
An Analysis On The Students' Grammatical Errors In Writing Descriptive Texts And Narrative Texts

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ABSTRACT

This research was carried out to analyze and to classify the types of errors of student's grammatical errors in writing descriptive and narrative texts. The errors collected were classified based on Corder's theory. Besides, this research aimed to find out the kind of errors and the most frequent errors found in the descriptive texts and narrative texts written by English Department Students Batch 2017 of FKIP Lambung Mangkurat University of Banjarmasin. The methods used in this research were quantitative and descriptive methods. The subjects of this research were English Department students' batch 2017 of FKIP Lambung Mangkurat University of Banjarmasin in the academic year of 2018/2019. The researcher took 60 students as the sample. The data were collected through tests. The students were asked to write descriptive texts and narrative texts consist of 150 words within 80 minutes. Based from the result, the researcher concluded that there were four types of errors in descriptive texts and narrative texts written by the students: omission, addition, misformation and misordering. The first highest number of error was omission with six errors (66.67%). The second-highest number of errors was disordering with four errors or 100%, and then followed by addition with two errors or 100%, and misformation was the lowest quantity of total occurrences with two errors or 100%. Considering of the research, the researcher suggests to the students that they should learn more about grammar. The students can improve and increase their knowledge by writing practice and read more books that related to grammar.

Keywords: *Errors, Grammatical Errors, Descriptive Texts, Narrative Texts*

INTRODUCTION

Errors are reasonable, necessary and needed in the process of learning. A learner should make errors first to find out how they can improve to turn it to a better acquisition. Learning English cannot be separated from learning grammar. The students cannot avoid the grammatical errors in their writing. In English, there is a proverb: 'practice makes perfect.' The more a learner practices his writing, the more understanding he/she gets. Learners' processes of learning involve the making of errors and mistakes. By making errors in their

practice of learning, they will later find out what errors they have made and are expected to improve the errors itself. In this study, the researcher tried to find out the kind of errors and the most frequent errors found in the descriptive texts and narrative texts written by English Department Students Batch 2017 of FKIP Lambung Mangkurat University of Banjarmasin. The students often find difficulties to generate their ideas based on their imagination and experiences when they write a text. Based on that statement, it can be seen that the students' ability in writing a text is still low. The students' neglect might cause it in using good structure.

THE ERROR ANALYSIS

Error is different from mistake. Yet, making errors and mistakes is commonly done by the foreign language learners. Without deep understanding, the learners usually tend to see the errors and mistakes similarly. Hubbard et al. (1983) states that errors are caused by lack of knowledge about the target language or by an incorrect hypothesis about it, and mistakes are caused by temporary lapses of memory, confusion, slips of tongue and so on. Error is the result of some failure of performance caused by incomplete knowledge, while mistake is the result of some failure of performance caused by the condition of the students themselves such as nervous, sick, anxiety, etc. When the students always make errors without any correction, the errors will be fossilized and it will disturb the meaning of English they use (Emma Rosana, Moh. Yamin, and Fatchul Mu'in, 2017). An error analysis is also essential to describe what kinds of error that the students make to know the causes of the error and how the students can learn from their mistakes and correct in their writing because every students will not make the same errors when they study. The teacher must be able to analyze the errors so that the teacher will be able to correct the method she/he uses in teaching.

CAUSE OF ERRORS

Based on Touchie (77:1986) said there are mainly two major causes of errors in second language learning. The first source is interference from the native language, while the second source can be attributed to intralingual and developmental factors. Mackey (in Mu'in and Kamal, 2006:61) defines interference as the use of features belonging to one language while speaking or writing another. Meanwhile, Touchie (77:1986) claimed intralingual and developmental errors are due to the difficulty of the second/target language.

Grammar is general because it includes all units of linguistics, such as syntax, morphology, semantics and phonology. As the fundamental rules of language, grammar only includes syntax and possibly morphology and excludes vocabulary as semantics system and phonology. The grammatical patterns or categories may be morphological or syntactical (Fatchul Mu'in, 2008). Morphology is often viewed as a section of syntax. Syntax is the study of the principles and processes by which sentences are constructed in particular languages. Crane (1981: 102) defines syntax as the way words put together to form phrase and sentences. In other explanation, syntax is defined as the study of arrangements of words into phrases, clauses, and sentences or syntactical constructions (Fatchul Mu'in, 2018).

An expert, Brown (2001:336) said, writing is a final product of the process measured up against a list of criteria included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. Writing is more difficult because it is not only vocabulary and grammatical patterns but also the capability to express the student's desire on the paper and to use their own language. Writing in English is not easy for most writing students (Abdul Muth'im and Mohamad Adnan Latief, 2014). Errors in sentence writing for the students of English as a foreign language cannot be denied. It happens because they have the poor memory in grammatical aspects or limitation of vocabularies so that the learners misuse in sentence writing (Fatchul Mu'in, Sirajuddin Kamal, and Moh. Yamin, 2012).

TYPES OF ERRORS

Dulay (1982: 146) classify error into four descriptive classifications of errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. This taxonomy is used because it is expected to give much promise to the researcher for identifying cognitive process that underlies the learner's construction of the language. The taxonomy also makes users aware that the learner's errors are based on logic. So the researcher concluded that there are four types of error by surface strategy taxonomy. There are omission, addition, misformation, and disorder.

RELATED STUDIES

There are two previous studies related with this research. The first is from Lulu Meilina Alfiyani (2013). She investigated the grammatical error in students' writing with surface strategy taxonomy. The most common error found in her research result is omission. Omission error was found 281 times, misformation error was committed 119 times, addition error occurred 189 times, and misordering errors occurred six times in the analysis.

The second previous study is from Muhammad Muslim (2014). Muhammad Muslim investigate grammatical errors in student' writing with surface strategy taxonomy. There were 33 errors (28.70%) in omission: grammatical morphemes, 23 errors (20%) in omission: content morphemes, 18 errors (15.65%) in addition: simple addition, 16 errors (13.91%) in misordering 12 errors (10.43%) in misformation: alternating forms, 8 errors (6.96%) in misformation: archi-forms, and 5 errors (4.35%) in addition: double markings.

METHOD

To gain the objectives of this research, this researcher applies quantitative approach since the data acquired need to be calculated. The percentage of each error represents the requirement of data calculation. The researcher also uses descriptive method to conduct, reach, and support the findings for these research objectives of this research. The population of this research is the English Department students' batch 2017 of FKIP Lambung Mangkurat University Banjarmasin in the academic year of 2018/2019 who took intermediate writing class. The researcher uses random cluster sampling and takes 60 students as sample. They were 19 students in intermediate writing A3 class, 22 students in intermediate A4 class and 19 students in intermediate writing A5 class. In getting data, the

researcher uses test. The test aims to diagnose kind of errors found in texts written by the English Department Students Batch 2017 of FKIP Lambung Mangkurat University Banjarmasin in the academic year of 2018/2019 and the most frequent errors found in texts written by English Department Students Batch 2017 of FKIP Lambung Mangkurat University Banjarmasin in the academic year 2018/2019. The test was applied twice. On the test, the students were asked to make a short text as they have already learned it. The students determined the topics. They were suggested to write the story in 150 words in 80 minutes. The test related with the curriculum and the syllabus of intermediate writing class in the English Department Batch 2017 of FKIP Lambung Mangkurat University Banjarmasin in the academic year 2017/2018.

The first step of analyzing errors which suggested by Corder is collecting sample. In this step, the researcher decided some students that was being sampled for the research. Then, they were given regular examination to get the data.

1. Identification of Errors; the researcher must identify the error from data collection. For identifying the error, the researcher must compare the sentence that was produced by students to the correct sentence in the target language.
2. Description of Errors; after identifying errors, the next step is description of errors. In this step, all errors that have been identified would be classified into the types of errors.
3. Explanation of Errors; this step explained why errors occur — the explanation concerned on the sources of errors. The researcher might consider that the student did an error.
4. Evaluation of Errors; in this step, the researcher needed to decide the criteria of errors which would be corrected because some errors could be considered more serious than others. The aim of evaluating errors was distinguish which errors will be corrected. So the learner which made errors would not be stress of getting correction.

FINDINGS AND DISCUSSION

The data of this research was collected by giving the written tests to the students. The first test in intermediate writing A3 was given on Tuesday, November 27th 2018. The second test in intermediate writing A3 class was presented on Tuesday, December 4th 2018. The first test in intermediate writing A4 class was given on Friday, November 9th 2018. The second test in intermediate writing A4 class was given on Friday, November 16th 2018. The first test in intermediate writing A5 class was given on Thursday, November 7th 2018. The second test in intermediate writing A5 class was given on Thursday, November 15th 2018. Based on the data which has been collected, the researcher started to analyze the data of the students' grammatical errors in narrative text and descriptive text. The researcher found four types of errors in this research which are omission, addition, misformation, and misordering. There were 51 errors in descriptive texts made in total. The highest frequency of grammatical errors appears on the omission category, showing that 43 errors or 84.31% of all errors were in the omission category. Misordering falls into the second rank (4 errors or 7.85%), followed by addition (2 errors or 3.92%) and misformation category (2 errors or 3.92%). Table below shows a breakdown of some the errors that were made.

Student	Number	Test 1	Test 2	Correction	Type of Errors
1	1	I always laugh when I remembered those.	I always laugh when I remembered.	I always laugh when I remembered those stories .	Omission of Noun
	2	She is a kind person, because she do my homework.	She is a kind person, because she always me to do my homework.	She is a kind person because she always helps me to do my homework.	Omission of Verb
2	1	I like badminton because it can make health to my body.	I like badminton because it can make health my body.	I like badminton because it can make my body healthy .	Omission of Adverb
3	1	I have so lots of with him.	I have so many with him.	I have so many stories with him.	Omission of Noun
	2	My friends fish is tiring.	My friends fishing is tiring.	My friends think fishing is tiring.	Omission of Verb
	3	Swimming is an activity that drown into water...	Swimming is an activity that you drown your body to the water...	Swimming is an activity of drowning your body into the water...	Omission of Gerund
4	1	I like to read books when night before sleep.	I like to read sci-fi books when night before sleep.	I like to read sci-fi books at night before sleep.	Omission of Preposition
5	1	I read book after I'm done with my homework.	I read nice book a while back.	I read a nice book a while back.	Omission of Article
	2	Singing makes me feel good in everywhere and any time.	Singing makes me feel good in everywhere and time.	Singing makes me feel good in everywhere and every time .	Omission of Adverb
6	1	Both have same similarities and hobbies.	Both have similarities such as being K-Pop fans, watching anime, and reading fan fiction..	We both have similarities such as being K-Pop fans, watching anime, and reading fanfiction.	Omission of Pronoun
7	1	I started like	I started like	I started to like	Omission of

		Karate since I was in elementary school.	Football since I was seven years old.	Football since I was seven years old.	Preposition
8	1	She says sorry first, we laughed.	She says sorry to me first we reconciled and laugh together.	She says sorry to me first, then we reconciled and laugh together.	Omission of Conjunction
	2	I read lots of till I forgot to sleep.	I read a lot of until I forgot to sleep.	I read a lot of books until I forgot to sleep.	Omission of Noun
9	1	I love cooking, makes me have time together with my mom.	I also love cooking. Makes me able to cook what I want to eat.	I also love cooking. It makes me able to cook what I want to eat.	Omission of Pronoun
10	1	She is pretty girl.	She is beautiful girl	She is a beautiful girl.	Omission of Article
11	1	She was not a grump.	She was not a grump person.	She was not a grumpy person	Omission of Adjective
	2	Played online games is my hobby now.	Play online games is my hobby now.	Playing online games is my hobby now.	Omission of Gerund
12	1	I didn't know that she could guitar.	I didn't know that she can guitar.	I didn't know that she could play a guitar.	Omission of Verb
13	1	We always do the homework first, watch movies together.	We always do our homework at the weekend, watch movies together.	We always do our homework on the weekend. After that, we watch movies together.	Omission of Conjunction
14	1	My teacher, name is Mr. Ardi.	Name is Mr. Ardi. He is my teacher.	My teacher, his name is Mr. Ardi.	Omission of Pronoun
15	1	They're saying that both look alike.	They say that both look alike.	They say that we both look alike.	Omission of Pronoun
	2	Meanwhile, I go asleep last night.	Meanwhile, I get asleep last night.	Meanwhile, I fell asleep early last night.	Omission of Adverb
16	1	My friend's birthday is 8 th June 1999.	My friend's birthday is 8 th June 1999.	My friend's birthday is June 8th 1999 .	Misordering

17	1	If I'm not mistaken she was greet me first.	If I'm not mistaken, she was the one who me first.	If I'm not mistaken, she was the one who <u>greeted</u> me first.	Omission of Verb
18	1	She doesn't like and that's weird.	I like durian, but doesn't like and that's weird.	I like durian, but <u>she</u> doesn't like it and that's weird.	Omission of Pronoun
19	1	When I feel sad, I prefer to listen.	When I feel sad, I prefer to listen to the.	When I feel sad, I prefer to listen to the <u>music</u> .	Omission of Noun
	2	Football is the best thing my life.	Football is the best sport my life.	Football is the best thing <u>in</u> my life.	Omission of Preposition
20	1	My other that I like to do are singing, dancing, and playing music.	My other that I really like to do are singing, dancing, and playing music.	My other hobbies that <u>I</u> really like to do are singing, dancing, and playing music.	Omission of Noun
	2	We have lots of together.	We have a lot of together.	We have lots of <u>memories</u> together.	Omission of Noun
	3	My mother also cooking.	Same as me, my mother also cooking.	Same as me, my mother also <u>loves</u> cooking.	Omission of Verb
21	1	I want to try to make my writing as possible.	I want to try to make my writing as possible.	I want to try to make my writing as <u>good</u> as possible.	Omission of Adjective
22	1	Sometimes I as loud as I can because of watching horror movies.	While watching horror movies, I can as loud as I can.	<u>Sometimes I can scream as loud as I can while watching horror movie.</u>	Misordering
	2	I really love to playing games, but I also must leave my obligation as students	I really do love to playing games, but I also must leave my obligation as student.	I really love to play games, but I also must not leave my obligation as <u>a</u> student.	Omission of Article
23	1	We often fight because just little things.	We often fight because little things.	We often fight because <u>of</u> little things.	Omission of Preposition

24	1	Through books reading nobody would feel alone.	Through books reading nobody would feel alone and disturb.	Through reading books nobody would feel alone and disturb.	Misordering
25	1	My mom doesn't like at first time.	My mom doesn't like at the first.	My mom doesn't like Karate at the first.	Omission of Noun
26	1	At first, her advice sounds like a worst idea, she was on the mark.	At first, her advice sounds like a terrible idea, she was on the mark.	At first, her advice sounds like a terrible idea, but she was on the mark.	Omission of Conjunction
	2	Already know each other since our first grade at highschool.	Already known each other since our first grade at high school.	We have already known each other since our first grade at high school.	Omission of Pronoun
27	1	I really like science-fiction movies more thriller movies.	I really like sci-fi movies more thriller movies.	I really like sci-fi movies than thriller movies.	Omission of Conjunction
	2	I also play beside of guitar.	I also play piano beside of sometimes.	I also play piano beside of guitar sometimes.	Omission of Noun
28	1	There are some skills that emphasized which must being mastered by students.	There are some skills that emphasized which must being mastered by the students	There are some skills that emphasized which must be mastered by the students.	Simple Addition
29	1	I spent lot of money to buy.	I spent a lot of money to buy every month.	I spent a lot of money to buy books every month.	Omission of Noun
30	1	She is so pretty and have a cute face.	She is so beautiful and also have a cute face.	She is so beautiful and also has a cute face.	Alternating Forms (Misformation)
31	1	My friend and I often talk	My friend and I often talk	My friend and I often talk about	Omission of Noun

		about silly.	about funny every day.	funny jokes every day.	
32	1	There are some time that I love to read library.	There are times that I love to read library.	There are times that I love to read in library.	Omission of Preposition
	2	I train my body really hard so I can win the back than.	I trained my body really hard so I could win the back then.	I trained my body really hard so I could win the tournament back then.	Omission of Noun
33	1	We started to be friend since we were childrens .	We started to be friend since we were childrens .	We started to befriend since we were child .	Simple Addition
34	1	We watch new movies together theater.	We are always watching new movies together cinema.	We are always watching new movies together at cinema.	Omission of Preposition
35	1	So that's my hobbies.	So that are my hobbies.	So those are my hobbies.	Alternating Forms (Misformation)
36	1	We were go travel to Amuntai City.	We were travel to Amuntai City.	We had been traveling to Amuntai city.	Omission of Gerund
	2	She has short and hair black .	She has short black hair .	She has short and black hair .	Misordering

Therefore, a total of 9 errors were made in narrative texts. The highest frequency of grammatical errors appears on the omission category. There are six errors or 66.67% from all errors are classified into omission category, followed by addition (1 errors or 11.11%), misformation category (1 errors or 11.11%), misordering category is in the lowest showing that there are only one errors (11.11%). Table below shows a breakdown of some the errors that were made.

Student	Number	Test 1	Test 2	Correction	Type of Errors
37	1	He was punished not admit his own	He was punished not admitting his own.	He was punished for not admitting his own mother.	Omission of Preposition
	2	She lives with so happily with her parents.	She live happily with her parents.	She lived happily with her parents.	Alternating Forms (Misformation)
38	1	He hoped to be and married a beautiful girl.	He hoped to be a man.	He hoped to be a rich man.	Omission of Adjective

39	1	He can't finds Cinderella.	He can't finding Cinderella.	He couldn't find Cinderella.	Simple Addition
	2	One of her glass shoes came and she left it.	One of her glass shoes came.	One of her glass shoes came off .	Omission of Preposition
	3	She hurt, she cried.	She was hurt, she cried.	She was hurt, then she cried.	Omission of Conjunction
40	1	Once upon a time, there was women.	Once upon a time, there was woman.	Once upon a time, there was a woman.	Omission of Article
	2	He always to his mother.	He always his mother to earn some money	He always helped his mother to earn some money.	Omission of Verb
	3	After a long time of the prince searching, finally found the Cinderella.	After a long time of searching, finally the prince found Cinderella.	After a long time of searching, the prince finally found Cinderella.	Misordering

Discussion

The errors in language use may be in the forms of intralingual and interlingual errors. Interlingual errors appeared when EFL learners conducted some mistakes due to the rules of L2 (Indonesian). It is called intralingual error if it occurred due to the wrong implementation of English grammatical rules.¹ Interlingual error is also referred to as interference. Interference is defined as 'application of the structure of one language (for example, language X) in another language (for example, Y language). Or, it can be said that interference is the application of two language structures while speaking a language.

From the concepts of interference above, we can conclude that it includes the use of elements belonging to one language when speaking or writing another language, and the application of two language rules simultaneously, which consequently results in deviations from the norms of each language that occurs in bilingual speeches. (see also Fatchul Mu'in, et al. 2006, 2008, 2012, 2018, and 2019).

In this research, the type which has the highest number of errors will be discussed first.

Omission

In this type, students who wrote narrative text made 6 errors (66.67% of the initial errors) upon second testing compared to 6 errors made during the first test. However, students who wrote descriptive text made 43 errors (84.31% of the initial errors) upon second testing compared to 43 errors made during the first test. The researcher found the students always forgot to add noun, verbs, adverb, article, preposition, conjunction, pronoun, and gerund in the sentence. According to Dulay (1984: 154) states that omission errors are

¹ Nurpita Sari, Fatchul Mu'in, Moh. Yamin. 2019. An Analysis of Intralingual Grammatical Errors Made by EFL Students, in Lingua Educatia Journal Vol. 1 No. 2 December 2019, pp. 138-150

characterized by the absence of an item that must appear in a well-formed utterance. In these errors, the students supplied something although it is an incorrect form. For example, the error of omission noun “I always laugh when I **remembered stories**”. The students did not add “noun” between remembered and stories. The correct sentence is supposed to be “I always laugh when I remembered **those** stories”.

Misordering

Misordering is the second highest number of errors occurrence with 4 errors or 100% found in descriptive texts and 1 error or 100% in narrative text. Dulay (1984: 162) states that misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The researcher found that the errors were misordering adjective and noun and verb and noun.

Examples:

- | | |
|------------|--|
| Error | : Through books reading nobody would feel alone and disturb. |
| Correction | : Through reading books nobody would feel alone and disturb. |
| Error | : She has a short and hair black. |
| Correction | : She has a short and black hair. |

It seemed that the students cannot perform the right formation process of the sentence. The student might want to say “reading books” and “black hair” but the words were misordered.

Addition

Addition is the lowest number of errors occurrence with two errors or 100% found in descriptive texts and 1 or 100% in narrative text. Dulay (1984: 156) states that addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. For example, “There are some skills that emphasized must **being** mastered by students.” The researcher found error in using gerund in the sentence. Therefore, in the sentence, the correct form should be, “There are some skills that emphasized which must be mastered by students.”

Mis formation

Mis formation is also the lowest number of errors occurrence with two errors or 100% found in descriptive texts and 1 or 100% in narrative text. Mis formation is any wrong form of certain morphemes or structures. According to Dulay (1984: 158) states that mis formation errors are characterized by the use of the wrong form of the morpheme or structure. The following is the example and explanation of mis formation errors found in the students’ tests.

Example: So that’s my hobbies.

It might be seen that the sentence does not contain any errors, but the researcher identified two errors in the sentence. The correct sentence should be, “So those are my hobbies.” Azar (1999) stated that in generalization, nouns need to be either singular or plural, and it is done by either adding an article showing singularity or adding –s/-es suffix showing plurality of the noun. So That and to be “is” should be in plural form.

Based on explanation in discussion above, there were four types of errors found in students' writing; omission, addition, misformation, and misordering. It can be concluded that the total of errors of omission are 49 errors or 81.67%, the total error of addition are 3 errors or 5%. The errors of misformation are 3 errors or 5%, while the errors of misordering are 5 errors or 8.33%. From the calculation of the data, error in the form of omission with percentage 81.67% is as the highest frequent errors done by the students. Moreover, it followed by error in misordering with percentage with 8.33%, error of addition with percentage of 5% and error in misformation with percentage 5%.

CONCLUSION AND SUGGESTIONS

Conclusions

To answer the research questions of this research, the researcher analyzed the descriptive texts and narrative texts written by the English Department students' batch 2017 of FKIP Lambung Mangkurat University Banjarmasin in the academic year of 2018/2019. The researcher had found and categorized some errors in their writings. The result and discussion showed that the four types of errors made by the students from the highest percentage to the lowest were Omission, Misordering, Addition, and Misformation. Omission was the error which most frequently produced by the students. It can be concluded that the English Department students batch 2017 of FKIP Lambung Mangkurat University Banjarmasin in the academic year of 2018/2019 made four types of errors in writing descriptive texts and narrative texts. Also, the most frequent errors found in the descriptive texts and the narrative texts written by the English Department batch 2017 of FKIP Lambung Mangkurat University Banjarmasin in the academic year of 2018/2019 were Omission, Misordering, Addition, and Misformation.

Suggestions

The researcher suggests some essential points for students, lecturers and other researchers. It is suggested for the students that they should learn more about the grammar. They need to pay more attention while studying in the class and read more books that related to grammar. Moreover, the English Department should consider making classes for writing and structures outside of regular classes, for example, English Writing Club for the first and second-semester students. The students can improve and increase their knowledge about grammar by practicing in written forms. Also, the lecturers who participated also need to pay attention to the students' errors and make them aware about their errors so they can make a correction by themselves and will not do the same error. Also, the researcher hopes that the lectures of English Department will consider this research as positive feedback for better educational method, especially in writing. For the other researchers are suggested to conduct further research about grammatical errors with more data and details explanation.

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