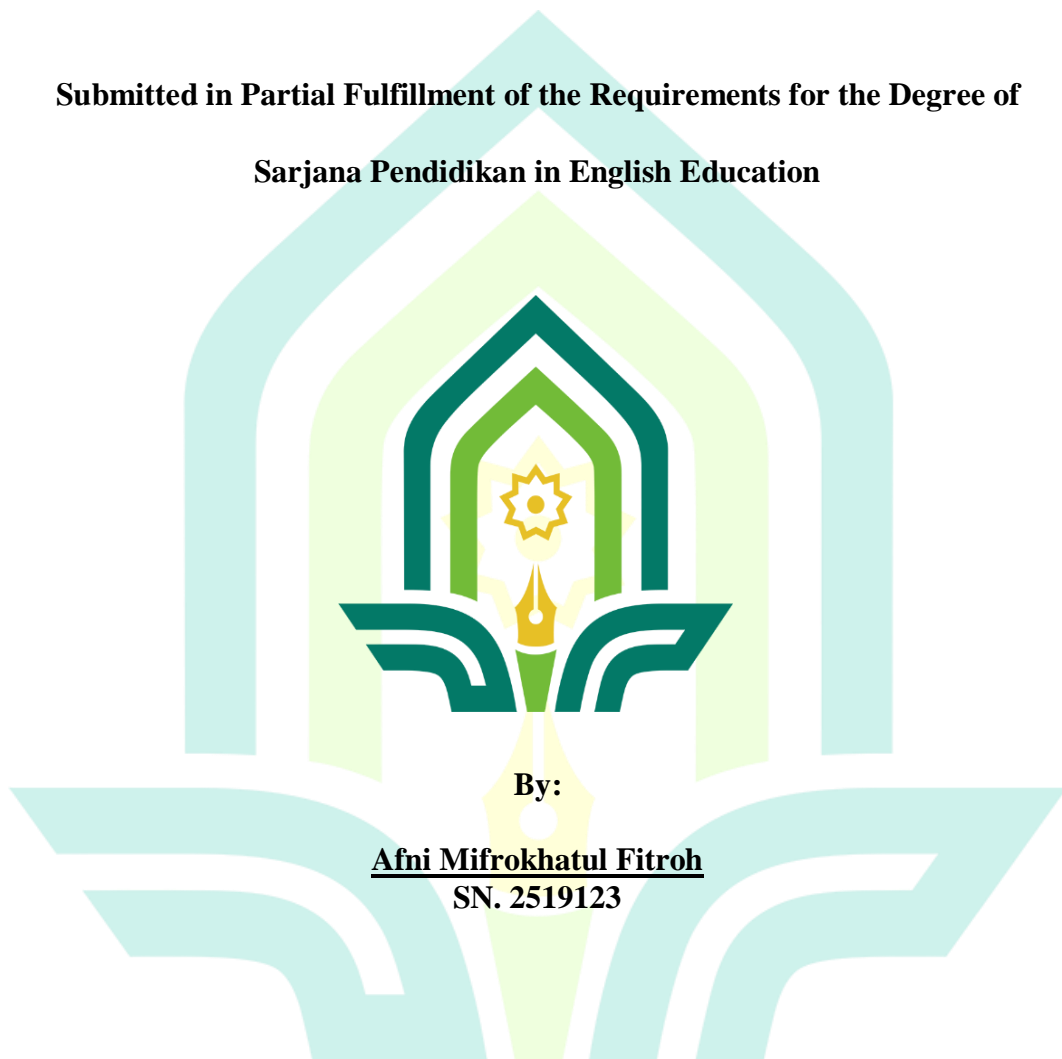


**REVEALING STUDENTS' GRAMMATICAL ERRORS IN WRITING A  
DESCRIPTIVE TEXT AT A JUNIOR HIGH SCHOOL**

**AN UNDERGRADUATE THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education**



**By:**

**Afni Mifrokhatul Fitroh**  
**SN. 2519123**

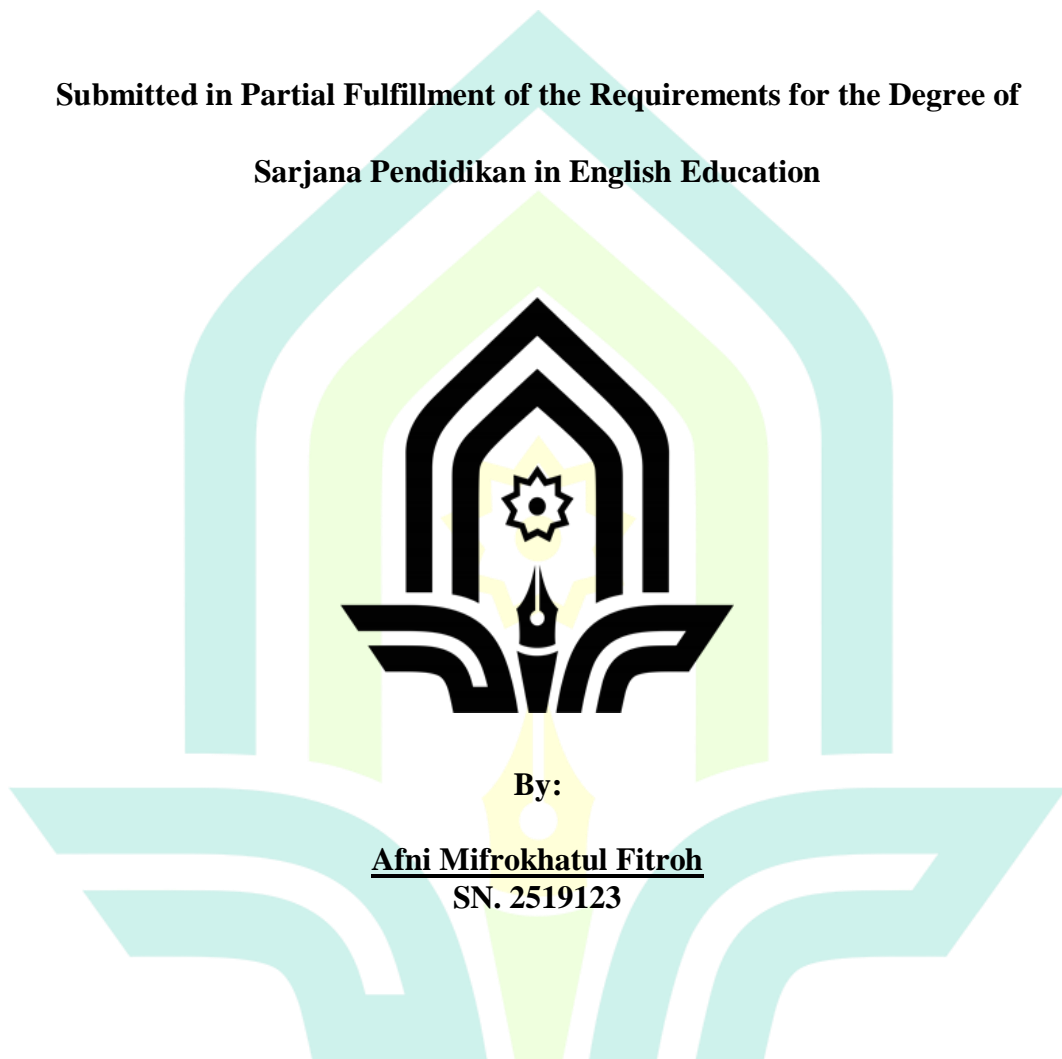
**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
K.H ABDURRAHMAN WAHID STATE ISLAMIC UNIVERSITY**

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**2024**

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Dengan ini menyatakan bahwa skripsi yang berjudul **“Revealing Students’ Grammatical Errors in Writing A Descriptive Text At Junior High School”** adalah benar-benar hasil karya penulis, kecuali bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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di  
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*Assalamu 'alaikum Wr.Wb.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

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Judul : **REVEALING STUDENTS' GRAMMATICAL ERRORS  
IN WRITING A DESCRIPTIVE TEXT AT A JUNIOR  
HIGH SCHOOL**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

*Wassalamu'alaikum Wr.Wb.*

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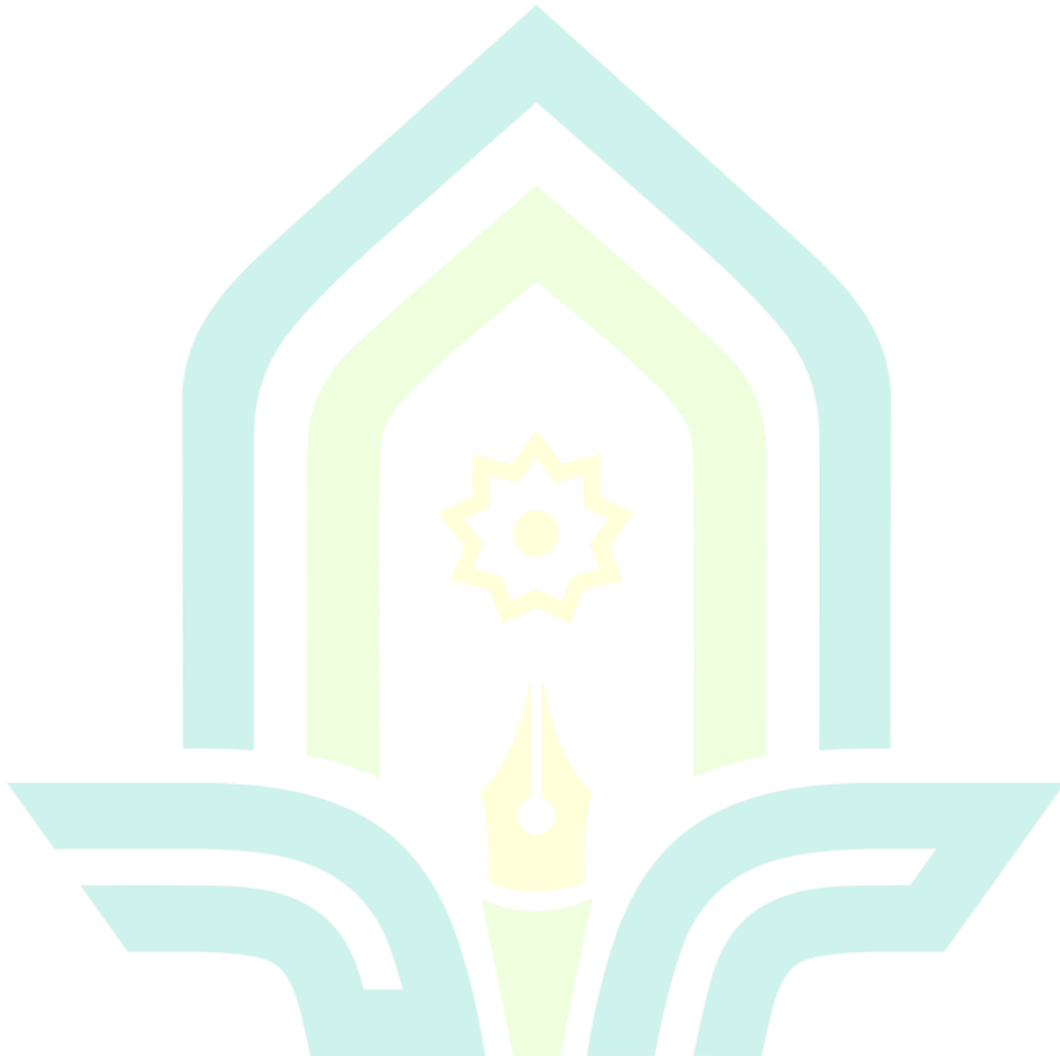
In the name of Allah, the Most Gracious, the Most Merciful. We would like to express our gratitude to the presence of Allah SWT who has given guidance to researchers. Peace be upon our prophet Muhammad SAW, his family, friends, and followers.

The researcher would like to give the best appreciation and respect to the people who helped, supported, advised, guided and encouraged me to complete this thesis.

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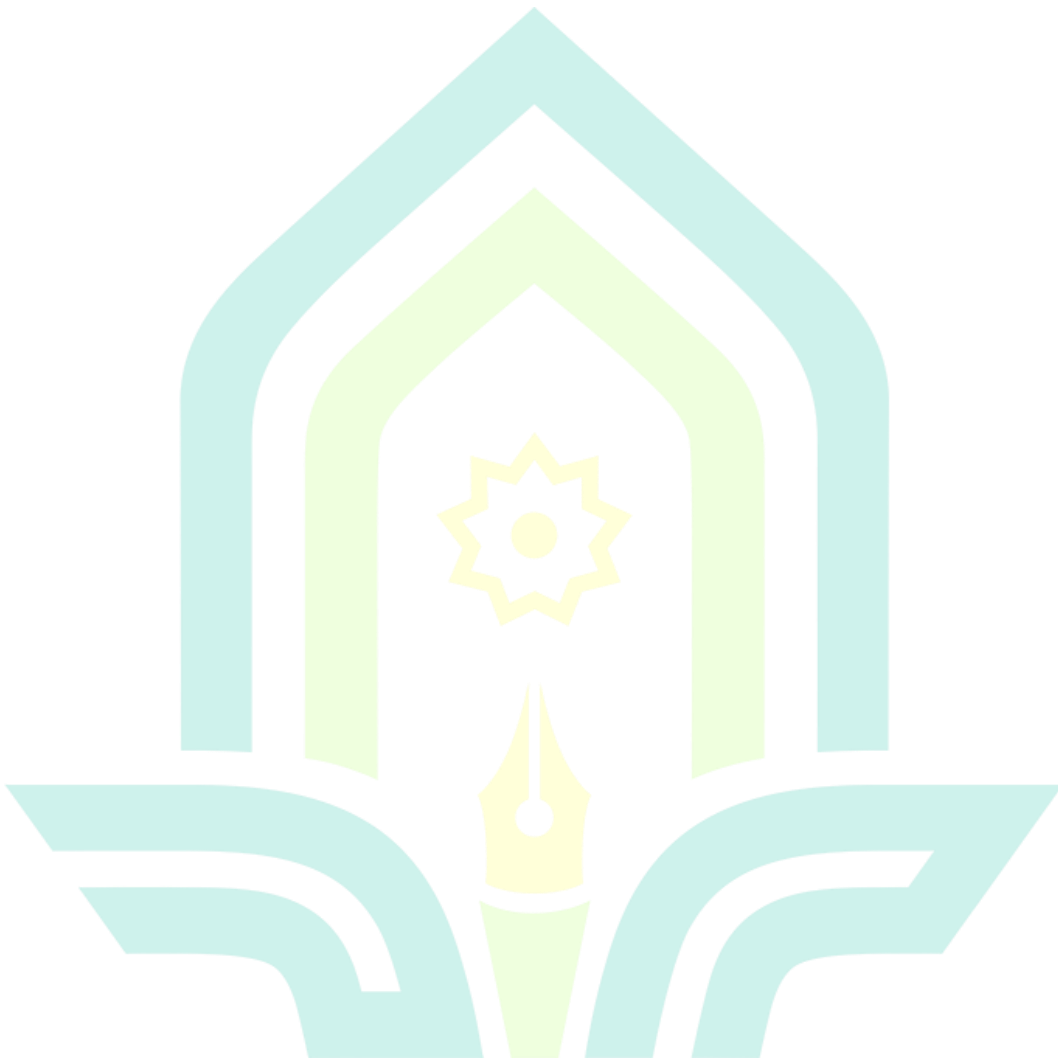
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## **MOTTO**

Sesungguhnya beserta kesulitan ada kemudahan

(QS. Al Insyirah: 6)





## ABSTRAK

Menulis merupakan salah satu keterampilan yang dimiliki siswa ketika belajar Bahasa Inggris. Kesalahan grammar menjadi salah satu tantangan yang dihadapi siswa ketika diminta untuk menulis sebuah teks. Penelitian ini dilakukan untuk mengetahui jenis kesalahan grammar yang paling sering terjadi pada teks descriptive Bahasa Inggris yang ditulis oleh siswa Sekolah Menengah Pertama. Penelitian ini juga bertujuan untuk mengungkap penyebab terjadinya kesalahan grammar. Subjek penelitian ini adalah 10 siswa dari kelas 8 SMP NU Karangdadap. Penelitian menggunakan metode descriptive kualitatif. Teknik pengumpulan data menggunakan dokumentasi tulisan siswa tentang teks descriptive. Penelitian ini difokuskan pada pengklasifikasian kesalahan grammar yang terdapat pada hasil tulisan siswa. Hasil penelitian menunjukkan bahwa terdapat 130 kesalahan yang ditemukan pada tulisan teks descriptive siswa, dianalisis menggunakan *Surface Strategy Taxonomy* by Dulay. Ditemukan 56 kesalahan penghilangan dengan total 43,1%, 22 kesalahan dari penambahan dengan total 16,9%, 46 kesalahan dari kesalahan pembentukan dengan total 35,4%, dan 6 kesalahan penempatan dengan total 4,6%. Error yang paling banyak ditemukan adalah kesalahan pada kata artikel (Article) yang di klasifikasikan kedalam jenis kesalahan penghilangan (Omission) dengan 56 total kesalahan dari 130 total kesalahan. Kesimpulannya peneliti menemukan 130 kesalahan yang terjadi dalam teks descriptive buatan siswa kelas delapan SMP NU Karangdadap.

Kata kunci: kesalahan grammar, menulis, teks descriptive

## ABSTRACT

Writing is one of the skills that students have when learning English. Grammar errors are one of the challenges students face when asked to write a text. This research was conducted to find out the types of grammar errors that most often occur in English descriptive texts written by junior high school students. This research also aims to uncover the causes of grammatical errors. The subjects of this research were 10 students from class 8 of SMP NU Karangdadap. The research uses a descriptive qualitative method. The data collection technique uses student written documentation of descriptive text. This research focuses on classifying grammar errors found in students' writing. The research results showed that there were 130 errors found in students' written descriptive texts, analyzed using Surface Strategy Taxonomy by Dulay. There were 56 errors of omission with a total of 43.1%, 22 errors of addition with a total of 16.9%, 46 errors of formation with a total of 35.4%, and 6 errors of placement with a total of 4.6%. The most common errors found were errors in the word article (Article) which were classified into the type of error of omission (Omission) with 56 total errors out of 130 total errors. In conclusion, the researchers found 130 errors that occurred in the descriptive texts made by eighth-grade students at SMP NU Karangdadap.

Keywords: grammar errors, writing, descriptive text



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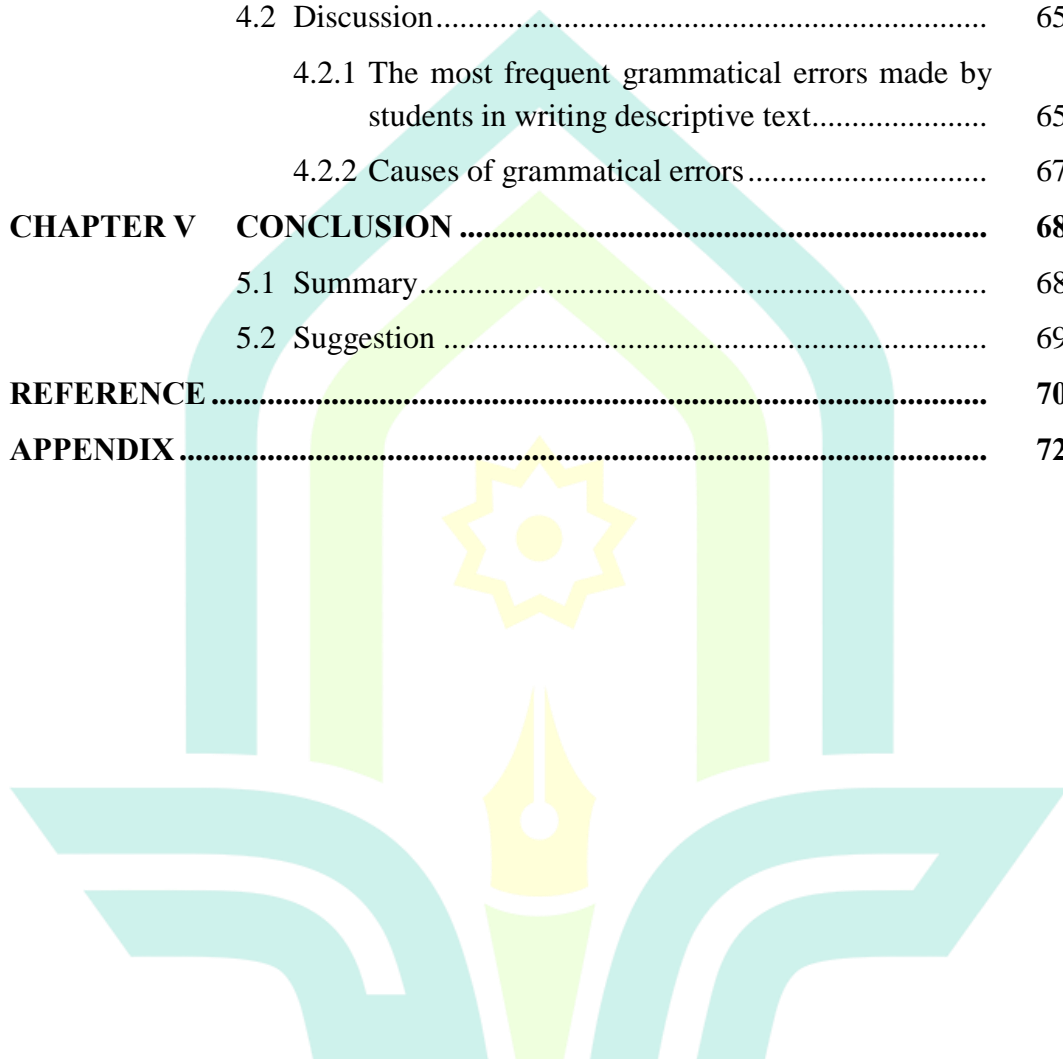
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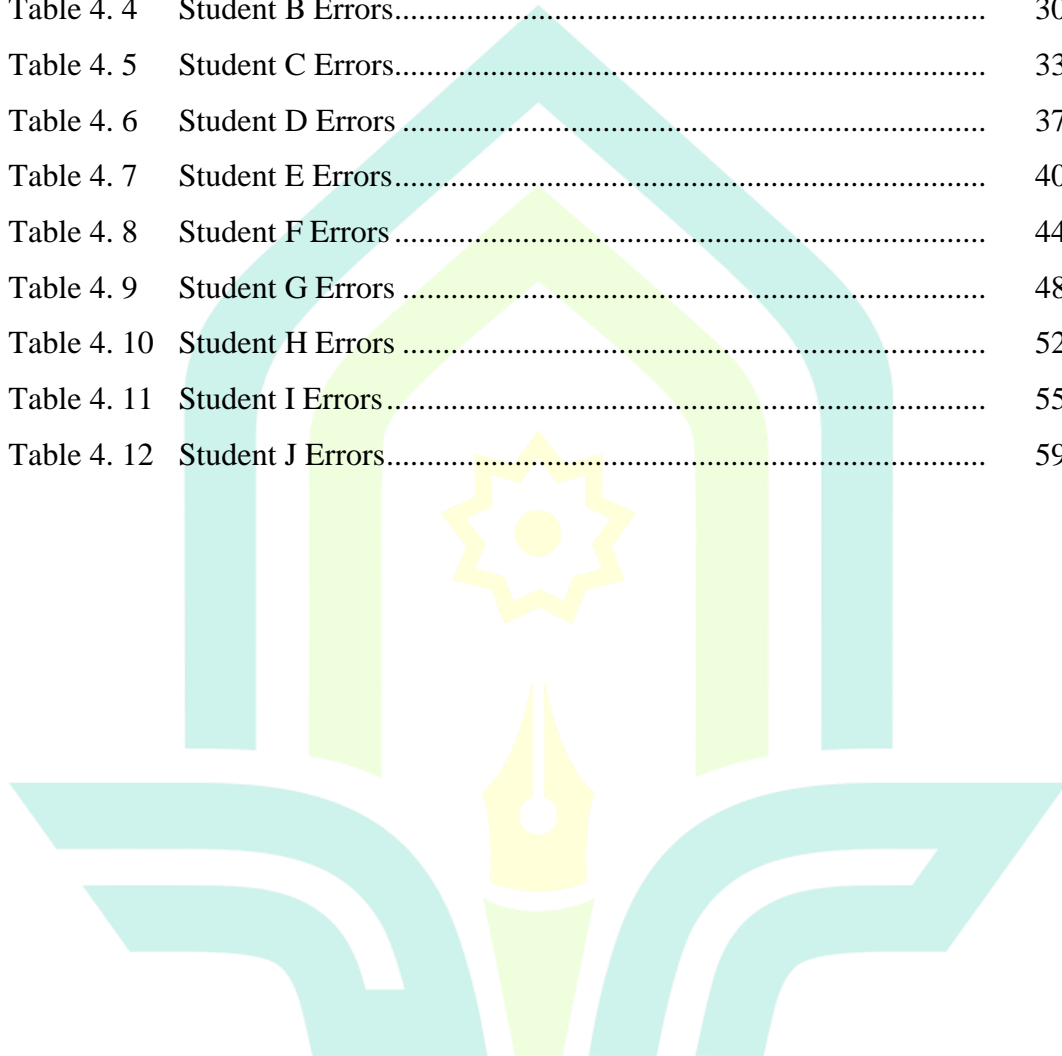
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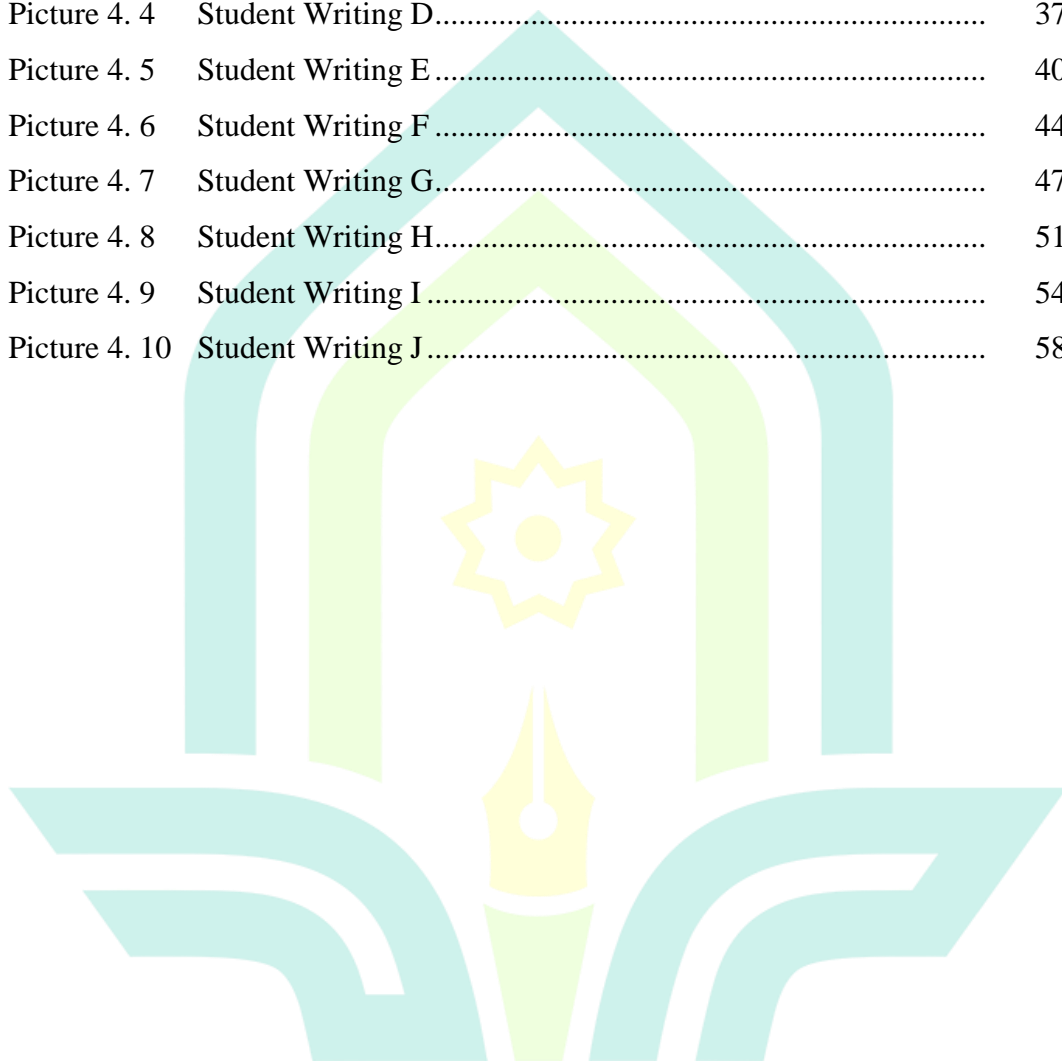
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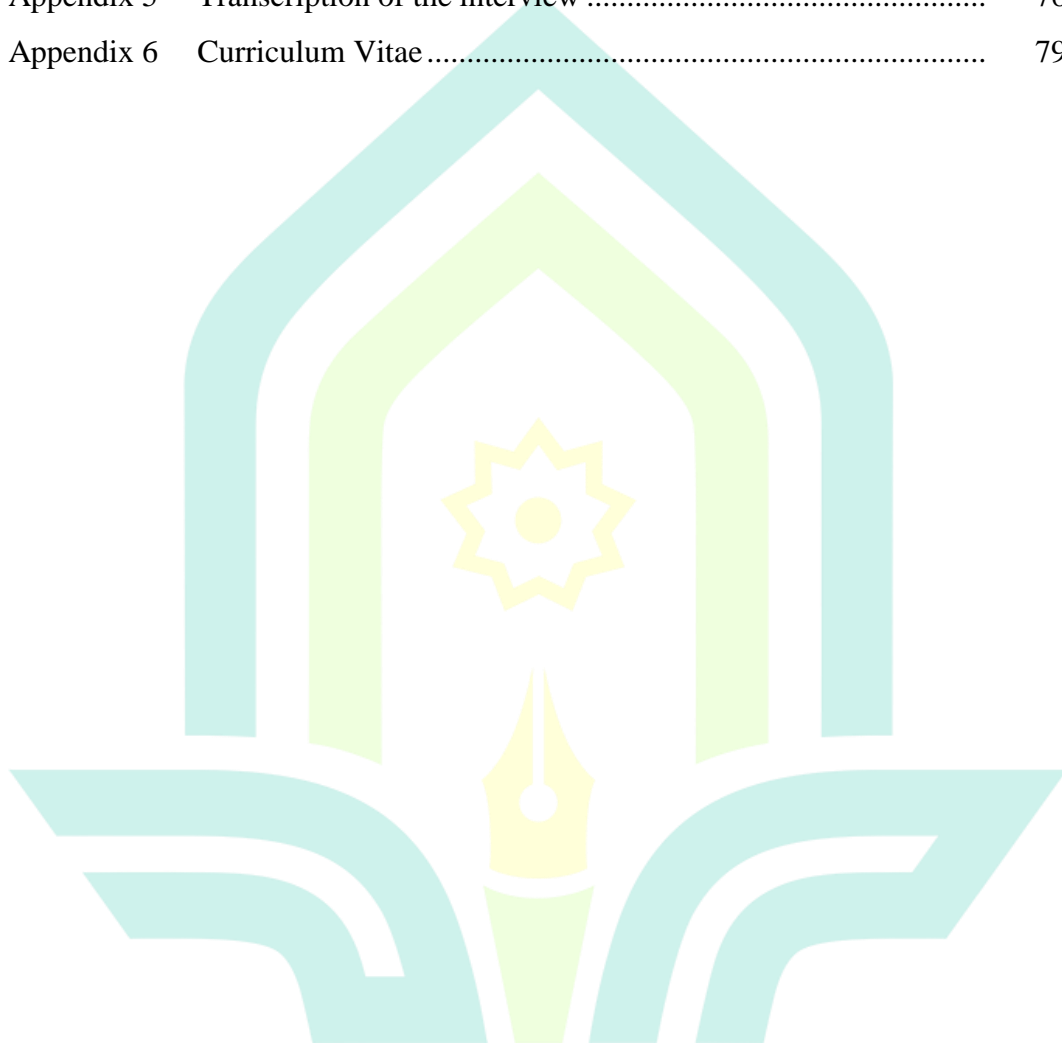
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language skills are necessary for students to learn a language. These skills are divided into four categories: speaking, listening, reading, and writing. These skills enable students to understand, produce, and use language in effective interpersonal communication. The order in which these skills are typically acquired is speaking, reading, writing, and listening. Reading and listening are referred to as passive skills because learners do not need to produce language in order to do these tasks; speaking and writing are referred to as active skills because learners must produce language in order to do these tasks. (Ramadan, 2019)

Harris and Cunningham (1994) quoted by Elisabeth R L Sinaga (2021) argue Writing skill is considered the most difficult task for students because they are not experts in the language and do not have good mastery of vocabulary and grammar. Writing is a skill that is considered the most difficult for students learning English as a second language or as a foreign language. This is because the skill of writing in a foreign language is not a skill that is acquired naturally or can be done autodidactically, but rather a skill that requires continuous process, time, and practice. To be able to write well is not an easy thing for students. Students must be able to organize ideas coherently and master basic competencies in writing such as using

appropriate vocabulary and mastering grammar so that the written text can be understood easily by readers and the message can be conveyed well.

Suwarni (2020) quoted by Ni Wayan Monik Rismadewi (2021) argues that students should know the reason why they write and find the worth of their own writing and be aware of how writing skills are acquired as well as how important these skills are in the world. As a media of communication in written form, a text will not have meaning if in its preparation students do not pay attention to the grammatical side of the writing. Writing needs broad knowledge and a deep-thinking process to produce words, sentences, and paragraphs at the same with good English grammar. Grammar plays a very important role in conveying the message of a text to make the text meaningful. Therefore, aspects of grammar in writing can't be eliminated.

According to Alufohai (2016) Grammar at the sentence level is very important for composing in English. Grammar has many rules, such as rules relating to articles, types of words, sentence structures, tenses, and so on. There are five general components in the writing process, namely content, form, grammar, style and mechanisms that must be applied by students. In reality, students definitely make mistakes when writing, especially when trying to construct sentences or use different tenses. As a result, students often produce grammatically incorrect statements. Students must have a strong understanding of grammar in order to write correctly. Readers will not be able to understand the writing if the grammar is poor.

Actually, writing requires careful thinking and thorough understanding when students write words, phrases, sentences, and paragraphs with correct English grammar. Indonesian grammar is simpler than English grammar. When students do not fully understand English grammar, they will make some errors. Many students often make grammatical errors when studying, especially when writing. However, sometimes teachers do not realize their students' errors. Students continue to make mistakes because they do not receive correction, that is what is called an error.

Based on early observations at SMP NU Karangdadap, the researcher saw the results of writing made by students with poor grammar. Because in the process of writing English sentences, students sometimes make several errors, for example, *you absolutely right*, should be *you are absolutely right*. Writing English sentences is not the same as writing in Indonesian. In Indonesian there are no tenses, and no verb forms V1, V2, V3. There, many students still make errors in writing English sentences and the researcher also find students who have difficulty applying tenses and structures. Apart from that, the results of the researcher's interview with the English teacher revealed that students often make grammatical errors when writing long texts, one of which is descriptive text.

Errors in language learning are normal. Therefore, when teachers teach at school, they will encounter many phenomena. they will find many types of students, there are students who have good writing skills in English, there are

students who have intermediate writing skills, and there are also students who have low skills in writing English.

Based on the background above, the researcher takes the title of this thesis **“Revealing Students’ Grammatical Errors in Writing a Descriptive Text at Junior High School”**. The aim of this research is to find out various types of grammatical errors in students' writing and to find out the problems students face when writing texts in English.

## **1.2 Formulation of Problems**

1. What are students’ most frequent grammatical errors in writing a descriptive text?
2. Why can those grammatical errors in writing a descriptive text occur?

## **1.3 Operational Definition**

To prevent misunderstandings regarding the terms used in this research, the researcher provides the following definitions::

1. Writing is a language skill that is used to communicate indirectly (Selvia Lisa Asni, Susi Susanti, 2018)
2. Grammatical error is a fault that is made by the language learner in the rules of a language which is caused by the learners’ lack of grammar knowledge.
3. Descriptive text It is a kind of text that describes something, a person, a scene, an animal, an object, a place, or an object in words so others can imagine it (Suliastiani, 2014).

#### **1.4 Aims of the Study**

concerning the problem, the aims of this study are described as follows;

1. To find out the grammatical errors that students most often make in writing descriptive text
2. To find out the causes of grammatical errors in writing descriptive text

#### **1.5 Significance of the Study**

1. Theoretical: This study will contribute to surface Strategy taxonomy theory, which is the strategy proposed by Dulay, Burt, and Krashen in 1982. This strategy is used to find errors made by the students. Dulay et al., 1982 (in Sompong, 2014, p. 116) surface strategy taxonomy is divided into four sections. They are errors of omission, errors of addition, errors of misinformation, and errors of misordering
2. Empirical: This study will give empirical insights into the experience of students in writing descriptive text
3. Practical: This study provides information to readers about students' experiences in finding grammatical errors in writing descriptive texts

## CHAPTER V

### CONCLUSION

#### 5.1 Summary

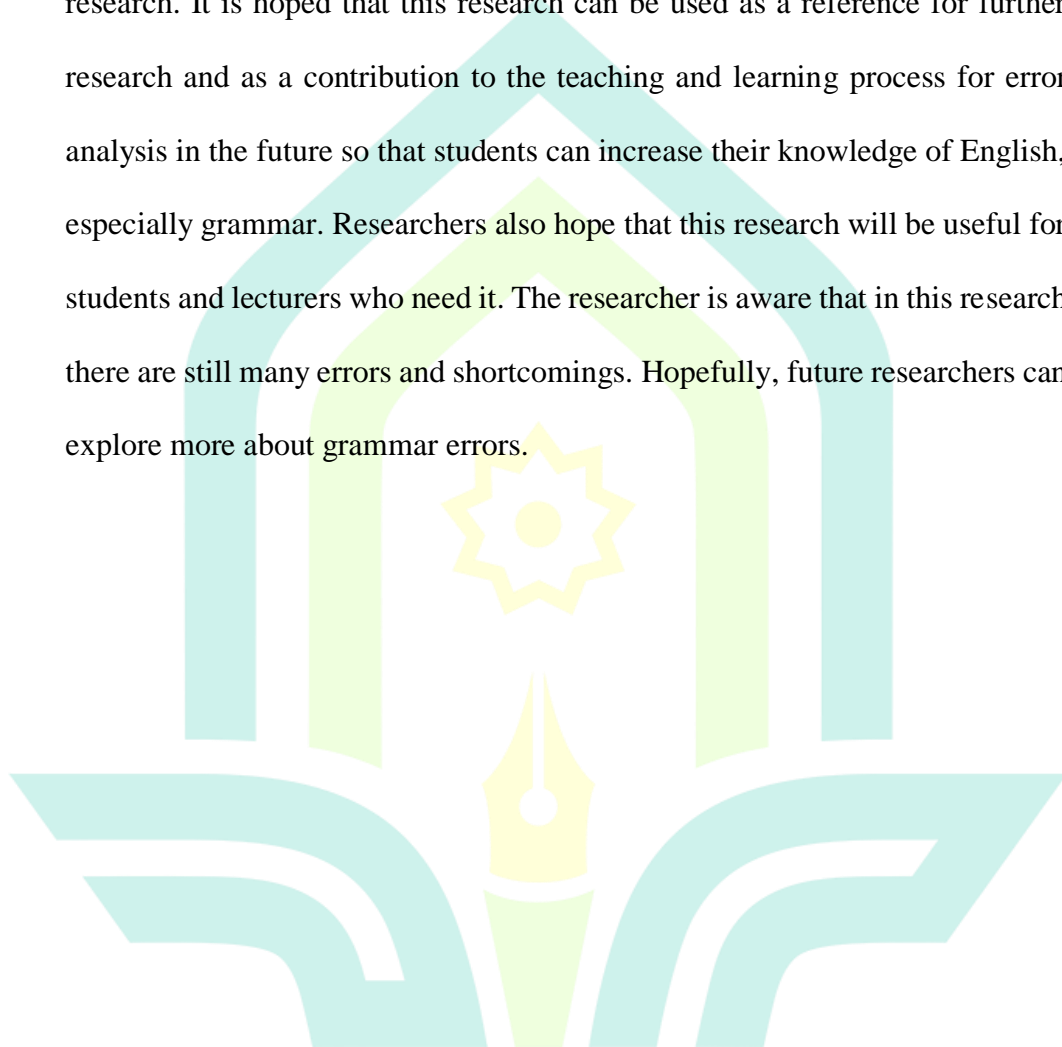
This research found that eighth-grade students made mistakes in writing descriptive text. The collected errors are classified based on Dulay's Taxonomy of Surface Strategy theory. According to the Surface Strategy Taxonomy, there are four types of errors. An omission error is when an item that should be present in a well-formulated utterance is missing. The second is addition errors. Addition errors are when an item is not present in a well-formulated utterance. The third is misformation, this error is indicated by the use of the wrong form of morpheme or structure. Misordering is the final type of error in the taxonomy of surface strategies. A morpheme or several morphemes that are placed incorrectly in an utterance are a sign of this error.

There were 10 students who wrote descriptive texts with themes determined by the researcher (Favorite Person). In terms of error types, the total number of errors was 125 errors. The highest percentage of errors was in omission errors and the total number of errors was 56 with a percentage of 44,8%, this caused students to still be confused about applying the rules in writing English. Meanwhile, the lowest percentage of errors was found in misordering errors, researchers found errors of 5,6% with a total of 7 misordering errors. This type actually shows that students have acquired several rules of the target language according to Dulay's theory. The next type of error is addition with a total of 21 errors and a percentage of 16,8%.

Researchers also found errors in misinformation with a total of 41 errors with a percentage of 32,8%.

## 5.2 Suggestion

In this section, I would like to provide some suggestions for further research. It is hoped that this research can be used as a reference for further research and as a contribution to the teaching and learning process for error analysis in the future so that students can increase their knowledge of English, especially grammar. Researchers also hope that this research will be useful for students and lecturers who need it. The researcher is aware that in this research there are still many errors and shortcomings. Hopefully, future researchers can explore more about grammar errors.



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