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Scrutiny on the gramatical error of descriptive text written of public health students universitas faletahan

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ABSTRACT

This study is intended to analyze, find out the types of errors, and the factors for grammatical error in students composition. The aim of articles, verbs, adjectives, adverbs, nouns, preposition, and conjunctions are the focus of the analysis. The errors are analyzed through the procedure of identification, description, categorization, classification, calculation and interpretation. The errors were then classified into four types namely omission, addition, misformation, and misordering then they were counted and interpreted. Altogether they were 1401 errors in student's descriptive text. They covered 495 (35.33%) errors of articles, 280 (19.98%) errors of nouns, 225 (16.05%) errors of preposition, 116 (8.27%) errors of adjectives, 62 (5.42%) errors of verb, 58 (5.07%) errors of conjunction, 44 (3.84%) errors of pronouns, and 110 (7.85%) errors of verbs. Based on the type of errors omission errors got the highest frequency. It happened 475 (33.9%) followed by misformation and misordering, addition errors 190 (13.56%). There were various frequencies of errors found from each type. Omission errors included 200 (35.33%) from 495 errors of articles, Nouns 90 (19.98%) from 280 error of nouns, preposition 70 (16.05%) from 225 errors of prepositions, conjunction 40 (4.99%) from 70 errors of conjunction, pronoun 30 (4.63%) from 65 of pronouns, verb 40 (7.85%) from 40 errors of verbs, adjective 30 (8.27%) from 30 errors of adjectives. Addition errors 50 (16.05.33%) from 225 errors of preposition, nouns 35 (19.98 %) from 280 errors of nouns and adjective 30 (2.85%) from 30 adjectives. The misordering errors of articles are clearly seen that they got the highest frequency among others. It took place 200 times (35.33%) from 495 of articles. Great tendency to omit and misform, article, nouns, and preposition is influenced by the skill habit of L1, as well as misordering errors of articles, preposition, nouns, and adjective. It is interpreted hat differences of the structure of L1 and L2 greatly influence the learners to make grammatical errors in writing English composition. Another factor that the causes the errors in incomplete of the target language itself.



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Introduction

In the second language acquisition, one of skill that is to be mastered by the students is writing. writing becomes the most important part of learning for students to understand English because writing is classified as a productive skill in learning English (Fareed et al, 2016). To produce a rich piece of writing, it

needs a complex process (Qamariah, 2016). That is why, due to writing is not simple, but it is needed long process and pay to attention by the students. In learning writing skills, the learners have to be able to identify all of the usual items which include in writing. For example, the learners have to choose the correct vocabulary to describe the item that will be written (Olsen, 2016). The students are exposed to several kinds of writing practices. For teaching English writing is that students are expected to gain ability to reveal their idea in the form of descriptive text, related to how to describe something. Through this activity, the students bring their idea into sentence and paragraphs. To explore writing skill for the first semester in Public Health Students, the students are exposed to several kinds of writing practice.

They are presumed to be able to write essay texts of different topics. One of them is writing descriptive text. Learning descriptive genre is essential in order the student can describe vivid and proper information (Emilia & Christie, 2013). Unfortunately, the competency of writing skill cannot be achieved well as expected. This happened due to some reasons. They do not understand how to use, content, organization, grammar, vocabulary and mechanics. Other reasons to conduct this study realizing the role and function of the language in daily life and the position at university the demand and necessity to teach the use of a good grammatical sentence construction, and the willing to know more about language learning process in English composition (Ilyasin, 2019; Studies & Bilgiler, 2020). Descriptive text involved introduction and description. Introduction is the part of the paragraph that introduces the character. The description is the part of the paragraph that explanation of the character. Every genre has a certain structure and stage in order to get something done through language. (Emilia, 2014, p.86). The student can adopt simple present and adjective clause in writing descriptive text. In writing descriptive text the students generally catch a few problematic to formulate their concept. Furthermore many students compose a few fault and face troublesome and advance their insight.

Although errors are dreadful things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them, in what aspect in grammar which is difficult for the student. The student can learn from their fault so that they will not make some errors repeatedly, and for the teacher, it is required to evaluate during themselves, whether they are successful or not in teaching English (Nganga, 2019; Solikhah & Budiharso, 2019).

Based on the explanation above, it can be concluded, that is important for the teacher to analyze the student's grammatical error. For those purposes, the writer interested in analyzing student grammatical errors made by the student in writing, especially descriptive text. Descriptive analysis applied to determine the descriptive in the context of analyzing grammatical error, it is useful for us to understand the difference meaning of errors and mistake. Brown (2017) explained that mistake is refers to the performance that is a random guess of slip in that is a failure to utilize a known system correctly. In order, (Blannin et al., 2020) stressed that mistake is made by learning when writing or speaking and which is caused by of attention, fatigue, carelessness, or some other aspect performance.

Based on those two-scholar explanation, mistakes manifestation of a performance error that is either a random guess of slip of failure to utilize a known system correctly, and caused by lack of attention, fatigue, carelessness, or some other aspect performance. This failure is easily corrected by the learner since they conceptually understand the language system. On the other hand, error is failure to use language due to the lack of competence. They are not able to self-corrected because they do not know the concept. Continuing the statement of (Ayu & Marwiyah, 2019; Tausif & Haque, 2021; Yu et al., 2009), the errors can be observed, analyzed, and classified to reveal something of the system operating within the learner led to surge of study of learner's errors, called error analysis. In analyzing of grammatical error, (Studies & Bilgiler, 2020) classified the error by several categories. This classification is the most common based applied to determine the error categories. The classification is based on linguistic category, surface strategy, comparative analysis, and communicative effect taxonomy. Based on the explanation above, it can be summarized that learning a language is fundamentally process that involves making of mistakes or errors.

This study concern to find out the errors on the descriptive text and focus on theory which is focused on surface taxonomy to analyze errors on students writing in descriptive text. Based on the explanation above, it can be concluded, that is important for the teacher to analyze the student's grammatical error. That why the writer is interested in analyzing the student's grammatical errors made by the students in writing, especially descriptive text.

Literature Review

Like any other human learning, learning a language have some process in term of appearance of mistake made by the learners. Consequently it is impossible for some one without committing any errors. Mistake refers

to a performance errors that is either a random guess or slip in that is a failure to utilize a know system correctly (Brown, D. 2017). On the other hand Error is noticeable deviation from the adult grammar of a native speaker, reflect the competence of the learners. (Brown, D. 2017). (Studies & Bilgiler, 2020) explained that error is a systematic mistake due to lack of language competence while error cannot be self-corrected, mistakes can be self-corrected if deviation is point out to the speaker. Before analyzing the learner's errors, it will be very useful to understand the difference between errors and mistake. Ellis in Said (2014: 28) stated that error analysis involves a set of procedures for identifying, describing and explaining the error in learner language. Error Analysis, a branch of Applied Linguistics emerged in the sixties to reveal that learner errors were not only because of the learner's native language but also they reflected some universal strategies. Error analysis is a reaction to Contrastive Analysis theory which considered native language interference as the major source of errors in the second language learning what behavioristic theory suggested. Most grammatical errors are not the result of homonym or near homonym confusion and to build models for each of them is an enormously complicated task. (Claudia Leacock et al., 2010). In conclusion, mistake is failure to use language because of slip the tongue or spelling.

Method

The research conducting by descriptive analysis to obtain the current status and phenomena and directed toward determining the nature of situation as it exists at the time of the study. The study identified and classified the grammatical errors of the student written in procedure text. The use of articles, verbs, nouns, pronouns, adjectives, adverbs, prepositions, and conjunction in student written are the focus of the subject analysis. They were then analysed through identification, categorization, description, classification, calculation and tabulation, description and interpretation, and last drawing conclusion.

The Study has been taken place at Faletehan University . The research subjects were the first year public health students of the Faletehan University. The research has been conducted three month. Determining the sample follow the steps:

1. Determining one of the two classes of first year students to be the sample of research.
2. Tossing the classes to get one class as the sample.
3. Having the sample class, tossed the student to get 30 students out of 90 as the sample.

It means there are 75% students that research as the sample of the first grade public health students. According to Alma (2012), sample is a part of the number and characteristics possessed by the population. Based on this finding, the writer concludes that sample is a part of population that has characteristics or circumstances that would be studied.

Data Collection

To obtain the data, all the subject of the research that was determined gives the task in the classroom. The students given 60 minutes for writing procedure text, then analysed. The result of the task classified the grammatical error into some aspects: article, verb, pronoun, conjunction, adverb, noun, adjective and preposition. The data continued by calculating the errors using simple statistic formula, and the data explained in descriptive analysis. To support the discussion, the write use the data from internet and others which have topic related to the study that support to the discussion.

Test of validity of the Instrument

The instrument of the research was in the form of written text. The students wrote based on the topic which was given by the writer. The form of the topic was the picture that was telling how to make something. The instrument has been validated in three aspect, they are material, construction, and language.

Techniques of data collection

To collect the data the writer used field research. To get field research the writer got into touch directly with the first semester public health students of Faletehan University, the writer has given test for the students first semester to know how far the students were able to make procedure text with good grammatical. After students finished, the writer collected and analysed.

Data Analysis

The student's descriptive text then re-read carefully and critically. The grammatical errors in the use of article, verb, noun, pronoun, adjective, adverb, preposition, and conjunction in students writing in procedure

texts are the focus of the object of analysis. They would be analysed through collection, identification, categorization, description, classification, calculation and tabulation, description, and interpretation, drawing conclusion. The description of these analysis steps follows:

1. Re-read each of the students writing procedure text carefully, and then identify their grammatical errors in the use of article, verb, noun, pronoun, adjective, adverb, preposition and conjunction.
2. Categorized the errors into each use then numbered.
3. Describe the grammatical errors by comparing to the correct grammatical structure according to each use whether the use of article, verb, noun, pronoun, adjective, adverb, preposition and conjunction.
4. Classify the grammatical errors of each use of article, verb, noun, pronoun, adjective, adverb, preposition and conjunction into types based on the surface strategy taxonomy namely omission, addition, misformation, and misordering.
5. Calculate and tabulate all of frequency of the types of grammatical errors based on the surface strategy taxonomy namely omission, addition, misinformation, and misordering for each use of article, verb, noun, pronoun, adjective, adverb, preposition and conjunction. To calculate an error frequency of percentage in the research, the analysis techniques (percentage) from the frequency of information and is divided the number of total errors. The formula to analysis the result is:
6. Describe and interpret the grammatical errors of each use of article, verb, noun, pronoun, adjective, adverb, preposition and conjunction based on their types.
7. Draw conclusion.

Identification Errors

After the student finished the writing procedure text, those tests will be corrected and re read carefully. The writer in this first step identified the grammatical error in use of article, verb, noun, pronoun, adjective, adverb, preposition, and conjunction in the students writing procedure text. They will be underline and numbered. The following are the example of ungrammatical sentences:

1. We goes to school today.
2. Rony is plays tennis
3. Theye has history book

Categorization of grammatical Errors

The use of article

1. Alice has psycology book
2. Rani goes to market for buying tooth paste
3. Amir wrote letter yesterday

The use of verbs

1. Jhon buy a soap in the mini market
2. They makes avocado pudding cake
3. We goes to mosque every day

The use of pronoun

1. Ari has black car, her car is awesome
2. They have two house, his house is beatiful
3. They have three sport cars, his cars are expensive

The use of adjective

1. Ruly buys bag red today
2. Tom has hair black
3. I prefer flower red than green

The use of preposition

1. Umi came with motorcycle yesterday
2. Those books are in the table
3. Cindy went to mini market in buying something yesterday.

The use of Noun

1. Andi has eight pen

2. My aunt makes chocolate juices
3. He puts a books on the table

The use of adverb

1. Rendy was running quick
2. Amira is dancing slow
3. The ceremony is getting smooth

The use of Conjunction

1. They like Badminton but volley ball
2. Alex with Randi go to school everyday
3. Father so mother are cooking in the kitchen

Classification Errors

After those step, the errors are classified that is the proses of categorizing the intended errors into certain types based on the surface strategy taxonomy namely omission, misformation, and misordering.

Omission

Omission error is characterized by the absent of an item must appear in a well formed sentences. The omission of the item in this study may be omission of the use of article, verb, adjective, adverb, preposition, and conjunction. The example of omission errors are as follow; 1. Omission errors in the use of article:

1. Rini has psychology book
The correct one is: Rini has a psychology book
2. We go to market
The correct one is: He goes to the market
3. Budi has apple
The correct one: Windy has an Apple

Addition

Addition error is characterized by the present of an item to make well-formed utterance. The addition errors in this study could be the use the article, verb, nouns, pronoun, adjective, adverb, preposition, and conjunction. For instance:

1. Addition errors in the use of verb.
 - a. We doesn't likes it. The correct one is: We doesn't like it
 - b. Amora is work at the mini market. The correct one is: Amora works at the mini market.

Misformation

Misformation errors is characterized by the use of the wrong from of a morpheme or structure. In this research the misformation errors are pointed out by misforming of morphemes. In the use of articles, verb, modals auxiliary, nouns, pronoun, adverb, possessive, introductory expletive, preposition, and conjunctions. Some of examples:

1. Misformation errors in the use of verb:
 - a. Boy goesed to Medan last night.
The correct one is: Boy went to Medan last night
 - b. Mother maked a burger last week.
The correct one is: Mother made a burger last week.
2. Misformation errors in the use of pronouns
 - a. They hurt i.
The correct one is: They hurt me.
 - b. He invites we to join his party.
The correct one is: He invites us to join his party

Misordering

Misordering errors is characterized by the incorrect placement of a morpheme or group of morpheme in utterances. In this study it can be misordering errors whenever the students misorder or misplace morpheme in student's constructed sentences. They could appear in the use of article, verb, nouns, pronouns, adjective, prepositions, and conjunction. We can see the following example of using misordering errors:

In the super mall Jimy buys chair green and table white, the correct one is: In the super mall Jimy buys green chair and white table.

Calculation and Tabulation Errors

To know the frequency of an accuracy of the type of grammatical error of each use of article, verb, pronoun, adjective, preposition, and conjunction the writer counted the frequency of the types of each use of the above using the percentage formula.

Description and Interpretation

After conducting the step amazing the data through Identification, Categorization, Classification, Description, Calculation and Tabulation. The result of analysis of the use article, verb, noun, pronoun, preposition, and conjunction, would be presented, discussed, and interpreted based on the result of the existing data its self. It was finally then drawn conclusion.

Drawing Conclusion

After finishing analysing all of the data,. The results are at last drawn conclusions.

Results and Discussions

Based on the result of the research, it was shown that out of 30 students, 9 students choose how to describe My House title (30%), 16 student picked how to describe Diponogoro (53%), and 5 student preferred how to describe Borobudur (16,67%). The result of this study indicated that the students still made grammatical errors in writing descriptive text. They were errors of articles, verb, noun, pronoun, adjective, adverb, preposition and conjunction. The type of errors and frequencies can be seen in the table below:

Table 1. The Type of Grammatical Errors and The Frequency Occurrence

No	Kind of Uses	Types of Errors				Total	Percentage
		O F	A F	MF F	MO F		
1	Articles	200	25	140	130	495	35.33
2	Verb	40	20	40	10	110	7.85
3	Adjective	30	30	28	28	116	8.27
4	Noun	90	35	70	85	280	19.98
5	Pronoun	30	-	15	20	65	4.63
6	Adverb	5	15	10	10	40	2.85
7	Preposition	70	50	50	55	225	16.05
8	Conjunction	40	15	10	15	70	4.99
Total		475	190	363	353	1401	100
Percentage		33.9	13.56	25.91	25.19	100	

Note: F: Frequency, O: Omission, A: Addition, MF: Misformation, MO: Misordering

When visualized in the diagram, the type of errors looks like the following:

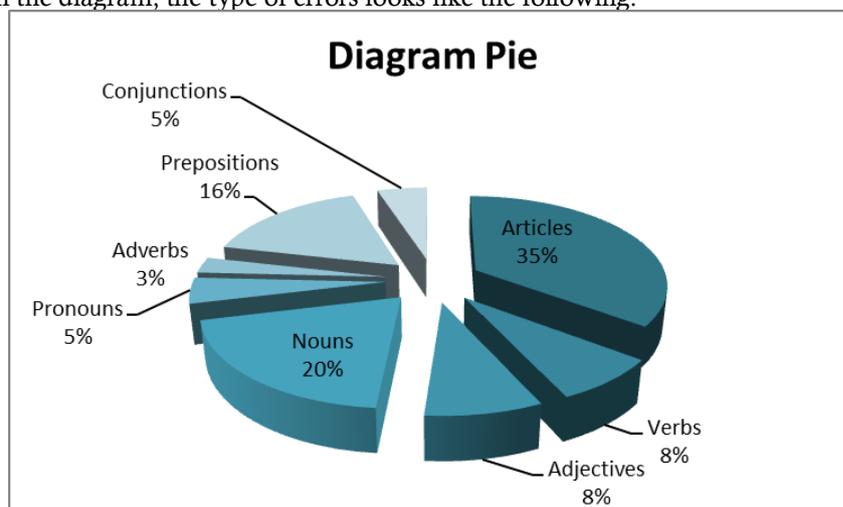


Figure 1 <Diagram of Grammatical Errors and Frequencies and Occurrences>

The result showed that article error is the highest frequency (39,17), followed by noun, preposition, adjective, verb, conjunction, pronoun, and adverb respectively with the percentage 35.33%, 7.85%, 8.27%, 19.98%, 4.63%, 2.85%, 16.05%, 4.99%. The result also indicated that four type of errors occurs in this research. The grammatical errors is the highest error occurs compare with omission errors. The errors followed by misformation errors and misordering errors.

Based on the analysis of the erroneous sentences written by the students in their compositions it can be interpreted that the factor influences the students to make grammatical errors is the different grammatical system of L1 and English. Indonesian does not have "to be" in constructing sentences. However, English has "to be". In certain cases, the students directly omitted the verb "to be" in the sentences. The students' habit of L1 are carried out in using the target language. In L1 students do not have to use "verbs" after the subjects of the sentences. They may directly use adjectives, adverbs, and nouns after the subjects. It is predictable that students tend to omit the verb to be. They negatively transfer the habit of L1. It is not refused that the students omit the presence of the verb "to be" must be put between the subject and subject, adjectives, adverbs, and nouns as complement in the sentences.

The students did not carefully use the words in sentences. They omitted grammatical morpheme that should appear in word in sentences. They are a, an, and the articles. They also omitted suffix-s/-es for the third singular verb, and they missed the suffixes-d/ed and -ing as well. Furthermore, they use incorrect verbs for the tense that require different verb forms. They did not realize that Indonesian does not have different of verbs and English has different changes of verb or English verbs undergo conjugation in tense construction.

Omission of pronoun frequency occurred 30 from 65 errors and misformation of pronouns is caused by the inference of the English itself because English pronouns have different form when they are used in sentences as possessive adjectives. Therefore, it can be interpreted that the different form of pronouns is predicted that those errors are caused by the habit of L1. In L1, student usually used long sentences. They do not put the pronoun to related "and" and verb related to the first sentence and the second sentence the combine. From the discussion above the writer summarizes the major findings as follow:

1. Types of errors

The types of errors that were made by the students are omission (475 or 33.9 %), addition (190 or 13.56%), misformation (363 or 25.91 %), and misordering (353 or 25.19 %). Type errors of articles got the highest frequency (495 or 35.33%), followed by nouns (280 or 19.98 %), preposition (225 or 16.05%), adjective (116 or 8.27 %), verb (110 or 7.85 %), conjunction (70 or 4.99 %), pronouns (53 or 4.63 %), and the last adverb obtain the lowest percentage (40 or 2,85 %).

- Omission:

Omission of articles took place 200 times (33.9 %) from 475 errors of articles. Those articles covered the omission of:

- Indefinite article (a, and an). The article a and an is used when we don't specify the thing or people, we are talking about and the indefinite article "a " is used before a consonant sound but the article " an " is used before vowel sound.
- Definite article " the ". It is used when the speaker talks about a specific object that both the person speaking and listener know.

Omission of pronoun happened 30 times (46.1 %) from 65 errors of pronoun. The pronoun involved:

- They, we, I you, she, he and it as subject of sentences.
- It and them, us as object of sentences.
- .Who and which as relative pronoun.

Omission of proposition took place 79 times (35.1%), from 225 errors of preposition. The preposition included:

- For used to express purpose and time.
- To used to show place or direction
- On used to show place and time
- Of used to show relative position, meaning, having and with
- With used to show accompaniment.

- Misformation of pronoun occurred 15 times (23.07 %), from 65 errors of pronouns. The pronoun covered:
 - They as subject which is substituted by it, that, their and we.
 - Pronoun them as object which is substituted as object which is substituted by hey and those.
 - We as subject that is substituted by our, it, and us as object which is substituted by we.

Misformation of preposition took place 50 place times (13.8 %), from 363 errors of preposition. The covered the following prepositions: of, for, on, in, to, into and with.

 - “On“indicating place is misformation by in, at, and on including time is misformtion by to and in.

Addition:

 - Addition of verb took place 20 times (10.5 %) from 190 errors of verb. The verbs involved the addition of:
 - To be
 - Suffix – s in imperative verb
 - Addition of preposition took place 50 times (26.3%) from 190 errors of preposition. The covered of preposition: in, into, for, to, on and with.
- Misordering:

Misordering of article got the highest frequency among other types. There were 66 misordering definite article and 68 misordering indefinite article from 495 errors. The major factor influencing students to make grammatical errors was the difference or L1 and English interference of the English itself and incomplete of knoeledge of L2.

Conclusions

The research findings, omission is the type of error that mostly found in writing descriptive text followed by mis formation, mis ordering and addition. This result showed that every learner’s expression needs articles but the learner’s mis form and omitted the required articles. Due to the error of articles has the highest frequency, it can be forcasted the major factor influencing the students to make grammatical error is different system of L1 followed by mis formation of articles also got the high frequency among other types. Based on the errors that happened , it is predicted that the influence of the complexity of the English itself and beside fatigues factors, they still have a little understanding or incomplete knowledge of English rules or grammar. Everything being equal the fact, the students still make grammatical errors in their writing, it is necessary for the teacher to give more attention to the articles, pronouns, prepositions, adjectives, adverbs, nouns, verbs, and conjunction. Teacher should teach students the characteristics, formation, position, and function of those elements above. The teacher also should teach the students explicitly the differences in using definite and indefinite articles, particularly for those aspects that mostly cause the students errors in constructing sentences. Specifically, the English teacher should give the students a well-defined concept in using adjectives and pronouns explicitly. In order, it should be provided with the short description about the characteristics of articles, pronouns, verbs, nouns, prepositions, adverse, conjunction and adjectives in sentences to be able to use them perfectly.

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