AN ANALYSIS OF GRAMMATICAL ERRORS ON THE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE SECOND GRADE OF *MTS NEGERI 1 LAHAT*

THESIS

BY
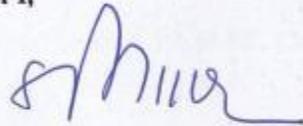**PUTRI AMALIA PERMATA JAYA**
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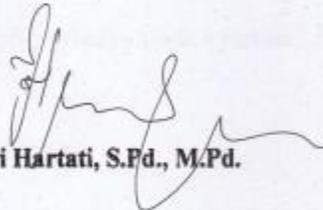
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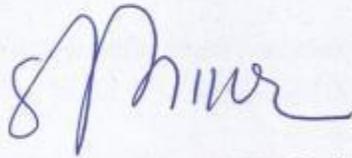
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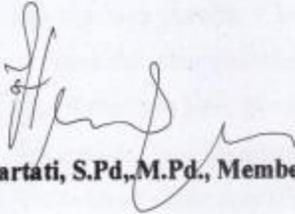
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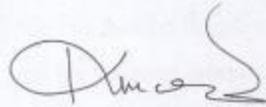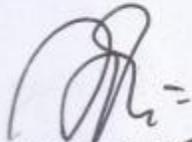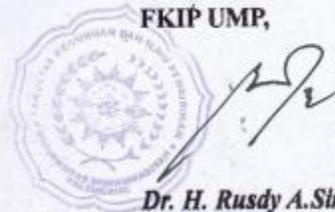Indah Windra Dwie Agustiani, S.Pd., M.Pd., Member

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ABSTRACT

Amalia, Putri. P. J. 2019. *An Analysis of Grammatical Errors on the Students' Writing Descriptive Text at the Second Grade of MTs Negeri 1 Lahat.* Thesis, English Education Study Program, Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang.* Advisors (I) Sherly Marliasari, S.Pd., M.Pd., (II) Sri Hartati, S.Pd., M.Pd.

*Key words***:** Grammatical Errors, Writing, Descriptive Text

This thesis is entitled "An Analysis of Grammatical Errors on the Students'Writing Descriptive Text at The Second Grade of *MTs Negeri 1 Lahat*". The problem of this study was "What are kinds of the grammatical errors made by second-grade students and what are the dominant errors of the descriptive paragraph written by second-grade students?". Therefore, objective of this study was to find out the grammatical errors and the dominant errors of the descriptive text written made by the second-grade students. This thesis used a descriptive method.
The population of this study was 303 students. The sample of this study was 28 students. The sample was selected by using purposive sampling. The technique used to collect the data was a written test and the topic was describing my school. Based on the finding, it was found that there were some errors were made by the second-grade students of *MTs Negeri 1 Lahat* in descriptive text.
There were nine kinds of errors appeared: sentence pattern (subject and verb), noun, pronoun, singular and plural, article, adjective, preposition, conjunction, and spelling. Most of them made error in sentence pattern (subject and verb) (31.64%), followed by errors in singular and plural (21.09%), errors in noun (19.53%), errors in article (10.94%), errors in spelling (5.47%), errors in preposition (4.69%), errors in adjective (3.52%), errors in conjunction (1.56%), and pronoun (1.56%).

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

1.1 Background of the study

Writing is one part of language skills besides Listening, Speaking, and Reading. Tarigan (2008) cited in Muslim (2011), "writing means to express in writing ideas, opinions, or thoughts and feelings". (p. 5). Writing skill and grammar cannot be separated. Students cannot write and make a good writer if they do not know about grammar.

According to Hirst (2010), "grammars contain specific rules about the syntax and morphology of a language". (p. 1). In the process of teaching and learning English, grammar is the most difficult and complicated to be learned almost by the students in every level of education. Some errors happen when students do not understand well about English grammar. Commonly the students have grammar errors in writing. When the teacher teaches English and is not aware of the students' errors, and the students are not aware of their mistakes, the students make their mistakes repeatedly.

According to Sulaiman (2017), "teaching grammar helps the students understand and decide whether the language that they speak or write is correct or not". (p. 106). When the teachers teach in the school, they find many phenomenas;

some students have good writing and middle writing in English, and maybe they find many students who have low ability in writing English. The teacher needs to give error analysis in students writing. Error analysis is an activity to identify, classify and interpreted or describe the errors made by people in speaking or writing and it is carried out to obtain information on common difficulties faced by people in speaking or writing English sentences.

Many students commonly make grammar errors in their learning, especially in writing. But, sometimes the teachers do not realize about students' mistakes. Then the students made their errors repeatedly because they do not have the correction. Errors occurred when they apply their English. Errors in language learning are natural. Especially in learning grammar such as learning tenses, pronoun, and preposition, there are many errors committed by the students. Moreover, writing is one of the productive skills that should be mastered by students. It requires some aspects like critical thinking, knowledge, and need a good understanding of grammar.

This research focused on analyzing the students' errors in writing descriptive text; this type of text that consists of describing people, things, and places. Students in the future will have an ability to describe someone, something or place accurately. Students in their writing often make some errors. It can happen because the students do not understand the writing elements. Two of the important elements are grammar and composition itself; it includes the content, organization, language, and vocabulary. Besides that students also have to understand the features or characteristics.

Dulay, Burt & Krashen (1982) cited in Susanti (2017), there are four types of errors made by students. They are an omission, addition, misformation, and misordering (p. 22). Errors are bad things in learning English but it has advantageous for both students and teachers. For students, error analysis is important to show them in what aspect in grammar which is difficult for them to understand, to show the errors made by the students, and how the students can learn from their mistakes so that they do not make some errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English.

When the researcher did the observation to the Second Grade Students of *MTs Negeri 1 Lahat*, the researcher found two problems; first some students did not have rich vocabularies to make a paragraph in their descriptive writing, second, there were some did not know about the rule of grammar, they got confused in chooses the verb what should be used and the formula of good tenses. Based on the reasons above, the researcher would like to carry out the study under the title "An Analysis of Grammatical Errors on The Students' Writing Descriptive Text at The Second Grade of *MTs Negeri 1 Lahat*".

1.2 The problem of the Study

The problem in this study concern with the case was found by the researcher that some students did not have rich vocabularies to make a paragraph in their descriptive writing, second, there were some students did not know about the rule of grammar, they got confused in choosing the verb what should be used and the

formula of good tenses.

1.2.1 Limitation of the Problem

It is important to make the limitation of the problem, to avoid misunderstanding and to clarify the problems. According to the curriculum of *MTs Negeri 1 Lahat* for class VIII, writing is taught in 3 kinds of text; recount, narrative, and descriptive. The researcher focused her study on analyzing the student's grammatical error in writing a descriptive text. The researcher just concerned in analyzing errors of sentence pattern (subject and verb), noun, pronoun, singular and plural, article, adjective, preposition, conjunction, and spelling.

1.2.2 Formulation of the Problem

This study was conducted to elicit answers in the following questions:

1. What are kinds of the grammatical errors made by Second Grade Students?
2. What are the dominant errors of the descriptive paragraph written by Second Grade Students?

1.3 Objective of the Study

Relevant to the research sub-questions, the more specific objective of the study as follows:

1. To find out the grammatical errors made by the Second Grade Students.
2. To find out the dominant errors of the descriptive text written by the Second Grade Students.

1.4   Significance of the Study

Hopefully, this study would be useful for the teachers that by knowing the students' grammatical errors in some particular areas, for example on the subject-verb, they can give more emphasis on that area, so that the students can minimize the errors they make.

For the students can improve students' writing skill and it gives support to the students more to be active in the teaching and learning process. It can make students more carefully to construct the sentence without forgetting the grammatical feature in speaking, and the sentence of the students' product can be understood clearly. Responsible for the language program should conduct regular evaluation of their error on the writing class and also should establish consultation section to serve the students who have problems in following the class.

This study can also help the next researchers or anyone else who feel interested in the same study especially in writing a descriptive text.

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