks”. These are a few example of writing mistakes made by students who are learning English as a foreign language. Because of this, the majority of students choose to learn speaking above writing. It is more difficult to write well than it is to speak, read, or comprehend a language. Some difficulties with students' English writing are based on by structural differences between Indonesian and English, as well as their lack of knowledge of how to write well.

According to Sasmiasih (2014), some problems with students' English writing come from structural differences between Indonesian and English, as well as from their lack of knowledge of how to write well. Grammar mistakes were committed by the students, including the following: singular-plural, word form, word choice, verb tense, add a word, remove a word, meaning not clear, run-on sentences, and the adjective. Because the teachers' inability to effectively explain adjective rules, students only have a limited understanding of them. Additionally, the instructor failed to explain the distinctions between Indonesian and English adjectives. The teacher simply provides a general explanation of adjectives. The final point is that students only practice based on their textbooks, giving them little opportunity to express their ideas in writing or speaking in English. In other words, the errors are due to factors like being tired, uncertain, worried, or



unfocused, while the students have not learned the knowledge or they do not understand those language principles. According to the summary above, the writer chooses that topic because she found that many students made mistakes when writing descriptive text, even when they did so correctly. The majority of them lack knowledge of grammar usage guidelines when composing descriptive texts.

From the results of interviews conducted by researchers with the English teacher for class VIII MTs Zainul Hasan Genggong Pajajaran Probolinggo, she explained that students' ability to write descriptive texts had not been fully mastered by students. This opinion is also reinforced by the low results of students descriptive text writing, with an average score of 65. This is a problem because an average score of 65 for the level of MTs students do not meet the minimum criteria of completeness or kkm. Many factors cause the lack of student scores, one of which is the limitations of effective writing learning media in the Islamic boarding schools to support student creativity and some students say that writing is difficult. They have difficulty in finding writing ideas.

Many factors cause students' lack of ability to write descriptive text. the researcher conducted research at MTs Zainul Hasan Genggong because to find out the extent to which the ability to write descriptive texts of students in Islamic boarding school and what are the causes of students' lack of writing ability by knowing what grammatical errors students make in writing descriptive texts and what are the solutions for the teacher to minimize student errors.

Based on previous study was from Dewi (2011) who conducted the research entitled “An Analysis of Grammatical Errors in Writing Descriptive Paragraph made by The Second year Students of SMP Muhammadiyah 06 Dau Malang”. From the data analysis, the students made 230 errors from 30 students composition. The types of errors were 89 errors (38,70%) of misformation, 86 errors (37,39%) of omission, 32 errors (13,91%) of misordering, and 23 errors (10%) of addition. Based on the total percentage of each type of errors, it was concluded that the dominant errors in descriptive paragraph made by the second year students of SMP Muhammadiyah 06 Dau Malang was misformation error.

The second previous study was from Amin (2021), entitled “An Analysis of Grammatical Errors in Writing Descriptive Text made by Tenth Graders Of SMAN 2 Tarakan”. The subjects of this research were 28 students. It used descriptive qualitative method design. Data were collected using written test. Errors found in the student writings were analyzed using correction symbol of Oshima and Houge (2007) and classified using the theory from Dulay et al. This research focused on the classification of errors found in students’ writing. The result showed that there were 153 errors found in students’ descriptive text, analyzed based on Surface Strategy Taxonomy. The researcher found there were 101 errors of misformation (66%), 33 errors of omission (21%), 18 errors on addition (12%), and 1 error on misordering (1%).

Another previous study was investigated Ruhanee (2018) entitled “An Analysis of Grammatical Error in Writing Descriptive Text by Thai Students in University Of Muhammadiyah Malang”. This research was conducted based on

the fact that there were many errors in writing descriptive text made by Thai students of University of Muhammadiyah Malang. This research used a qualitative research design. The research instrument used in this research was writing test. The writing test used was in form of descriptive writing. Furthermore, the subject of this Thai study was third semester 2016/2017 Academic year at the University of Muhammadiyah Malang. The writer took 5 Thai students as the sample. In analyzing the data, the researcher used Surface Strategy Taxonomy. From the frequency of each error types, omission was the error which most frequently produced by the students. There are 22 errors (46.80%) of omission errors. The second place is addition with 10 errors (21.27%). After addition, the students also committed errors in form of misformation. There are 8 misformation errors (17.02%) made by the students. The lowest frequency of error is misordering (14.89%). To sum up, it showed that the usage of the grammar in writing descriptive paragraph is difficult for students.

From all previous studies, these previous studies were used as a reference in conducting this research. The research subjects and the academic year are different in this study. The similarity between this study is analyzing grammatical errors and using the same technique in analyzing the data, namely according to Dulay et al. (1982) there are 4 categories of errors, omission, addition, misformation and misordering. And based on the research above, no one has researched at the MTs in Islamic boarding schools. Therefore, I will examine the types of errors and to find out the errors that most often occur in students in

writing descriptive texts in the eighth grade of MTs Zainul Hasan Genggong Pajarakan Probolinggo.

Referring to the examples above, the researcher thinks that an error analysis plays an important role to know what kinds of error that the students mostly do in writing paragraphs, and the causes of the error they make. So, from the grammatical error analysis results, will be beneficial for the teacher to implement the best teaching strategy in writing class. Those are the reason why the researcher is interested in analyzing students' writing error. Therefore, the researcher would like to conduct the research under the heading "*An analysis of grammatical errors in writing descriptive text by grade VIII students of MTS Zainul Hasan Genggong Pajarakan Probolinggo*".

### **1.2 Research Problems**

Based on the previous explanations, the researcher tried to identify some problem as below:

1. What are the types of errors made by students in writing descriptive text at *Grade VIII Students of MTS Zainul Hasan Genggong Pajarakan Probolinggo*?
2. How is the frequency of each type of errors that students make in writing descriptive text at *Grade VIII Students of MTS Zainul Hasan Genggong Pajarakan Probolinggo*?

### **1.3 Objectives of Research**

According to the research problems above, the objectives of research can be identified and describe as follows:

1. To know what are the types of errors made by students in writing descriptive text *at Grade VIII Students of MTS Zainul Hasan Genggong Pajajaran Probolinggo.*
2. To find out frequency of each type of error in writing descriptive text *at Grade VIII Students of MTS Zainul Hasan Genggong Pajajaran Probolinggo.*

#### 1.4 Significance of Research

Based on the research objectives above, this research is expected to provide theoretical and practical uses for researchers or other parties. The uses can be described as follows.

##### a. Theoretical significance

This research is expected to add new insights and knowledge that can be used as a reference for further research on analysis of grammatical errors in writing descriptive.

##### b. Practical significance

From a practical point of view, the results of this study are expected to provide the following uses.

##### 1. For Students

For students, by knowing the mistakes in their writing, the researcher hopes that this study will give significant input to the students, to know and understand the differences English structure and Indonesian for writing their ideas in English.

##### 2. For Teacher

For language teachers, by being aware of students' writing errors, it will be easier to evaluate what methods can be used for learning or other methods that minimize students' writing errors.

### 3. For Researcher

This research is a valuable experience for self-evaluation and increasing knowledge to develop English knowledge, especially in English grammar.

## 1.5 Scope and Limitation of the Research

In order to conduct effective and efficient study, the researcher focuses on analysis of grammatical errors and the frequency of each type of errors in writing descriptive text. It is conducted at grade VIII I or IT students of MTS Zainul Hasan Genggong Pajajaran Probolinggo. The limitation of this study was on the types of grammatical errors based on linguistic category according to Dulay et al. (1982).

## 1.6 Definition of Key Terms

In order to prevent confusion, the terms used in this study are defined as follows:

### 1. Analysis

Analysis is process of breaking down prepositions, concepts, linguistic complexes or facts into straight or true transitions. In the analysis of this study, the description of students' errors in writing descriptive texts at Grade VIII Students of MTS Zainul Hasan Genggong Pajajaran Probolinggo.



2. **Error**

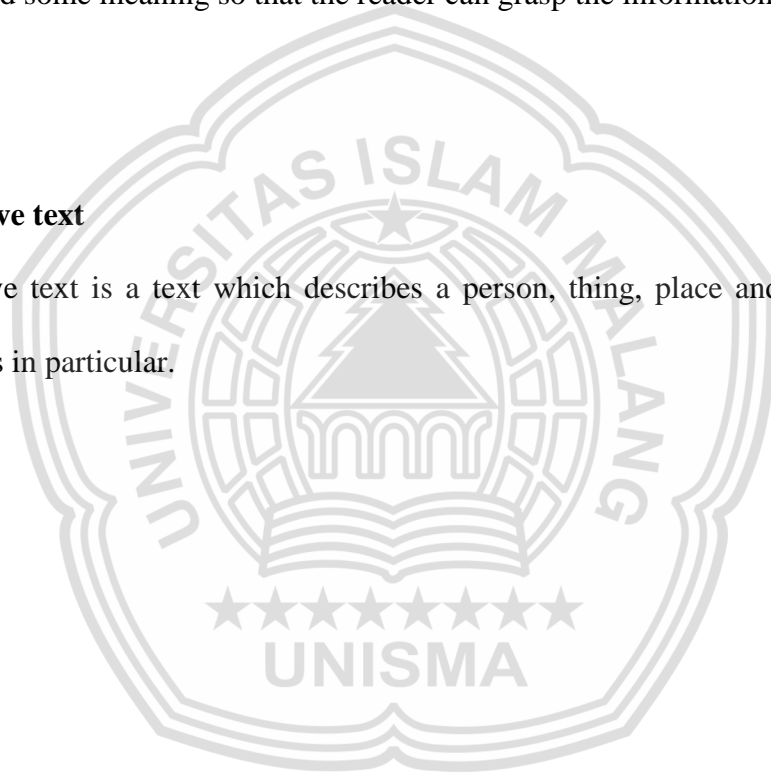
A condition of sentence structure or word order that is not in accordance with correct English writing standards.

3. **Writing**

Writing is the act of putting graphic symbols that present language to convey an idea and some meaning so that the reader can grasp the information.

4. **Descriptive text**

Descriptive text is a text which describes a person, thing, place and certain conditions in particular.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and some suggestions for the lecturers, the students, and future researchers.

#### 5.1 Conclusion

The conclusion of this study are all based on the findings. There are four types of grammatical errors in writing descriptive text made by grade VIII Of MTs Zainul Hasan Genggong Pajarakan Probolinggo those were omission, misformation, addition and misordering. The frequencies of each grammatical error in writing descriptive text by grade VIII students of MTs Zainul Hasan Genggong Pajarakan Probolinggo total errors were 181 errors. The occurrences of omission error is 83 or (45.8%). The occurrences of misformation error is 71 or (39.2%) (the category of misformation error in article were 8 items (11,2%), 6 items (8,4) of preposition, 27 items (38,02) of verb, 8 items (11,2%) of noun and 22 items (30,9%) of pronoun). The occurrences of addition error is 23 or (12.7%). The occurrences of misordering is 4 or (2.20%). The most common error make by students in writing descriptive text is 83 occurances or about (45.8%) in ommision. Hence, we conclude that the students most common error is ommision.

The sources of the grammatical errors in writing descriptive text by grade VIII students of MTs Zainul Hasan Genggong Pajarakan Probolinggo are interlingual transfer, limited knowledge of English grammar, and carelessness. The findings of this study shows that although students have learned they still

have the possibility to make an error in terms of grammar because they still produced some of grammatical errors in their writings descriptive text.

## **5.2 Suggestions**

The researcher give some suggestions for the lecturers, the students, and future researchers.

### **5.2.1 The Teachers of English Language Education**

It is known that students still have problems in producing English grammar in their descriptive text, especially in omission and misformation of verb errors. Thus, it is important for teachers to focus on teaching grammar, improve vocabulary learning and how to use verbs in students' writing skills in schools to minimize omission and misformation errors. To avoid difficulties in learning English, teachers should provide more grammar exercises both orally and in writing, so that they do not encounter obstacles in the learning process.

### **5.2.2 The Students of English Language Education**

Researchers hope that students pay more attention in using English grammar. Students are expected to focus on doing writing exercises to minimize errors in reducing vocabulary and using verbs and don't forget to peer feedback before publishing their writing.

### **5.2.3 Future Researcher**

The researcher hopes that the next researcher will be able to prepare everything as well as possible in conducting research and also be able to follow up on this research. In addition, the researcher hopes that the findings of this study



can inspire future researchers to describe further interviews with students about omission and misformation errors.



## REFERENCES

- Amin, R. A. (2021). An Analysis of Grammatical Errors in Writing Descriptive Text made by Tenth Graders of SMAN 2 Tarakan.
- Anandan, D. K. (2015). *Assesment For Learning*. Tiruchirappalli: Bharathidasan University.
- Anderson, B. (2005). *Stretching*-Revised Edition. California: Shelter Publications
- Brown, H. Douglas. 2007. *Principle of Language Learning and Teaching*. Person Education: New York.
- Ariyanti, A. (2016), The Teaching of EFL Writing in Indonesia, *Dinamika Ilmu*, 16(2), December 2016, pp 263-277.
- Choironi, N. (2016). Errors Analysis of Students' Writing in Descriptive Texts Based on Surface Strategy Taxonomy at the second grade of SMAN 1 Pesisir Tengah Krui. English Department, Lampung University.
- Creswell, John W. (2012). *Research Design Pendekatan Kualitatif, Kuantitatif, and Mixed*. Yogyakarta: Pustaka Pelajar.
- Deporter and Heracki. (2002). *Technical Writing: Principles, Strategies, and Readings*. New York: Pearson Education.
- Derewianka, B. (1990). *Exploring how texts work*. Newton: PETA
- Dewi, F.U. (2011). An Analysis of Grammatical Errors in Writing Descriptive Paragraph made by The Second year students of SMP Muhammadiyah 06 Dau Malang.
- Dulay, H. *et.al.* (1982). *Language Two*. New York: Oxford University Press.
- Ellis, R. *et.al.* (1994). *The Study of Second Language Acquisition*. Oxford University Press.
- Frazier, S., and Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. *TESOL Quarterly*. <https://doi.org/10.2307/3587655>
- Harmer, J. (2001). *How to Teach English*. Edinburgh: Pearson Education Limited
- Harmer, J. (2004). *How to teach Writing*. Harlow: Pearson Education Limited
- Hidayati, W. (2016). English Grammatical Errors in Abstract Section of Civil Engineering Students' Thesis of Diponegoro University. *LANTERN (Journal on English Language, Culture and Literature)*, 5(1), Article 1. <https://ejournal3.undip.ac.id/index.php/engliterature/article/view/11408>

- Hyland. (2004). *Second Language Writing*. New York: Cambridge University Press
- Isnaini, S. M. (2014). An Analysis on Text Types of Reading Texts in National Examination. Partial Fulfillment of the Requirement for the Degree of Sarjana Sastra.
- Kane, T. S. (2000). Kane - The Oxford Essential Guide To Writing.pdf. *Age and Ageing*.  
<https://doi.org/10.1080/10570314.2013.788202>
- Kearney, J., and Ellis, R. (2006). The Study of Second Language Acquisition. *TESOL Quarterly*. <https://doi.org/10.2307/3588082>
- Meliyanti, R. (2013). An Analysis on Students' Grammatical Errors in Descriptive Texts Writing. (A Descriptive Study in the Second Year Students of MTSN SatuAtap-Balaraja).
- Nafisah, N, and Kurniawan, E. (2007). *Writing for General Communication*. Bandung: UPI Press.
- Noprianto, E. (2017). Student's Descriptive Text Writing In SFL Perspectives. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*. <https://doi.org/10.21093/ijeltal.v2i1.53>
- Rinastuty, (2014). Analysis Students' Errors in Writing Descriptive Text Using Present Tense. English Study Program, Asahan University.
- Ruhanee, H. (2018). An Analysis of Grammatical Error in Writing Descriptive Text by Thai Students in University of Muhammadiyah Malang.
- Saragih, N. et, al. (2014). The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematang Siantar. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 57.
- Sasmiasih, E. (2014). Error Analysis on The Students Writing of Descriptive Text ( A case study at second grade students of SMP PGRI 2 Ciputat)
- Suprijadi, S. M. (2015). Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu Fitrah Insani. *ELTIN journal* Vol 3/1, 40.