

**A GRAMMATICAL ERROR ANALYSIS OF WRITING DESCRIPTIVE
TEXT OF THE TENTH YEAR STUDENTS OF SMAN 1
KARANGNONGKO IN ACADEMIC YEAR 2023/2024**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirement for Undergraduate Degree in
English Education Study Program



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2024

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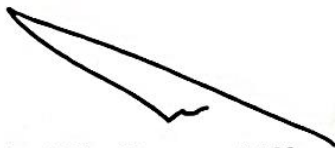
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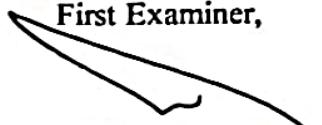
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**A GRAMMATICAL ERROR ANALYSIS OF WRITING DESCRIPTIVE TEXT OF THE TENTH YEAR STUDENTS OF SMAN 1 KARANGNONGKON ACADEMIC YEAR 2023/2024**”. It is not plagiarism or made by others. Anything related to others’ work is written in quotation the source of which is listed on the bibliography. If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 10th July 2024



Intan Pratiwi

MOTTO

Janganlah kamu bersikap lemah, dan janganlah kamu bersedih hati, padahal kamulah orang yang tinggi derajatnya, jika kamu orang yang beriman

(QS. Ali Imran: 139)

It is okay to be scared, It is okay to cry. Everything is okay. But giving up should not be an option. They always say that failure is not an option. Failure should be an option. Because when you fail, you get up and then you fail, then you get up, that keeps you going. That's how humans are strong. A failure is an option. It should be an option. But giving up is not, never.

Muniba Mazari

“Kesulitan bukanlah penyebab dari suatu kegagalan, melainkan pikiran buruk kitalah yang mendatangkan kegagalan itu sendiri”

The Writer

PRESENTATION

This thesis is presented to:

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I realize that this thesis is far from perfect and still has many shortcomings because my limited knowledge and experience. Therefore, I expect suggestions and criticism from readers for this thesis to be perfect. Finally, I hope that this thesis can provide benefits for everyone, especially for English teachers, students in SMA N 1 Karangnongko and other researchers.

Klaten, 10th July 2024

The writer

Intan Pratiwi

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ABSTRACT

INTAN PRATIWI. NO: 2011200003. English Education Study Program. Faculty of Teacher Training and Education. Widya Dharma Klaten in 2024. A Grammatical Error Analysis of Writing Descriptive Text of the Tenth Year Students of SMA N 1 Karangnongko in Academic Year 2023/2024.

The problem study of the study is, “What are grammatical errors in descriptive text writing done by the tenth year students of senior high school of SMAN 1 Karangnongko in academic year 2023/2024?”. The aim of this study is to describe the grammatical errors on descriptive text writing that are done by the tenth year students of Senior High School.

The strategy of the research which is used in this study are qualitative and quantitative. In this study, the data are the students’ ungrammatical sentences in writing descriptive text which is done by the tenth year students of SMAN 1 Karangnongko in academic year 2023/2024. In this study, the source of the data is the tenth year students’ writing descriptive text made of SMAN 1 Karangnongko in academic year 2023/2024. The data are collected from the students’ tasks of writing in paragraphs. The erroneous sentences concern grammatical errors made by the tenth year students in writing descriptive text of SMAN 1 Karangnongko in academic year 2023/2024. In this study, the writer uses descriptive qualitative techniques to analyze the types of errors in the data. The writer also uses quantitative techniques to count the number of each type of error.

After analyzing all of the data taken from the tenth year students of SMAN 1 Karangnongko in academic year 2023/2024, the writer can find some sentences having grammatical errors; they are 27 omission, 12 addition, 51 misformation, 2 misordering, 3 omission and addition, 15 omission and misformation, 3 omission and misordering, 8 addition and misformation, 1 addition and misordering, 2 misformation and misordering, 5 omission, addition and misformation, 2 addition, misformation, and misordering.

Keywords: grammatical, error analysis, writing, descriptive text.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is a linguistic skill that contains grammar and vocabulary and is usually used to convey thoughts and opinions through text which aims to provide information, convince, entertain, and others. Writing is a fundamental linguistic skill for mastering English (Al Marwani, 2020). Writing is the activity of recording language on a piece of paper that is used to express ideas and messages by using language structures and vocabulary (Anjayani, 2016). Writing is the literary activity that involves putting thoughts into words with the purpose of informing, persuading, or amusing (Dalman, 2015). According to the explanations above, writing is a linguistic ability that is used to express ideas, provide information, convince and others.

Writing is a very important linguistic ability because it is used to communicate with others, develop thinking skills, express ideas, improve different linguistic ability like speaking and reading. Writing is one of the crucial language skills to learn, master, develop, and improve other language skills (Astuti et al., 2020). Writing is essential because it has a lot of advantages, there are expressing one's personality, communication, develop thinking skills, make logical arguments (Chappell, 2007). Even though writing is very important for our lives, there are still some people who think that writing

is difficult.

Students struggle to learn English because it is not their native language. They also occasionally commit mistakes and errors during the process of learning a language. This is a frequent problem for everyone who learn a new language, particularly English. So, they must master two language skills such as receptive skills (listening and reading) and productive skills (speaking and writing). Among the four skills, writing is regarded the most hardest abilities to master. Writing is a learning process that is difficult and challenging for students because it makes students lack of motivation, lack of practice frequency, lack of vocabulary, spelling, and grammar. Writing is a complex, challenging and difficult process (Alsamadani, 2010). The obstacles that students have when writing descriptive text include a lack of enthusiasm, limited practice frequency, and an incorrect learning strategy (Ikhsan, 2012). Writing is difficult for students because they have poor vocabulary, spelling and grammar skills (Saragih et al., 2014). The problems in writing descriptive text arise from the generic structure and also the language features (Sholihah, 2016). When students write, students not only determine the theme of writing, but also have to master how to write correctly and properly according to grammar principles.

In the language learning process, writing is one of the most complicated language skills because writers are required to have good writing skills and have good knowledge of language rules. In teaching and learning activities, writing is a process where students transfer their experiences into a text,

develop their ideas and also communicate their feelings and thoughts. Therefore, the students need to understand about some aspects of writing. In the writing process, there are five components to writing (Shehadeh, 2011). They are content, organization, grammar, vocabulary, and mechanics of writing. Content is the way a writer creates and develops ideas about the topic (Byrne in Roza et al., 2011). Content refers to the substance or subject matter conveyed within a written piece such as the main ideas, arguments, information, or stories that the writer communicates to the reader. The second aspect is organization. Organization refers to structure and arrangement of the writing text (Brown & Abey Wickrama, 2010). The organization aspect of writing refers to the structured arrangement of ideas, information, and content within a written piece. Apart from that, there is grammar. Harmer (2012) says that grammar is the study of syntax and word formation, which allows words to change on multiple forms and convey various meanings. Grammar is the rules and conventions governing the structure and formation of sentences, phrases, and words in written language. The fourth is vocabulary. Vocabulary is a critical component for the students in learning foreign language (Alqahtani, 2015). Johnson et al. (2013) adds that vocabulary must have effective choices to represent subjects or topics in producing words and sentences correctly. Vocabulary refers to the set of words and phrases that a person understands and uses in a language. It includes words for objects, actions, ideas, and feelings, and other. The last is mechanics of writing. Afifuddin (2016) defined mechanics of writing as the correct use of capitalization, punctuation, grammar

and spelling in writing. The mechanics of writing refer to the technical aspects of written language, including spelling, punctuation, capitalization, and grammar usage.

These aspects are very important to understand, because they influence the production of good writing. From these aspects of writing, the students must understand, master, and pay attention to aspects of writing. This is done in order to support student achievement and help them to improve and organize their writing. So, the students must understand and master several aspects of writing.

In writing, the students can write any types of text. There are various types of texts in writing, such as narrative, report, descriptive, and recount texts (Hutauruk et al., 2022). The one type of text in learning English is descriptive text. In the descriptive text, teachers expect students to be able to create text that describes things around them, such as people, places, animals, or objects (Masitoh & Suprijadi, 2015). The students should also apply four common aspects or components when writing a text, especially descriptive text. Writing has five elements such as vocabulary, grammar, content, and organization order (Brown, 2004). The four components must be studied and understood by students in order to minimize errors or mistakes when writing.

Error is a grammatical deviation of native speakers which is usually done by foreign language learners. Errors show the student's knowledge with various languages as a clear deviation from adult native speaker grammar (Brown, 2000 in Yuliani et al., 2015). Error analysis is a study of student errors that can

be observed, analyzed, and classified to identify a system operating within the student (Brown, 2000 in Fitria, 2018). Error analysis is used to determine students' language learning skills, the language knowledge students have acquired, and the information about students' difficulties in their language learning process.

Generally students make error in the writing process, it is natural to happen, but these cases are difficult to avoid and overcome. There are various factors that can cause English learners as a foreign language to commit errors (Emmaryana, 2010). Students' errors in writing are caused by six reasons (Hasyim, 2002). The first is interference. This occurs when grammatical rules from one language are transferred to another. The second is overgeneralization. It is caused by extending target language rules that do not apply. The third is performance error. The fourth is markers of transitional competence. It is caused by a normal and probably unavoidable development order during the process of learning a second language. The next is strategy of communication and assimilation. It is caused by the effort to communicate in the target language without obtaining the necessary grammatical form. The last is a teacher-induced error. It is caused by the teacher's pedagogical procedures included in the text or employed. To overcome the problem of errors in writing, teachers must be able to improve creative ways of teaching so that they can reduce errors in their students' writing.

According to the previous description, the writer analyzes the error of descriptive text writing of the tenth year students of senior high school. So, the

writer knows about the error made by them. The title of this research is “A GRAMMATICAL ERROR ANALYSIS OF WRITING DESCRIPTIVE TEXT OF THE TENTH YEAR STUDENTS OF SMAN 1 KARANGNONGKO IN ACADEMIC YEAR 2023/2024”. This research is planned to be carried out in tenth grade students of SMAN 1 Karangnongko in academic year 2023/2024.

B. The Reason for Choosing the Topic

The reasons why the researcher has chosen the topic are as follow:

1. The writer wants to describe the writing grammar of English learners, especially high school students.
2. The writer wants to analyze and minimize the error made by students in writing descriptive text.
3. The writer wants to improve English writing skills by utilizing the results of error analysis because writing is included in the four basic English skills.

C. The Limitation of the Study

In this study, the writer wants to limit the study. The limitation of the study is focused on the kinds of grammatical errors in descriptive text writing which is done by the tenth year students of Senior High School. This research is planned to be carried out in tenth grade students of SMAN 1 Karangnongko in academic year 2023/2024.

D. The Problem of the Study

The problem of the study of this thesis is “What are grammatical errors

in descriptive text writing done by the tenth year students of senior high school of SMAN 1 Karangnongko in academic year 2023/2024?”.

E. The Aim of the Study

Based on the problem, the aim of the study is to describe the grammatical errors on descriptive text writing that are done by the tenth year students of Senior High School. This research is planned to be carried out in tenth grade students of SMAN 1 Karangnongko in academic year 2023/2024.

F. The Use of the Study

The use of the study can be classified into the:

1. The Theoretical Use

The researcher hopes that the results of this study can contribute to developing theories about error analysis, especially in analyzing grammatical errors in descriptive texts, and can expand knowledge and references that can be used to research for the next researcher.

2. The Practical Use

a. For English Teachers

- 1) This study helps teachers to understand the standards of good and correct language rules, especially language rules in descriptive text.
- 2) This study provides comprehensive knowledge about the mistakes made by students.
- 3) This study provides knowledge about student learning progress.
- 4) This study helps teachers to categorize errors which need to be

addressed.

b. For Students

- 1) This study motivates students to learn more about linguistic rules in writing descriptive texts.
- 2) This study helps students to realize the error they often make, especially when writing.
- 3) This study helps students to be more careful in writing text.
- 4) This study helps students to develop descriptive text writing skills and increase awareness of errors in writing text so that other errors do not occur in the future.

c. For School

This study has the potential to be utilized to enhance the standard of teaching writing in SMAN 1 Karangnongko.

G. The Clarification of the Key Terms

To facilitate the readers's comprehension of this topic issue, the writer clarifies the terms of the study as follows:

1. Grammatical

Grammar is an explanation of the structure of a language and the linguistic components, such as a series of words, are constructed to form a sentence in the language (Richards & Schmidt, 2010). Grammar covers many aspects of linguistic knowledge like morphology and syntax (Purwanto & M Agustin, 2022). Morphology refers to word structure. While syntax is the order in which words in a sentence appear. So,

grammar is a linguistic unit consisting of words (morphology) and sentences (syntax) combined with sentence forms in a language in descriptive text writing done by the tenth year students of senior high school.

2. Error Analysis

a. Error

Errors are deviations created by learners due to not understanding the norms of language and will repeat them if there is no justification (Rizqullah & Abdul, 2022). In this study, error means a mistake that is not realized by the students. It can cause the problems done by the tenth year students of senior high school.

b. Analysis

Analysis is the study of something by studying its parts and their relationships by dividing into some parts in order to understand and explain it (Hornby, 1995). In this study, analysis means a method to clarify incorrect sentences after collecting the data that are done by the tenth year students of senior high school.

c. Error Analysis

Error analysis is a procedure commonly used by researchers and language teachers which includes 7 collecting samples, identifying errors that cause errors and providing an evaluation of the error rate (Tarigan, 2008). Error analysis helps teachers to get deeper into their students' difficulties, and to be able to describe them (Al-Shujairi

& Tan, 2017). In this study, error analysis is a procedure that includes collecting and analyzing data on the student's writing done by the tenth year students of senior high school.

3. Writing

Writing skills are part of effective and expressive language skills used for indirect and non-direct communication with other parties (Wardani et al., 2019). In this study, writing is a language ability that is used to convey feelings and thoughts and to communicate with people indirectly which has been done by senior high school students.

4. Descriptive Text

A descriptive writing focuses on describing a single thing, person, place, or event (Bahnar, 2021). Descriptive text is a text that describes events in the present, a person's activities and an object clearly and in detail. Descriptive text is also a series of sentences explaining a thing, whether a place, thing, person, or event. In this study, descriptive text is a type of text that is employed to provide a description of a person, location, event, or object which has been done by senior high school students.

H. The Organization of the Study

This research is divided into five chapter. The organization of the study of each chapter is as follows:

Chapter I is the introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem study, the aim of the study, the use of the study, the clarification of the key

terms, and the organization of the study.

Chapter II is a review of related literature. It consists of the previous studies, theory of error analysis, writing, descriptive text, and theoretical framework. Error analysis includes the meaning of error analysis, the sources of error, the types of error, the practical uses of error analysis, and the methodology of error analysis. The theory of writing includes the definition of writing, the importance of writing, the purpose of writing, the aspects of writing, the process of writing and teaching writing. The theory of descriptive text includes the definition of descriptive text, generic structure of descriptive text, and language features of descriptive text.

Chapter III is the method of the study. It consists of the meaning of the research method, the strategy of the research, the data and the source of data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of the analysis of the data, and the discussion of the findings.

Chapter V is the conclusion and suggestion. It consists of a conclusion, implication, and suggestion.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

According to the results of the analysis of grammatical error that were made by the tenth year students of SMAN 1 Karangnongko in 2023/2024, the writer would like to make conclusions from the results of this research.

In this research, the writer intends to respond to the problem statement presented in the previous chapter. It is "What are grammatical errors in descriptive text writing done by the tenth year students of SMAN 1 Karangnongko in academic year 2023/2024?".

Based on the data analysis of the students' work, the writer concludes that there are several types of errors in writing descriptive text made by the tenth year students of senior high school of SMAN 1 Karangnongko in academic year 2023/2024. They are 27 omission errors, 12 addition errors, 51 misformation errors, 2 misordering errors, 3 omission and addition errors, 15 omission and misformation errors, 3 omission and misordering errors, 8 addition and misformation errors, 1 addition and misordering errors, 2 misformation and misordering errors, 5 omission, addition and misformation errors, 2 addition, misformation, and misordering errors.

Apart from that, the writer also makes the percentage of errors as follows:

1. Omission error: 20.61%
2. Addition error: 9.16%

3. Misformation error: 38.93%
4. Misordering error: 1.52%
5. Omission and addition error: 2.29%
6. Omission and misformation error: 11.45%
7. Omission and misordering error: 2.29%
8. Addition and misformation error: 6.10%
9. Addition and misordering error: 0.76%
10. Misformation and misordering error: 1.52%
11. Omission, addition and misformation error: 3.81%
12. Addition, misformation, and misordering error: 1.52%

B. Implication

Based on the discussion and results of this research, we can know that this thesis has important implications for the teachers in SMAN 1 Karangnongko when teaching English. This research can also be used as a basis for English teachers in SMAN 1 Karangnongko to measure students' ability to write vocabulary according to its spelling, understand the context of the content of the writing, and create grammatical structures in accordance with the standard rules of correct English grammar. To improve students' writing skills, the mastery of vocabulary and the use of English tenses also needed to be practiced frequently.

The findings of this thesis writing can also be used as a reference for the teachers in SMAN 1 Karangnongko to know which part of the error is the most dominant and the most difficult part in writing descriptive text made by

students. In the end, the teachers can choose the best, appropriate and suitable teaching methods for the students. So that the students can master grammar well.

Based on the results of this study, the write hopes that the ability of the tenth year students of SMAN 1 Karangnongko in 2023/2024 can improve.

C. Suggestion

After doing the studies, the author wants to make a few recommendations regarding the final results of the research. The suggestions are supposed to increase the standards of English teaching and learning activities and decrease grammatical errors in writing. Below are the suggestions.

1. For the English Teachers in SMAN 1 Karangnongko.
 - a. The teachers should be aware of the types, causes and sources of errors made by their students. By realizing these problems, the teachers can find solutions to overcome the difficulties faced by their students in writing.
 - b. The teachers should provide a lot of explanations and exercises to students about English learning such as the use of irregular and regular verbs, the rules for using tenses in English, how to make a descriptive text writing well, and others. So that students are easier to learn the language material and may decrease errors in creating sentences. In addition, they can be motivated to improve their writing skills.
 - c. Teachers should be more engaged and innovative in learning

activities, particularly writing. So that their students will be more enthusiastic in the learning process.

- d. Teachers should provide more help to their students when they have difficulties in the writing process.

2. For the Students in SMAN 1 Karangnongko.

- a. Before writing a text, the students should learn more about the types of text that they will write. In writing activity, they should also understand the elements of a text in depth such as vocabulary, spelling, tenses, prepositions, pronouns, etc. So that they can reduce their grammatical errors in creating a text.
- b. The students need to be more careful and learn a lot about using proper grammar. So, they can write easily, accurately, and appropriately.
- c. The students should be more proactive in asking the teacher when they have difficulties in learning activities especially writing activity.
- d. The students should also be more creative in choosing their learning resources not only from the teacher's explanation from the learning book but also from other sources such as training from tutors, the internet, etc.

3. For the Other Researchers.

The findings of the research can also serve as a source of inspiration and information for other researchers conducting research in the identical

topic. The writer expects that other researchers can organize everything as much as possible before starting the research.

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