

**GRAMMATICAL ERRORS IN THE DESCRIPTIVE TEXT WRITTEN BY SECOND-
SEMESTER STUDENTS OF THE THEOLOGY DEPARTMENT AT STT ANUGERAH
MISI-NIAS BARAT FOR THE 2024/2025 ACADEMIC YEAR**

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Abstrak

Penelitian ini mengkaji keterampilan menulis mahasiswa semester dua Jurusan Teologi STT Anugerah Misi-Nias Barat Tahun Ajaran 2024/2025. Penelitian ini bertujuan untuk menganalisis kesalahan penulisan mahasiswa berdasarkan teori Birney yang mengkategorikan kesalahan menjadi empat jenis, yaitu penghilangan, penambahan, kesalahan pembentukan, dan kesalahan penyusunan. Sebanyak 20 mahasiswa berpartisipasi dalam penelitian ini. Penelitian ini menggunakan metode deskriptif kualitatif untuk mengidentifikasi dan mengklasifikasikan kesalahan yang ditemukan dalam tugas tertulis mahasiswa. Hasil penelitian menunjukkan bahwa mahasiswa sebagian besar mengalami kesulitan dengan kesalahan pembentukan dan penghilangan, yang menunjukkan perlunya perbaikan dalam pengajaran tata bahasa dan praktik menulis. Penelitian ini menyarankan penerapan latihan menulis yang terarah dan umpan balik korektif untuk meningkatkan kemahiran menulis mahasiswa.

Kata kunci: Penulisan, penghilangan, penambahan, kesalahan pembentukan, kesalahan penyusunan

ABSTRACT

This study investigates the writing skills of second-semester in Theology Department at STT Anugerah Misi-Nias Barat for the 2024/2025 Academic Year. The research aims to analyze students' writing errors based on Birney's theory, which categorizes errors into four types: omission, addition, misformation, and misordering. A total of 20 students participated in this study. The research employs a qualitative descriptive method to identify and classify the errors found in students' written assignments. The findings reveal that students predominantly struggle with misformation and omission errors, indicating a need for improved grammatical instruction and writing practice. The study suggests implementing targeted writing exercises and corrective feedback to enhance students' writing proficiency.

Keywords: Writing, omission, addition, misformation, misordering

INTRODUCTION

Writing is a crucial skill in English language learning, especially for students in higher education. It is not only a means of communication but also a fundamental tool for demonstrating academic knowledge and critical thinking. Writing involves a complex process that requires planning, drafting, and revising to produce clear, well-structured, and coherent content (Harmer, 2004, p. 79). Effective writing skills enable students to express their ideas clearly and persuasively, which is essential for academic success. However, developing these skills is often challenging, particularly for students who are non-native English speakers.

Writing presents various difficulties, including issues with grammar, vocabulary, and sentence structure. Richards and Renandya (2002, p. 303) highlight that writing is the most challenging skill for learners because it demands not only linguistic proficiency but also cognitive abilities such as organization, coherence, and logical reasoning. Errors in writing can significantly impact the clarity and meaning of a text, making it difficult for readers to understand the intended message. These errors often stem from insufficient grammatical knowledge, limited exposure to the target language, and lack of practice in structuring sentences effectively.

This study analyzes the writing skills of second-semester ninth-batch students in the Theology Department at STT Anugerah Misi-Nias Barat for the 2024/2025 Academic Year. Writing errors are systematic deviations from the standard language that interfere with communication (Brown, 2007, p. 256). These errors can hinder students' ability to convey their thoughts accurately, affecting both academic performance and confidence in using English. According to Birney (1996, p. 124), writing errors can be categorized into four types: omission, addition, misformation, and misordering. Identifying and classifying these errors can help educators develop targeted teaching strategies to improve students' writing proficiency.

Observations indicate that many students frequently make grammatical mistakes, such as omitting essential words, inserting unnecessary elements, using incorrect word forms, and misordering sentence structures. Such errors can obscure meaning and disrupt the logical flow of ideas, leading to ineffective communication. Research by Ellis (1997, p. 19) emphasizes the importance of error analysis in language learning, as it provides insights into learners' interlanguage development and helps educators design effective instructional methods.

Understanding these errors is crucial for addressing specific weaknesses and enhancing students' overall writing skills.

This study aims to identify the most common types of errors made by students and provide recommendations for improvement. By focusing on grammatical errors based on Birney's (1996, p. 124) classification, the research seeks to offer valuable insights for students, educators, and researchers. The findings can serve as a reference for developing more effective teaching strategies, ultimately contributing to better English writing proficiency among students. However, the study does not cover other aspects such as coherence, organization, or writing style, which could be explored in future research.

By examining these aspects, this study seeks to provide a deeper understanding of students' writing challenges and suggest practical ways to enhance their English writing skills. The insights gained from this research can be instrumental in shaping more effective pedagogical approaches that support students in overcoming common writing difficulties.

THEORETICAL FRAMEWORK

The essence of writing lies in its function as a structured and purposeful form of communication that allows individuals to express ideas, convey meaning, and engage in critical thinking. Writing is not merely the act of putting words on paper but a process of organizing thoughts, refining language, and ensuring clarity and coherence.

There are some definitions of pronunciation according to experts. Writing is a complex and recursive process that involves planning, drafting, revising, and refining ideas to produce clear, structured, and coherent content (Harmer, 2004, p. 79; Nunan, 1999, p. 271). It is a cognitive and social activity that requires linguistic proficiency, critical thinking, and an awareness of audience expectations (Hyland, 2003, p. 9; Richards & Renandya, 2002, p. 303). Writing serves as a permanent and structured method of communication, allowing individuals to encode thoughts into written symbols and convey meaning effectively across time and space (Brown, 2007, p. 256; Crystal, 2006, p. 157). From the definitions of pronunciation by some experts, it can be concluded that writing is a cognitive process and language skill used to compose, organize, and convey ideas

or information in a structured and clear manner. Writing is not merely about putting words on paper but involves planning, drafting, revising, and editing to ensure that the intended message is effectively understood by the reader. As a form of written communication, writing serves to express thoughts, share information, construct arguments, and document ideas permanently. It requires proper grammar, appropriate vocabulary selection, and logical sentence structure to produce effective and coherent text. Furthermore, writing is a skill that develops through practice and reflection, making it applicable in various academic, professional, and personal contexts. Through writing, individuals can communicate their thoughts more deeply, systematically, and meaningfully to their audience.

RESEARCH METHOD

In this research, the researchers use a descriptive qualitative research method. Quasi Experimental, in which the research design used, is the Non-equivalent Control Group Design, which the control group was not chosen randomly. The control group carried out the initial test. Descriptive qualitative research is a research method used to explore and analyze a phenomenon in detail by focusing on words, descriptions, and interpretations rather than numerical data. This method aims to provide a rich and comprehensive understanding of a subject by collecting in-depth information from participants' perspectives. Unlike quantitative research, which focuses on statistical analysis, descriptive qualitative research relies on observations, narratives, and thematic analysis to gain insights into behaviors, thoughts, and experiences.

In this study, the descriptive qualitative research method was applied to analyze students' writing skills. The researchers asked second-semester students in the Theology Department at STT Anugerah Misi-Nias Barat for the 2024/2025 Academic Year to write descriptive texts about themselves. This approach allowed the researchers to examine how students structured their sentences, applied grammar rules, and conveyed their ideas in writing. By collecting and analyzing students' written texts, the study aimed to identify common errors and challenges in their writing.

DATA ANALYSIS

This chapter presents the data analysis of grammatical errors found in descriptive texts written by second-semester students in the Theology Department at STT Anugerah Misi-Nias Barat for the 2024/2025 Academic Year. The analysis focuses on four types of errors: omission, addition, misformation, and misordering. The data were collected from 20 student worksheets and categorized based on their grammatical inaccuracies.

DATA ANALYSIS OF THE RESEARCH RESULTS

Data analysis in this study is conducted to examine the grammatical errors found in the descriptive texts written by second-semester students of the Theology Department at STT Anugerah Misi-Nias Barat for the 2024/2025 Academic Year. The researchers asked the students to write descriptive texts about themselves, which were then analyzed to identify common grammatical mistakes.

TYPES OF ERRORS AND THEIR FREQUENCIES

The following table summarizes the occurrence of different types of grammatical errors in the students' descriptive texts:

No	Types of Error in Writing	Amount	Percentage
1	Omission	57	26,76%
2	Addition	29	13,61%
3	Misformation	87	40,85%
4	Misordering	40	18,78%
Total		213	100%

1. OMISSION

Omission errors occur when a necessary element of a sentence is left out. These errors often affect grammatical structures such as articles, prepositions, auxiliary verbs, or subject pronouns. For example:

- Incorrect: "My hobby is *volly* ball."
- Corrected: "My hobby is playing volleyball."
- Incorrect: "Hello my name is Kabuyu Gulo, *cal* me Beye."
- Corrected: "Hello, my name is Kabuyu Gulo, (*please*) call me Beye."

These errors typically arise due to learners' incomplete knowledge of grammatical structures or influence from their native language.

2. ADDITION

Addition errors involve the inclusion of unnecessary elements in a sentence. These errors occur when learners apply grammatical rules redundantly. Examples include:

- Incorrect: "I have *blonder* hair."
- Corrected: "I have blonde hair."
- Incorrect: "Usually, I come fifteen minutes earlier before *class in* started."
- Corrected: "Usually, I come fifteen minutes earlier before the class started."

This type of error often results from learners' overgeneralization of rules, where they mistakenly apply a correct structure in an incorrect context.

3. MISFORMATION

Misformation errors occur when an incorrect form of a word or structure is used. This includes the misuse of verb tense, incorrect word choice, or the incorrect use of affixes. Examples:

- Incorrect: "My favourites *colour is* red and white."
- Corrected: "My favourite colours are red and white."
- Incorrect: "I *likes* pink, blue and yellow."
- Corrected: "I like pink, blue, and yellow."

These errors often arise due to incomplete acquisition of language rules or confusion between similar grammatical forms.

4. MISORDERING

Misordering errors occur when words or phrases are placed in an incorrect order within a sentence. This disrupts the natural syntax of the language. Examples:

- Incorrect: "I have *youngest boy it student SMK Negeri 1 Mandrehe*."
- Corrected: "I have a youngest brother who studies at SMK Negeri 1 Mandrehe."
- Incorrect: "*My father is job petani*."
- Corrected: "My father's job is a farmer."

The findings indicate that the most frequent grammatical error made by students is misformation, accounting for 40.85% of the total errors. Omission errors follow with 26.76%, while misordering and addition errors constitute 18.78% and 13.61%, respectively. This analysis highlights areas for improvement in students' grammar and suggests the need for targeted instructional strategies to reduce these errors in writing.

The findings on grammatical errors in descriptive text writing by students of STT Anugerah Misi-Nias Barat, namely omission, addition, misformation, and misordering are supported by previous studies that conducted by: Dewi Intan Magfiroh, Putri Walasari Niamika EL Khoiri, Nova Ariani (2021) "THE ANALYSIS OF GRAMMAR ERROR IN WRITING DESCRIPTIVE TEXT FOR SEVENTH GRADER" that listed four types of grammatical errors; omission (37,28%), addition (29,66%), misformation (31,35%) and misordering (1,69%)

Nilam Esti Lestari "A Study of Grammatical Errors in Descriptive Writing Paragraph Made by The Second Semester Students of English Department of Universitas Islam Malang (UNISMA)" also explained the grammatical errors that consists of omission error (45,21%), misformation error (regularization and singular-plural noun) 24,66%, addition error (19,18%) and misorder error (10,95%)Indri ayu Lestari, Juliansyah, Yoga Pratama (2020) "Grammatical Errors in Students' writing Descriptive Study on Grade Seven Students" This study also explained about grammatical errors which consists of omission (45%), Selection (33,96%), addition (18,87%) and ordering (1,88%).

CONCLUSION

This study aimed to examine the grammatical errors found in descriptive texts written by second-semester students in the Theology Department at STT Anugerah Misi-Nias Barat for the 2024/2025 Academic Year. The research focused on identifying and categorizing errors into four types: omission, addition, misformation, and misordering. After analyzing 20 student worksheets, a total of 213 grammatical errors were recorded, with misformation being the most prevalent, followed by omission, misordering, and addition. The findings revealed that misformation errors were the most common, making up 40.85% of the total errors. This suggests that students struggle with constructing grammatically correct sentences, particularly in areas such as verb conjugation, word selection, and the application of grammar rules. Omission errors accounted for 26.76% of the cases, indicating difficulties in including necessary grammatical elements such as auxiliary verbs, articles, and subject pronouns. Misordering errors, representing 18.78% of the errors, demonstrated challenges in structuring sentences correctly, often influenced by direct translation from their native language. Lastly, addition errors were the least frequent (13.61%), highlighting instances where students inserted unnecessary words or incorrect grammatical components.

These results emphasize the importance of strengthening grammar instruction in the classroom. Educators should adopt targeted teaching methods to address specific types of errors and provide students with ample practice in constructing accurate sentences. Strategies such as explicit grammar exercises, peer editing, and corrective feedback can be beneficial in helping students recognize and rectify their mistakes. Additionally, a communicative approach to grammar instruction, involving meaningful writing activities, may contribute to long-term improvement in grammatical accuracy. Beyond classroom instruction, it is recommended that students be exposed to more authentic English materials, both written and spoken, to enhance their understanding of correct grammatical structures. Encouraging students to read English books, listen to native speakers, and engage in regular writing practice can facilitate language acquisition. Providing constructive feedback on their written work will also help them identify recurring errors and refine their writing skills over time.

Although this study provides valuable insights, certain limitations should be acknowledged. The sample size was relatively small, involving only 20 students, which may not fully reflect the grammatical difficulties of the broader student population. Future research could involve a larger

sample size and conduct comparative studies across different academic levels to gain a more comprehensive understanding of students' grammatical proficiency. Additionally, further studies could investigate the impact of specific teaching interventions in minimizing grammatical errors in student writing. In summary, this study highlights the grammatical challenges faced by second-semester theology students at STT Anugerah Misi-West Nias. Addressing these errors through focused instruction, continuous practice, and increased exposure to authentic English materials can help students enhance their writing skills and achieve greater grammatical accuracy. Strengthening grammar instruction will not only support students academically but also prepare them for future professional and academic pursuits requiring effective written communication in English.

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