

## ERROR ANALYSIS ON USING LEXICO GRAMMATICAL FEATURES IN DESCRIPTIVE TEXT OF GRADE XI STUDENTS'

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### Abstract

Writing is a result of the process in inventing a topic and its idea together with words to express the topic and idea in short text. This thesis investigates students' errors in using lexico grammatical features in descriptive text writing. The research follows various theories and uses a qualitative researcher to analyze data from 31 grade XI students in class XI RPL 2. The data was analyzed into four types of errors: omission, addition, misformation, and misordering errors. The analysis revealed that students often made lexical errors and grammatical errors, such as omission, addition, misformation, and misordering letter errors. There were also two causes of errors: interlingual cause and intralingual cause. The conclusion is that grade XI students at SMK Negeri 3 Pematangsiantar often make errors in writing descriptive text due to lexico grammatical errors. To address this issue, the students are suggested to learn more about tenses, make them more attractive and active, and practice them in their daily conversations. This will help them become familiar with using tenses and improve their writing skills.

**Keywords:** Error Analysis, Lexico grammatical, Descriptive Text

### Abstrak

*Menulis merupakan hasil dari proses menemukan topik dan idenya beserta kata-kata untuk mengungkapkan topik dan ide tersebut dalam teks pendek. Tesis ini menyelidiki kesalahan siswa dalam menggunakan fitur leksikal gramatikal dalam penulisan teks deskriptif. Penelitian ini mengikuti berbagai teori dan menggunakan peneliti kualitatif untuk menganalisis data dari 31 siswa kelas XI di kelas XI RPL 2. Data dianalisis menjadi empat jenis kesalahan: kesalahan penghilangan, penambahan, kesalahan pembentukan, dan kesalahan urutan. Analisis mengungkapkan bahwa siswa sering membuat kesalahan leksikal dan kesalahan tata bahasa, seperti kesalahan penghilangan, penambahan, kesalahan pembentukan, dan kesalahan urutan huruf. Ada juga dua penyebab kesalahan: penyebab interlingual dan penyebab intralingual. Kesimpulannya adalah siswa kelas XI di SMK Negeri 3 Pematangsiantar sering membuat kesalahan dalam menulis teks deskriptif karena kesalahan leksikal gramatikal. Untuk mengatasi masalah ini, siswa disarankan untuk mempelajari lebih lanjut tentang tenses, membuatnya lebih menarik dan aktif, dan mempraktikkannya dalam percakapan sehari-hari. Ini akan membantu mereka menjadi terbiasa menggunakan tenses dan meningkatkan keterampilan menulis mereka.*

**Kata Kunci:** Analisis Kesalahan, Lexico Gramatical, Teks Deskriptif

## **Introduction**

Language serves as a tool for communication, allowing people to exchange ideas, feelings, and desires with both local and international communities. Local communities use their local or national language, while international communication involves using international languages. In Indonesia, English is a popular international language used for business, education, conferences, and correspondences. In the globalization era, English is essential for both native and non-native speakers, and is taught in schools like Junior and Senior High School. Indonesian students learn four skills: listening, speaking, reading, and writing, with writing being a crucial skill as it allows them to write simple texts using the English language. Overall, the importance of language in global communication cannot be overstated (Nofrika, 2019).

Writing is the expression of ideas, allowing individuals to express their feelings, thoughts, and opinions to others (Gamboa Galarza, 2022). To master English writing, individuals should practice and write regularly. In Senior High School, students should be able to create narrative, description, and recount texts (Indahsari, 2020). Descriptive texts, as defined by Siahaan (Dheghu et al., 2021), describe an object or person in detail, such as a place like Jakarta or a person like Barack Obama. They must provide detailed information about people, such as their name, skin color, hair style, ages, nationality, address, and job (Umara & Lestari, 2020). The goal of descriptive texts is to provide a detailed description, allowing readers to understand the subject matter. Descriptive texts typically consist of two parts: identifying the topic and detailing the description, typically involving people, places, or animals (Agustin & Ayu, 2021).

During English practice at SMK Negeri 3 Pematangsiantar, there were identified gaps in students' English language skills (Sutrisno, 2020). They often make mistakes in writing descriptive texts, such as verbs, tenses, and capitalization, and struggle with lexicogrammatical features (Fitria, 2018). They also struggle with using simple present tense, adjective, and nouns (Muamaroh et al., 2020). Errors are a natural part of teaching learning processes, and they can be observed, analyzed, and classified. Writing is a complex process that requires mastering grammatical rules like tense. Errors can be observed, analyzed, and classified, and this study is called errors analysis (Liu, 2021). The writer's interest lies in analyzing students' errors in descriptive writing at SMK Negeri 3 Pematangsiantar to identify the problem and errors in their writing. This study aims to provide valuable insights into students' weaknesses in English language learning (Kardiansyah & Salam, 2020).

This study aims to identify the types of errors students make when using lexicogrammatical features in descriptive text writing at SMK Negeri 3 Pematangsiantar and identify the causes of these errors in descriptive text writing (Sandra, 2018). The writer analyzed the errors in lexicogrammatical features of students in grade XI of SMK Negeri 3 Pematangsiantar's descriptive text, focusing on simple present tense, verb use, action verb, and adjective, to limit problems and improve the quality of the text.

## **Method**

This study use qualitative approach. It is qualitative descriptive research to describe the errors in the students; writing, especially the types of error and causes of errors. Descriptive qualitative research is a type or category of research refers to investigation, which utilizes already exiting data or on experimental research (Susanty et al., 2021). The study employed triangulation by integrating qualitative interviews, quantitative surveys, and observational data to enhance the validity and reliability of the findings. This research involves students writing descriptive English text using lexicogrammatical features, with 40 minutes for each. To collect the data the writer collects student assignments to identify common errors in lexicogrammatical features (Fitria, 2020). The writer uses a descriptive text and a writing test to gather data on students' errors in their writing. Techniques include providing explanations, giving time for questions, and using two pictures to

prompt students to choose one from a bird or class situation. The data is then collected from the students. The data analysis process involves reading student's text, understanding the root causes of errors, identifying errors, and describing them to classify them (Napu, 2019).

## Result And Discussion

The researcher identified four types of errors made by students in their writing: omission errors, addition errors, misformation errors, and misordering errors. Omission errors occur when an item missing should in a sentence, such as omitting a copular verb or omitting a plural marker. Addition errors occur when students add an item that should not be added into a sentence, such as adding to be in a verb-based sentence (Liunokas, 2020). Misformation errors occur when students use the wrong form of a structure of a morpheme, such as using "He explain the lesson" instead of "He explains the lesson." Misordering errors occur when students misplace an item in a sentence, characterized by the incorrect placement of a morpheme or group of morphemes in an utterance (Solovyev et al., 2018). The probe often happens in these errors, as students incorrectly place words, such as placing nouns before adjectives. The research findings provide valuable insights into the types of errors students make in their writing and the solutions they use to address these issues (Putri et al., 2018). By addressing these types of errors, students can improve their writing skills and improve their overall writing skills (Kusmaryani et al., 2019).

The researcher identified two main causes of errors in students' writing: inter-lingual errors, caused by differences between English and Indonesian rules, and intra-lingual errors, primarily in grammar or structure (Bulian & Jambi, 2018). Inter-lingual errors arise from learners' negative transfer of Indonesian into English, resulting in errors such as incorrect number determiners and lack of grammatical competence (Sianipar, 2022). intra-lingual errors, on the other hand, are more common in students who struggle to apply English grammar rules to their sentences (Andriani et al., 2021). For example, students may not correctly translate Indonesian into English, leading to errors in their sentences. Both inter-lingual and intra-lingual errors can lead to difficulties in students' overall writing skills and academic performance (Abdulameer & Suhair, 2019).

**Table 1. Table Causes Of Errors**

No	Erroneous errors	Causes of Errors
<b>S1</b>	It has a sharp eyes and a sharp leg	<b>Intralingual :</b> The students' grammatical competence is causing the addition of the article "a", but the noun is plural So, the correct sentence is "It has <i>sharp eyes</i> and <i>legs</i> ". This is called <b>Addition Error and Omission Error</b>
<b>S2</b>	Eagle usually have brown feather	<b>Intralingual :</b> The student's grammatical competence is causing the issue, as they omitted the article "an" and added s/es to the third singular pronoun. This is called <b>Omission Error and Misformation Error</b>
<b>S3</b>	It usually fly night	<b>Intralingual :</b> The student's grammatical competence is causing the issue. To correct it, the third singular pronoun should be added with s/es and the letter "y" changed to "i". This is called <b>Misformation Error</b>
<b>S4</b>	On one day, there was a bird flying in the sky	<b>Intralingual :</b> It is caused by lack of grammatical competence. The student used to be "was" it should be "is" This is <b>called Misformation Error</b>

<b>S5</b>	Eagle have strong <u>finnger</u> nail	<b>Intralingual</b> : The student's grammatical competence is causing the issue, as they omitted an article "an" and added s/es to the third singular pronoun. This is called <b>Addition of Letter Error</b>
<b>S6</b>	He stand up in front of whiteboard	<b>Intralingual</b> : The issue is attributed to a lack of grammatical proficiency, where the verb should be added with a s/es. The correct sentence is "The teacher <i>stands</i> up in front of whiteboard". This is called <b>Misformation Error</b>
<b>S7</b>	It is a kind of birds big	<b>Interlingual</b> : The Indonesian rule dictates that the modifier "big" should precede the modified word "birds", indicating a preference for placing modifiers after words. The correct sentence is "It is <i>a kind of big birds</i> ". This is called <b>Omission Error</b> and <b>Misordering Error</b> .
<b>S8</b>	The wall blue	<b>Intralingual</b> : The student's grammatical competence is attributed to their omission of the word "is." the correct sentence is " <i>The wall is blue</i> ". This is called <b>Omission Error</b>
<b>S9</b>	Its head white, and its body brown	<b>Intralingual</b> : The student's sentence "Its head is white, and its body is brown" is incorrect due to an omission error, resulting in the incorrect sentence. This is called <b>Omission Error</b>
<b>S10</b>	Eagle eat fish, chicken, maet, etc	<b>Intralingual</b> : The student's grammatical competence is causing the issue, " " is wrong because the student made wrong placement of the letter "e" in the word "maet". So, the correct word is " <i>meat</i> ". This is called <b>Misordering of Letter Error</b>

The researcher identifies that second-grade students at SMK negeri 3 Pematangsiantar make errors in writing descriptive texts due to their lack of mastery of vocabulary and grammar, particularly in lexicogrammatical features (Sari & Pranoto, 2022). These errors are mainly attributed to the students' inability to select good words or phrases and often translate sentences word by word (Weisi & Asakereh, 2021). Additionally, they make errors in using grammar correctly, resulting in grammatical errors. Dulay (Cresti, 2018) identified four types of errors based on surface strategy taxonomy: omission errors, addition errors, misformation errors, and misordering errors (Ghahraman et al., 2023). The researcher identified two main causes of errors in students' sentences: inter-lingual errors, caused by differences between English and Indonesian rules or learner influences, and intra-lingual errors, particularly in grammar or structure (Tampubolon, 2020). Inter-lingual errors occur due to the students' tendency to transfer Indonesian into English, leading to negative transfer and errors. Intra-lingual errors, on the other hand, are more common in students' sentences, particularly in the area of grammar or structure (Sianipar, 2022). These errors often result from students' difficulties in applying English grammar rules in their sentences.

## Conclusion

The research identifies four types of errors: omission, addition, misformation, and misordering errors. These errors occur due to inter-lingual and intra-lingual causes. Second-year students at SMK Negeri 3 Pematangsiantar make two major types of errors in descriptive text: lexical and grammatical. Lexical errors

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involve omission, addition, misordering, and misformation of words or phrases. Grammatical errors include omission, addition, misformation, and misordering errors. Misformation errors are common for lexical errors and misformation errors and omission errors for grammatical errors.

### Suggestion

The writer suggests that teachers should present tenses teaching in an enjoyable and understandable manner, encourage students to engage in activities that enrich their vocabularies, and maintain control over their activities. Students should be motivated to improve their content, organization, vocabulary, language use, and tenses in writing. They should be active and creative in enriching their writing, especially in descriptive text. By encouraging students to be more active during the teaching learning process, they will be more interested and motivated to learn English, leading to better results. Overall, the writer emphasizes the importance of engaging students in the learning process.

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