

## Grammatical Errors of the Writing Skills found in English Descriptive Texts by the Students of Junior High School Number 3 Sukawati

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**Abstrak-**This study entitled “Grammatical Errors in the Writing Skills of English Descriptive Texts by Students of Junior High School Number 3 Sukawati”, to aims and analyzed the types of errors that made by students in writing English descriptive texts and the factors that can cause the errors. The data were collected from the assignment of writing English descriptive text from 40 students in grade VIIB and taken from the two questionaries that enveloped the question about the factor that might cause an error happened. The first data were collected from the assignment of writing English descriptive texts by checking one by one the data to found the error type in writing following by the theory that purposed by Keshavarz (2011) in his book entitled “Contrastive Analysis and Error Analysis” which divided the error types into four types and for the questionaries that has prepare are following by the theory that has purposed by Richard (1974) in his book entitled “Error Analysis in English Perspective on Secon Language Acquisition” which divided the factor that might caused error into seven types. This study was used the mix approached of the qualitative and quantitative method to obtain the comprehensive understanding. The total data of error that were found from the English descriptive text that has been write by the student was 80 errors, those are omission with the total of 43 errors or 53,75%, addition with 6 errors (7,5%), substitution was 27 errors or 33,75% and the permutation found with the total of 5% or 4 errors. From the linguistic session, there were found 31 errors in morphology or (51.67%) and 29 errors or 48,33% come from syntax. Furthermore, the factors that caused the errors were occurs due to the interference from influence of the first language that owned by the student, language interference, sociolinguistic situations, modality, and age. Thus, it can be concluded that language transfer from the mother tongue to the second language greatly affects students' writing skills, this is also in line with social conditions, student age, and modality of the students.

Keywords— *Grammatical error, writing skills, descriptive texts*

**Abstrak-** Penelitian ini berjudul “Kesalahan Gramatika dalam Keterampilan Menulis Teks Deskriptif Bahasa Inggris Siswa SMP Negeri 3 Sukawati”, tujuan dari penelitian ini adalah untuk menganalisis jenis-jenis kesalahan yang dibuat oleh siswa dalam menulis teks deskriptif bahasa Inggris dan faktor-faktor yang dapat menyebabkan terjadinya kesalahan. Data dikumpulkan dari tugas menulis teks deskriptif bahasa Inggris dari 40 siswa di kelas VIIB dan diambil dari dua kuesioner mengenai faktor yang dapat menyebabkan terjadinya kesalahan. Data pertama dikumpulkan dari tugas menulis teks deskriptif bahasa Inggris dengan memeriksa satu per satu tulisan siswa untuk menemukan jenis kesalahan dalam penulisan teks deskripsi berdasarkan pada

teori yang dikemukakan oleh Keshavarz (2011) dalam bukunya yang berjudul “Contrastive Analysis and Error Analysis” yang membagi jenis kesalahan menjadi empat jenis dan untuk kuesioner yang telah disiapkan mengikuti teori yang dikemukakan oleh Richard (1974) dalam bukunya yang berjudul “Error Analysis in English Perspective on Second Language Acquisition” yang membagi faktor-faktor penyebab kesalahan menjadi tujuh jenis. Penelitian ini menggunakan pendekatan campuran dengan menggunakan metode kualitatif dan kuantitatif untuk memperoleh pemahaman data yang akurat. Total data kesalahan yang ditemukan pada hasil teks deskriptif bahasa Inggris yang telah ditulis oleh siswa adalah 80 kesalahan, yaitu penghilangan dengan total 43 kesalahan atau 53,75%, penambahan dengan 6 kesalahan (7,5%), substitusi dengan 27 kesalahan atau 33,75% dan permutasi ditemukan dengan total 5% atau 4 kesalahan. Pada bidang linguistik, ditemukan 31 kesalahan dalam morfologi atau (51,67%) dan 29 kesalahan atau 48,33% berasal dari sintaksis. Faktor – faktor yang menyebabkan terjadinya kesalahan adalah faktor interferensi dari pengaruh bahasa pertama yang dimiliki oleh siswa, interferensi bahasa, situasi sosiolinguistik, modalitas, dan usia. Dengan demikian, dapat disimpulkan bahwa transfer bahasa dari bahasa ibu ke bahasa kedua sangat memengaruhi keterampilan menulis siswa, ini juga sejalan dengan kondisi sosial, usia siswa, dan modalitas siswa.

**Kata Kunci**—Kesalahan gramatika, keterampilan menulis, teks deskripsi

## 1. Introduction

In learning a language, there are four basic skills that the student needs to have. These four skills are listening, reading, speaking and writing. Writing skills become as the one of the important skills that should be learning from the four existing skills. It is in the line with Mulyati's statement (2014: 14) which mentioned that writing skills are active and productive skills and could be seen from a fairly complex and complex hierarchical position among other types of language skills. Brown (2004: 244) also explains, to produce a good text there are five components needed in it, those are structure organization, content of the texts, grammar selection, the mechanics, and writing style by the author.

Writing skills in learning process is include a thinking process that requires the ability to accumulate background knowledge and paradigms in forming an idea, composing writing in an organized, effective manner and being able to express it well according to existing grammatical patterns, diction and syntactic structures (Napitupulu: 2002). In line with this statement, it can be concluded that writing skills are interesting to study because of the differences in sentence structure between languages, such as Indonesian and English. One of the differences can be seen through grammar. The existence of various things that need to be included in English writing skills can sometimes be an obstacle for students in learning the language, allowing some students to experience errors, deviations or mistakes in composing a sentence. This is in line with the explanation of Corder (1974) who classifies three terms to limit language errors, namely lapses, errors, and mistakes.

Errors and mistakes are the common types of language errors facing in foreign language learning. Errors are generally caused by factors such as understanding, ability, and competence. This occurs when language learners lack a grasp of the linguistic system of the language they are learning, leading to errors in using the language. These errors are repetitive, systematic, and consistent. Mistakes, on the other hand, occurs

once the student incorrectly apply the rules of the language they are learning. Mistakes are non-permanent language errors, allowing language learners to correct their mistakes. Mistakes in language skills are not only a problem for the students, but also serve as a consideration for educators in guiding and directing them. This will optimize student mastery. Therefore, educators play a crucial role in addressing and minimizing student errors by providing a learning approach. Following up on the aforementioned statement, analyzing language errors is essential for guiding and improving the quality and quantity of foreign language learning.

In a linguistic context, the sentence structures and patterns of Indonesia and English language differ significantly. Therefore, understanding of grammar is essential for language learners. English grammar plays a crucial role in conveying messages, making text meaningful and easy to understand. There are some students who experience difficulties in writing, such as when learning English, the students need to understand how to use the tenses in sentence, and pay attention with time in writing because each tense has a structure pattern for different events and times. The existence of several difficulties experienced by students in writing texts with good and correct grammatical patterns that cause language errors is interesting to study because it can help educators in analyzing needs and providing appropriate learning by applying techniques that can be used to improve students' abilities and minimize errors in subsequent writing skills.

In writing a text or essay, students sometimes have difficulty in thinking of an idea and how to express it in written texts. Gabhard (2006:223) states that the first difficulty in writing is caused by the less proficient writer, when the writer is less able to find an idea. Therefore, the students need time to write down the ideas they have. The second common problem that is often encountered when students are "I can not write English", students sometimes do not have confidence in writing using English due to the

various components in it, such as the existence of grammatical rules.

Based on the above phenomenon, the understanding of errors in writing skills are very important to learn by the students to minimize the errors in subsequent writing skills. Through this study, the learning process is seen and observed through English learning of junior high school students in grade VII, to be able to find out the types of errors that are dominantly made by students in writing English descriptive texts and the supporting factors that influence the occurrence of errors in writing English texts. The type of text used as data in this study is English descriptive text. Kosasih (2006: 26) explains descriptive text as a composition that describes an object with the aim of making the reader feel involved and feel the object described by the author. In line with the statement above, descriptive text was chosen as a data source to provide freedom to each student in expressing all their ideas and thoughts to be expressed through written form.

By analyzing language errors, especially in writing skills, the writers hope it can provide important benefits to know the types of errors made by students. Therefore, it can help in providing understanding to foreign language learners and minimizing these errors through possible factors in causing language errors, such as the influence of the social environment, the student's first language and others. Analysis of errors in language use by students has a very broad scope. This study only focuses on the analysis of errors in the use of written English by students, by using the form of sentence errors found in descriptive texts and the factors causing errors found in the questioners

## 2. Research Method

This study used mixed method approach which combines the qualitative and quantitative research form on it. The exploratory sequential mixed methods are used in the early stages of research, where researcher collect and analyze qualitative data and then continue by collecting and

analyzing the quantitative data based on the results of the first stage. Data collection in this study was carried out in stages, by giving the first assignment, and continued with the same process in the second and third assignments, then the data was analyzed to see the types of student errors in writing skill by English descriptive texts. The qualitative approach with descriptive explanations in the form of words. The results of the students' writing that had been analyzed then presented in the form of a table to see quantitative data in the form of the percentage of errors made by students in writing English descriptive texts. Therefore, the errors can then be categorized as part of errors in omission, addition, substitution or the permutation. The next stage in the quantitative method were by giving two questionnaires to students to see the factors that cause language errors. Therefore, the percentage of the types of errors and the factors that cause can be obtained.

The data's types that using in this study were qualitative and quantitative data. Qualitative data was in the form of a description of the work results of grade VII, especially for students in class VIIB while writing English descriptive texts, meanwhile the quantitative data was in the form of numbers used to determine the percentage of types of errors made by participants through tests that have been given to students. Furthermore, quantitative data in this study used in the second problem formulation in presenting data from the results of filling out the questionnaires distributed to students after completing the test assignment in writing descriptive texts. In this study, data was seen through the types of errors in the use of tenses, the way of using article, gerund "ing", and etc. The data source that used as the primary data source were be obtained directly from class VIIB students of Junior high school number 3 Sukawati with a total of 40 student. Primary data in this study were taken through a test in the form of an assignment to write English descriptive text which was carried out three times to see the comparison of the results of the first, second, and third writings. The next primary data was in the form of

a questionnaire survey that will be given to students to fill out, and using supporting data obtained through student attendance lists, as well as documentation data during the implementation of the research.

Through this study, the determination of research respondents uses a sampling method on direct data sources. Cluster sampling is the type of sample used. Cluster sampling is a technique where researchers have access with names of the student in the class. Therefore, in determining respondents, the writer can identify and take research samples from the population. The type of sampling in this study uses a random sampling technique, which mean each individual in the population has the same opportunity to be a sample in data collection. Data retrieval in this study was taken randomly using the "Spin the wheel picker" application. Sampling method with systematic random sampling technique or systematic sample with sampling at certain intervals. Data was collected and taken in one class at grade VII, this is considering that the division of class VII is a homogeneous class with the same learning system, material, and learning curriculum.

The instruments that used in this study were by the student worksheet instruments while providing English descriptive text writing tests, questionnaire sheets, and supporting instruments in the form of documentation. The method of data collection in this study uses a test method. The test method with assignment techniques were giving by student's assignments to write English descriptive texts, then continued with a survey method in the form of giving questionnaires to be filled out by students, to see the error factors. In the data collection process, the writer sees and observe directly how the test was given to students. Therefore, that the writer can see how the process of writing descriptive texts and the interaction between teacher and students. The techniques that will be used to collect data were written test and non-test techniques. Data collection was collected based on the results of descriptive text writing

taken from samples of grade VII B students in three writing assignments to find out how the differences were in the results of the first descriptive text writing assignment and the next, whether there were differences in language errors with the results of the first assignment and the next assignment.

The data analysis method in this study using a qualitative description method and it is supported by a quantitative method to measure the number of errors that are calculated and described in full. The data were collected by giving assignments to write English descriptive texts to grade VII B students at Junior high school number 3 Sukawati. Data were collected through assignments three times to see the types of errors made by students in writing descriptive texts. Furthermore, data collection was taken by filling out a questionnaire related to the obstacles faced by students while writing English descriptive texts. The collected data is then identified and categorized based on the type of error and the factors causing the error. After all the data has been described and classified, the data is then calculated to determine the percentage of error forms.

This study uses two methods and techniques in presenting the results of data analysis. Formal methods with mathematical techniques are used to present the percentage of the number of forms of errors in the table. This method is used to see the most dominant form of error made by grade VII students of Junior high school number 3 Sukawati. Therefore, it can be described whether the error is included in the deviation in the form of error or mistake. Informal methods with verbal techniques are used to present each form and factor of error made by students in the form of descriptive text compositions.

### 3. Result and Discussion

#### 3.1 Result

In this study, there were 80 errors has found in 40 English descriptive texts written by class VII B students of Junior High Scholl number 3 Sukawati in their first assignment. Based on the

theory that proposed by Keshavarz (2011), there are four types of errors that found, those are omission errors, addition errors, substitution errors, and permutation errors. The results of the descriptive text that has written by class VIIB could be calculated to determine the types of errors can be detailed as follows:

No	Type of Error	Total	Percentage
1	Omission	43	53.75%
2	Addition	6	7.5%
3	Substitution	27	33.75%
4	Permutation	4	5%
<b>Total</b>		<b>80</b>	<b>100%</b>

Based on the above table result, there were four types of errors that found in the assignment results of the student of Junior High School Number 3 Sukawati. There were 43 errors in the form of removing items that should be in a sentence (omission) with a total percentage of 53.75%, then there are errors in adding items that should not be needed in a sentence (addition) as much as 7.5% or 6 errors, 33.75% or 27 errors in the form (substitution) and 5% or 4 types of errors in the arrangement of sentences (permutation). The most dominant error found in this study is the error of omission with a total percentage of 53.75% or 43 errors, and the form of error that is least made by students is the error of arrangement (permutation) with a total percentage of 5% or 4 errors.

There were two types of questionnaires written by students those was consisting of a yes-or-no questionnaire and student responses regarding students' agreement or disagreement with internal and external influences in learning English. Based on the results of the questionnaire survey, there are five main factors that cause students to make errors: intralingual interference, language transfer, modality, age, and social situation.

The types of errors and factors causing errors were discussed and analyzed in detail based on the theory of Keshavarz (2011) and the factors

causing errors are analyzed based on the theory of Richard (1974). Several types of errors that have been found can be detailed in the discussion section.

### 3.2. Discussion

#### 3.2.1 Omission

The first error that found in student written descriptive text is omission. Omission errors were errors that generally characterized by the absence or omission of linguistic elements that should be present in a sentence. This type of error could be occurred in the smallest units of a sentence. Several words could cause grammatical errors, including the omission of the articles "a, an, the, the copula be, and the markers -s and -es" in plurals and in the simple present tense. Several types of errors found in the descriptive texts of students at Junior High School Number 3 Sukawati were as follows.

#### (a) Error in omitting articles (a, an and the)

In English, articles are divided into two parts, those are definite and indefinite. Swan (1995:65) explains that article "the" is a definite article that used in specific word, clear matters, and is used in something that has been previously explained. Article "the" could be used before countable nouns or for uncountable nouns, meanwhile articles "a" and "an" are forms of indefinite articles used in words that are not specific and have not been previously explained. The articles "a" and "an" are used before singular countable nouns (singular nouns that can be counted). The article "a" is used for words that begin with a vowel while the article "an" is used for words that begin with a consonant. Errors in this subcategory can be seen in the following table:

Student sentence	Correction sentence
1. <i>She is reception</i> (student 8:6)	<i>She is a receptionist</i>
2. <i>I have idol</i> (student 32:1)	<i>I have an idol</i>

In data above, there were errors in the omission of the articles "a" and "an" found in the sentence. Swan (1995:59) explains that the articles "a" and "an" are used to indicate the number of something, objects, or singular subjects, and to express a specific point when the reader or listener does not know the intended meaning. In data 1, the student intended to explain his sister's job as a receptionist. The sentence should have included the article "a" to indicate that the subject is singular, and the article "a" is a type of article used before nouns beginning with a consonant sound. Therefore, the correct sentence is "My sister is a receptionist."

In data 2, there is an error in the omission of the article "an". The student intended to describe someone she idolized by stating that she had an idol. Therefore, the correct sentence was "I have an idol" to describe the subject idol as singular with a singular noun beginning with a vowel sound. In data 2, the article also needs to be added because the student intended to provide new information to the reader.

### (b) Omission Errors of Markers -s and -es in Simple Present Tense

The addition of -s and -es in the simple present tense is used in affirmative verbal sentences to explain the function of the third person singular (she, he, it) that follows the verb. There are omission errors of the -s and -es markers found in the sentences written by class VIIB as follows.

Student sentence	Correction sentence
1. <i>She like fried rice</i> (student 31:9)	<i>She likes fried rice</i>
2. <i>He go to school with bicyle</i> (student 34:5)	<i>She likes fried rice</i>

The data above were showing the part of omission error in the markers -s and -es in the Simple Present Tense sentence pattern. Azar (1941:12) explains that in purposed the Simple Present Tense in a sentence, the third person

singular (she, he, it) is always added with the suffix -s and -es at the end of the verb in affirmative sentences. In the writing results of class VIIB students, there were 9 errors found in the omission of the markers -s and -es in the simple present tense in the first data collection.

In data 1, there was an omission error of the -s marker found in the third-person singular verb, which has functions to indicate the simple present tense. The verb "like" in data 1 were require to be added to the end of the sentence because the subject of the sentence is "she," which is part of the third-person singular subject. Therefore, the correct sentence is "She likes fried rice."

In data 2, there were omission error of -es marker that made by the student. In the simple present tense, the marker of -es is added to the verbs which ending in the letters o, ch, sh, x, and z. The verb in the sentences in data 2 should be "He goes to school" because the verb "go" was end with the letter of "o".

### 3.2.2 Addition

Addition is the opposite of omission. In this type, students made errors by adding items that are not needed in a sentence. Keshavarz (2011:105) informed that addition is an error that occurs due to the process of adding certain elements excessively that are not needed in a sentence. The following is a description of the types of addition errors made by seventh-grade students at Junior High School Number 3 Sukawati are as per below:

#### (a) Errors in Adding Items -s and -es to Words in Plural Form

In English, there are two types of nouns. Those are singular and plural. Plural nouns are used to indicate more than one object. Plural nouns are indicated by the addition of the -s and -es markers at the end of the noun, meanwhile the singular nouns are indicated by adding the articles a, an, or the before the noun. Mistakes in adding -s

and -es items in students' writing can be broken down as follows:

Student sentence	Correction sentence
1. <i>I have a friends</i> (student 12:2)	<i>I have friends</i>
2. <i>Dede has a cute dogs</i> (student 32:2)	<i>Dede has a cute dog</i>

In the data 1, there was an error in adding the item -s in the sentence of "I have a friend." The item -s should not appear because the friend described in the text was singular. This is also indicated by the addition of the article "a" before the word "friends," which implies a single person. Therefore, the correct sentence for data 1 is "I have a friend."

A similar error occurs in data 2, where the student incorrectly adding the item -s, which should not appear in the sentence. In data 2, the student intends to explain that Dede has a dog. The noun begins with the addition of the article "a," which indicates that the following word is singular, so the addition of the item -s at the end is unnecessary. The correct sentence for data 2 is "Dede has a dog."

#### (b) Error Adding the Form -ing

The error in adding the form -ing is a type of error that should not be added to the end of a verb. This was because this marker makes the sentence in the written descriptive text not conform to English grammar. The error in adding the -ing form written by a grade VIIB student as follows.

Student sentence	Correction sentence
1. <i>I usually cooking with my mother</i> (student 31:3)	<i>I usually cook with my mother</i>

The above data could be categorized as the type of gerund addition error in form -ing, which should not appear in the sentence. This happened due to the verb "cooking" begins with the word "usually," which indicating that cooking was a repetitive activity. The sentence in data 1 can be

categorized as a simple present tense sentence because it can be seen from the time adverb "usually." Therefore, the form -ing should not be present in the verb "cooking". Therefore, the correct sentence for data 1 is "I usually cook with my mother."

#### 3.2.3 Substitution

Keshavarz (2011:106) explains that substitution as "replacing incorrect elements with correct ones". A substitution is an error in using the wrong form for a morpheme or structure in a sentence. The errors made by students include pronoun errors, preposition errors, copula errors, plural errors, and simple present tense errors. These errors are explained in detail below.

##### (a) Substitution Errors in pronoun

Pronoun is a word that used to replace a noun or noun phrase in a sentence to avoid any repeating for the same noun. Azar (1941:71) explains that pronouns in English can generally be divided into three types: personal pronouns, possessive pronouns, and reflexive pronouns.

Student sentence	Correction sentence
1. <i>He named is Kevin</i> (student 16:2)	<i>His name is Kevin</i>
2. <i>It name is blacki</i> (student 12:5)	<i>Its name is blacki</i>

The data above could be categorized as possessive pronoun errors. In data 1, there was an error in the pronoun used to indicate ownership. The word "he" in data 1 was a pronoun used as the subject of a sentence and was not used to indicate ownership. The word "he" is incorrect because it does not indicate ownership of a name. The correct word to indicate ownership is "his" as a substitute for the subject "he" in the pronoun. Therefore, the correct sentence was "his name is Kevin." If the student still wants to use "he" as the subject, the correct sentence should be "he is Kevin."

In line with the error in data 1, there are errors in the possessive pronoun form found in data 2. There was an error in the pronoun "it" founded.

The pronoun "It" was a pronoun that used for something that refers to objects or animals. The correct sentence structure for data 2 is "Its name is blaki". The possessive pronoun "it" was "its" because the student aims to explain that the name of the dog is "blaki." In another sentence, the student can explain ownership of a name with the sentence "The name is blaki."

### (b) Substitution Errors in Preposition

A preposition is a connecting word used before a noun to indicate position, location, direction, time, and ect. Prepositions are used to show the relationship between words in a sentence. There were errors in the form of prepositions found in the writing of a class VIIIB students as follows:

Student sentence	Correction sentence
1. <i>Kevin live in Jln. Batuyang 2, dajan rurung</i> (student 16:3)	<i>Kevin lives on Jln. Batuyang 2, dajan rurung</i>
2. <i>Jack stay at South Korea</i> (student 12:7)	<i>Jack stay in South Korea</i>

Data 1 showed an error in using a preposition to indicate location. The preposition "in" in the table above should be replaced with the preposition "on" because the preposition "in" in English is generally used to name cities, countries, or regions. The preposition "on" was the correct word to complete sentences that only state street names. The correct sentence for data 1 is "Kevin lives on Jln. Batuyang 2, Dajan Rurung."

In line with the error in data 1, data 2 also showed an error in using a preposition for location. There was an error in the sentence's preposition, "at," which should be replaced with "in." In this sentence, the student intends to explain that Jack lives in South Korea. The preposition "at," used to describe Jack's residence was inappropriate for indicating the location of a city or country. The correct sentence was "Jack lives in South Korea".

### 3.2.4 Permutation

Kesavarz (2011:106) explains that permutation as "incorrect word order," or an error that occurs in the process of composing or ordering morphemes in a sentence. A permutation error is an error made in sentence construction, and students fail to order several items in a sentence, resulting in the sentence being ungrammatical. There were several permutation errors in the text written by a grade VII B student, as follows:

Student sentence	Correction sentence
1. <i>My sister work in villa Sanctoo</i> (student 08:7)	<i>My sister works at Sanctoo Villa</i>
2. <i>He like to play game free fire</i> (student 16:9)	<i>He likes to play free fire game</i>

The above data could be categorized as a type of sentence in structure error (permutation) because students place the wrong words in the sentence. In these sentences, it can be seen that students are trying to translate their native language of Indonesian language into English. In data 1 and 2, the words in bold are translated into Indonesian structure. Therefore, this case the students failed to arrange the words above into English structure. The correct sentence for data 1 is "My sister works in Sanctoo Villa" and for data 2 is "He likes to play free fire game".

### 3.2.5 Morphological and Syntactic Errors in Students' Descriptive Texts

In studying grammar in linguistic, morphology and syntax are the branches of science that work together in word formation and language use. Morphology regulates the form and structure of words, and syntax regulates the arrangement of words in sentences. The following was a list of the total errors in morphology and syntax found in students' descriptive text writing.

No	Name	Total	Percentage
1	Morphology	31	51.67%
2	Syntax	29	48.33%
	<b>Total</b>	<b>60</b>	<b>100%</b>

Based on the results from the assignments that has written by the students of grade VIIIB, there were 31 errors in morphology or 51.67% and 29 (48.33%). The error data could be described as per below:

No	Types of Error	Linguistics Field Category	
		Morphology	Syntax
1	Omission & Addition	Errors in omitting and adding the markers -s and -es in plural forms.	Errors in the form of eliminating and adding the articles "a, an, and the" in a sentence.
		Errors in the form of eliminating and adding the articles "a, an, and the" in a sentence.	Errors in omitting or adding to the infinitive in a sentence
		Errors in omitting and adding the form -ing in a sentence.	
2	Substitution	Substitution error in pronoun form in a sentence	Substitution errors of prepositional conjunctions in a sentence
		Form error in copula be in a sentence	
		Mistakes in writing plural nouns in sentences.	
		Form errors in the simple present tense in sentences	
3	Permu-		Errors in

	tation		sentence construction
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Following to the above table. The error of morphology and syntax could be categories as the omission, addition, substitution, and permutation. Morphology in omission and addition errors found in students' writing were included errors in the markers -s and -es in plurals and simple present tense sentences, as well as the omission or addition of the gerund -ing form in a sentence, such as in the sentence "My hobby is playing badminton," which should be "My hobby is playing badminton". Syntactic errors could also be seen in the form of omission and addition, such as the addition and omission of the articles "a, an, the," and the infinitive in a sentence. Substitution errors in pronouns, copulas, and plurals found in the writing of grade VIIIB students at Junior High School Number 3 Sukawati were part of morphology or errors in word form (substitution), and errors in prepositional forms are part of syntax. Other syntactic errors can also be seen in permutation errors, where students still made errors in constructing sentences due to the influence of their native language. Herewith, some of the errors that has found in the written descriptive text of class VIIIB as follows:

#### Data 1: "My sister is reception"

From the data above, it showed a morphological error in the word of "reception" which require to be changed to "receptionist". In the data 1, the student intends to explain that her sister works as a receptionist, where "reception" is a noun meaning receive. Therefore, the correct word for reception was "receptionist" which has meaning of a person who works at the front desk or front office and has responsibility for welcoming guests. In syntactically, there was error in the word structure. The sentence "My sister is reception" is not syntactically structured because the subject "my sister" was connected to the nominal predicate "reception" which was in functionally and syntax

field was incorrect. The correct sentence for data 1 was "My sister is a receptionist," which uses the additional article "a" because "receptionist" is a singular countable noun.

### **Data 2 "He go to school by bicycle"**

The data 2 could be categorized as an error involving the omission of the -es marker in the simple present tense sentence. The morphological error was seen in the verb "go," which should be "goes" because the subject "He" in the above sentence was the third-person singular. In the simple present tense, verbs need to be added with the ending -s or -es. Therefore, in the sentence structure above, there was an incorrect using of a preposition and the omission of an article when the word "with" is used before the word "bicycle." Generally, to indicate transportation in a sentence, the preposition "by" is added before the word or type of transportation. Based on the previous explanation, it can be concluded that there was a morphological error in the form of a verb for the third-person singular in the simple present tense. There was a syntactic error as well in the form of an incorrect preposition and an omitted article, which the sentence could be constructed by adding the preposition "by" for "by bicycle" or "with a bicycle." The correct sentence for data 2 was "He goes to school by bicycle".

### **Data 3: "There are many dogs at the beach"**

In the third data point, there was errors found in the used and construction of words in the student's sentence. The morphological error in data 3 was found from the word form that does not correspond to the intended quantity. The word "dog" was for singular. However, in the above sentence it was used after word of "many" which was a plural determiner. In English, the using of "many" refers to a plural noun. The correct sentence for the third data point was "There are many dogs at the beach". In syntactically, the sentence above uses the existential opening structure "there are" which should be followed by a

plural subject if "are" to used. However, the subject that appears after it was "dog" (singular), resulting in syntactical inconsistency between the subject and predicate (verb agreement). The correct sentence is "There are + plural noun", according to grammatical syntax. The correct sentence for the above data was "there are many dogs at the beach." The plural form of dog is dogs, which was consistent with many and are to form the correct sentence structure.

### **3.3 Factors that Cause an Error**

The errors that made by seventh-grade students of Junior High School Number 3 Sukawati in writing English descriptive texts could be caused by several factors. Richard (1974) in his book describes several causes of errors in learning language are language transfer, intralingual interference, sociolinguistic situations, modality, age, succession of approximative system, and the universal hierarchy of difficulties. There were several factors that influence the occurrence of errors in writing English descriptive texts which could be seen through the results of the questionnaires that have been filled out by students.

Based on the results of the first questionnaire, there were 40 students completed a questionnaire regarding their responses of difficulties in learning English. More than 50% of students stated that they still experienced difficulties in learning English. From the 15 questions in the questionnaire, 29 students found it difficult to learn English, both in terms of understanding in the school environment and outside of school. This was also related to the interest of students who only enjoyed learning English, which was only around 23 students. Students' lack of activeness in asking questions to the teacher when they did not understand the lesson also had a significant impact on the learning process. Based on the questionnaire results, only 18 students stated that they would ask questions if they did not understand the material.

Following to the second questionnaire, there was a statement related to agreement,

strongly agreement, disagreement, and strongly disagreement regarding student responses to several types of factors that could cause errors in learning English. The questionnaire was compiled based on the factors causing language errors compiled by Richard (1974). Based on the results of the second questionnaire, there was 23 students strongly agreed and 14 students agreed that the first language has a significant influence on learning a foreign language. 36 students disagreed regarding the structural similarities between Indonesian and English or regional languages, which could lead to errors and mistakes in language learning. 24 students strongly agreed and 15 students agreed that the social environment in which they live significantly influences the process of learning a foreign language. The age of a language learner significantly influences learning absorption, 11 students strongly agreed and 23 students agreed with this statement. Modalities such as worksheets, visual learning media, and practice sheets significantly influenced student interest in developing academic skills. Based on the results of the first and second questionnaires, the factors that caused the errors made by class VII B students at Junior high school number 3 Sukawati could be further explained. These factors were as follows:

### 3.3.1 Language Transfer

Richard (1974:5) in his book explains that language transfer occurs due to interference from the learner's first language. This factor generally occurs in the early stages of language learning, when learners were still unfamiliar with the grammar of the target language being studied. Therefore, when constructing sentences in their second language, the student sometimes used their own grammatical patterns. Language transfer was one factor that causes students to make errors because the target language being studied differs from their first language. This confuses students with the structure of the two languages, leading to errors. From the total 40 of seventh-grade students at Junior High School Number 3 Sukawati, there were 17 students stated in the questionnaire that

English is difficult and that these students dislike learning English. The following are some of the statements provided by students in the questionnaire

- 1) Student name: I Gusti Ayu Mirah Mallika Vasanti (siswa 7B: 07)

“Saya kurang suka belajar bahasa inggris, karena sulit untuk di mengerti, dan bingung cara susun kalimat”.

- 2) Student name: I Komang Jesta Wijaya (siswa 7B:09)

“Saya tidak bisa bahasa Inggris, karena sulit untuk menulis kalimat yang Panjang-panjang menjadi paragraf”.

Based on the results of the questionnaire written by students' class VIIIB, it could be seen that some students don't like the aspect of writing in English and do not understand the grammar aspects in English well because there were differences in grammatical rules with their first language. The first language of the seventh-grade students of SMP Negeri 3 Sukawati was Indonesian language. Indonesian language was used as a daily language at home and at school. When learning English as a foreign language at school, the seventh-grade students of SMP Negeri 3 Sukawati include elements of Indonesian in writing English sentences, which causes students to make errors. This could cause students to still often use Indonesian language structures in writing English texts. This language transfer factor could also be seen from the form of errors made by students in writing English descriptive texts. The form of error that indicates the presence of the language transfer factor was permutation errors. The following was the composition error data that indicates the influence of the language transfer factor.

### 3.3.2 Intralingual Interference

Richard (1974) in his book explains that intralingual interference occurs when the student learns something that doesn't reflect the structure of their native language. However, it generally has a relationship with the target language. This type of error occurs early in the learning process, particularly during the developmental stage of the learning process, and the use of the first language can influence the learning of other languages. In this case, the target language being learned by students was English. In this case, English differs from their first language, which was Indonesian language. In the first questionnaire, several students stated that they experienced difficulties in learning English, and the students' lack of activeness in asking questions was the trigger. Here are some of the statements of the students as follows:

1) Student name: Kadek Dani Widiani (7B:22)

“Saya kesulitan dalam menyusun kalimat dan beberapa kata perlu ditambah. Selain itu juga ada kata yang harus berubah, dan perlu untuk dihafalkan.”

2) Student name: Ni Kadek Tiara Nita Kusuma (7B:27)

“Banyak sulitnya, seperti menulis kata dan kalimatnya. Saya masih bingung dan sering lupa. Saya kurang bisa menghafal rumus juga.”

From the above statements, it could be clearly seen that the students of class VII B used the structure of their first language, in composing several words to form of English sentences as a foreign language. The students were combining the structure of their first language to compose sentences in the foreign language they are learning. In this case, students mix the rules of their first language grammar with the grammar being studied. This makes it difficult for students to organize their language in writing, therefore, they made mistakes. The students only write what they translate from their first language without realizing that the writing was composed incorrectly. The results of the questionnaire that has been written by students stated that 36 students disagreed with the statement "in learning English,

there is a level of similarity in the structure of learning Indonesian or the regional language that you have", therefore, some students tend to make errors.

### 3.3.3 Sociolinguistic Situation

The third factor that was found was the sociolinguistic situation. In this type, the cause of language errors could be explained as a result of the socio-cultural settings in the first language and the target language being learned. The socio-cultural context in the target language has an influential impact on language learning. Based on the results of the first questionnaire, there were two students who stated that in their environment there were several people who communicated using English as their primary language, and 38 students explained that in their neighborhood, on average, Indonesian was used as their primary language. Furthermore, in the second questionnaire, there were 24 students who strongly agreed with the statement that the social environment can influence the process of accepting and learning English. The following are several student statements explaining that the social environment can be a good forum for absorbing English.

1). Student name: I Gede Deva Setiawan (7B:05)

“Saya tinggal di Batuyang dan berkomunikasi dengan bahasa Bali, dan saya cuma belajar bahasa Inggris di sekolah dan di tempat les, sehingga saya merasa sulit dalam mempelajari bahasa Inggris karena hanya mendapatkan pembelajarannya beberapa kali saja”.

Based on the questionnaire results above, it could be concluded that the linguistic situation greatly influences the absorption of language learning, both based on cultural background, social status, and language environment. The impact of sociolinguistics on language learning can influence students' motivation in learning the language, such as speaking, listening, reading, and writing skills, and can influence how language learners use language in social contexts.

### 3.3.4 Modality

The fourth factor was modality, which consists of the modality of exposure to the target language and the modality of production. When someone learns a language, they still follow the elements of their first language in producing speech and rarely use the target language. Modality in language learning is the method used to learn the language. Language modality can be applied to spoken language, written language, visual language, and audio language. Methods that can be used include direct learning through classroom interaction between students and teachers. Indirect learning modalities involve students learning the language through media such as books, videos, or certain applications. The following were several student statements explaining that learning modality influences the absorption of English language learning.

#### 1). Student name: Ni Kadek Ayu Sanjiani (7B:26)

"Saya belajar bahasa Inggris cuma di sekolah dengan pakai buku LKS yang diberikan untuk semua siswa dan saya hanya belajar dengan buku tersebut dan kamus yang dibelikan orang tua".

Based on student statements in the questionnaire, 19 students agreed and 18 students strongly agreed that a guidebook is essential for language learning. It can be concluded that the language learning modality significantly influences the learning process. Variation can make students more interested in learning a language. Students only receive the material provided by the teacher during class. This results in a lack of material. The complexity of English that students should learn well is hampered because the material they receive is considered inadequate. Lack of material could lead to a lack of English language skills, especially in writing. This is what causes students to often make mistakes.

### 4. Conclusion

Based on the problem formulation in the thesis entitled "Grammatical Errors in the

Writing Skills of English Descriptive Texts by Students of Junior High School Number 3 Sukawati", the following conclusions can be drawn, as follows:

(1). In the results of the English descriptive texts written by grade VII students of Junior High School Number 3 Sukawati, there were four forms of errors found, those were omission, addition, substitution, and permutation. This was supported by data showed that 53.75% or 43 were omission errors, 7.5% or 6 were addition errors, 33.75% or 27 were substitution errors, and 5% or 4 were permutation errors. Based on the results above, the most common type of error made by students is the type of omission error with a total of 43 errors or 53.75% of the total 80 errors. Errors were also observed in morphology and syntax. 31 morphological errors (51.67%) were found, which were more likely to be made by students, and 29 syntactic errors (48.33%). The most common omission errors were in articles like "I have (an) idol," and morphological errors, such as the word "reception" instead of "receptionist."

(2) Factors that cause students to make mistakes based on the data that has been described previously, it could be seen that class VIIB students at Junior High School Number 3 Sukawati have problems with language transfer, language interference, sociolinguistic situations, and modality while learning English language.

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