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GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEXT MADE BY TENTH GRADERS OF SMA SWASTA FREE METHODIST MEDAN

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ABSTRACT

This research was conducted to identify the various types of errors made in English descriptive texts written by tenth graders at Free Methodist Private High School Medan during the 2022-2023 academic year. This research was conducted on 36 students who became the focus of the research. This research method is descriptive qualitative. Research is conducted offline. Written test-based data collection method. The researcher checked the writing errors of the descriptive texts made by the students. This study concentrates on the categorization of writing errors made by students. The Surface Strategy Taxonomy analysis of the findings revealed 30 inaccuracies in student-submitted descriptive texts. There were 9 addition errors with a total of 30%, 16 errors of omission with a total of 54%, 5 misformation errors with a total of 16%, and 0 ordering errors with a total of 0%. The majority of errors, or 15 out of 30, are spelling (Spelling) errors, which are classed as errors within omission errors. In conclusion, the researchers found 30 errors in the descriptive text written by class X IPS 1 SMA Medan Free Methodis.

Kata Kunci: Writing, Descriptive Text, Grammatical Error, Error Analysis.

ABSTRAK

Penelitian ini dilakukan untuk mengidentifikasi berbagai jenis kesalahan yang dibuat dalam teks deskriptif Bahasa Inggris yang ditulis oleh siswa kelas sepuluh di SMA Swasta Free Methodist Medan selama tahun akademik 2022-2023. Penelitian ini dilakukan pada 36 siswa yang menjadi fokus penelitian. Metode penelitian ini adalah kualitatif deskriptif. Penelitian dilakukan secara offline. Metode pengumpulan data berbasis tes tertulis. Peneliti memeriksa kesalahan penulisan teks deskriptif yang dibuat oleh siswa. Penelitian ini berkonsentrasi pada pengkategorian penulisan kesalahan yang dibuat oleh siswa. Analisis Taksonomi Strategi Permukaan dari temuan tersebut mengungkapkan 30 ketidakakuratan dalam teks deskriptif yang dikirimkan oleh siswa. Terdapat 9 kesalahan penambahan dengan total 30%, 16 kesalahan dari kelalaian dengan total 54%, 5 kesalahan kesalahan misformasi dengan Total 16%, dan 0 salah pemesanan dengan total 0%. Mayoritas kesalahan atau 15 dari 30, adalah ejaan (Ejaan) kesalahan, yang digolongkan sebagai kesalahan dalam kelalaian kesalahan. Kesimpulannya, para peneliti menemukan 30 kesalahan dalam teks deskriptif yang ditulis oleh kelas X IPS 1 SMA Swasta Free Metodis Medan.

Keywords: Menulis, Teks Deskriptif, Kesalahan Tata Bahasa, Analisis Kesalahan.

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1. INTRODUCTION

Masduqi, 2016 explains that speaking and writing are two examples of productive skills. Then in receptive skills, there are reading and listening. Students should master writing skills because they must be able to put their thoughts together and express themselves in writing; writing is the process of converting ideas into understandable written language. According to (Kareviati et al., 2019) "In order for the reader to understand the material that the writer has attempted to convey, writing is the process that entails putting down graphic symbols with a purpose to present a language". In addition, (Sari & Kaba, 2019) "Writing is a process of thinking," it says. This notion is backed by (Amin, 2022) which also explains that "writing is the method of thinking up new ideas, considering how to express those ideas in effective writing, and logically organizing those ideas into statements and paragraphs". Because writing is the process of putting thoughts from the writer's head onto paper and turning them into coherently organized words and sentences. It implies that writers are required to conduct research into their concepts and arrange them into coherent paragraphs and sentences.

Because there are so many differences between students' first language (Indonesian language) and the target language, students in Indonesia frequently struggle to master language as an additional language (English). Learning a second language is more difficult than learning a native language because students must struggle to learn an unborn language and culture at the same time. According to Brown (2000:1), it takes a lot of time and effort to learn a second language because people must completely abandon their first language and adapt to a new language, culture, ability to think, experiencing, and acting in order to completely interact and communicate in the second language.

According to (Irawati, 2015) A mistake is a clear departure from adult grammar or the speech of a native speaker, which reflects the learner's interlanguage proficiency. An error is an ensure that the performance like memory, restriction, pronunciation, lack of energy, or inability to cope. She also recognizes that the error is caused by an absence of understanding of the language's rules. It is natural for students to make mistakes when learning a foreign languagebecause grammar, vocabulary, and pronunciation differr greatly from one another.

Based on the preceding explanations, it is possible to conclude that error is systematic and that students cannot self-correct because it reflects the student's proficiency in the target language. While mistake is such an error that cannot be corrected by the student because it is the sole direct result of the learner performance, mistake is indeed an error that can.

The objective of writing in the 2013 curriculum is for students to produce precise and well-organized texts throughout each writing task that is managerially related to social feature, sentence construction, and language feature. Writing is one of the subject matters that all learners are required to learn in school. Each student must write a brief, well-organized paragraph. As a result, as writing exercises, in the writing classroom, all students are typically asked to write straightforward texts like narratives, recounts, descriptives, procedures, discussions, reviews, spoofs, and expository essays. The researcher concentratedon students' difficulties in writing descriptive text in terms of how they develop their ideas, organize their ideas, grammar, mechanics, and use appropriate vocabulary.

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Students sometimes make mistakes when writing English sentences, such as he a cat instead of he is a cat. Writing English sentences differs greatly from writing in Indonesian. Indonesian verbs always take the same form since there are no tenses in this language. Many students continued to make mistakes when writing English sentencesand struggled with tenses and structure. Students' writing tasks also contain sentence misalignment.

There are a few examples of the phrase. Klein provided the first. According to (Klein, 2017), the reader can visualize a person being described in a particular setting or manner thanks to descriptive writing. Based on (Vermeer & Chesterman, 2021), the second definition presents details of the object to the readers as clearlyas possible. Than (Howes, 2021) states that the described is also about the sensory perception of a thing's appearance, sound, and flavor based on the opinion of the readers.

According to the experts' definitions of descriptive text, a descriptive text is one that provides details. What a subject or object is like. A descriptive text's purpose is to describe a specific thing, like a person, object, place, or circumstance. In descriptive text, there are two parts. The first is the identification section, which aims toidentify the phenomenon. And the description section is where you describe the qualities, characteristics, and so on.

The first of these earlier studies is from Hijjatul Qamariah, 2020, and it is related to the current research. An analysis of students' grammatical mistakes in English text written by second graders at SMK-SMTI Banda Aceh students is the topic of this essay. The objective of this study is to discover the types of grammatical errors made by students while writing an English text. The findings revealed that students made a total of 48 errors in their writing sheet, including errors in the use of verbs, tenses, singular/plural nouns, adjectives, prepositions, to be, publications, modal/auxiliary, nouns, objective pronouns, and phrasal verbs. According to her research, the students continue to struggle with sentence composition because they consistently make grammatical mistakes. An analysis of the grammatical errors that students made when writing descriptive text was conducted in the previous study by Ihsan Nazir in 2018. The study outlines the mistakes that students made when composing descriptive text using the classification system of surface strategies (omission, addition, misformation, and misordering). The descriptive qualitative method was used in this study. Based on those findings, it is significant to mention which the students produced grammatical errors when writing descriptive text. They made misformation, disordering, omission, and addition mistakes. The researcher discovered that misformation had the highest frequency of errors and addition had the lowest frequency. The similarities between the two previous studies are that they both used qualitative research as the research design and analyzed grammatical in English text writing. The first researcher focuses on identifying types of grammaticalerrors, whereas the second researcher focuses on descriptive text according to the surface strategy taxonomy.

Due to the background research mentioned above, the researcher would like to look into the following question: "What types of grammatical errors were indeed submitted by SMA Free Methodist 2 Medan tenth grade students when they write descriptive text?"

As a result of research problem stated above, the objective of this study is to pinpoint the grammatical mistakes that students in SMA Free Methodist 2

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Medan's tenth grade make when writing descriptive texts.

This study's findings are expected to make a significant contribution to:

a. Theoretically

This study is expected to be used as a resource for future research and as a future contribution to the learning process of teaching for error analysis in order to help students improve their knowledge of English, particularly grammar.

b. Practically

The English teacher understands the difficulties that students face when writing descriptive text. So the teacher can enhance his or her teaching style so that the students understand the lesson, particularly the grammar in descriptive text writing.

This research can help students write descriptive texts with proper grammatical structure. They can become more aware of the errors they make throughout every writing test, not just in descriptive text writing, but also in all writing activities.

The research is limited to SMA Free Methodist tenth grade students. The study focuses on writing errors made by student descriptive text using the Surface Strategy Taxonomy (SST).

To clarify some precise terms used for this research to make them easier to understand, see this section.

1) Error analysis is the activity of identifying, categorizing, interpreting, or describing errors made by a person while speaking or writing.
2) Describe your text in detail is one the characteristics of a person or thing.
3) In prescriptive grammar, the term "grammatical error" refers to a situation in which the usage is erroneous, unusual, or contentious, such as when a verb tense or modifier is used in the wrong place.
4) Surface Strategy Taxonomy is a set of error categories that includes errors in addition, omission, miss formation, and miss ordering

2. RESEARCH METHOD

The researcher used a descriptive qualitative method in this study in order to explain and classify students' mistakes who rely on text. The descriptive steps are data collection, data organization, and data imaging. A qualitative research, according to (Granato et al., 2014), is a type of study that does not analyze the data using statistical methods.

For the purpose of analyzing and presenting the findings of a qualitative approach, the researcher frequently places a priority on accurate explanation. A descriptive analysis, according to (Yilmaz, 2013), is a study in which the researcher seeks to describe a situation or event. This is an analysis method that explains and interprets the results of a study as they are. In descriptive research, there are no variables that the researcher can control or manipulate.

The SMA Swasta Free Methodist was used for this study. There were 2 types of X IPS. Thecsampling method applied in this study was purposeful sampling. Purposive sampling, as defined by Etikan et al. (2016), is the technique of selecting samples from people who are not in the same standard or area but are selected for a particular reason.

3. RESULT AND DISCUSSION
Result

Each student in class X IPS 1, which has 36 students, is a participant in this study. The researcher chose participants for X IPS 1 based on the total number of students in each class. The class with the most student X IPS 1 is the largest.

Table The Total Students X IPS

Class	Total Students
IPS 1	36
IPS 2	33

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According to (Alshenqeeti, 2014), is the key to the research instrument. This implies that the researcher is the main instrument and data collector. As a result, the researcher serves as the primary tool for focusing the study, gathering data, processing it, and drawing inferences from it.

The descriptive text written by students is the the study's data sources. To obtain the students' writings test, the researcher assigned a code of error to each student by modifying the correction symbol from Oshima and Hogue (2007), whereafter surface strategy taxonomy was used to analyze it. They come in four different forms: omission, addition, misformation, and misordering

Discussion

The researcher provided educational materials that explained descriptive text. The students were then given instructions by the researcher, and using their knowledge, they created descriptive text. The students were given 45 minutes to write a descriptive text that was related to one of three objectives from historical sites and tourist attractions in the city of Medan. The researcher inquired about the students submit their writing test after they completed it. The researcher was not given a score because the researcher collected and analyzed the errors to classify them according to Dulay's Theory.

Data reduction, data visualization, and conclusion drawing/verification are the three activities that make up data analysis, according to bin Tahir & Hanapi (2017). According to (Sivarajah et al., 2017), Summarizing, selecting key points, concentrating on important aspects, identifying theme and line in the research topic, and trashing something pointless were all part of the data reduction process. In other words, data reduction provided the researcher with a clear illustration, allowing the researcher to focus on another data collection activity.

(Rivas, 2012) affirms that a flowchart, chart, short description, category relationship, or other visual representation of data can be used to display it in qualitative research. The data in this study was presented in two steps. First, identify the students' mistakes. Second, classifying the errors of the students.

The researcher read and identified the students' descriptive text errors in this step. Following that, the researcher will provide a code for the students' errors by modifying Oshima and Hogue's correction symbol (2007). This correction symbol contrasts the incorrect and correct utterances from the target language. Strong English grammar experts helped the researcher identify the mistakes that students made in their writing.

The researcher was assisted in this step by the same expert who has strong English grammar skills. The researcher used one of the classifications of errors proposed by Dulay, Burt, and Krashen in classifying students' errors (1982:150). The error classification system used in this study, the Surface Strategy Taxonomy (SST), includes four different categories of errors. There are four of them: addition, omission, misordering, and misformation.

An omission error occurs when an object that a well-formed utterance requires it to be present is missing. Addition errors are distinguished due to the object's presence should not be present in a wellformed utterance. errors in misformation are distinguished through the use of incorrect an element or morpheme's form. The taxonomy of surface strategy errors concludes with misordering. The morpheme or group of morphemes that are positioned incorrectly in a sentence characterizes the error.

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Drawing conclusions and conducting verification are the third steps in a qualitative analysis of data, according to Male (2016). This step involved the researcher presenting the results of the analysis she had conducted on the students' written descriptive text in the form of a chart and a brief explanation.

The researcher analyzed the data, which included classification types of errors, and discussed the research findings in this chapter. In writing descriptive text, the researcher identified the incorrect sentences among those that were submitted by SMA Swasta Free Methodist Medan students in the tenth grade during the academic year 2022–2023.

The study's findings pertaining to student error were presented by the researcher. On Thursday, October 20, 2022, the students from X IPS 1 of SMA Free Methodist took a test on writing a descriptive text that consisted of four topics in order to collect data. 36 students served as the study's subjects. In this section, the researcher used Dulay's theory to categorize the mistakes the students made when writing descriptive text (1982). SST is the name of the theory, which is one method for categorizing error. using the information, four categories of grammatical mistakes that appeared in student writing were identified: Omission, Addition, Misformation, and Misordering error.

Omission errors occurs when a component that is necessary for a well-formed utterance is missing. The object's presence that should not be a part of a complete sentence is what distinguishes Addition error. The use of an inaccurate morpheme or structure distinguishes misformation errors from other errors. Misordering is the last category of errors under the surface strategy taxonomy. These mistakes include misplacing morphemes or a group of them of morphemes used in a sentence. The

types of error after analysis and prediction. 30 mistakes in the students' descriptive text were discovered by the researcher. The researcher was assisted in identifying the mistakes made by the students by experts who are fluent in English grammar. The following table shows how the researcher distributed these mistakes.

Table Listing Student Writing Test Error Distribution

No	Error	Total of error	Errors in percentage
1	Omission	16	54%
2	Misordering	0	0%
3	Misinformation	5	16%
4	Addition	9	30%
	Total	**30**	**100%**

The researcher concluded that the students from X IPS 1 of SMA Swasta Free Methodist made 30 errors based on the distribution in the table above. Omission error was the most common (54%), while misordering error was the least common (0%). The percentages of this study are explained below.

After classifying the errors using Dulay's theory, Surface Strategy Taxonomy (1982). Here are examples of every mistaken type. According to Dulay, omission means the absence of a required component be present formally expressed in a statement. This error was most common in students writing when words were missing (wmiss). As an example, consider the following error.

Sentences	It should be
There is the beautiful grandeur	There is a beautiful grandeur
Pantai cermin have a many food	Pantai cermin has many food
And place so clean	And the place is so clean

The author should complete each element of a good writing in order to writing, especially when an adverb is used. There was an adverbial error that included an omission in the previous

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sentence. deleted "the" based on the sentence. It should have that adverb following "is" to make it a the right sentence. based on the omission in the surface strategy taxonomy. The students' descriptive text writing contained four different types of errors.

According to Dulay's theory, the presence of a component that shouldn't be in a well-formed utterance is what distinguishes addition errors. Typically, this error appeared in unnecessary words when students wrote them (uncess). As such, the following error example is provided.

Sentences	It should be
On the cermin beach there are there are a lot of very delicious seafood.	*On the pantai cermin, there are a lot of very delicious seafood.*

There was an addition error above because the student did not include the specific word, which is required in that sentence. Because a specific word seafood, is required to finish the sentence. It is preferable if the student added it to complete the sentence.

Misformation errors, according to Dulay, are distinguished by means of the incorrect morpheme or structural form. This error was most common in students' writing when spelling words (sp). As an example of an error, consider the following.

Sentences	It should be
-There are many foods such as	*-There are a lot of food such as*
-so that visitors like to vacation at the mirror parlor	*- so that visitors like to visit the pantai cermin*
- the water is so blue, clear, and clean will amaze our	*- the water is so blue, clear, and clean that will amaze us*

Misordering errors, according to Dulay, are the morpheme or group of morphemes that are positioned incorrectly in a sentence. The following is an example of an error.

The researcher discovered from the 36 students from X IPS 1 of SMA Swasta Free Methodist who participated in this test in their writing, based on data analysis addressing the mistakes made by students when writing descriptive text. According to Dulay (1982), there are four kinds of mistakes. There are 4 of them: LinguisticCategoryTtaxonomy (LCT), Surface Strategy Taxonomy (SST), Comparative Analysis Taxonomy (CAT), and Communicative Effect Taxonomy (CET). In this study, the researcher classified errors using surface strategy taxonomy. In Surface Strategy Taxonomy, there are 4 types of errors: Omission, Addition, Misformation, and Misordering. An omission error occurs when an object that a well-formed utterance requires it to be present is missing.

Addition error are distinguished due to the object's presence should not be present in a wellformed utterance. The application of a morpheme or structure in the incorrect form distinguishes misformation errors. The taxonomy of surface strategy errors concludes with misordering. The morpheme or group of morphemes that are positioned incorrectly in a sentence characterizes the error. The use of a morpheme or structure in the incorrect form distinguishes misformation errors. A word or phrase or category of morphemes being positioned incorrectly within an utterance is what defines this error.

4. CONCLUSION

In particular, students in X IPS 1 of the SMA Swasta Free Methodist tenth grade were examined and classified for the types of errors they made when writing descriptive text in the research conclusion. Dulay's Surface Strategy Taxonomy theory was used to categorize the errors. In surface strategy taxonomy, omission errors are the first class of error, which occurs when something that

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is required be present in a well-crafted statement is missing. The second type of error is addition, which is distinguished by the existence of something that shouldn't be used in a well-constructed sentence. The use of an incorrect morpheme or structural component distinguishes the third sort of error, known as misformation. Misordering is the final type of error in surface strategy taxonomy. There were 18 students who choose to describe Lake Toba, 10 students who selected to describe City Forest, 8 students who selected to describe Mirror Beach, the type of error with the largest proportion was omissions error, which has had 30 total faults and a 54% percentage, leaving the pupils still unsure of how to employ the norms ofEnglish writing. The researcher discovered 0% error with 0 misordering error, which was the lowest proportion of error discovered. According to Dulay's argument, this type actually demonstrated that the students had already mastered some target language rules.

The researcher made several recommendations based on his findings. Students, teachers, and future researchers may find it useful. When teaching students how to write descriptive texts, the teacher is aware of their difficulties. So the teacher can improve the way he or she teaches in order for the students to understand the lesson, particularly the grammar in writing descriptive text. When teaching students how to write descriptive texts, the teacher is aware of their difficulties. In order to ensure that the students fully grasp the lesson—particularly the grammar for writing Descriptive Text—the teacher should work to improve his or her methods of instruction.

This study may be helpful students write descriptive texts with proper grammatical structure. It is preferable if students learn more about English, particularly its structure. In addition, students should expand their vocabulary to make it easier for them to write in English. They can become more aware oferrors they make in all writing tests, not just descriptive text writing.

This study is anticipated to be used as a source for future research and as an aid in the method of instruction and learning for the purpose of error analysis to guide students improve their comprehension of English, particularly in grammar.

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