

AN ANALYSIS OF GRAMMATICAL ERRORS COMMITTED BY THE STUDENTS OF MTS NURUL HUDA SAWO IN WRITING DESCRIPTIVE TEXTS

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ABSTRACT

This study was conducted to investigate the grammatical errors on students' descriptive texts. Grammatical errors were analyzed based on Dulay, Burt, and Krashen's theory. It consisted of four types that they were *omission*, *addition*, *misformation*, and *misordering*. The subjects of this research were 30 students of the eighth grade students of MTs. Nurul Huda. The purposes of this research were to identify and describe the types of grammatical errors, the most type of grammatical errors made by the students and to investigate the sources of errors made by the students in writing descriptive texts. Qualitative descriptive was chosen as the research design. Writing tasks and hand-recorded notes were used as the instruments of the data collection. The result of this research showed that the number of writing errors occurred was 69 grammatical errors. *Misformation error* had the biggest percentage with the percentage of 57.98%, followed by *Omission error* with the percentage of 34.79%. Addition error was in the third position with the percentage of 4.35% while *misordering error* became the lowest errors with the percentage of 2.88%. Based on the result of the data, the teacher should pay attention to the students' grammatical errors and encourage the students to learn grammar.

Keywords: *Descriptive Text, Grammatical Errors, Writing.*

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ABSTRAK

Penelitian ini dilakukan untuk menyelidiki kesalahan tata bahasa penulisan pada teks deskriptif siswa. Kesalahan tata bahasa dianalisis berdasarkan teori Dulay, Burt, dan Krashen. Kesalahan tata bahasa yang dianalisis terdiri dari empat jenis yaitu *omission*, *addition*, *misformation*, and *misordering*. Subyek penelitian ini adalah 30 siswa dari kelas delapan MTs. Nurul Huda. Tujuan dari penelitian ini adalah untuk mengidentifikasi dan menggambarkan jenis kesalahan tata bahasa, yang paling banyak jenis kesalahan tata bahasa yang dibuat oleh siswa dan untuk menyelidiki sumber kesalahan yang dibuat oleh siswa dalam menulis teks deskriptif. Jenis penelitian ini ada kualitatif deskriptif. Tulisan deskriptif teks dan catatan peneliti digunakan sebagai instrumen pengumpulan data. Hasil penelitian ini menunjukkan bahwa jumlah kesalahan penulisan yang terjadi adalah 69 kesalahan tata bahasa. Kesalahan *Misformation* memiliki persentase terbesar dengan persentase 57,98%, diikuti oleh kesalahan *Omission* dengan persentase 34,79%. Kesalahan *Addition* berada diposisi ketiga dengan persentase 4,35% sedangkan kesalahan *Misordering* menjadi kesalahan terendah dengan persentase 2,88%. Berdasarkan hasil data, guru harus memperhatikan kesalahan tata bahasa siswa dan mendorong siswa untuk belajar tata bahasa.

Kata-kata kunci: *Kesalahan Tata Bahasa, Penulisan, Teks Dekskriptif*