

**A GRAMMATICAL ERROR ANALYSIS ON DESCRIPTIVE TEXT  
MADE BY THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1  
NGAWEN KLATEN IN ACADEMIC YEAR 2016/2017**

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirements for Accomplishing  
Undergraduate Degree in English Education Study Program



**By**

**Name : Chosnara Tyarani**

**Student No. : 1511202947**

**TEACHER TRAINING AND EDUCATION FACULTY**

**UNIVERSITY OF WIDYA DHARMA KLATEN**

**KLATEN**

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APPROVAL

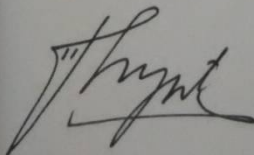
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By  
Name : Chosnara Tyarani  
Student No. : 1511202947

Approved by the Consultants to be Examined before the Board of Examiners of  
Teacher Training and Education Faculty on:

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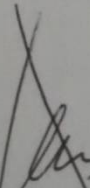
Consultant I,



Dra. Hj. Sri Haryanti, M.Hum.

NIP. 19610619 198703 2 001

Consultant II,



Ana Setyandari, S.Pd., M.Pd.

NIK 690 112 325

**RATIFICATION**

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By

Name : Chosnara Tyarani

Student No. : 1511202947

Accepted by the Board of Examiners of Teacher Training and Education Faculty,

University of Widya Dharma Klaten on

Day : Tuesday

Date : 25<sup>th</sup> July 2017

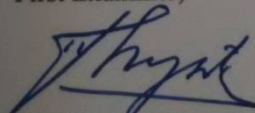
**The Board of Examiners**

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NIK. 691 092 128

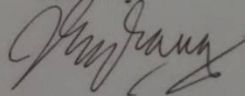
First Examiner,



Dra. Hj. Sri Haryanti, M.Hum.

NIP. 19610619 198703 2 001

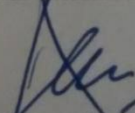
Secretary,



Dr. Hj. Endang Eko D.S., M.Hum.

NIK. 690 886 103

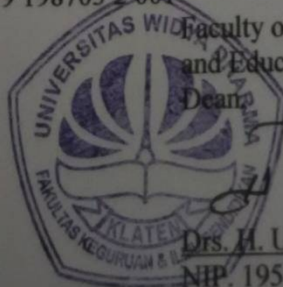
Second Examiner,



Ana Setyandari, S.Pd., M.Pd.

NIK. 690 112 325

Faculty of Teacher Training  
and Education  
Dean



Drs. H. Udiyono, M. Pd.

NIP. 19541124 198212 1 001

## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**A GRAMMATICAL ERROR ANALAYSIS ON DESCRIPTIVE TEXT MADE BY THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 NGAWEN KLATEN IN ACADEMIC YEAR 2106/2017**”.

It is not plagiarism or made by others. Anything related to the other’s work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept the academic punishment, including the withdrawal or cancelation of my academic degree.



## **PRONOUNCEMENT**

## MOTTO

- Do what you pray, pray what you do. (Anonymous)
- Anyone who is satisfied with the God-given to them, God will make it wealthy. ([Rochima Rahmawati](#))
- Just because you took longer than others, doesn't mean you failed. (Daniel Friday Danzor)

## PRESENTATION

This thesis is sincerely dedicated to:

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The writer realizes that this thesis is far from being perfect. Therefore, she gratefully receives correction, suggestion, criticism, and advice from the readers in order to make this thesis perfect.

Finally, the researcher hopes that this thesis will be useful for the readers and English education.

Klaten, July 2017

The Writer

## TABLE OF CONTENT

<b>TITLE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>PRONOUNCEMENT</b> .....	iv
<b>MOTTO</b> .....	v
<b>PRESENTATION</b> .....	vi
<b>ACKNOWLEDGEMENT</b> .....	vii
<b>TABLE OF CONTENT</b> .....	ix
<b>THE LIST OF TABLES</b> .....	xii
<b>THE LIST OF APPENDICES</b> .....	xiii
<b>ABSTRACT</b> .....	xiv
<b>CHAPTER I. INTRODUCTION</b>	
A. The Background of the Study .....	1
B. The Reason for Choosing the Topic.....	3
C. The Limitation of the Study.....	3
D. The Problem of the Study.....	4
E. The Aim of the Study .....	4
F. The Benefit of the Study.....	4
G. The Clarification of the Key Terms .....	5
1. Error Analysis .....	5
2. Grammatical Error.....	5
3. Writing Skill.....	6
4. Descriptive Text .....	6
H. The Organization of the Study.....	6
<b>CHAPTER II. THE REVIEW OF RELATED LITERATURE</b>	
A. The Review of Error Analysis .....	8
1. Definition of Error Analysis .....	8
2. The Difference between Error and Mistake.....	9

3. Types of Error .....	12
4. Cause of Error .....	18
5. Procedures of Error Analysis .....	20
B. The Review of Writing .....	22
1. Definition of Writing .....	22
2. The Purpose of Writing.....	24
3. Criteria of Good Writing.....	25
4. The Process of Writing .....	29
C. The Review of Descriptive Text .....	30
1. Definition of Descriptive Text .....	30
2. The Example of Descriptive Text .....	32
3. Possible Errors that the Students Make on Writing Descriptive Text .....	36
D. The Review of Grammatical Error.....	37

### **CHAPTER III. THE METHOD OF THE STUDY**

A. The Meaning of Research Method.....	40
B. The Strategy of Study.....	41
C. The Data and Source of Data.....	42
D. The Technique of Collecting Data .....	43
E. The Data Validity .....	43
F. The Technique of Analyzing the Data .....	45

### **CHAPTER IV. THE RESULT OF THE STUDY**

A. The Analysis of the Data .....	49
1. Errors of Omission .....	49
2. Errors of Addition.....	52
3. Errors of Misformation.....	53
4. Errors of Misordering .....	60
5. Errors of Omission and Addition .....	61
6. Errors of Omission and Misformation.....	62
7. Errors of Addition and Misformation.....	68

8. Errors of Addition and Misordering .....	70
9. Errors of Misformation and Misordering.....	70
10. Errors of Omission, Addition and Misformation .....	71
11. Errors of Omission, Misformation and Misordering.....	72
12. Errors of Addition, Misformation and Misordering.....	73
13. Errors of Omission, Addition, Misformation and Misordering .....	74
B. The Discussion of the Findings.....	74
 <b>CHAPTER V. CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	82
B. Suggestion.....	83
 <b>BIBLIOGRAPHY</b> .....	 84

## THE LIST OF TABLES

Table 1	: The Structure of Descriptive Text Entitled “The Eiffel Tower”
Table 2	: The Distribution of Errors in Linguistic Category (Example)
Table 3	: The Distribution of Errors in Surface Strategy (Example)
Table 4	: The Distribution of Errors in Linguistic Category (Result)
Table 5	: The Distribution of Errors in Surface Strategy (Result)
Table 6	: The Percentages of the Total Errors in Linguistic Category
Table 7	: The Percentages of the Total Errors in Surface Strategy

## **THE LIST OF APPENDICES**

Appendix 1. The Letter for First Consultant

Appendix 2. The Letter for Second Consultant

Appendix 3. Consultation Book

Appendix 4. The Letter of Permission to Research

Appendix 5. The Letter of Research by SMP Negeri 1 Ngawen Klaten

Appendix 6. Syllabus

Appendix 7. Instrument Writing

Appendix 8. Students List

Appendix 9. The Students' Answers

Appendix 10. Table of Erroneous Sentences on Descriptive Text Written by The Eighth Grade Students of SMP Negeri 1 Ngawen Klaten

## ABSTRACT

**CHOSNARA TYARANI, 1511202947**, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2017. Thesis: *A Grammatical Error Analysis on Descriptive Text Made by The Eighth Grade Students of SMP Negeri 1 Ngawen Klaten in Academic Year 2106/2017*.

This thesis is written to achieve some aims as follows: (1) To describe the types of errors in writing descriptive text made by the eighth grade students of SMP Negeri 1 Ngawen Klaten in academic year 2016/2017, (2) To find out the highest error frequency that students make in constructing the descriptive text, and (3) To know the causes of errors made by the students in writing descriptive text.

The method of this study is descriptive qualitative. This study was carried out at SMP Negeri 1 Ngawen Klaten. It was conducted on April 2017. The population of this study was the eighth grade students of SMP Negeri 1 Ngawen Klaten in Academic Year of 2016/2017. The class that was used in this study is 8C which consists of 32 students. The writer used *metode simak* to collect the data. The technique to analyze the data used in this study is error analysis. The steps of analyzing the data are collecting the sample, identifying the errors, describing the errors and explaining the errors.

The result of the study shows that the total errors made by the students are 264 errors out of 32 descriptive texts. On the existing data, for the six types of errors in linguistic category, the writer finds 18 errors or 6.82% in article errors, 41 errors or 15.53% in adjective errors, 9 errors or 3.41% in adverb errors, 116 errors or 43.94% in verb/auxiliary/to be errors, 54 errors or 20.45% in noun/pronoun errors and 26 errors or 9.85% in preposition errors. From those data it can be seen that errors in the use of auxiliary verb/to be are the highest in percentage. For the four types of errors in surface strategy, the writer finds 64 errors or 24.24% in omission errors, 38 errors or 14.39% in addition errors, 142 errors or 53.78% in misformation errors and 20 errors or 7.59% in misordering errors. In those data, misformation errors take the highest percentage.

The cause of errors can be classified into two categories; interlingual transfer and intralingual transfer. In this study, the writer finds that the source of the errors is mostly in interlingual transfer.

**Key words:** *grammatical, error analysis, descriptive text.*

# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

Language is a means of communication, that is for transmitting information or feeling from one person to another. Because of the importance of language, people need to learn it.

In the learning process of English as a foreign language for Indonesian learners, mistakes and errors are unavoidable. The main problem that usually inhibits learners to learn a foreign language appropriately and effectively is the difference of the language system of the foreign language and their mother tongue.

According to Ellis (1994: 47), learners make error in both comprehension and production. The example of a comprehension error is when learners do not understand the sentence they have made. However, comprehension errors have received scant attention, for, as Corder (in Ellis, 1994: 47) has pointed out, although we can test comprehension in general terms, 'it is very difficult to assign the cause of failures of comprehension to an inadequate knowledge of a particular syntactic feature of a misunderstood utterance'.

Second language learners are not alone in making errors. Children learning their first language also make errors. Also, even adult native speakers sometimes make errors. For example, they may sometimes leave out



grammatical morpheme as in “My brother live in Canada.” (=My brother lives in Canada.). As a matter of fact, the language system, such as grammar structure and vocabulary, should be learned intensively.

There are many rules in grammar that should be learned. They are articles, part of speech, sentence pattern, tense, etc. Grammar supports four skills in English which are reading, speaking, listening and writing. It cannot be ignored that knowledge of grammatical rules is essential for the mastery of language. People cannot make a sentence unless they know how the words should be put together. Although the language in speech does not concern to the grammatical rules, the neglect of grammatical somehow can cause miscommunication. In writing, the text can be understandable and can deliver the writer’s ideas if the writer has the ability in grammar.

Descriptive text reproduces the way things look, smell, taste, feel or sound. There are many problems that students face in writing descriptive text. Many students have difficulty in arranging the words to be a good sentence. They have problems in using articles, auxiliary verbs, nouns, prepositions, etc.

The errors in grammar, which are often made by the students, should be avoided or at least should be lessened. The teacher has to be able to avoid and lessen the errors by inspecting or examining the details of them accurately and properly. By finding the errors that students usually make, the teacher can take pedagogical precautions towards them. Error analysis can also help the teacher to monitor students’ progress.

Based on the phenomenon above, the writer wants to conduct a research entitled “A Grammatical Error Analysis on Descriptive Text Made by The Eighth Grade Students of SMP Negeri 1 Ngawen Klaten in Academic Year 2016/2017”

#### **B. The Reason for Choosing the Topic**

Writing skill is getting more and more essential today. It should be mastered in order to be literate. In composing a good writing, we should notice some aspects. Grammar is one important aspect that should be mastered in order to make a well structured writing. However, writing in different language is not as easy as writing in our own language since there are some different rules in the writing systems and these differences sometimes make the students make errors. That is why, the writer choose to analyze the grammatical errors in writing. By using error analysis, the writer can identify and categorize some errors into some types. Besides, some causes can also be identified. Therefore, students can make a solution to learn the first or second language better than before. They will learn languages easily although the systems are different.

#### **C. The Limitation of the Study**

In this study, the writer limits the scope of the study as follows: a grammatical error analysis on descriptive text made by the eighth grade students of SMP Negeri 1 Ngawen Klaten in academic year 2016/2017.

#### **D. The Problem of the Study**

Based on the problem limitation mentioned above, the writer states the problems to be researched as follows:

1. What are the types of errors made by the students in writing descriptive text?
2. What is the highest error frequency that students make in constructing the descriptive text?
3. What are the causes of errors made by the students in writing descriptive text?

#### **E. The Aim of the Study**

Based on the problem of the study above, the aims of the study are as follows:

1. To describe the types of errors in writing descriptive text made by the eighth grade students of SMP Negeri 1 Ngawen Klaten in academic year 2016/2017.
2. To find out the highest error frequency that students make in constructing the descriptive text.
3. To know the causes of errors made by the students in writing descriptive text.

#### **F. The Benefit of the Study**

The result of this research is expected to be able to give some benefits as following:

1. For the writer, the study can bring her to a better understanding of the error analysis in writing descriptive text written by the eighth grade students.
2. For the English teachers, the study can help them to make some improvement and development in teaching English grammar, especially in writing descriptive text.
3. For the students, the study can give them some more information about how to write descriptive text by knowing their own errors.
4. For other researchers, the study can inspire them to conduct researches in language study and to provide them with evidence how language is learnt.

#### **G. The Clarification of the Key Terms**

To make the study easy to understand, the writer clarifies the terms of the study as follows:

##### **1. Error Analysis**

Brown (2000: 166) defines error analysis as the processes to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the system operated by learner.

Meanwhile, Richards (1974: 96) states that error analysis is the study of errors made by the second and foreign language learners.

Based on the explanations above, the writer assumes error analysis as the way to find errors that students make in writing descriptive text.

##### **2. Grammatical error**

The focus of this study is the analysis of grammar errors. According to James (1998: 154), grammar has traditionally been discussed in terms

of morphology and syntax. Morphology handles word structure and syntax handles structures 'larger' than the word. But, in this study, the writer only focuses in morphology errors.

### 3. Writing Skill.

Webster (1981: 820) states that 'skill' is technical competence without insight or understanding or the ability for further elaboration or development.

In this study, writing skill is the ability of eighth grade students of SMP Negeri 1 Ngawen Klaten to write descriptive text.

### 4. Descriptive text

Wishon and Burks (1980: 379) state that descriptive writing reproduces the way things look, smell, taste, feel or sound; it may also include moods, such as happiness, loneliness, or fear.

McCrimmon (1984: 163) explains that description is a way to present a verbal portrait of person, place or thing. So, descriptive text is a type of text that has purpose to describe person, place or thing clearly and specifically. It can be concluded that writing a descriptive text should be clear, vivid, and concrete.

## **H. The Organization of the Study**

The organization of the study is presented in order to give the direction of the thesis arrangement. It is also meant to give description to the readers. The organization of the thesis of each chapter is as follows:

Chapter I is introduction. It consists of the background of the study, the reason for choosing topic, the limitation of the study, the problem of the study, the aim of the study, the benefit of the study, the clarification of the key terms and the organization of the study.

Chapter II is literature review. It consists of the review of error analysis, the review of writing, the review of descriptive text.

Chapter III is method of the study. It consists of the meaning of research method, the strategy of study, the data and the source of data, the technique of collecting data, the technique of analyzing data.

Chapter IV is the result of the study. It consists of presenting the data and analyzing the data.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion that can be drawn after conducting the study. The further explanations are as follows:

#### A. Conclusion

This study has three problem statements which have been mentioned before in the first chapter. The first problem is “What are the types of errors made by the students in writing descriptive text?” The second problem is “What is the highest error frequency that students make in constructing the descriptive text?” The third problem is “What are the causes of errors made by the students in writing descriptive text?” Hereby, based on the analysis of the data, the conclusions are presented as follows:

The types of grammatical errors made by the eighth grade students of SMP Negeri 1 Ngawen Klaten consist of two categories; they are linguistic category and surface strategy. Those two categories have each sub category. Linguistic category is divided in to six sub categories, which are error in the use of articles, adjectives, adverbs, auxiliary verb/to be, nouns/pronouns and preposition. Meanwhile, in the surface strategy, the sub categories are errors in omission, addition, misformation and misordering.

The total errors made by the students are 263 errors out of 32 descriptive texts. On the existing data, for the six types of errors in linguistic category, the writer finds 20 errors or 7.60% in article errors, 40 errors or 15.21% in adjective errors, 9 errors or 3.42% in adverb errors, 117 errors or

44.49% in verb/auxiliary/to be errors, 52 errors or 19.77% in noun/pronoun errors and 25 errors or 9.51% in preposition errors. From those data it can be seen that errors in the use of auxiliary verb/to be are the highest in percentage. For the four types of errors in surface strategy, the writer finds 69 errors or 26.24% in omission errors, 37 errors or 14.07% in addition errors, 138 errors or 52.47% in misformation errors and 19 errors or 7.22% in misordering errors. In those data, misformation errors take the highest percentage.

The cause of errors can be classified into two categories; interlingual transfer and intralingual transfer. In this study, the writer finds that the source of the errors is mostly in interlingual transfer. The errors are influenced by the students' mother tongue. The students often transfer the system of his native language to the target language.

## **B. Suggestion**

The researcher presents some suggestions that hopefully will provide more insight and ideas into the teaching and learning process of writing.

### 1. To the English teacher

It is expected that the teacher should know the problem in writing descriptive text of the eighth grade especially in grammatical aspect such as using article, adverb, adjective, auxiliary verb/to be, noun/pronoun and preposition. The writer hopes that this study can help English teachers to make some improvement and development in teaching English grammar, especially in writing descriptive text.

### 2. To the students



The writer suggests that the students practice more in using article, adverb, adjective, auxiliary verb/to be, noun/pronoun and preposition intensively, not only in written form but also in daily communication. The writer hopes that this study can give them more information about the use of article, adverb, adjective, auxiliary verb/to be, noun/pronoun and preposition to avoid making the errors on them. The students can start from making simple sentences so that they can improve their proficiency in grammar.

3. To the other researchers.

It is suggested that other researchers should conduct the same case in order to find more findings that cannot be found in this research. The next research of English grammatical errors can be conducted into different English skills such as oral, listening and reading. The next research can also be conducted into the higher level such as senior high school students of the second language learners.

Furthermore, in the following research they can possibly find many other types of English grammatical errors that cannot be found in this research. The next research can also find other factors influencing errors done by the second language learners.

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