AN ANALYSIS ON GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEXT AT MTS NEGERI LABUHANBATU SELATAN

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Abstract

Based on the findings and discussions in the previous chapter, the researcher concluded the type of errors are usually made by the second grade students of MTsN 2 Labuhanbatu using writing descriptive text, and the cause of errors made by the second grade students of MTsN 2 Labuhanbatu using writing descriptive text. The conclutions are as follows The type of errors are usually made by the second grade students of MTsN 2 Labuhanbatu using descriptive text. Based on the description in previos chapter, it can be concluded that the second grade of MTsN 2 still made the errors when the students were asked to a descriptive text. The types of errors made by the students on writing descriptive text are based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. After counting the errors, the researcher found 35 total of errors consisting of 16 errors of omission, 8 errors of addition, The cause of errors made by the second grade students of MTsN 2 Labuhanbatu using writing descriptive text. After analyzing each types of errors found in descriptive text in students writing of the second grade of MTsN 2 Labuhanbatu, the researcher can find some causes of errors. They are interlingual and intralingual transfer. Interlingual transfer is errors that are influenced by the interference of users mother tongue. The users still apply Indonesian pattern into English when they translate the sentences. Then intralingual transfer occurs when students get difficulty learn the second language.

Keywords: Grammatical Errors, Descriptive Text

INTRODUCTION

As the international language, English is one of media interaction and communication among people from different parts of the world. It is very important to be learned in order to improve social relation and knowledge. Without language, it is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities could not run without language.

Every country has a different language, we need an international language for communication.

In this global era, one of the international languages used until now is English. English is widely used as a means of communication all over the world. It is generally known that people are expected to master English language. In English, there are four language skills, they are listening, speaking, reading and writing. Writing is one of language skills which is important in our life. Through writing, we can inform others, carry out transaction, persuade, infuriate, and tell what we feel. According to Jack C. Richards and Willy A. Renandya. Writing is the most difficult skill for second language learners to master. Writing is the final product of several separate acts that are

hugely challenging to learn simultaneously. Based on curriculum 2013, teaching English at junior high school is expected to raise functional level. The functional level means that the students are able to communicate in oral and written form. In oral form, based on the basic competence of English subject of the first grade of junior high school, students are expected to express meaning in interpersonal and transactional conversation in daily context, while in written form there are several kinds of text that need to be taught: procedure, descriptive, narrative, and recount text. The achievement indicator is that the students have ability at developing and producing simple written monolog texts in the form of procedure, descriptive, narrative, and recount text.2 Among those different kinds of texts, writing descriptive text will be my focus in this research. In writing descriptive text, there are twoelements which are arranged based on its generic structures. They are identification and description. Identification is a generic structure which identifies phenomenon that will be describe. It means that it is a statement introducing or illustrating about the topic or the subject of description. The statement must be interesting and can attract the readers.

Description is a generic structure which describes about parts, qualities or characteristic of something. In this part, descriptions contain sensory language concerned with the five senses which helps create a dominant impression, figurative language, vivid verb. For the other words, in this element gives the detail of the characteristic features, condition of the subject that we would like to describe such as people, animals and things. Based on my observation, when doing teaching practice program (PPL) in MTs Negri 2 Labuhanbatu Selatan, I hope the students can write good grammar when they write descriptive text but in fact, the students of that school had

some difficulties in writing English text. The second Grade students have some errors in writing, especially descriptive text. The errors happened because they did not understand about the kind of text and This can be caused by the students lack of vocabulary and the differences of grammar. While, the students try to write a text, they face the difficulties on grammatical rule. Generally, the students always made the grammar mistaken when they write. The grammar mistaken as error means that something has been done wrong because someone does not know and does not use the correct system. In the world, the students sometimes made grammatical errors because of the language habit in their mother tongue that was sometimes sligthly or absolutely different from English.

Errors are normal, in the process of learning. As a human, a learner must have been errors in the process of learning to find out how they can improve their writing skill. Errors is the students' sign who does not understand in the English rules.Therefore, error analysis has an important role to help the teacher to reveal what kind of error that mostly the students do in writing and the causes of the error they make. By knowing the errors, the teacher could improve their method in teaching and would avoid the errors by giving the extensive materials about the errors in writing. The students also would have better understanding of what they were learning and would be able to write correctly and awarded with their previous error.

So many types of common errors based on aspects of the grammar that are wrongly used by the students such as: ommision, addition, misformation and misordering. In this case, the writer only focuses on errors based on surface strategy taxonomy. Where it has 4 categories namely: Ommision. Addition, misformation and misordering. The writer interest to identify the students' Errors grammatical to know what kinds of errors that mostly made by students especially based on surface strategy taxonomy.

Meanwhile, the writter chooses one of the writing genres skill namely descriptive text that conducts students analysis. Where, descritive text can support the students to express their experience to other people easily Based on the explanation above, the researcher interest in doing research with the title An Analysis on Grammatical Errors in Writing Descriptive text at MTs Negeri Labuhanbatu Selatan.

METHOD

In this research, use a descriptive qualitative research. The descriptive method is the appropriate way to find the errors made by students in writing descriptive text. Frankel & Wallen, states that qualitative research is characterized by verbal description as its data.37 It's means that data of the study was analyzed by describing, identifying and analyzing the text. Descriptive reseach meansthat the data of this study was described or explained. According to Franckcl & Wallen, qualitative research is the key instrument. Qualitative research concerns on the qualty of relationship, activities, situations or materials.

RESULT AND DISCUSSION

In analyzing the composition, each type of error that is found is cycled and marked. After finishing this step, the errors are tabulated. Then, the frequency of each type and the total number of errors are counted. Based on the analysis, there are some errors in the students' composition of descriptive text at second semester of MTsN 2 Labuhanbatu Selatan. Tenth texts of the students as the sources of the study were taken from thirty six students in Ten Grade of MTsN 2 Labuhanbatu Selatan. They wrote those texts in diffrent topic but in one theme to avoid copying each other. Materials related to errors in students' writing, theories about types and causes of errors and former were used to analyze the data. the second grade students' of MTsN 2 Labuhanbatu Selatan 35 grammatical error in their written works. Those 35 grammatical error were classified into four main catagories, namely: omission errors, addition errors, misformation errors, and misordering errors.

a. errors of omission: 16 b. errors of addition: 8

c. errors of misformation: 6 d. errors of misordering: 5

From the explanation of the previous data analysis, every types of errors occured in students' writing. Errors which were occured namely omission, addition, misformation,and the last one was misordering.

The goal of writing language is to convey information accurately, effectively, andappropriately. Writing product is necessary to be grammatically correct. Teaching andlearning process cannot be free from error mistake. Based on the phenomena, there are some problems in students' writing skill, especially in writing composition.

Although, the students must take writing subject, in fact there are still many students who have difficulties in writing composition.

There are four types of errors in surface strategy taxonomy according to Dulay, Burt, and Krashen, such as Misformation, Misordering, Omission, and Addition. This surface strategy taxonomy of error clarifies the surface elements of language that are altered in specific and systematic ways where the error always occurs.

There are some reasons why the students make errors. The errors happened because they did not understand about the kind of text and the students lack of vocabulary and the differences of grammar. While, the students try to write a text, they face the difficulties on grammatical rule. Generally, the students always made the grammar mistaken when they write. The grammar mistaken as error means that something has been done wrong because someone do not know and not use the correct system. Ad the students sometimes made grammatical errors because of the language habit in their mother tongue that was sometimes sligthly or absolutely different from English.

The finding shows thatsecond grade students of MTsN 2 Labuhanbatu Selatan make some errors in their composition. The total number of error is 35. It is derived from 4 types of error. The researcher finds that an omission error is the dominant type of error that is 16 from the total errors (45,7 %)

CONCLUSION

Based on the findings and discussions in the previous chapter, the researcher concluded the type of errors are usually made by the second grade students of MTsN 2 Labuhanbatu using writing descriptive text, and the cause of errors made by the second grade students of MTsN 2 Labuhanbatu using writing descriptive text. The conclutions are as follows:

1. The type of errors are usually made by the second grade students of MTsN 2 Labuhanbatu using descriptive text. Based on the description in previos chapter, it can be concluded that the second grade of MTsN 2 still made the errors when the students were asked to a descriptive text. The types of errors made by the students on writing descriptive text are based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. After counting the errors, the researcher found 35 total of errors consisting of 16 errors

of omission, 8 errors of addition, 6 errors of misformation and 5 errors or of misordering. From the data above, it can be seen that omission error was the highest number of errors made by the students. It was followed by addition error, misformation error and the last as the lowest is misordering error.

2. The cause of errors made by the second grade students of MTsN 2 Labuhanbatu using writing descriptive text. After analyzing each types of errors found in descriptive text in students writing of the second grade of MTsN 2 Labuhanbatu, the researcher can find some causes of errors. They are interlingual and intralingual transfer. Interlingual transfer is errors that are influenced by the interference of users mother tongue. The users still apply Indonesian pattern into English when they translate the sentences. Then intralingual transfer occurs when students get difficulty learn the second language.

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