

EFL Students' Grammatical Errors in Writing Descriptive Text

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Abstract

The aim of this study is to find out grammatical most frequently made by the student in writing descriptive text. This study was quantitative and qualitative method. The population of this study is Students' English Department of Muhammadiyah University. The writer chose 23 students as the sample. In this study, collect the data used observation, writing test, and documentation. The result shows there were 328 items of error in the students' writing. The percentage of errors made by students in writing descriptive text are noun phrase 49,7%, verb phrase 36,3%, adjective phrase 8,8% and adverb phrase 5,2%. The writer finds that the grammar errors that most of the students made were in noun phrases, with a cumulative total of 163 errors or 49.7%. From the research findings, it is suggested learners have to use these errors as a means to study more about correct the use of grammar in descriptive texting, especially in the use of noun phrases, verb phrases, and adjectives. For teachers to work harder on noun phrases and verb phrases because they are the most frequent failures that are made by students in their writing.

Keywords: *Grammatical Errors, Writing descriptive text , Phrases*

Introduction

Writing skills are important in English learning and also function as a tool of learning. Penny (1996) states that in writing we can express our ideas in written form. However, the students are still confused about writing as writing is a difficult part of English. The problem students in writing cannot vocabulary choice, spelling, rules of grammar and using tenses. In writing, the writer has a good idea. It gets from reading a lot. To change from a good idea to a good sentence is not easy. The writer must know grammar rules in English. The most student's problems have in writing are grammar rules and using tenses. The rules grammatical Indonesia English is very different.

Grammar is one kind of sub-skill which supports writing. Some students have many problems with writing. The student makes errors by changing some words become paragraphs. According to Richard (2002), there are two types of errors. They are interference and interlingua. The interference is translated into sentences word for word. The interlingua is the

errors made by the writer because of not knowing grammar rules in English. The grammar rules between Indonesia and English are different. For example, sentences in English have tenses in Indonesia is not. Errors in writing can affect the content of their writing do not explain successfully to the reader. For example, I go to the supermarket every day, whereas the right sentence is I go to the supermarket everyday.

A Descriptive text is the type of text that describes a person or something in a specific. Bester state that writing descriptive is text with the purpose of sharing information,

the object descriptive text is a picture, place in a story, character in a story, reporting on animals and reporting on a person. In writing descriptive text, students usually make errors in grammatical. One type of grammatical errors is phrases. The type of phrase is divided into 4 types. There are nouns phrase, verb phrase, adjective phrase and adverb phrase. The errors made by the writer in writing a sentence can make the reader difficult understand the sentence. The factor of errors in phrases is that the writer does understand grammatical rules in English. The writer translates word-for-word from the target language to the source language.

In this article, the writer uses the theory of Brown about analysis grammatical errors, especially in phrases. A phrase is a group of words that consists of one word or more. According to Brown, the phrase is divided into 4 types. They are noun phrases, verb phrases, adjective phrases, and adverb phrases. Noun phrase is combining some words consisting of a noun, determiner, and a modifier that are headed by the noun. Verb phrase is the verb is the verb followed by another verb. adjective phrase is one word adjective followed by a modifier and determine, the word adjective as head of adjective phrase. Adverbial phrase is a group word consist of an adverb combined with the qualifier (too, very, so, enough, so on). For example, the adverbial phrase is very quickly, too quickly enough and too much

based on the observation at Students' English Department of Muhammadiyah. The writing quality of students at the university is still low. The researcher observed that from student assignments there were still many errors, especially in using phrases. It's because of their lack of grammar. Some students still have problems with writing, especially with using noun phrases, verb phrases, adverb phrases, and adjective phrases. Many errors in using grammar in writing will have an impact on bad quality, and not optimal. Some students are confused by the problem. When writing, the student doesn't know the solution to grammatical errors in writing specially about phrases. Brown states that (2017), The grammatical student

found that lack of understanding and importance of noun phrases, verb phrase, adverb phrases, and adjective phrases. This is to make the student not use grammatical of the phrase as well. For the solution to the problem. The teacher can explain to students the benefits of understanding phrases in writing the sentence. And the teacher can make a new strategy in English by learning about phrase.

The result of the observation student in Students' English Department of Muhammadiyah, some students still difficult in the English writing text is well. The most student errors in make English writing is about phrase. The writer analyzes from English text to make by the student. In there to find many errors for example errors grammatical on noun phrase is the material first is education. The errors in the that sentence is arrangement word. The writer can improve that sentence became the first material is education. The second example about verb phrase is I'm read book everyday. The errors in this sentence is using tense. In the pattern of simple present tense sentence between subject and verb is not follow with to be. The third example is adjective phrase. For example, this exercise is not difficult too. The errors of this sentence is arrangement word. The correct sentence for this sentence is this exercise is not too difficult. And the last example is adverb phrase. For example, errors in adverb phrase is My uncle is going on vacation to month. For this sentence errors in the preposition and article.

The writer has same articles about an analysis of grammatical errors in writing. The first articles were written by Petri Nuril Midrash and Painful Islam (2018). entitled An Analysis of Grammatical Error on Students' Writing. The purpose of this is to analyze the most common grammatical errors in students' writing. The total of the sample is 26 students. Qualitative is the method used in this article. In this article, the writer analyzed errors of omission, addition, information and the last is misordering. The findings of this study demonstrate that omissions in this article are the most common type of mistake committed by the pupils. For the teacher to make a strategy on the grammatical structure of students.

The second study was researched by Sari Sadiyah and Seli Ade Royani on title An Analysis Of Grammatical Errors In Students' Writing Descriptive Text (2019). The data is based on an error analysis by a professor in writing. In collecting data, the researcher used writing assignment consist 23 students. The method used in this article is qualitative descriptive. In this article, the writer analyzed errors of the agreement, pronoun, usage, pattern,

spelling, and capitalization. This study's findings show that students learn more about English grammar while verb agreement and pronouns are not taught in class.

The third articles by Banjar Putri Kumala, Siti Aimah, Muhimatul Ifadah (2018) entitled *An Analysis of Grammatical Errors on Students' Writing*. The aim of this study is to explain and describe the most types of grammatical errors in students' writing and to know the factors for grammatical errors in students' writing. To Become the subject for this research only 27 students. The method of this research is Qualitative and quantitative. In this article, the writer analyzed errors of omission, addition, information, and misordering. Number of errors are carelessness, interference, translation, teacher's explanation and students' incomprehension about grammar. Based on the result analysis of the data, the frequency of errors among students is so high. The teacher can correct this issue if they are aware of the kind of grammatical mistakes the student makes in their work.

And the last articles by Lia Nurmalia and Cicih Nuraeni (2020) entitled *An Analysis of Errors in English Writing: A Case Study the Third Semester Students of UBSI*. The purpose of this study is to find the most frequent errors grammatical in student writing in the third semester of Bina Sarana Informatika University. In collecting data, the researcher used 10 essays taken as the sample. The method of this research is qualitative. The errors made by students in writing essays are spelling, fragment, punctuation, adjective, subject, verb, agreement, preposition, capitalization, tenses, verb, and literal translation. The findings of this survey indicate that spelling mistakes are the most common ones committed by students.

From the previous studies above, some articles discuss different topics. The first article analysis of the agreement, pronoun, usage, pattern, spelling, and capitalization. The second and third articles discuss the same problem of omission, addition, misinformation and misordering. Last articles focus on spelling, fragment, punctuation, adjective, subject, verb, agreement, preposition, capitalization, tenses, verb, and literal translation. Therefore, the writer in this article will discuss grammatical errors of phrases. The author is curious as to which students' writing has the most grammatical mistakes. The author seeks a resolution to the issue.

Based on analysis from the English text made by the student. In conclusion, the student' skills in writing are still minimum or low. the majority of writing mistakes pupils make on grammatical phrases were not discussed in the previous article. The writer thinks that the errors student in text English writing such as grammatical phrases must be analyzed.

Based on errors made by the student on noun phrases, verb phrases, adverb phrase, and adjective phrases. This reason, the writer will research the title: An Analysis on Grammatical Errors in Writing Descriptive Text by EFL Student. The writer did this research. The student doesn't know how to phrase write. In this research, types of phrase mistakes that students make when writing must be known to the researchers.

Research Method

This research using two types of method. They are qualitative and quantitative. Grammar errors in student writing are described using the qualitative method. Based on the results of data collection tools, we analyzed data on grammatical errors in student writing. Descriptive qualitative methods are called interpretive methods because the results of the study relate to the interpretation of the data found in the field. (According Arikunto (2013) the purpose of descriptive research is not to test specific hypotheses, but only to explain some variables or conditions in a natural way. So the researchers explained and explained everything related to this analysis. Researchers used written test and interview results as data collection tools. They have been extensively analyzed. Although this study focused on more descriptive qualitative methods, it was necessary to provide numerical data in order to obtain valid and countable data. Therefore, quantitative methods were performed in this study to ascertain rates and frequencies that support the study.

The instrument used in this research is writing essays, interviews and documentation. The data comes from student-written essays. The population of this study is Study at Fifth Semester Students' English Department of Muhammadiyah University of Bengkulu in Academic 2022/2023. Nassaji (2015) states that " the small subset of the observed population is the sample, and the larger collection over which generalizations are made is called the population. " The population number was 23 students. 10 essays were taken as a sample. The subjects of the essays were written descriptive texts. sampling technique using Acluster random. The data was collected by classifying students' spelling errors such as noun phrases, verb phrases, adjective phrases, and adverbial phrases. Data w using the theory of Nasaji, H. (2015) The number of errors are counted and measured as a percentage. The data were examined using an error analysis method. He followed the following three stages when analyzing the data for this study: Five steps were taken in this study's analysis of the data. They gather data by gathering

the writing tests submitted by the students, identifying errors, quantifying the faults, delineating errors, and assessing the errors.

a) Collecting of data with collecting students' writing test

Analysis of the grammatical mistakes that pupils made in descriptive writing is the first stage. The information is drawn from the final written exam that the student has passed.

b) Identifying the errors

Calculating the mistakes comes next after recognizing the errors stated in the table. The specification table then contains a list of the errors that were entered. The table is shown as follows.

Table I
The Specification of Student's Errors in Writing Descriptive Text

Students Number	Noun Phrase	Verb Phrase	Adjective Phrase	Adverb Phrase	Total
1					
2					
3					
Total					
Percentage					

c) Calculating the errors

Figuring out the errors The next step is to calculate the error after finding and categorizing the errors that are provided in the table. The following formula is used to calculate each error to determine how much percentage each sort of error contributes to the total error rate of 100%:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Grammar Error Frequency

N: Total Error Count

d) Explaining the errors and evaluating the errors

Explaining the errors and evaluating the errors Using error calculations, the study finds the most common mistakes that students make in their writing. The type of mistakes that make up the largest percentage are considered to be the most common mistakes that students make in translation.

The theory of data analysis Corder (1981:68) states that proposes his five steps of error analysis. When validating data. In this study, we used triangulation as a validation of data analysis. Triangulation has been used to check the completeness of survey results or to

confirm survey results (Saptayani, Padmadewi & Mahayanti, 2015). Triangulation was used to confirm the accuracy and dependability of the data in this investigation.

Result and Discussion

1. Research Findings

There are kind errors made by the student in writing, the writer only focus to analysis on grammatical errors in noun phrase, verb phrase, adjective phrase and adverb phrase. The score of errors the student in writing will to describe on the table below:

Score Errors Made by The Student in Writing

Students Number	Noun Phrase	Verb Phrase	Adjective Phrase	Adverb Phrase	Total
1	2	1	1	-	4
2	8	-	2	-	10
3	8	8	1	2	19
4	7	4	-	2	13
5	6	4	1	-	11
6	1	5	-	2	8
7	10	8	3	-	21
8	9	8	4	-	21
9	8	10	1	2	21
10	8	7	-	-	15
11	9	7	2	1	19
12	8	8	1	1	18
13	10	6	2	1	19
14	10	6	-	-	16
15	11	8	3	-	22
16	13	7	1	2	23
17	8	6	-	-	14
18	4	2	-	1	7
19	4	-	-	1	5
20	-	-	1	-	1
21	6	3	2	-	11
22	6	3	1	-	10
23	7	8	3	2	20
Total	163	119	29	17	328
Percentage	49,7%	36,3%	8,8%	5,2%	100%

The number of errors made by the student when writing a descriptive text is shown in the table above. The total number of distinct items after each item in the

student-produced texts has been examined and calculated. Therefore, the percentage of the error also depended on the composition of the articles in the text. Considering the table According to the findings, reference errors are the most typical students mistakes make when writing descriptive paragraphs. In order to summarize the data, the researcher classified writing mistakes made by students based on issues with their essays. The student committed the following kind of mistakes when writing descriptive text: such as noun phrases, verb phrases, adverb phrase, adjective phrases. In this step the writer will be identified the students' error based on errors in writing in descriptive text:

a. Noun phrase

a) Head of noun

The kind of errors in noun phrase divided 3 types, there are head errors, premodifier errors and postmodifier error. The first type that will be explained is head of noun phrase. Most students use the correct noun phrase structure in sentences. Nevertheless, there are still many who make errors in using this noun phrase element. The researcher identified two types of head phrase faults in this study, there are:

1) Incorrect noun placement

students find it difficult to placing head noun phrases. This is some examples:

1. Incorrect: The color wall is pink. It is my favorite color.

Correct : The wall color is pink. It is my favorite color.

2. Incorrect : On The title of song hit was broken angel from Dubai.

Correct : On The title of hit song was broken angel from Dubai.

3. Incorrect: There are The new TV plasma

Correct : There are The new plasma TV

2) Incorrect form of nouns

This type of error prevented students from identifying which type of noun they should use in a sentence. an example in this case would be:

1. Incorrect: The elephants is a large animal

Correct : The elephant is a large animal

2. Incorrect: All of my friend come from Bengkulu

Correct : All of my friends come from Bengkulu

3. Incorrect : my homes is located near the zoo

Correct : my home is located near the zoo

b) Premodifiers Errors

There are three different premodifier mistakes. They are Determiner error

Some students find it very troublesome to write the noun phrase forms with the correct determinant. In this problem as an example:

1. Incorrect: my house there is an refrigerator

Correct : my house there is a refrigerator

2. Incorrect: This chair is I favorite chair

Correct : This chair is my favorite chair

3. Incorrect: this seat I always eat a egg every breakfast

Correct : this seat I always eat an egg every breakfast

c) Postmodifier errors

In this case, the writer has explained previously, premodifier errors. Have 2 kinds. It is prepositional phrase errors and relative clause errors.

1) Prepositional phrase errors

In this problem, students do not use the correct form of modifier. Students do not understand. They don't know enough about the use of prepositions. For example, in this case:

1. Incorrect: Pantai Seluma is one the centers of tourism in Bengkulu

Correct : Pantai Seluma is one of the centers of tourism in Bengkulu

2. Incorrect: This is the most beautiful place my home

Correct : This is the most beautiful place in my home

3. Incorrect: writing a descriptive text about my home. This is the new experience my life

Correct: writing a descriptive text about my home. This is the new experience in my life

b. Verb Phrase

kind of errors in verb phrase divided 4 types, They are the following: omission, addition, misformation, and misordering errors.

a. Omission Error

For example Omission Error in essay texts made by the student:

1. Incorrect : my mom cook rice every day at this place
Correct : my mom cooks rice every day at this place
2. Incorrect : my grandfather live in a house with my family
Correct : my grandfather lives in a house with my family
3. Incorrect :my children like swimming in this fool
Correct : my children likes swimming in this fool

b. Addition Error

students have problems with addition errors. examples of errors made by students in writing addition errors is:

1. Incorrect : I reads book in here everyday
Correct : I read book in here everyday
2. Incorrect : I really loving that flower garden
Correct : I really loved that flower garden
- Incorrect : I meeting him every day at school
Correct : I meet him every day at school

c. Misformation Error

This is kind of errors about misformation made by students

1. Incorrect: I'm born in Palembang on June 12th, 2001
Correct : I was born in Palembang on June 12th, 2001
2. Incorrect: my animal of solace is a bird
Correct : my animal of solace are a bird
3. Incorrect: this are the place I like to hang out
Correct : this is the place I like to hang out

c. adjective phrase

Students still make many grammatical errors in writing descriptive texts. The author will provide examples of adjective sentence, grammatical errors in this section. here are some of the errors made by students:

1. *I am happy so living with my family in this house.*
2. *I am lucky so to have this house*

3. *my bathroom door price is very expensive so*
4. *my cat is a beautiful really animal*
5. *he's a professional pretty worker*

d. Adverb Phrase

Grammatical errors about adverbial phrases. here are some examples of students' difficulties in using adverbial phrases:

1. Incorrect: this car is running very slow
Correct : this car is running very slowly
2. Incorrect: we didn't go out during the stormly
Correct: we didn't go out during the storm
3. Incorrect: I always see the tabut every years
Correct : I always see the tabut every year

2. Discussion

The study's findings indicate that the pupils' most common and serious mistakes are noun phrases with 163 points and a high percentage of (49.7%). The first kind of fault is noun phrases totaling 163, accounting for 49.7%. The second kind of errors are verb phrases a total of 119, which is 36.3%. The third type of exam is the adjectives phrases a combined total of 29, amounting to 8.8%. The final fault was that of adverbial phrases with a count of 17, totaling 5.2%. The writer can conclude that the learners created noun phrases because of their limited knowledge. In this respect, they do not have a good command of the usage of noun phrases.

On the basis of the Data that has been shown and previously discusses, the outcome suggests that these kinds of error are brought about by their interlingual transference. In this sense, learners are impacted by the first language in their use of the language. It is a well-known phenomenon that when foreign students learn a second language or a non-native language, interference of the first language is implicated in the language process. Interference occurs due to difference among first and second languages. The difference systems of both languages made learning challenging and caused the students' errors in their language learning. Baker (2006) state that The interference is due to the difficulty in the language learner and also leads to the error themselves. These learners are making errors as they assume that the source language and their mother tongue are the same when in reality they are not.

The other reason for learner errors is intra-lingual transference. Brown states that the Intralingual mentransfer is called negative transmission of the items in the source languages, or in the other words, the generalization of the incorrect rules in the source languages. Base on the above discussed, in that case the learners are confusing and not understanding the phrase of noun structure. The learners hardly practise making proper sentence using noun phrases with grammar rules although they get some difficulties in applying it.

Based analysis on verb phrase, The study finds that students are making some error in their writings. These errors involve omissions, additions, and misinformation. The results showed that they made typing errors in all four kinds of errors, including 48 omission errors, 42 addition errors, and 29 misinformation errors. The total number of grammatical errors in verb phrases is 119. It means that most of students still made errors under the taxonomy of surfacing strategy in their written work. In this research, according to Dulay's theories, The research shows that omission errors are the most common kinds of mistakes that students make in their writing, mostly verb omission errors in the writing consisting out of 42 errors.

It could be conclude that these students were making noun phrase, verb phrase, adjective phrase and adverb phrase in the sentence, because they lacked knowledge. In this respect, they do not have a very good handle on their use.

Omission mistakes happen because the learners omit some essential elements that must be present in the sentence. It may be inferred from the findings of the analysis that students are being categorized as they omit items such as subjects, be, verbs, plural markers, s-suffixes, and articles. The omission of both the subordinate and the verb made the sentence faulty because the subject was the most significant element in the statement. It's also worth taking notice of the usage of the s-suffixes and be as these have a stronger connection to the agreement of the subordinate and the tense of the verb. The use of the article and its plural markers, on the other hand, influences the sense of the statement.

The addition errors are the exact reverse of the omission errors. This happened because they failed to omit the unnecessary elements in the statement. It means that students were adding an unnecessary element which should not occur within the statement. The analysis showed that the addition errors are characterized by adding prepositions, Articles, be and apostrophe. Moreover, Meilia and Sulistyawati (2011) classifying calculation errors and found multiple markings errors and regularizing errors in their analyses. Regularizing error occurs as

students are applying those rules used to generate a regularized system to disordered network of rules. In students' written work, the writer finds the building. Multiple flagging occurs when two items—in this case, tense and an apostrophe—instead of just one, are flagged for the same characteristic.

There are formation errors in some sentences. There are verb formation errors, auxiliaries and prepositions errors, and a phenomenon called double marking. Multiple tagging was found within the collected data as the students used both be and verbal at the same time in simplified simple present sentences. The writer finds this in the replacement of helping the verb of multiple plural nouns by helping verb of plural nouns. Structuring errors were found in a number of other sentences, which had misplaced elements and the adding of a preposition.

The formation error happened as students were using be and verb together in simple present sentences and the drafting error happened as students were making sentences that were wrong in item placement and preposition addition. This might have been caused by carelessness on the part of some students. That carelessness is frequently linked to a general lack of inspiration.

Based analysis about adjective phrase and adverb phrase in essay the text made by student in descriptive text. This suggests that there are some factors that commonly causes learners' struggles in the utilization of adverb and adjective phrases. The first is grammar flaws, as students are using Indonesian conventions in adverb and adjective phrases. Knowledge and comprehension is secondary, as students have a hard time in adjective phrases, and there are influences of the native language with their comprehension on the adverb and adjective phrases employed. The third is the need for less practice, given that they rarely write adverb and adjective phrases and some do not like to use them. The latest background of education, because students had rarely learned adjective phrases beforehand.

Conclusion

Considering how the statistics are described above, From the four categories of phrases, namely noun phrases, verb phrases, adjective phrases and adverbial phrases, it can be concluded that. The writer finds that the grammar errors that most of the students made were in noun phrases, with a cumulative total of 163 errors or 49.7%. We as teachers have to pay attention to the students' grammatically particularly in terms of Subjects and verbs in order to minimize their errors in the written word.

From the results of conducted studies, the writer wanted to provide several suggestions, specifically to teachers and university students. After finding out the errors that the students have made, the teacher has to pay better consideration to them and focus on the difficult topics for the students. In order to reduce the mistakes that students consistently make, lecturers must also review and enhance the methods they use when instructing. As for the disciples, they should not be worried that they will make any mistakes. Students need to use the mistakes as a means to improve their understanding of the use of grammar in the way they are written, in particular the way they phrase nouns, verbs and adjectives.

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