

## An Analysis of Syntactical Features, Lexico-Grammatical Features, and Cohesive Devices on Students' Descriptive Text

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### Abstract

*This research aims to analyze the syntactical features, lexicogrammatical features, and cohesive devices of 120 students' descriptive text at SMP Islam Ruhama and SMP Islamiyah Ciputat by using the qualitative research. The first error is syntactical features. The most type of errors are omission 33%, then misformation errors 32%, addition error 18% and the lowest is misordering 17%. The second error is lexico-grammatical features. The most type of errors are misformation 39%, it is followed by omission errors 26%, addition error 19% and the lowest is misordering 16%. The third error is cohesive devices. The most type of errors are omission 32%, it is followed by misformation errors 28%, addition error 21% and the lowest is misordering 19%. The findings suggest that students struggle with maintaining grammatical rules, coherence and accuracy in descriptive text, which affects the clarity of their writing.*

**Keywords:** syntactical; lexico grammatical; cohesive devices

### Abstrak

Penelitian ini bertujuan untuk menganalisis fitur sintaksis, fitur leksiko-gramatikal, dan perangkat koheisi pada teks deskriptif 120 siswa di SMP Islam Ruhama dan SMP Islamiyah Ciputat menggunakan metode penelitian kualitatif. Kesalahan pertama adalah fitur sintaksis. Jenis kesalahan yang paling banyak adalah penghilangan (33%), diikuti oleh kesalahan pembentukan (32%), kesalahan penambahan (18%), dan yang terendah adalah kesalahan urutan (17%). Kesalahan kedua adalah fitur leksiko-gramatikal. Jenis kesalahan yang paling banyak adalah kesalahan pembentukan kata (39%), diikuti oleh kesalahan penghilangan (26%), kesalahan penambahan (19%), dan yang terendah adalah kesalahan urutan (16%). Kesalahan ketiga adalah perangkat koheisi. Jenis kesalahan yang paling umum adalah penghilangan (32%), diikuti oleh kesalahan pembentukan (28%), kesalahan penambahan (21%), dan yang terendah adalah kesalahan urutan (19%). Temuan ini menunjukkan bahwa siswa mengalami kesulitan dalam menjaga aturan tata bahasa, koheisi, dan akurasi dalam teks deskriptif, yang mempengaruhi kejelasan tulisan mereka.

**Kata kunci:** sintaksis; leksiko gramatikal; perangkat koheisi

## INTRODUCTION

Since English is the primary language in the majority of nations worldwide, it is a universal language. In Indonesia, the government has declared that English is one of the subjects that pupils, particularly those in junior high school, must master



(Ilhomovich, A. A., & Madumarova, 2023). According to (Anisa, 2019), English is now a required subject in Indonesia's national education curriculum, especially for junior high school students, according to the government.

Furthermore, English language learning is directed at four skills in English, including: listening, speaking, reading, and writing skills. Speaking, listening, reading, and writing are the four basic language abilities, according to Sharma and Puri (2020). Junior high school students may effectively communicate in English both verbally and in writing in a variety of circumstances by mastering these four core abilities. One of the key skills that junior high school students should have is writing. Writing is a very creative and expressive activity, and it is not a skill that develops on its own. One of the difficulties, according to (Rafiah & Huriaty, 2021), is organizing and transforming ideas into comprehensible prose. There are several forms of English text in writing.

By understanding these different text types, writers can effectively communicate their ideas and engage their audience. English writings may be divided into a number of categories, including report, hortatory, parody, explanation, process, descriptive, recount, narrative, news item, and analytical exposition, according to Prayuda (2020). One of them is the need of teaching descriptive texts to junior high school pupils. Because one of the basic language abilities is the capacity to produce descriptive texts. Concepts are communicated visually using descriptive texts, which use language that is suitable and well-structured. It is a useful tool for assessing students' creativity (Rafiah & Huriaty, 2021).

In addition, previous research has extensively examined the importance of language features in written texts. The first previous research is "Analysis of Students' Error in Writing Descriptive Text at Semester One of English Department IAIN Padang Sidempuan" (Mardiah, 2021). The mistakes made by students when they write descriptive text. This study aims to identify the prevalent error and explain its reasons by documenting the mistakes made by first-semester IAIN Padang Sidempuan students in class 1 when writing descriptive prose. This study explains the mistakes made by pupils when writing descriptive texts. The second previous research is "Lexical and Syntactical Errors Performed by Junior High School Student in Writing Descriptive Text" (Fauzi, 2022). This study examines the lexical and syntactical mistakes made by junior high school students when writing descriptive essays. The data's original source was the pupils' writing.

Lexical and syntactical mistakes were the two categories of faults that were used to assess those descriptive texts. The researcher discovered lexical problems from this study, including incorrect spelling, a fictitious buddy, and the usage of Indonesian words (code flipping). Syntactical mistakes include incorrect usage of pronouns, plurals, and verb tenses. The third previous research is "Syntactical Error Analysis on Descriptive Text: A Case Study on Senior High School Students at SMK Muhammadiyah Ungaran" (Fauzi, 2022). The most prevalent syntactic mistakes are the subject of the current investigation that SMK Muhammadiyah Ungaran students make when writing descriptive paragraphs in English.

Based on the explanation above, there is a significant research gap related to the analysis of language features in students' descriptive texts. Such as do not

consider the interaction between these three language features (syntactical features, lexico-grammatical features, and cohesive device) in constructing the meaning of the text. While previous research just focused on analyze the language features (syntactical features, lexicogrammatical features, and cohesive device) separately and also the research about descriptive text use three language that mentioned above still relatively limited. Furthermore, the quality of a descriptive text is greatly influenced by the use of suitable linguistic elements. Such as syntactical features, lexico-grammatical features, and cohesive devices. The language features (syntactical features, lexico-grammatical features, and cohesive devices) play an important role in building the coherence and effectiveness of a text.

The syntactic component specifies an infinite number of abstract formal objects, each of which has all the information required for a single interpretation of a particular sentence (Noam Chomsky, 1964). Furthermore, lexicogrammatical elements of the second language are crucial for enhancing a text's coherence and efficacy. Lexico-grammatical characteristics are typical of academic language, according to (Sciences, 2023). Furthermore, cohesion is a third linguistic property that is crucial to a text's efficacy and coherence. Cohesion has long been seen as one of the essential components of good writing (Alawerdy & Alalwi, 2022).

However, a lot of students still find it difficult to use the right language structures while writing descriptive essays. People cannot learn a language without making mistakes, according to Dulay and Burt (1982: 138). Their writing mistakes reveal a lack of knowledge of language structure and a failure to make meaningful and seamless connections between concepts. According to the surface strategy taxonomy, mistakes are divided into four categories: omission, addition, misformation, and misordering (Dulay, Burt, and Krashen 1982: 150-163 in Hikmah, 2020). Therefore, to determine the areas in which the writing teaching process has to be improved, a linguistic characteristics analysis and an error analysis of students' writing are crucial. Using Dulay's theory, the researcher performed error analysis at the taxonomy level of surface strategies.

It can be concluded that using proper language elements (syntactical features, lexicogrammatical features, and cohesive device) significantly affects the quality of a descriptive text. And also, it contributes significantly to a text's coherence and effectiveness. Based on the background above, the researcher wants to research the title: An Analysis of Syntactical Features, Lexico-Grammatical Features, and Cohesive Devices on Students' Descriptive Text.

## **METHOD**

The method of this research is qualitative research. Qualitative research, according to Creswell (2012), is interpretive research in which you offer your own assessment of a description that fits the context or themes that capture the main information categories. A range of techniques, such as informal conversations, observations, interviews, surveys, phone calls, official and private papers, photographs, recordings, drawings, diaries, emails, and responses, can be used to gather qualitative data, according to Airasian (2012). In this study, the researcher



employed purposive sampling. In a study endeavor, intentional sampling may be utilized to quickly and effectively lower the number of potential participants, claims Thomas (2022). Population in this research are seventh grade at private junior high school in South Tangerang. Those are SMP Islam Ruhama and SMP Islamiyah Ciputat in South Tangerang.

The first school is SMP Islam Ruhama. It is located at Tarumanegara Street, No. 67, RT 01 / RW 09. Ciputat Timur. South Tangerang. Post Code 15419. The second school is SMP Islamiyah Ciputat. It is located at Kihajar Dewantara Street, No. 23, RT 01 / RW 02. Ciputat. South Tangerang. Post Code 15411. The research did for five months starting in March to July 2025.

## RESULTS AND DISCUSSION

The researcher presented the result of the research. The data was taken from students writing product. The students were asked to make a descriptive text. After collecting the data, the researcher focused to analyze and identify the error found in the use of syntactical features, lexico-grammatical features, and cohesive devices on students' descriptive text. After collecting the data, the writer analyzed and classified the error into surface strategy taxonomy by Dulay. Based on Dulay et al, there would be four of error under surface structure taxonomy which omission, addition, misformation, and misordering.

The data of the research are collected from descriptive text made by seventh grade students of SMP Islam Ruhama and SMP Islamiyah Ciputat. As stated in the previous chapter, the researcher focuses to analyze error about Syntactical features, lexico grammatical features and cohesive devices on students' descriptive text. for the further steps, the researcher analyses and find the error and classified the errors into surface structure strategy taxonomy by Dulay et al that consists of omission, addition, misformation and misordering. After analyzing and classifying the data, the researcher found some students made the error in using syntactical features, lexico grammatical features and cohesive devices on students' descriptive text. The result of the errors can be described as follows:

### 1. The Use of Syntactical Features on Students' Descriptive Text

There are common errors produced in using syntactical features on students' descriptive text. The total number of errors are 1.226, which the highest frequency of error is in omission errors which consist of 405 (33%). In omission errors, the researcher mostly finds that the students used the sentence misses an auxiliary verb. For example "he very diligent", the correct sentence is "he is very diligent". The another example is "he reading a book", the correct sentence is "he is reading a book". The second place is misformation errors which consist of 398 (32%). In misformation errors, the researcher mostly find that the students using incorrect verb form. For example is "he have a sharp nose", the correct sentence is "he has a sharp nose". Another example is "he always help me" the correct sentence is "he always helps me".

The third place is addition error which consist of 214 (18%). In addition errors, the researcher found that the students used unnecessary word and

unnecessary repetition. For example “a small eyes”. The article “a” is unnecessary before “eyes” because it's plural. It should be “small eyes”. And another example is “she has black hair and straight hair”, the correct sentence is “she has black and straight hair”. The lowest is misordering which consist of 209 (17%). In misordering error, the researcher found that the students using incorrect order. For example is “He's school at Junior high school”. The sentence is ordered incorrectly. It should be “He goes to Junior High School”.

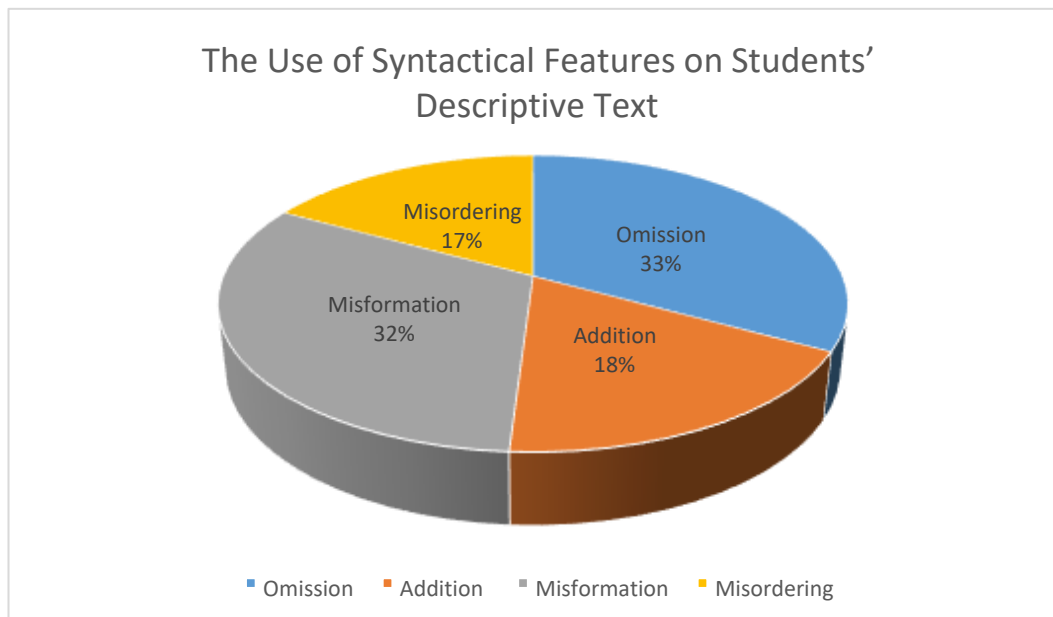


Figure 1 The use of Syntactical Features on Students' Descriptive Text

## 2. The Use of Lexico-Grammatical Features on Students' Descriptive Text

There are common errors produced in using lexico grammatical features on students' descriptive text. the total number of errors are 983, which the highest frequency of error is in misformation errors 382 (39%), In misformatin errors, the researcher mostly find that the students use in correct form. For example is “He can drawing”. The correct form is “He can draw” because after “can,” the verb must be in its base form. The second place is omission errors 255 (26%). In omission errors, the researcher mostly find that the students missing of auxiliary verb. For example is “I very happy”, the correct sentence is “I am very happy”. The third place is addition error 183 (19%).In addition errors, the researcher found that the students use redundancy. For example is “best friend he is thirteen years old” the correct is “he is thirteen years old”. The lowest is the lowest is misordering 163 (16%). In misordering error, the researcher found that the students use wrong word order/structure. For example is “I like write”. It is wrong word order/structure. The correct is” I like writing”. The second is “He like draws”. It also misordered. The correct is “He likes drawing”.

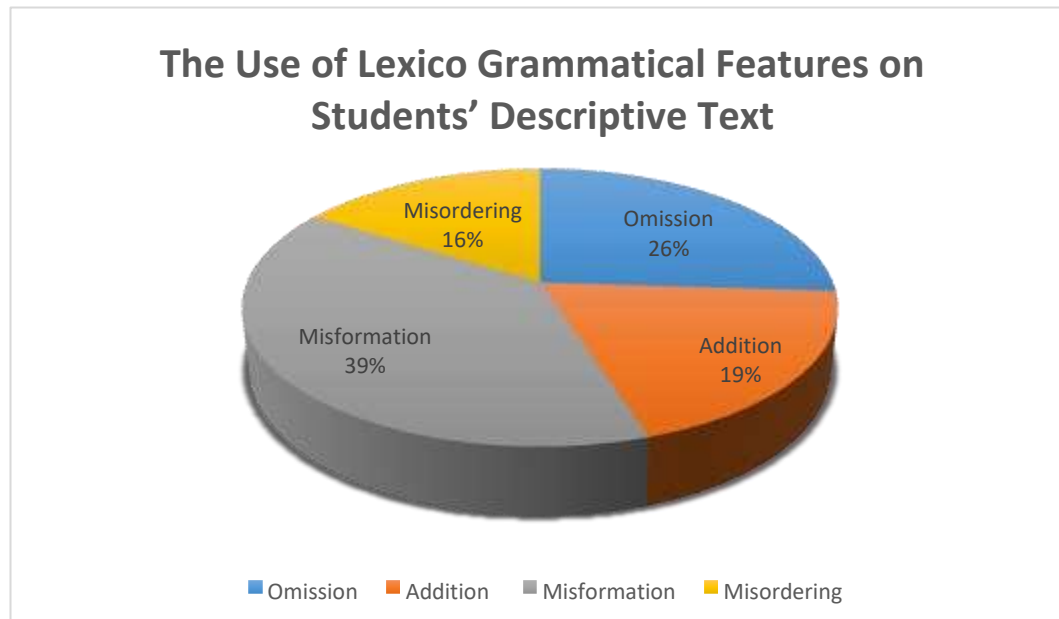


Figure 2 The use of lexico grammatical features on students' descriptive texts

3. The Use of Cohesive Devices on Students' Descriptive Text There are common errors produced in using cohesive devices on students' descriptive text. the total number of errors are 577, which the highest frequency of error is omission errors which consist of 182 (32%). In omission errors, the researcher mostly found the students don't add cohesive device like "and" or "because" and use punctuation to help the sentence flow. For example, is "she have long hair", she beautiful, the correct sentence is "she has long hair and she is beautiful". The second place is misformation errors which consist of 164 (28%). In misformatin errors, the researcher mostly found that the students using inappropriate linking / incoherent. For example is "We have same our future is teacher". Should be "We both want to be teachers in the future".

The third is addition error which consist of 119 (21%). In addition errors, the researcher mostly found that the students add an extra emphasis but could be omitted to simplify the sentence. For example "sometimes he a little bit arrogant". "A little bit" is a bit of an unnecessary addition. It could be "sometimes he is a little arrogant". And the lowest is misordering which consist of 112 (19%). In misordering errors, the researcher mostly found that the students wrong word order. For example is "Even i'm not fun, they always play and help Me when i in difficulty". The explanation is the word order here is awkward, and the phrase "i'm not fun" could be clarified. The correct: "Even though I'm not very fun, they always play and help me when I'm in difficulty".

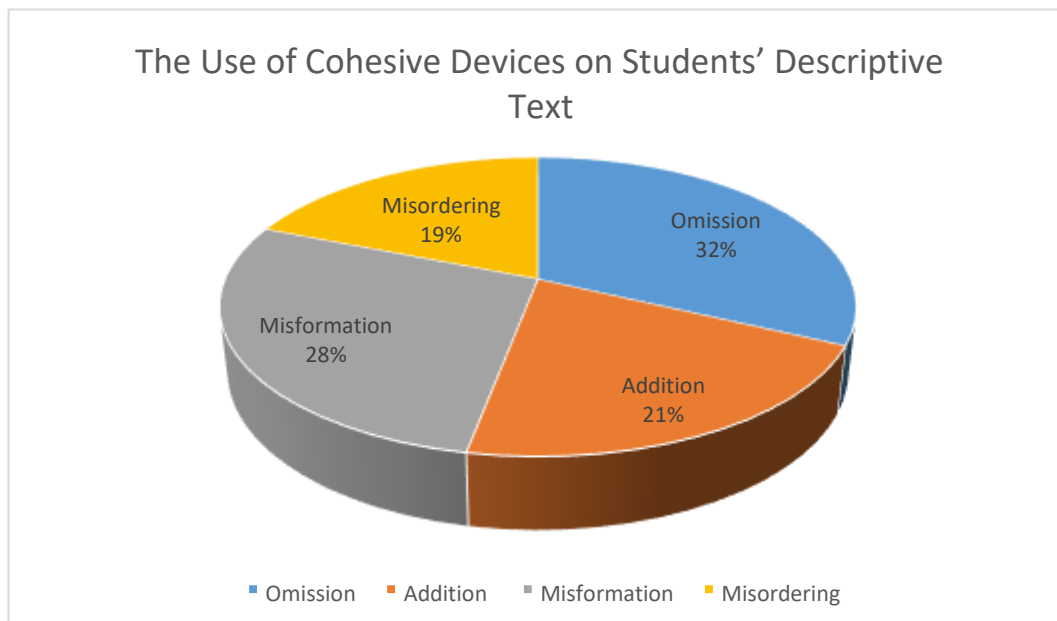


Figure 3 The use of cohesive devices on students' descriptive text

The graphic of syntactical features, lexico-grammatical features, and cohesive devices on students' descriptive text at junior high school in South Tangerang.

## CONCLUSIONS

Based on the data, it can be concluded that the students faced challenges in applying syntactical features, lexico grammatical features, and cohesive devices on descriptive text. The errors primarily arose from a lack of understanding grammar rules, syntactical features, the incorrect application of verb tenses and incorrect of word and miss of cohesive devices. These issues affected the overall clarity, coherence, and fluency of the students' writing. Therefore, it is essential for teachers to focus on improving students' understanding of grammatical rules, particularly in the context of descriptive text, and to provide targeted instruction on the correct use of syntactical features, lexico grammatical features, and cohesive devices.

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