

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS  
IN WRITING REPORT TEXT AT NINETH GRADE  
SMPN 1 TEMBILAHAN HULU**

**Cessy Herandani<sup>1</sup>, Samsul Amri<sup>2</sup>, Syafrizal<sup>3</sup>**

**Universitas Islam Indragiri – Tembilahan Riau<sup>1,2,3</sup>**

Email: [heracessy@gmail.com](mailto:heracessy@gmail.com)<sup>1</sup>, [mr.amri85@gmail.com](mailto:mr.amri85@gmail.com)<sup>2</sup>, [rizaltlp@gmail.com](mailto:rizaltlp@gmail.com)<sup>3</sup>

**ABSTRACT**

The aims of this study are intended to find out the types of grammatical errors that are often made by students in writing report texts. The design was a descriptive method. Documentation of students' report texts was used to collect the data. The subjects of this study were the students in the IX grade of SMPN 1 Tembilahan Hulu. According to the findings, the highest percentage of grammatical errors that students frequently make is in accordance with omission with 36.7%, followed by missing orders with 8.9%, missing information with 4.4%, and error addition with 2.2%.

**Keywords:** *Grammatical Error, Writing, Report text*

**INTRODUCTION**

Since English has been designated as a foreign language in Indonesia, it has become clear that most Indonesian students have difficulty learning and acquiring it. The difficulties occur when they lack knowledge about vocabulary and grammar. In fact, they have to master four language skills: listening, speaking, reading, and writing. Writing is a language skill that has always been included in the English teaching curriculum and can be used in both spoken and written communication.

Writing skill is an ability to express ideas or feeling, perception and point of view in writing form. According to Bryne (1993: 138) by writing, students can express their thoughts, ideas and feelings to the reader, it is a recording process to put a message into writing form. When some students still get some difficulties in writing, because it talks about grammatical structure, vocabulary, punctuation and etc, and not all students understand about those. It is supported by Mukaminten (1991: 1) inSyafii (2007: 134) states "writing in English is not a simple matter because when one is to write, he/she demonstrates not only his/her competence in grammar of English but also his knowledge in the acceptable English rhetoric or the communicative aspect of writing in English." So that is why students often make some error in writing. In fact, the reader

difficult to understand the meaning, because wrong sentences can disturb a meaning of language. The difficulties in applying the rules of the language in writing causes the students to make errors. According to Lado, error is a failure to respond a particular stimulus automatically.

And the errors that were made by students are caused by their mother tongue or lack of the grammatical knowledge. Based on the fact above, not all students are able to write a correct report text, and still make some errors in writing it. Especially on generic structure of report text. Meanwhile, in report text there are several. According to Lehman (2011: 76) defines that the generic structures of report text are title, general identification, an description

The previous research done by Cholipah (2014), Ardian Supianda (2017), and Retana Tartitla (2010) showed that the student still made errors in the use of tenses. Based on the data analysis done by Ardian Supianda, the total of the student's grammatical errors were 51% for omission, 10% for addition, 10% for miss ordering, and 5% for miss information. The results of the research done by Cholipah were 12,54% for omission, 1,55% for addition, 2,51% for missed ordering, and 0.36% for missed information. Then, the results of the research done by Retana Tartitla were 58% for omission, 60% for addition, 31% for missed ordering, and 9% for missed information. The reason was that the students were not familiar with English structure, such as the form of verbs, because they did not find such rules in Indonesian. There are four types of errors identified on a sentence level: omission, addition, missing information, and missing ordering. All of that is further subdivided into several more parts, the first of which is omission, which contains in it omission plurality-s, omission verb to be, omission an article, and omission third singular person. The second is addition, which contains in it addition double marking and addition simple marking. Based on the background described above, the researcher is interested in investigating grammatical errors made by IX grade students in junior high school.

## **LITERATURE REVIEW**

### **Error Analysis**

When teaching a foreign language, especially English, it can be hard to keep from making errors. There are many things that can cause people who are learning English as a second language to make errors. These are interference, generalization, markers of transitional competence, strategies for communication and integration, and teacher-caused errors. As teachers of English as a foreign language, we should change the way we teach to cut down on the errors that students always make. Moreover, Error analysis is a way to find out about failures in writing and speech. Richards et al. (1985:96) say that error analysis is the piece of research of the errors of judgment both second and foreign language learners construct. It can be used to (a) identify how well someone recognizes a language, (b) discover how someone learns a language, and (c) seek common problems with learning a language, which can be used to help to prepare instruction materials (Hasyim, 2002).

Students who are studying a foreign language are likely to commit errors regularly because errors are typical when learning a new language, whether it be a foreign language or a second language. According to James (1998:12) in Andrian (2015), it is lexically, error in the spoken or written communication both second and foreign language learner implies the use of a linguistic feature such as a word, a syntactical part, a system of communication and others in a way that native speaker regards as displaying faulty or incomplete learning.

### **Types of Error**

According to Richards (1971), which was quoted by Andrian (2015), here are some types of errors: First, there are errors of competence. These happen when a learner of a first language uses rules that don't match the norms of the second language. Second, there are errors of performance. These are mistakes in how language is used, and they show up as repetition, false starts, corrections, or slips of the tongue.

According to Dulay, Burt, and Krashen (1982:154) as quoted Erlangga, et.al (2019), there are four different sorts of errors: omission, addition, misformation, and misordering. Omission is the absence of a component that is necessary for the proper formation of a sentence. Omission is the opposite of addition. Omission is the absence

of anything that may happen. In addition, a sentence is only considered proper if it contains a particular word or phrase that must not be present in it. Then misinformation is the use of the incorrect form of an item in the appropriate sentence structure. This occurs when students select the incorrect phonetic, morphological, structural, or vocabulary forms. They then insert the incorrect form where the correct form should be placed in the sentence. Misordering occurs when a morpheme or group of morphemes is positioned incorrectly in a phrase. When learners produce an inaccurate phrase because the sequence of components is not in the right location, this is known as a misordering error. The letters that are combined to form words is related to spelling.

### **Report Text**

As explained by Rais (2021) report text provides information related to an object, which can be an animal, place, event or something else in general and in accordance with the state of the object. For example, the object is damaged, and then the contents of the text will tell the state of the object is not in good condition. In line this point, Nandy (2021) explains that report text is a type of text in English which explains the details of an object. The explanations contained in the report text are the results of observations, research, observations and studies on various matters.

Then this report text has similarities with descriptive text. Both of these English texts provide information related to an object, which can be a human, animal, place, event or something else. In addition, the function of these two texts is to provide factual information regarding the object depicted to the reader.

Nandy (2021) also adds that there two generic structures of report texts (1). General classification. The first structure is the first part which contains various general information based on the observations made by the author, the results of these observations can be in the form of animals, natural phenomena, plants and other topics in detail. (2) Description. The second structure of the report text is in paragraph two and has the same function as descriptive text, which is to describe more deeply the details of the author's research results in detail.

**Review of Related Findings**

The first is Cholipah's (2014) research, *An analysis of student's error in writing recount text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)*, A "Skripsi" of English Education Department, Faculty of Tarbiyah and Teachers' Training, State Islamic University Syarif Hidayatullah Jakarta 2014. She said The study's findings revealed that the students made the highest three and the lowest three errors. The highest-three common errors are capitalization with the number 200, or 23.90% errors; word choice with the number 110, or 13.14% errors; and verb tense with the number 105, or 12.54% errors. The three errors with the lowest percentages are 3 or 0.36% incomplete sentence errors, 13 or 1.55% meaning not clear errors, and 21 or 2.51% singular-plural errors.

The next research that is related to this research is *An Analysis of Students' Error in Writing Descriptive Text at the Second Grade of MA Nurul Huda Sungai Luar*, which was made by Ardian Supianda, a student from the Islamic University of Indragiri, who said he used descriptive qualitative research as his research design. The data collected from 39 students who were asked to write the descriptive text as samples revealed that the students made various types of errors when writing the text. Those errors are omissions, additions, misinformation, and missed orders.

Retana Tartila's final research finding is *Improving Students' Skill in Writing Report Text with All about Animal VCD at Ninth-Year Students of SMP 2 Kudus in Academic Year 2009-2010*. She gave a post-test to measure the student's improvement. The average of the students' results in the pre-test was 58.77%, in the cycle it was 69.47%, and in the post-test it was 79.55%.

**RESEARCH METHOD**

The present study is qualitative descriptive research. According to Ari Kunto's (2010) definition, "descriptive research" is research that is intended to investigate the situation, condition, or other thing that has been mentioned, and the results are described in the form of a research report. It means that descriptive research concerns attitudes and opinions and investigates the situation, condition, or problem and describes it naturally, without manipulation of the situation. In this manner, the researcher gathered

data from the students' report text writing and investigated whether they used correct grammar or made errors, identifying errors based on indicators that appear for all types of errors: omission, addition, missing information, and missing ordering.

This study was carried out in the ninth grade of the 2021-2022 school year at junior high school 1 SMP Tembilahan Hulu. The researcher then recruited 30 students to investigate grammatical errors in their report text writing. In this research, the researcher used the writing test as the instrument to make a report text according to the material that had been learned before. To avoid confusing the students in determining what they would write about, the researcher gave them five topics to choose from. Then, the procedures of the research were determining, administering, identifying data, and reporting the research findings.

## **FINDINGS AND DISCUSSION**

This research was done on January 20, 2022, in class IX of SMPN 1 Tembilahan Hulu. Students used report text writing as a data source for their research. It required 60 minutes to administer the students' report text writing. In order to make the students' task of composing report text easier, the researcher prepared the topic to be chosen by the students. The topics were tigers and birds. This research only focused on the analysis of grammatical errors. However, the whole set of data is not presented in this chapter and is only described by some representative data. The data in this research were analyzed descriptively by types of error. The samples of sentences contain errors, the revised version of the sample sentences, and the frequency of the occurrence.

### **1. Types of errors base on grammatical of writing report text**

The indicator that appear in this research are all types of error those are omission plurality-s, omission verb to be, omission an article, omission third singular person, addition double marking, addition simple marking, miss information and miss ordering. Based on Dulay (1982: 50) in Gusneli (2013: 7) and Indah Sri purwanti (2013: 13) can be concluded, in identifying, classifying, and describing errors made by students can be classified into four error types based on taxonomies, those are omission, addition, misinformation, and miss ordering.

Below is the table of types of errors and presentage of errors based on students grammatical errors:

Table 1. The types of errors based on student grammatical errors:

No	Kinds of errors	Errors	Percentages of error
1	Omission Plurality-s	15	$\frac{15}{90} \times 100\%$ =16,7%
2	Omission Verb to be	33	$\frac{33}{90} \times 100\%$ =36,7%
3	Omission an article	15	$\frac{15}{90} \times 100\%$ =16,7%
4	Omission Third singular P	6	$\frac{6}{90} \times 100\%$ =6,6%
5	Addition Double mark	7	$\frac{7}{90} \times 100\%$ =7,8%
6	Addition Simple mark	2	$\frac{2}{90} \times 100\%$ =2,2%
7	Miss Information	4	$\frac{4}{90} \times 100\%$ =4,4%
8	Miss Ordering	8	$\frac{8}{90} \times 100\%$ =8,9%
<b>Total Errors</b>		90	100%

Having analyzed the students' result of report text writing using the formula:

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

P = Percentage of each error

F = Total of the given error

N = Total of the whole error

(Sudjiono, 2010: 43)

The researcher found that there were 15 items (16,7%) of omission plurality-s, 33 items (36.7%) of omission verb to be, 15 items (16.7%) of Omission an article, 6 items (6.6%) of omission of third singular person. 7 items (7,8%) of addition double

marking, 2 items (2,2%) of addition simple marking, 4 items (4,4%) of miss ordering, 8 items (8.9%) of miss information. From these data it can be seen the highest frequency of grammatical errors in report text writing was Omission verb to be type that covered (36.7%) of errors. The next types were omission plurality-s - Omission an article (16.7%) then omission third singular person (6.6%), followed by miss information (4.4%) and miss ordering (8,9%), next addition double marking (7,8%) and the lowest one was addition simple marking (2.2%). The data derived from the students report text writing shows that there is different number of errors occurring in the text they wrote. The following are the explanations of the errors committed by the students in their report text writing based on types of students grammatical errors.

Omission errors are characterized by the absence of an item or more that must appear in well – formed phrase or sentences. According to Dulay, Burt, et al (1981: 154). Below are the parts of the omission:

#### ***Omission of plurality-s***

In plural form some nouns should be added by –s to show the plurality. In fact, some students still omit –s in the end of words. For example:

Error sentences:

- a. I ride my owned bike with two old wheel.
- b. Cats are type of carnivore mammals.

The correct sentence should be:

- a. I ride my owned bike with two old wheels.
- b. Cats are types of carnivore mammals.

#### ***Omission verb to be***

This type of errors which are characterized by the absence of auxiliary verb (to be) that should appear in sentence. These are the errors of omission to be in writing report text by students. For example:

Error Sentences:

- a. Cats favorite food a fish.
- b. He white fur and smooth



The correct sentence should be:

- a. Cats favorite food **is** a fish.
- b. He **has** white fur and smooth.

### ***Omission an Article***

Article is used to determine a singular noun. Based on the fact, some students still omit the article in their writing. It can be caused by lacking of knowledge or temporary lapses memory. Example:

Error Sentences:

- a. I met cat
- b. I have pet cat

The correct sentence should be:

- a. I met **a** cat
- b. I have **a** pet cat.

### ***Omission Third singular person***

If subject of a sentence is third singular person, verb of sentence should be added by –s/-es-ies in the end of verb for simple presents tense in the positive form. For example:

Error sentences:

- a. He like to eat fish.
- b. He like to play ball in the park.

The correct sentence should be:

- a. He likes to eat fish.
- b. He likes to play ball in the park.

Addition errors are the presence of an item which must not appear in a well-formed utterance according to Dulay et al (1981: 156). There are three types of addition errors, namely: double marking, regularization, and simple addition.

### ***Addition Double markings***

This type of errors was indicated by students put to be in verbal double marking is errors in which the learners fail to delete certain required components and give more than one marking in constructing sentences. The examples of this kind of errors are:

Errors sentence:

- a. Their behavior cats are can also animal.
- b. Cats are animals that do not like water.

The correct sentence should be:

- a. Their behavior cats **can** also animal.
- b. Cats **are** animals do not like water.

### ***Addition Simple marking***

Simple addition is the addition one element to the correct utterances. For example, "I am is a student". In that sentence there is error of simple addition, and makes incorrect utterance because of adding the word 'is'. For example:

Errors sentence:

- a. Their is are many bike championship in the world.
- b. Tour de bintan who is held one a year.

The correct sentence should be:

- a. There **are** many bike championships in the world.
- b. Tour de bintan **is** held once a year.

### ***Miss Information***

The errors of miss information were identified by the use of wrong morpheme or structure. Examples of miss information error are:

Errors sentence:

- a. He have a black color of fur.
- b. Cell phones is communications tool.

The correct sentence should be:

- a. He **has** a black color of fur.
- b. Cell phones **are** communication tool.

### ***Miss ordering***

Miss ordering errors were characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Example of error that made by second language students.

Errors sentence:

a. My father bicycles has a **style vintage**.

b. Imew my cat is a very lazy cat.

The correct sentence should be:

a. My father bicycles have a vintage style.

b. Imew **is** a very lazy cat.

Based on the result of the research, the writer found that the highest frequency of errors made by the students based on types of errors in students grammatical errors was Omission verb to be by 36.7%. This result was similar to the previous research on the errors in the students writing done by Ardian supienda (2017) which showed that the number of total errors in omission verb to be was 51%. Based on the research done by researcher and Ardian supienda that found omission verb to be places at the highest level from the others. This case might be affected by lack of students' knowledge about English structure.

Then, omission plurality-s and omission an article had placed the second level in both research, but in the different percentage. And the lowest number of errors in this research based on types of errors students' grammatical errors was Simple addition. The percentage of this type of error was only 2,2% in this research and 5% in Ardian Supienda. This case might be affected by lack of the students' knowledge about English grammar.

## **CONCLUSION**

Based on the results and discussions above, there are two points that can be deduced in regards to the problems of this research. First, there were eight types of grammatical errors committed by the ninth grade students of SMPN 1 Tembilahan Hulu in writing report text based on the theory of Dulay et al. (1982: 154). They were omissions, additions, missing information, and ordering errors. The major type of grammatical error was omission of the verb "be," for which the total result was 36.7%.

Meanwhile, the most common type of grammatical error was simple addition, with a 2.2% error rate.

Second, the English teacher has to be more concerned with students' grammar so that the students can minimize grammatical errors in their writing. As the scope of this research was limited to junior high school students, it is recommended that further research collect the data in higher educational institutions so the results can be generalized.

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