Grammatical Error Analysis in Descriptive Writing of Accounting Students at Politeknik Harapan Bersama Tegal

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Abstract: Most students have difficulty in learning English especially for Writing material, because in addition to the problem vocabulary there is also a lack of student's understanding of Grammar. It takes a while to work on Writing because it should consider the aspects of Vocabulary and Grammar. This research was conducted to find some Grammar errors which commonly done by students of Accounting study Program at Politeknik Harapan Bersama Tegal. So the purpose of this research is to analyze student Grammar mistakes in particular in descriptive text. This research uses qualitative descriptive methods as a method of research. Data presented in the form of descriptive analysis. From the results of the study showed that students make mistakes on the Verb Agreement 7.07%, Capitalizing 34.84%, Grammatical Error (Usage) 2.52%, Sentence Pattern 4.04%, pronoun 49.49%, Spelling 2.02%. From the result, it can be concluded that the students should learn Grammar especially about pronoun, because of the mistakes that most students do.

Keywords: Error Analysis, Descriptive Text, and Writing.

1. INTRODUCTION

Writing skill is needed for some students. They should master writing to prepare their future. For example when the students will make application letter, making final project report and making some stories. Unfortunately, some students get difficulties in writing especially in English. The students should have enough grammar and vocabularies to support their writing. As given by Sarfraz (2001) that writing is a very complex activity and writing using foreign languages such as English will become more complicated because it requires the ability to compose and develop a logical idea so that it becomes a text that can be understood and understood by the reader. One of the lecture materials studied by accounting majors in semester 2 is English, in the English language, Descriptive Text is closely related to writing. In such skills students are required to be able to pour ideas, ideas, opinions that are systematically assembled to form a good writing with a specific purpose such as providing information. If the skills of Writing a student are well expected to be influential in their final project is working on the final task report. It is in line with those delivered by Caroline

(2003:4, cited in Argawani & Suryani, 2018) that writing is producing something in written form so it can be read, displayed and used. According to the curriculum presented by the course that in the 2nd semester more emphasis on the genre of text especially descriptive Text that discusses place description, thing description, self description, friend description, family description. In this case researchers prefer the friend description because the answers from students can be varied because students have different friends with characters and appearances are also able to reduce the risk of plagiation the answers of friends. And it can also add a student vocabulary. In working on a descriptive Text assignment, students still have some mistakes. This is normal because the English language for them is a foreign language instead of their daily language. According to Brown (2000), mistakes are part of the level of language learning progression to full language mastery. To know the error in the use of the language, error analysis is required. According to Hasyim (2002), by conducting an error analysis, the teacher or lecturer can give attention to the wrong material/material that is most performed by the students. Teachers or lecturers can evaluate themselves whether he is successful in teaching. Therefore, teachers or lecturers are expected to improve their methods or techniques in teaching with more systematic material preparation. Some studies have been done in investigating grammatical errors analysis. The first study conducted by Nur Choironi (2017), the researcher conducted the study to know the errors type and determined which is the highest error done by the students. The result concluded that the highest error frequency is misinformation. It can be happened because the difference between English and Indonesian language. The researcher also has given advice for English teachers, they should adopt student's error analysis to evaluate their achievement in teaching English especially in descriptive text. The second study is done by Sari (2014). It has been done to make sure the errors made by the students in making recount text. The types based on three categories; communicative effect taxonomy, surface strategy taxonomy, and linguistic category taxonomy. Descriptive qualitative design was used as method in this reseach. She concluded that the errors occured because of the difficulties of grammar and English is as foreign language. They got much influence from their first language. The third, study is conducted by Suryawan (2012). The subject of this study is students from MTs Muhammadiyah 1 Sekampung Udik. He used descriptive design for writing descriptive paragraph. The highest error result is 55.04% local error. The last study is done by Waway (2013). The researcher did the result to evaluate student's error in writing recount text This research was conducted to find out grammatical errors mostly made by the students SMA YP UNILA in writing recount text based on surface strategy taxonomy. The strategy used in this research was descriptive qualitative. The subjects of this research were the students of the first semester in the first year of learning year 2012/2013 of SMA YP Unila Bandar Lampung. The instruments of this research was writing task using Surface Strategy Taxonomy. The highest error is 47,6 % misinformation.

Based on the explanation above, the purpose of this study is to identify and analyze the types of grammatical errors contained in the student's descriptive text assignment in English for Accounting study Program Students at Politeknik Harapan Bersama Tegal.

2. METHOD

The researcher chose class 2C at Accounting study Program at Politeknik Harapan Bersama Tegal as subject in this research. It consists of 31 people. This research uses qualitative descriptive methods. This research was conducted to get a precise picture of the types of errors in the results of descriptive text assignments. Data collected through research blog. Then the researcher reads, evaluates and analyzes the answers of all the students. In analyzing the data, researchers use Descriptive Analysis Technique, we can see the formula below;

P $\quad$ =Ef/Ne x 100%

P $\quad$ = Percentage

Ef $\quad$ = Error frequency

Ne $\quad$ = Number of errors

2. FINDINGS AND DISCUSSION

Based on the result of this study with a sample of 31 descriptive work of accounting students about friend's Description English speaking, there are several types of grammatical mistakes done by students in making text. These grammatical errors include a possessive error, occupying the first sequence with an error between 49.49% of 31 descriptive text that is researched. This type of error is a common mistake in creating descriptive text performed by students of Accounting study Program at Politeknik Harapan Bersama Tegal. The second error is Capitalization with an error rate of 34.84%. Then another type of error on Sentence Pattern with error rate 4.04%. A rare error is Grammatical Error which refers to preposition and article with error rate 2.52. From these mistakes, the least encountered error is the mistake of Spelling usage with error rate of 2.02%.

Data on the types of errors in the assignment of descriptive text created by the

students of Politeknik Harapan Bersama, majoring in Accounting. The chart can be illustrated below;

Tabel 1. *The Recapitulation of Students' Grammatical Error*
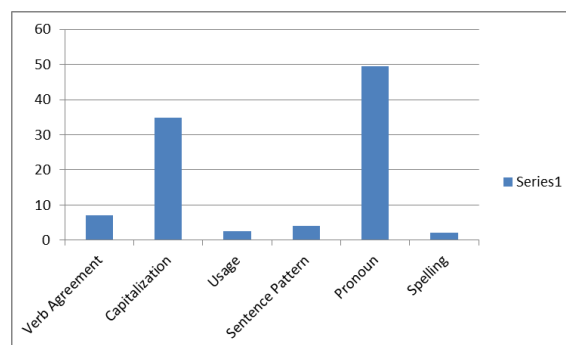
Table 1. The Recapitulation of Students' Grammatical Error

Student	Verb Agreement	Capitalization	Gram Error	Sentence Pattern	Pronoun	Spelling	Total
1	0	2	0	0	4	0	6
2	0	1	0	0	0	0	1
3	0	0	0	0	0	0	0
4	0	5	0	1	0	0	6
5	1	1	1	0	0	0	3
6	1	0	0	0	1	0	2
7	0	0	0	1	9	0	10
8	0	0	0	0	1	0	1
9	0	4	0	0	5	0	9
10	0	0	0	0	1	0	1
11	0	0	0	0	0	0	0
12	0	0	0	0	11	0	11
13	2	0	0	2	4	0	8
14	0	0	1	1	0	0	2
15	1	4	0	1	6	0	12
16	0	5	0	0	9	0	14
17	1	0	0	0	1	0	2
18	7	15	1	1	10	0	34
19	0	2	0	0	7	0	9
20	0	0	0	0	1	2	3
21	0	0	1	0	2	0	3
22	0	1	0	0	3	0	4
23	0	0	0	0	4	0	4
24	1	0	0	0	6	0	7
25	0	7	0	0	7	1	15
26	0	8	0	0	0	0	8
27	0	1	1	0	2	0	4
28	0	1	0	0	0	0	1
29	0	6	0	1	2	1	10
30	0	2	0	0	0	0	2
31	0	4	0	0	2	0	6
	V-A	C-P	G-E	S-P	P-R	SPELL	

The types of grammatical errors in the assignment of descriptive text created by students of Accounting study Programat Politeknik Harapan Bersama Tegalin the table above can be described as follows:

1. Verb Agreement

According to the table above, it is noted that the error of use of the Verb Agreement in descriptive text assignment amounted to 7.07% of 31 students studied. This means that from 31 respondents there are 7 respondents who do this type of error,

namely respondents 5.6, 13, 15, 17, 18, 24. Examples of error using Verb Agreement in descriptive text assignment can be seen in the table below:

Table 2. *Verb Agreement*

Incorrect Sentence	Correct Sentence
1. He is called Faza.	1. He is Fazza.
2. Faza loved her rabbit so much.	2.Faza loves her rabbit so much.
3. She believed that I could take care of it.	3. She believes that I could take care of it.
4. They are named Ocha and Nisa	4. They are Ocha and Nisa.

2. Capitalization

According to the table above, it is noted that the error of Capitalization use in descriptive text assignments amounted to 34.84% of 31 students studied. This means that from 31 respondents there are 17 respondents who do this type of error, which is number 1.2, 4, 5, 9, 15, 16, 18, 19, 22, 25, 26.27, 28, 29, 30, 31. Examples of Capitalization error in descriptive text assignment can be seen in the table below:

Table 3. *Capitalization*

Incorrect Sentence	Correct Sentence
1. Her name is mudryah.	1.Her name is Mudryah.
2. She lives in Karangsono.	2. She lives in Karangsono..
3. he is very good at speaking.	3. He is very good at speaking.
4. Her name is Jihan.	4. Her name is Jihan.

3. Grammatical Error (Usage)

According to the table above, it is noted that the use of Usage errors in descriptive text assignments amounted to 2.52% of 31 students studied. This means that from 31 respondents there are 5 respondents who do this type of error, which is number 5, 14, 18, 21, 27.

Examples of Grammatical Error errors in descriptive text assignments can be seen in the table below:

Table 4. *Grammatical Error (Usage)*

Incorrect Sentence	Correct Sentence
1. The rabbit was given to me to be taken care of by me.	1. The rabbit was given to me to be taken care of me.
2. I met with her since high school.	2. I met her since in high school.
3. She has been together with me for about 13 years.	3. She has been together with me for 13 years.

4. Sentence Pattern

According to the table above, it is noted that the Sentence Pattern error in the descriptive text assignment amounted to 4.04%% of 31 students studied. This means that from 31 respondents there are 7 respondents who do this type of error, which is the number 4, 7, 13, 14, 15, 18, 29. Examples of Sentence Pattern errors in descriptive text assignments can be seen in the table below:

Table 5. *Sentence Pattern*

Incorrect Sentence	Correct Sentence
1. She always buyme some food.	1.She always buys me some food.
2. She work in photo studio.	2.She works in photo studio.
3. She busy with her respective lecture.	3.She is busy with her respective lecture.
4. Name NafisaIstiana.	4. Her name is NafisaIstiana.

5. Pronoun

According to the table above, it is noted that the use of possessive errors in descriptive text assignments amounted to 49.49% of 31 students studied. This means

that from 31 respondents there were 22 respondents who did this type of error, i.e. number 1, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 29, 31. Examples of possessive error in descriptive text assignment can be seen in the table below:

Table 6. *Pronoun*

Incorrect Sentence	Correct Sentence
1. His hobbies are taking photos and vacation. (Rita)	1. Her hobbies are taking photos and vacation.
2. He is humorous, child and nosy. (Mudryah)	2. She is humorous, child and nosy. (Mudryah)
3. He is my best friend. (Faza)	3. She is my best friend.
4. He also has a sweet voice. (Fatihatun)	4. She also has a sweet voice.

Table 7. *Spelling*

Incorrect Sentence	Correct Sentence
1. She has liked ekting.	1. She has liked acting.
2. I am verryhapy.	2. I am very happy.
3. We are friend since junior high school untill now.	3. We are friend since junior high school until now.
4. We often communicate to discus things.	4. We often communicate to discuss things.

4. CONCLUSION

Based on the result above the researcher can take the conclusion that there are still many students who commit errors in the assignment of descriptive text among others are as follows:

1. Grammatical error most occurred in the assignment of descriptive text by students is an error on pronoun 49.49%, because of this, lecturer should be able to give attention more related to basic grammar learning, especially in the discussion of pronoun so as to reduce student mistakes in doing writing.
2. The next error that often occurs is Capitalizing as much as 34.84%. It should be emphasized to the students to be more thorough in writing so that the error Capitalizing can be reduced.
3. The rare mistake is Spelling or spelling letters as much as 2.02%.
4. Because of English is not students' first language that's why they get much influence from Bahasa Indonesia and Java as their native language.

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