

**GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEXT MADE BY
TWELFTH GRADERS (XII IPS - B) OF MAHA BODHI HIGH SCHOOL KARIMUN**

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abstrak

Dalam penulisan teks deskriptif, siswa kelas 12 masih melakukan kesalahan tata bahasa. Peneliti mengklasifikasikan jenis kesalahan berdasarkan teori Birney, yaitu omission, addition, misformation, dan misordering. Peneliti menggunakan metode penelitian deskriptif kualitatif karena proses pengumpulan datanya sederhana dan langsung, fleksibel, data yang kaya tanpa analisis yang rumit, dan mudah diakses. Hasil dari 20 siswa menunjukkan bahwa kesalahan yang paling umum adalah jenis omission, yaitu sebesar 44% dibandingkan dengan yang lain. Teori interlanguage (pemerolehan bahasa kedua) menjadi salah satu alasan terjadinya kesalahan penulisan ini. Guru diharapkan dapat membantu siswa untuk beralih dari bahasa pertama ke bahasa Inggris dengan tata bahasa yang benar.

Kata kunci: *Penulisan, Deskriptif, misformation, omission, addition, dan missordering*

ABSTRACT

In writing descriptive texts, grade 12 students still make mistakes in grammar. Researchers classify the types of errors based on Birney's theory, namely omission, addition, misformation and misordering. The researchers use the qualitative descriptive research method because of it's simple and direct data collection process, flexibility, rich data without complex analysis and accessibility. The results from 20 students showed that the most common errors were of the omission type, accounting for 44% errors compared to others. Interlanguage theory (second language acquisition) is one of the reasons for these writing errors. Teachers are expected to help students transition from their first language to English with correct grammar.

Keywords: *Writing, Descriptive, misformation, omission, addition and missordering*

INTRODUCTION

English language education plays a crucial role in shaping the academic and personal development of students. For students, mastering English is not just about acquiring language skills but also about preparing for a world that is increasingly interconnected. English, as a global language, offers students access to a wide range of knowledge, cultural perspectives, and career opportunities. It is essential for students to not only understand the language but also to be able to

effectively communicate, particularly through writing, which is a key component of academic success. In the context of grade XII, English education goes beyond basic language acquisition. It is a stage where students develop more sophisticated skills in writing, critical thinking, and analysis. As students prepare for their final year of high school, strengthening their writing abilities in English becomes even more important. Writing helps students organize their thoughts, express ideas clearly, and engage with complex academic content, all of which are crucial for success in higher education and the professional world.

Several contemporary theories contribute to a better understanding of how English learning can be optimized for grade XII students, particularly in writing. One significant theory is Schema Theory (2023), which posits that activating students' prior knowledge and linking it to new information enhances comprehension and writing. By connecting what students already know to the new topics they encounter, this theory supports a more meaningful and structured approach to writing development (bcpublishing.org, 2023). Another theory, Constructivist Theory (2023), emphasizes that learning is most effective when students actively construct knowledge through real-world experiences and collaborative activities. For writing, this approach encourages students to engage in peer reviews, collaborative writing tasks, and project-based learning, helping them develop critical writing skills through social interaction and practice (Research Gate, 2023). In addition, Input Hypothesis (2023), developed by Stephen Krashen, suggests that language learners acquire new language structures most effectively when exposed to language that is just beyond their current level, known as "comprehensible input." In the case of writing, this theory stresses the importance of exposing grade XII students to diverse and challenging written texts to help them improve their writing abilities. By reading and analysing these texts, students are better equipped to produce their own written work that reflects a higher level of proficiency (arxiv.org, 2023).

Students in grade XII often make errors in writing English as a second language for various reasons. These errors can arise from a mix of cognitive, linguistic, and external factors. There are some common reasons for errors in English writing: Interference from First Language (L1), Lack of Proficiency in Grammar and Syntax, Limited Vocabulary, Overgeneralization of Rules, Inadequate Writing Practice, Cognitive Load and Lack of Focus, Fear of Making Mistakes, Lack of Exposure to Native English Models, Translation Issues, Insufficient Feedback and

Revision. Mohammad Hamad Al-Khresh in January 2016 with journal A Review Study of Error Analysis Theory in University of Tabuk, Saudi Arabia, explain that second language errors were considered as only the result of learners' mother tongue habits in the target language. Therefore, there was a need for another approach in order to clearly describe second language learners' errors.

Birney's Error Analysis Theory allows researchers to explore the specific types of errors students make in writing. By identifying these errors, educators can understand whether they stem from cognitive processes, language transfer from the first language (L1), or gaps in English proficiency. This deep analysis is crucial for diagnosing learning difficulties and finding targeted interventions to help students improve their writing. Conducting research on writing errors through Birney's Error Analysis Theory offers many benefits, from improving teaching practices to helping students develop better writing skills. It also contributes valuable insights to the field of second language acquisition, particularly in understanding how students make and learn from errors in writing.

RESEARCH METHODOLOGY

The Researchers choose the qualitative descriptive research for several reasons, particularly because researchers want to gather detailed and comprehensive descriptions of a phenomenon without attempting to manipulate variables or establish cause-and-effect relationships. This analysis method explains and interprets the results of a study as they are. In descriptive research, there are no variables that the researcher can control or manipulate. Maha Bodhi High School Karimun was used for this study for Grade XII IPS-B. The sampling method applied in this study was purposive sampling. Purposive sampling, as defined by Etikan et al. (2016), is the technique of selecting samples from people who are not in the same standard or area but are selected for a particular reason.

DISCUSSION

Researchers analysed the data, which included classification of error types, and discussed the research findings in this chapter. In writing descriptive text, the researchers identified the incorrect sentences from those submitted by students of Maha Bodhi High School

Karimun in the twelfth grade during the academic year 2024–2025. Below is the data obtained from the 20 student papers in which students were asked to write descriptive texts.

No	Type of error writing	Amount	Percentage %
1.	Omission	8	44,44
2.	Addition	2	11,12
3.	Misformation	4	22,22
4.	Misordering	4	22,22

Based on data analysis, researchers discovered mistakes made by the 20 students from grade XII IPS-B of Maha Bodhi High School Karimun who participated in this test while writing descriptive texts.

Here's a breakdown of each term:

1. Omission

- Definition: This error occurs when a learner leaves out a necessary element in a sentence, such as a word, morpheme, or grammatical feature.
- We found 8 omission errors in sentences
- Examples:
 - It not only improve my language skills but also boots my confidence and creativity. (missing auxiliary verb "is")
Correction :
It's not only improve my language skills but also boots my confidence and creativity.
 - Way of teaching was very different easy to understand (missing definite article "the")
Correction :
The way of her teaching was very different and easy to understand.

2. Addition

- Definition: Addition errors happen when a learner includes unnecessary elements in a sentence—something that shouldn't be there according to the rules of the language.
We found 2 addition errors in sentences
- Examples:
 - The English lessons with **the** maam at Mahabodhi High School are both enganging and informative.(incorrect addition of "the")
Correction :
The English lessons with ma'am at Mahabodhi High School are both enganging and informative.
 - During exams **is** English lessons it was also not that difficult.
Correction :
During the exams, English lessons also was not difficult (incorrect addition of "is")

3. Misformation

- Definition: This error involves the use of a form that does not conform to the expected one, such as an incorrect word form, tense, or structure.
- We found 4 misformation errors in sentences
- Examples:
 - We ware taught to sing, taught how to read (incorrect auxiliary verb “ware” instead of “were”)

Correction :

We were taught how to sing and how read
 - Our English Class have a good atmosphere (incorrect form “have” instead of “has”)

Correction :

Our English Class has a good atmosphere (incorrect form “have” instead of “has”)

4. Misordering

- Definition: This error occurs when the learner places words or elements in a sentence in an incorrect order, disrupting the syntax of the language.
- We found 4 misordering errors in sentences
- Examples:
 - This teacher us English lessons which are really fun (incorrect word order; should be “she teaches us”)

Correction :

She teaches us English lessons which are really fun.
 - It is a place to learning place and relation building place (incorrect word using place 3 times in one sentence)

Correction :

It is a place for learning and building relationship

CONCLUSION

Based on the research that has been carried out, the researchers found that when students were asked to write descriptive texts four types of errors were identified, as detailed below :

- Omission : 8 sentences
- Addition : 2 sentences
- Misformation : 4 sentences
- Misordering : 4 sentences

In this research, the researchers identified the types of grammatical errors made by twelfth grader in writing descriptive texts. This includes errors such as subject-verb agreement, tense usage and sentences structure.

The most common student errors found in this research is writing error type Omission. Interlanguage Theory (Second Language Acquisition) become one of the reason for writing error. For students, learning English as a second language, interlanguage theory suggests that errors, including omissions, occur as they transition between their first language (L1) and the target

language (L2). Students might omit certain grammatical structures or vocabulary due to influence from their native language, where these elements may not be as necessary or present.

Researchers made several recommendations based on these findings. Students, teachers, and future researchers may find them useful. Teachers are expected to help students transition from their first language to English with correct grammar. This research may help students write descriptive texts with proper grammatical structure. This study is expected to serve as a resource for future research and as an aid in the method of instruction and learning for error analysis, helping guide students to improve their comprehension of English, particularly in grammar.

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