ANALYSIS OF GRAMMATICAL ERROR IN DESCRIPTIVE WRITING AMONG STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF STKIP AGAMA HINDU SINGARAJA IN THE ACADEMIC YEAR OF 2020/2021

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Abstract

The present study aimed at: (1) investigating the types of grammatical errors committed by the second semester students of English Education Department of STKIP Agama Hindu Singaraja in writing descriptive text and (2) explaining the causes of grammatical errors committed by the second semester students of English Education Department of STKIP Agama Hindu Singaraja in writing descriptive text. The data were collected by using documentation, questionnaire and interview. The study was descriptive study. The instruments were writing instruction, self assessment, questionnaire, interview guide and tape recorder. The study revealed that there were four kinds of errors found in their writing text, such as: verb errors, preposition errors, article errors and pronoun errors. Total of errors that the students committed was 538 errors. The most frequent errors were in the use of verb as many as 285 errors or 52.97%. There were 189 errors in the use of article or 35.13%. In the use of pronoun was found as many as 39 errors or 7.24%. Meanwhile, there were 25 errors in the use of preposition or 4.64%. There were four causes of errors committed by the students namely: the interference of the learners' mother tongue, context of learning, overgeneralization, ignorance of rule restrictions. The result from interview showed that the students' grammatical errors were mostly caused by intralingual factor which is grammar and structure.

Keywords: *grammatical errors, descriptive text, writing*

INTRODUCTION

Language is used for communication. People use the language to express their emotions, feelings, and ideas. In learning a language, especially English, there are four basic abilities which are learned, there are listening, speaking, readings, and writing which are also supported by other components such as vocabulary and grammar. The four skills have to be united and mastered as one language skill where all of the four skills related to each other. Therefore, those skills are absolutely important to be

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mastered by all language learners.

However, among the four existing skills, writing skill is considered to be basic and difficult skill which has to be mastered by the language learners (Fareed, 2016). According to Tarigan as quoted in Suliastiani (2014) writing is productive skill for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. He also states that writing can be used as an indirect means of communication to others to convey information. Moreover, Cahyono (2002) says that among the four skills, writing plays significant rule in English language acquisition. Writing is a productive skill in which it becomes indicator of students' improvement in acquiring knowledge of the target language. Similarly, he also states that an ability to write in English language is important for the English language learners, more particularly in the context of English as a foreign language (EFL). Through writing, EFL students are able to convey messages to the readers across places and time using a written form of EFL.

There are many things that EFL students could do through writing. Suwarni (2020) argue that students should know the reason why they write and find the worth of their own writing and be aware how writing skills are acquired as well as how important these skills are in the world. Moreover. People now highly appreciate kinds of written form. Therefore, it is vitally important for EFL students to build their self-awareness that writing is a must. As what people do in spoken language, the written form of language must also have well arranged structure in terms of the grammatical aspect and the word' choice in order to get readers understanding upon what is going to be conveyed (Tracey, 2019).

Speaking about good writing of course, it cannot be far from what it is widely known as language usage or grammar. It cannot be denied that grammar is one of important items in writing. Johan (2009) believes that writing will not be perfect without a good use of grammar. Transmitting English language into a good written form is not good enough with stating words without a good structure. Further, he states that EFL students should remember that the use of words and sentences in English

language is controlled by a set of rules called tenses. By using proper grammar in writing is very crucial. A proper grammar is the essential part that cannot separate from written language. Grammar is the rules in language for changing the form of words and combining them into sentences. The rules of grammar help to govern the way writing takes place, and ensure that it can be easily understood by the people who read it. If the learners have a problem in mastering grammar of the language, in case that they write or speak, they may cause mistakes or errors

Writing with proper grammar seems quite difficult, even for the university students, considering that there were many grammatical errors found in their writing. A grammatical error is a fault that is made by the language learner in the rules of a language which is caused by the learners' lack or grammar knowledge. Norrish (1983) grammatical errors is systematic deviation when a learner has not fully comprehended grammar. Finally the grammatical error is a repeated deviation made by the language learners in the process of practicing language. According to Richards (1975) grammatical errors made by the students are caused by two factors, they are interlingual and intralingual. Interlingual factor occurs when errors caused by the interference of the learner's mother tongue. Intralingua occurs when they lack grammatical knowledge in the target language. It is stated as well that complex rule learning is typically characterized by overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized (Corder, 1981). As a result, this imperfection may then lead the EFL, students to commit errors during their process learning especially in writing descriptive text.

In English Education Department of STKIP Agama Hindu Singaraja, descriptive text is taught in the second semester as a part of Essay Writing course. As a basic genre it is necessary for the second semester students to master the writing skill in order to be able to produce a decent descriptive text.

Descriptive text is the one of some genres in English writing. It is kind of text that described something, person, a scene, or an object into word so others can imagine it (Fawett and Sandberg,in Suliastiani,2014). Pardiyono (2007) states that descriptive text is type of written text which has the specific function to give description about an

object (human or non human). As all types genre, descriptive text has its own generic structure as well as the grammatical features. The generic structure of descriptive text are identification and description, and the grammatical features that use to make a descriptive text are use present tense, use present perfect tense, use verb (Pardiyono, 2007).

Based on the pre observation and interview which has been conducted, it was found that the students are confused in applying the tense in writing descriptive paragraph. The students were not certain about the grammar, especially use of verb form, article, preposition, and pronoun. The students also stated that descriptive text is somehow difficult in developing their ideas. It also supported by the students' writing text. In their writing text, the researcher found some errors that the students made. Therefore, the study of the analysis of grammatical error in descriptive writing among second semester students of English Education Department of STKIP Agama Hindu Singaraja is worth doing.

METHODS

The present research used qualitative approach where the result presented descriptively. Qualitative research is a multi-method that focuses, includes interpretation, a natural approach to the subject matter (Bogdan, 2007). The data required in this study was primary data obtained from 25 subjects of second semester students of English Education Department of STKIP Agama Hindu Singaraja. The techniques of the data collection were documentation and interviews. In documentation technique, the data were taken from the students writing which later were analyzed. The data were also taken from structured interviews techniques which were carried out with research subjects. In this technique, the researcher used an interview guide instrument that consisted of several questions that had been prepared in advance by the researcher. In this study, the interviews were conducted several times through Zoom meeting as a triangulation technique so that the data obtained is more valid.

After the data were gathered, descriptive qualitative analysis was conducted. This technique was used to interpret the meaning of the data obtained. All data was

transcribed from questionnaire and interviews. The data obtained from the questionnaire results was classified and given meaning to draw conclusions. The processes of data analysis in this study were, that the data was selected, determined, then simplified, and finally interpreted descriptively. In addition, data reduction was carried out to avoid bias in the research results.

FINDING AND DISCUSSION

Types of Grammatical Error

The findings of the study were obtained through the process of collecting students' descriptive writings as data. In this case the students were asked to write the descriptive text two times which means every student had two descriptive texts to be submitted. It was completed to make sure that the incorrect uses committed by the students were errors. After having finished collecting the data, the data were analyzed. The data were classified into four types of errors: verb errors, article errors, preposition errors, and pronoun errors. Then the errors in each type were calculated to know how many errors were there. From the result, there were 538 errors.

Table 1. Types of Grammatical Error

No	Types of Error	Total Error	Percentage
1.	Verb Error	285	52.09%
2.	Article Error	189	35.13%
3.	Pronoun Error	39	7.24%
4.	Preposition	25	4.64%
	Total Error	538	

From the table above, it can be seen that verb errors was the most error committed by the students and followed by article errors, pronoun errors and the last was preposition errors. Below are some examples of the errors in each grammar aspect taken from the students' writing:

1. Verb Errors

Based on the table above, it can be seen that the errors that committed by the students in verb was 285 errors or 52.09%. These 285 errors were considered as errors which is

in line with Huber's theory in Inggriani (2011) who states that "errors cannot be self-corrected. In other words, people do wrong in their process of learning and are unable to make correct in their own." Moreover, it is supported by Riddle (2001) who believes that errors may be caused by lack of understanding upon the target language. Meanwhile in Anggraeni (2012) this type of error was also committed by second semester students of Indraprasta PGRI University.

a. There are also place to eating with the family. (6.VE.1)

b. She like pizza and avocado juice. (8.VE.2)

The examples above showed that the students still commit errors especially in verb errors. In sentence (a) the student should not put verb-ing after to infinite. In sentence (b) the student should put "s" after verb "like" because the student use subjective pronoun "she" so it means that when the student used pronoun "she, he, it" or third person singular the formulated is should be adding "s" after the verb.

2. Article Errors

In second place was article, in this case the errors was 189 or 35.13% that committed by students. For the examples of errors can be seen in examples below:

a. Danau Beratan and take a photos with the family. (9.AR.1)

b. She is lives in the Juanyar Village. (14.AR.2)

In sentence (a) the student should not put article "a" when they also adding "s" after noun "photo". In sentence (b) the student should not use article "the" to mention a place. The student only using preposition in without pronoun "the".

3. Pronoun Errors

In this case the total of pronoun errors was 39 errors or 7.24% errors. Pronouns are words that substitute nouns. Pronouns are used to avoid the repetition of the noun. According to Hariyono (2002) pronouns are small words that take the place of a noun. In this case, the pronoun must match the noun being submitted for example a boy must be substituted by pronoun "he" not "she". In this category, the students committed 39 errors and here are some of them. Meanwhile, the previous studies conducted by Bimantara (2012) that there were found 73 errors in using pronoun. In this study, the

most frequent errors were in the use of subjective pronoun. The same result also stated in the the study of Pratiwi (2019) where the subjective pronoun has found. Here are the examples of pronoun errors:

a. Her hobbys is playing games and watch TV. (15.PE.2)

b. My hobbies are drawing, singing and football. (22.PE.2)

Both of the sentences above were errors that committed by students. In sentence (a), that was taken in second writing, for the sentence above the student put pronoun "her" to substituted the name of his friend, but in this case his friend is a boy, so it means that the student should changed "her into his", because pronoun" his" was used to substitute a boy. In next sentence was taken in second writing, in that sentence she use pronoun "my" to substitute her friend, but in this case her friend was a boy, so it same case with sentence (a), pronoun "my" can be changed become "his".

4. Preposition Errors

The forth place was preposition. Total of errors was 25 errors or 6.64% errors. A preposition links nouns, pronouns, and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. In simple terms, preposition phrase consist of a preposition and an object of a preposition. Preposition performs three formal functions in sentences. They can act as an adjective, modifying a noun, as an adverb modifying a verb, and as a nominal when used in conjunction with the verb form with the verb form *to b*e (Hariyono (2002).

In this type, the students also committed errors in which the total errors 25 errors. In the previous studies conducted by Bimantara (2014), the result of this study showed that there were 24 errors in the use of preposition. The most dominant errors of this type were in the use of preposition *"in"*. The examples of pronoun errors can be seen below.

a. Kuta Beach is a tour at Bali Island… (24. PrE.1)

b. …you will see beautiful view in the bottom…(25.PrE.1)

In sentence (a) the student using preposition "at" when he wants to explain something in general, he should be changed preposition "at" become "in" because the function of

preposition "in" is to explain something in general. In sentence (b) the student using preposition "in" but in this case preposition in was not suitable with the meaning of this sentence, the student should be used other preposition like "from". It was more suitable than using preposition "in". From that explanation above, it can be seen clearly about the errors that committed by the students.

The Causes of Error

In this case the researcher used theory from Brown (2007), he classified the cause of errors they are: intralingual and interlangual, and context of learning, another expert who also stated the cause of errors, he is Richards as cited in Haryanto (2007). From the students' writer, writing and interview the researcher found four causes of errors based on the expert above, namely: context of learning, overgeneralization, ignorance of rule restriction, and interlingual transfer.

a. Interlingual Transfer

This refers to the negative transfer of the first language Interlingual refers to the transfer from the mother tongue. It means that the learner uses his previous mother tongue experience as a means of organizing the second language data (Brown, 2007). In this case the researcher found some sentences from students that still used their mother tongue to translate each word, it happen because the students still confused to translate the sentence. Sometimes learners use their first language's rules in making the target language sentences.

The analysis of the grammatical error of errors was done through the analysis the students' writing, the students' response upon the items in the questionnaire and also in the interview. Besides, to get a more convincing data, the researcher also reviewed the students' writings for several times, as well as looked at the tendency of the students' frequency of committing the same errors.

b. Overgeneralization

When learners discovery a rule in the target language, they might apply the rule incorrectly. They over-generalize the rule, thinking that it is always applicable.

Overgeneralization happens when the learner creates a deviant structure on the basis of other structures in the target language. Take a look for example below:

a) Besakih temple is one place *to praying* for Hindu. (4.VE.1)

b) I love Air Sanih because *I can swims* (7.VE.1)

c) Because in the Tirta Empul *is the* beautiful temple (1.AE.1)

According to Richards (1971), over-generalization involves creating one deviant structure in place of two regular structures. It was found as the causes of the errors committed by the students. The example of the sentences was mention above. Sentence (a) the students use verb"ing" after to- infinite. It was wrong because after "to" we didn't need put verb "ing". In sentence (b) the students added "s" after modal. Actually it was incorrect rule in English. After modal we didn't add "s". It also happens in sentence (c) the students used article "the". The student over-generalized the use of article "the". This sentence did not need to put article "the". It should be added by article "a".

c. Ignorance of rule restriction

Ignorance of rule restrictions is related to generalization. Students make errors because they fail to observe the restrictions of existing structures. In other word, it is the wrong application of rules to context in which they do not apply. For the examples:

a) She name is Desak Kade Arya Candra Dewi. (29.PE.2)

b) He have good personality. (15.VE.2)

In first sentence, the student failed to apply the subjective pronoun "She". In that sentence the student should used possessive pronoun "her". Meanwhile in second sentence the students failed to apply the verb "have" because in this case the pronoun is "he" and the verb should be "has"

d. Content of Learning

Content of learning refers to source of error that come from outside. Examples of these sources are teacher, textbooks, the students of the clas. Learner often commits errors because of misleading explanation from teachers, their friend or from textbooks. For examples:

a) Tirta Empul *be located* in the Gianyar (1.VE.1)

b) *Be much* to praying Besakih also use to place education (10.VE.1)

Sentences (a) was incorrect sentences, because the students was wrong when using "to be" in this case the students should used to be " is" . Most of students used some "be" in their writing text, it makes the researcher curious what was the reason the students used "be" when they want to make a nominal sentence. When the students was asked why he/she committed such an error and used "be" when they want make a nominal sentence, most of students answered that they had been seen that kind of structure in their friend' writing. From sentence (b) the researcher also asked same question, and the students answered that they got that sentence in their dictionary.

Based on the results above, the grammatical errors were caused by the interference of the learners' mother tongue, overgeneralization, ignorance of rule restrictions, and context learning. The result from interview showed that the students' grammatical errors were mostly caused by intralingual factor. The students also still confused in application the right sentence pattern in English, because there were still a lot of material that had not been taught by the teacher.

Meanwhile, the previous studies conducted by Pratiwi (2019). He used similar theory with this study. The result showed that the errors committed by the students were caused by the complexity of the target language's rules which contrast with their mother tongue's rules and overgeneralization of the target language's rules. The other study also conducted by Bimantara (2014). He used the similar theory. The result showed that the errors committed by the students were caused of mother tongue, overgeneralization, ignorance of rule restrictions, and false concepts hypothesis. Therefore, this study can be inferred that errors occurs in the students' sentence is caused by lacks of grammatical understanding and students more intended to translate *Bahasa Indonesia* pattern into English without pay attention with the grammar. The last study was from Suliastini (2014) conducted a researcher on the writing competency of EF, the result showed that the students' errors in writing were caused by carelessness, translation, first language, interference, performance errors and overgeneralization

CONCLUSION

As stated in the previous chapter, the study was conducted (1) to investigate types of grammatical errors committed by the students, (2) to identify the causes of grammatical errors committed by the second semester students of English Education Department of STKIP Agama Hindu Singaraja. The result of analysis shows that there were 538 grammatical errors committed by the students from their three writings in writing descriptive text. The most frequent errors were in the use verb as many as 285 errors. There were 189 errors in the use of article. In the use of pronoun was found as many as 39 errors. Meanwhile, there were 25 errors in the use of preposition.

Based on the result of the students' writings, interview and questionnaire the grammatical errors were caused by the interference of the learners' mother tongue, context of learning, overgeneralization, ignorance of rule restrictions, and. The result from interview showed that the students' grammatical errors were mostly caused by intralingual factor which is grammar and structure. The students also still confused in application the right sentence pattern in English.

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