

# A STUDY OF THE SECOND GRADE STUDENTS' GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEXT AT SMAN 6 PADANG

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## Abstract

The purpose of this research was to describe the types of grammatical errors made by the second grade students of SMAN 6 Padang in writing descriptive text. The design of this research was descriptive research. The population of this research was the second grade students of SMAN 6 Padang in academic year of 2015/2016. The population members were 272 students. They were distributed into nine classes; five classes of exact science and four classes of social science. This research used stratified cluster random sampling technique to get the samples. The total number of sample members was 61 students. The instrument used to get the data was writing test. The researcher found the reliability of the test by using inter-rater technique. The degree of the coefficient correlation was very high (.99). It means that the result of the test was reliable. Then, the test was valid in term of content validity. The result of the data analysis showed that there are 490 items of grammatical errors which made by the second grade students of SMAN Padang in writing descriptive text. They were 271 items of omission errors (55.28%), 95 items of addition errors (19.37%), 123 items of misformation errors (25.08%), and 2 items of misordering error (0.40%). The teachers should pay more attention to the students' grammatical errors in writing. Then, the students should practice harder in writing descriptive text and the last the other researchers are expected to find the others types of errors.

**Key words:** *grammatical, errors, descriptive, text*

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## Introduction

In senior high school there are several kinds of text that should be learned by the students. They are narrative, descriptive, recount, and report text. One of them is descriptive text. Descriptive text is text that describes the kind of objects or beings that

writer describes, either in appearance, sound, or smell, the texture of objects or living beings. Writing descriptive text is usually used to help a writer develops an aspect of his work to create a particular mood atmosphere or describe a place so that the reader can create vivid pictures of characters, places or objects. There are

three types of descriptive text, about place, person and about things. There are also two parts of descriptive text, they are generic structure and language features. The generic structures of descriptive text consist of identification and description and language features consist of the use of simple present tense, action verbs and the use of adjectives.

In writing, especially in writing a descriptive text, there are four components that should be considered. They are organizing ideas, grammar, vocabulary, mechanism and content. Grammar becomes the requirement to write a good descriptive text. If students do not have this ability there will be many grammatical errors so the reader will not get the point of what the writer wants to describe. According to Dulay, Burt, and Krashen (1982:56), there are four types of grammatical errors. They are: (1) omission, (2) addition, (3) misformation, (4) misordering.

The main purpose of the research is to describe grammatical errors made by the second grade students of SMAN 6 Padang in writing descriptive text. The specific purposes of the research are as follows:

1. To describe grammatical error in term of omission made by the second grade

students of SMAN 6 Padang in writing descriptive text.

2. To describe grammatical errors in term of addition made by the second grade students of SMAN 6 Padang in writing descriptive text.
3. To describe grammatical error in term of misformation made by the second grade students of SMAN 6 Padang in writing descriptive text.
4. To describe grammatical error in term of misordering made by the second grade students of SMAN 6 Padang in writing descriptive text.

## **Research Method**

The type of this research is descriptive in nature. The aim of using this design is to describe the types of grammatical errors made by the second grade students of SMA N 6 Padang in writing descriptive text. Gay (1987:189) states that descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of study.

According to Arikunto (2010:108), population is all of the research subjects. Gay (1987:102) states population is the group to which the researcher would like the results of a study to be generalized. The second grade students of SMAN 6 Padang who registered in the year 2015/2016 were

chosen as the population. They were chosen because in the recent curriculum (curriculum based competency), they had learned descriptive text. The population was about 272 students. They were distributed into nine classes which consist of five classes of exact science (IPA) and four classes of social science (IPS). The class that had been selected as the sample of the research was class XI IPA 2 with 32 students and class XI IPS 1 with 32 students. Three of students in class XI IPA 2 were absent when the researcher selected the samples, so the total number of the sample was 61 students

The writing test was used as the instrument for this research. The students were required to write a descriptive text about person. The researcher gave instruction to the students to write a descriptive text that focuses on describing a person. The test minimally consisted of two paragraphs based on the topic given which consist of identification and description. The researcher gave the time allocation in 60 minutes. They were allowed to choose one of the topics of descriptive text in telling person. The topics are: My Mother, My Father, My Teacher, My Favorite Artist, My Best Friend. The observation was taken on May 2015.

To find out the reliability of the test, the researcher used inter-rater technique. It means that there were two assessors (assessor 1 and assessor 2) to check student's writing. This technique was used to minimize the subjectivity in assessing. The researcher was the first assessor and the researcher chose a friend as the second assessor. Jimi Andiko Jalukhu was chosen as the second assessor because he had a good skill in writing and grammar. His GPA was 3.31 and his average grade in writing and grammar subject was A- when he studied in Bung Hatta University. The researcher found the correlation coefficient of the two assessors by using Pearson Product Moment formula as suggested by Arikunto (2010:93) as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2) - (\sum x)^2\} \{(n \sum y^2) - (\sum y)^2\}}}$$

Where:

$r_{xy}$  = the coefficient correlation between first and second assessor

N = the number of students who follow the test

x = the number of students who made errors that were identified by first assessor

y = the number of students who made errors that were identified by second

assessor

$\sum^x$  = the sum of x

$\sum^y$  = the sum of y

Then, the researcher used the following category to classify the coefficient correlation of the test (Arikunto, 2012:89) as follows:

- .81 – 1.00 = very high correlation
- .61 – .80 = high correlation
- .41 – .60 = moderate correlation
- .21 – .40 = low correlation
- .00 – .20 = very low correlation

Gay (1987:141) states that a coefficient over .90 would be acceptable for any test. After calculating the test, the researcher found that the degree of the coefficient of the test was .99. It means that the reliability of the test was very high correlation.

## **Findings and Discussion**

### **Findings**

Based on the result of data analysis, it was found that there were 490 grammatical errors made by the students which consist of four types. They were 271 items of omission errors (55.28%), 95 items of addition errors (19.37%), 123 items of misformation errors (25.08%), and 2 items of misordering error (0.40%). In

term of omission, there were 30 errors in term of omission of plural form (6.12%), 83 items errors in term of omission of s/es the third singular person (16.93%), 80 items error in term of omission of be (16.32%), 2 item error in term of omission of gerund (0.40%), and 76 items errors in term of omission of article (15.51%). In term of addition there were 44 items errors in term of addition of verb form (8.97%), 45 items errors in term of addition of article (9.18%), and 6 items errors in term of addition of plural form (1.22%). in term of misformation there were 54 items errors in term of misformation of auxiliary verb (11.02%), 12 items errors in term of misformation of preposition (2.44%), 39 items errors in term of misformation of pronoun (7.95%), and 18 items errors in term of misformation of article (3.67%). In term of misorderin, there were 2 items errors in term of misordering of adjective (0.40%).

### **Discussion**

It was found that there were four types of grammatical error in term of omission made by the students. The most error made by students was omission of s/es the third singular person, followed by omission of -be, omission of article,

omission of plural form and omission of gerund.

## **Conclusions and Suggestions**

### **Conclusions**

The researcher drew some conclusion of the result of data analysis and discussion in the previous chapter as the followings:

1. In describing the types of error, it can be concluded there are 490 items of errors which made by the second grade students of SMAN Padang in writing descriptive text about telling a person. They were 271 items of omission errors (55.28%), 95 items of addition errors (19.37%), 123 items of misformation errors (25.08%), and 2 items of misordering error (0.40%).
2. There were 271 items of omission errors (55.28%). They were 30 errors of plural form (6.12%), 83 items errors of omission of s/es the third singular person (16,93%), 80 items error of omission of be (16.32%), 2 item error of gerund (0.40%), and 76 items errors of omission of article(15.51%).
3. There were 95 items error in term of addition which consists of three types. They were 44 items errors of addition of verb form (8.97%), 45 items errors of addition of article (9.18%), and 6

items errors of addition of plural form (1.22%).

4. There were 123 items errors in term of misformation which consists of four types. They were 54 items errors of misformation of auxiliary verb (11.02%), 12 items errors of misformation of preposititon (2.44%), 39 items errors of misformation of pronoun (7.95%), and 18 items errors of misformation of article (3.67%).
5. There were 2 items errors in term of misordering which consists of 1 type. It was 2 items errors of misordering of adjective (0.40%)

### **Suggestions**

In conclusion, it seems there were thirteen types of grammatical errors made by the second grade students of SMAN 6 Padang in writing a descriptive text about telling person. Therefore, the researcher proposed some suggestions for English teachers and the students. The suggestions were as follows:

#### 1) For English Teachers

For teachers, it is better to give more attention to every type of grammatical errors especially in omission error. Omission errors were the error in the highest percentage that was found by the

researcher, so that the teachers have to remind students to be more careful in avoiding omission grammatical error. Grammatical error of misformation was the second error that most of students made, so in the teacher should remind the students about the misformation error. The next grammatical errors were the error of addition and error of misordering. Even both of these errors were the lowest errors that the researcher found. The teacher should minimize the chance of these errors to appear. In conclusion, hopefully the teachers can arrange better strategies to explain about the use of every aspect in grammar. By knowing this, the teachers are suggested to prepare better teaching strategies in order to avoid any grammatical errors and minimize them in writing descriptive text about telling person

## 2) For students

Based on the conclusion, it can be found that the students must learn more in plural form because it is the highest errors. It is expected that the students write more often. By doing so, the students' writing skill will be better especially in writing descriptive text about telling person.

## 3) For the next researcher

The researcher realized that there are many weaknesses in this research, so it is expected to other researcher to do further research, so that they can find other research findings related to this problem

## ACKNOWLEDGMENTS

First of all, the researcher would like to express his deepest gratitude to Allah SWT, the Lord of the world, who has given blessing, strength, health inspiration, opportunity and patience to finish writing this thesis. Then, he would like to send *shalawat* and *salam* to Prophet Muhammad SAW. Finally, he could finish his thesis, entitled "**An Study of the Second Grade Students' Grammatical Errors in Writing Descriptive Text at SMAN 6 Padang**". The primary aim of this thesis is to complete a partial fulfillment of requirements for getting the strata one (S1) degree at English Department, Teacher Training and Education Faculty of Bung Hatta University.

This thesis could not be completed and finished without a great deal of helping from many people, especially Mrs. Dra. Lisa Tavriyanti, M. Pd. as the first advisor and also the secretary of English Department. He also thanks to Mrs. Lailatul Husna, S. Pd, M. Pd. as the second advisor. They have given him many inputs,

guidance and care to complete this thesis. Their excellent suggestions and contributive ideas were very helpful.

Next, his gratitude is also presented to Mr. Drs. Khairul, M.Sc. as the Dean of Teacher Training and Education Faculty of Bung Hatta University and Mr. Drs. Yusrizal, M.Si. as the Vice Dean of Teacher Training and Education Faculty of Bung Hatta University. Furthermore, his deepest gratitude is also presented to Mrs. Dra. Ernati, M. Pd. as the chairwoman of English Department.

The special honor and thanks also go to all of the lecturers of English Department at Teacher Training and Education Faculty of Bung Hatta University for their guidance, motivation, support, help and knowledge during studying in this campus.

Then, special great price goes to his inspiring and lovely mother and lovely father, "Asni" and "Yurnalis". It is one of the best present for their love, pray, advice, support and motivation. Next, his great pride is presented to his beloved brother and sisters, "Rahmat Indra", "Kartini", "Mega Apri Yenisa" and "Yuri Dahliani" who have given their love, pray, advice, support and motivation. Next his great pride is presented to his cousins and all of family who have given love, pray, support and motivation.

He also thanks his best friends "Fitri Oktaviani", "Domi Setiawan.", "Jimi Andiko Jalukhu", "Zulfikar, S. Pd", "Okta Priyaldi, S. Pd", "Hidayatullah", "Ifans Putra Hendra", "Nanda Putri, S. Pd", "Dwi Rezky", "Hilma Yasha", "Aulia Rahmi, S. Pd" for good memories of friendship that we are ever through. His thankfulness is also presented to all of friends at English Department who have shared ideas, sadness and happiness in various moments.

Finally, he realizes that this thesis is not perfect yet and has several mistakes. Therefore, he welcomes any suggestions or criticisms from the readers to improve this thesis.

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