

**STUDENTS' ERROR ANALYSIS IN WRITING DESCRIPTIVE
TEXT AT GRADE X SMA NEGERI 3
PADANGSIDIMPUAN**



A Thesis

*Submitted to English Educational Department of State Islamic University
Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of
the Requirement for the Graduate Degree of Education (S.Pd)*

Written By:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

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Assalamu'alaikum warohmatullahwabarakatuh

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Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikum warohmatullahwabarakatuh

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ABSTRACT

This study is intended to investigate the students' error analysis in writing descriptive text at grade X SMA Negeri 3 Padangsidempuan. The problem faced by students at SMA Negeri 3 Padangsidempuan in the ability to write descriptive text are 1) differences in English and Indonesian structure and also they do not understand how to make a good writing, 2) the student are less in grammar, and 3) the student lack of vocabulary. This study has two formulations of the problems, they are what are the students' errors made by students in writing descriptive text at grade X SMA Negeri 3 Padangsidempuan?, and what is the dominant error made by students in writing descriptive text at grade X SMA Negeri 3 Padangsidempuan?. The purposes of this study are to identify the students' error made by students in writing descriptive text at grade X SMA Negeri 3 Padangsidempuan, and to find out the dominant error made by students in writing descriptive text at grade X SMA Negeri 3 Padangsidempuan. This study used qualitative research, which used descriptive method for investigating a variety of educational problems and issues. The population is all of the students at the tenth grade of SMA Negeri 3 Padangsidempuan. The sample were X-4 that consists of 28 students. The data were collected through test about descriptive text, the kind of the text was essay test. The result of this study shows that the total errors committed by the students are seventy (70) items of errors. They are thirty one (31) items by omission of to be, article, third singular marker, plural marker, preposition, and noun. The next errors were fifteen (15) by addition of to be, article, third singular marker, plural marker, and preposition. The next errors are twenty items (20) by misformation noun and verb. The last errors are four (4) items by misordering of noun phrase. So, omission error is dominant error in writing descriptive text by students at Grade X SMA Negeri 3 Padangsidempuan.

Key Words: *Error Analysis, Writing Descriptive Text*

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ABSTRAK

Penelitian ini dimaksudkan untuk menyelidiki kesalahan siswa dalam menulis teks deskriptif di kelas X SMA Negeri 3 Padangsidempuan. Masalah yang dihadapi siswa SMA Negeri 3 Padangsidempuan dalam kemampuan menulis teks deskriptif adalah 1) perbedaan struktur bahasa Inggris dan bahasa Indonesia serta mereka tidak memahami cara membuat tulisan yang baik, 2) siswa kurang dalam tata bahasa, dan 3) siswa kekurangan kosa kata. Penelitian ini memiliki dua rumusan masalah, yaitu apa saja kesalahan yang dilakukan siswa dalam menulis teks deskriptif di kelas X SMA Negeri 3 Padangsidempuan?, dan apa kesalahan dominan yang dilakukan siswa dalam menulis teks deskriptif di kelas X SMA Negeri 3 Padangsidempuan?. Tujuan dari penelitian ini adalah untuk mengidentifikasi kesalahan yang dilakukan siswa dalam menulis teks deskriptif di kelas X SMA Negeri 3 Padangsidempuan, dan untuk mengetahui kesalahan dominan yang dilakukan siswa dalam menulis teks deskriptif di kelas X SMA Negeri 3 Padangsidempuan. Penelitian ini menggunakan penelitian kualitatif, yang menggunakan metode deskriptif untuk menyelidiki berbagai masalah dan isu pendidikan. Populasinya adalah seluruh siswa kelas X SMA Negeri 3 Padangsidempuan. Sampelnya adalah siswa kelas X-4 yang berjumlah 28 siswa. Pengumpulan data dilakukan melalui tes tentang teks deskriptif, jenis teksnya adalah tes esai. Hasil penelitian ini menunjukkan bahwa peneliti menemukan bahwa total kesalahan yang dilakukan siswa sebanyak tujuh puluh (70) item kesalahan. Mereka tiga puluh satu (31) item dengan penghilangan menjadi, artikel, penanda tunggal ketiga, penanda jamak, preposisi, dan kata benda. Kesalahan selanjutnya adalah lima belas (15) dengan penambahan to be, article, third singular marker, plural marker, dan preposition. Kesalahan berikutnya adalah dua puluh item (20) dengan kesalahan pembentukan kata benda dan kata kerja. Kesalahan terakhir adalah empat (4) item dengan salah menyusun frase nomina. Jadi, kesalahan penghilangan merupakan kesalahan yang dominan dalam menulis teks deskripsi oleh siswa kelas X SMA Negeri 3 Padangsidempuan.

Kata Kunci: Analisis Kesalahan, Menulis teks Deskripsi

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عنوان الرسالة	:	تحليل أخطاء الطلاب في كتابة النصوص الوصفية في المستوى X في المدرسة الثانوية العليا ٣ بادانجسيديمبوان

خلاصة

تهدف هذه الدراسة إلى التحقيق في أخطاء الطلاب في كتابة النصوص الوصفية في الفصل X في المدرسة الثانوية العليا ٣ بادانجسيديمبوان كانت المشكلات التي واجهها طلاب في المدرسة الثانوية العليا ٣ الثانوية العامة في قدرتهم على كتابة نصوص وصفية هي (١) الاختلافات في بنية اللغة الإنجليزية والإندونيسية ولم يفهموا كيفية كتابة جيدة، (٢) كان الطلاب يفتقرون إلى القواعد، (٣) الطلاب يفتقرون إلى المفردات. تحتوي هذه الدراسة على صيغتين للمشكلة، وهما ما هي الأخطاء التي يرتكبها الطلاب في كتابة نصوص وصفية في الفصل X في المدرسة الثانوية العليا ٣؟ وما هي الأخطاء السائدة التي يرتكبها الطلاب في كتابة نصوص وصفية في الفصل X في المدرسة الثانوية العليا ٣؟. كان الغرض من هذه الدراسة هو تحديد الأخطاء التي يرتكبها الطلاب في كتابة النصوص الوصفية في الفصل X في المدرسة الثانوية العليا ٣، ومعرفة الأخطاء السائدة التي يرتكبها الطلاب في كتابة النصوص الوصفية في الفصل X في المدرسة الثانوية العليا ٣. تستخدم هذه الدراسة البحث النوعي الذي يستخدم الأساليب الوصفية لدراسة المشكلات والقضايا التربوية المختلفة. السكان جميعهم من طلاب الفصل X في المدرسة الثانوية العليا ٣. العينة عبارة عن طلاب فئة ٤- X، بإجمالي ٢٨ طالبًا. تم جمع البيانات من خلال اختبار على النص الوصفي، وكان نوع النص اختبار مقال. تشير نتائج هذه الدراسة إلى أن الباحثة وجدت أن مجموع الأخطاء التي ارتكبها الطلاب كانت ٠٧ بندا خطأ. وهي عبارة عن واحد وثلاثين (٣١) عنصرًا مع إغفال للوجود، والمقالات، وعلامات المفرد الثالثة، وعلامات الجمع، وحروف الجر، والأسماء. الخطأ التالي هو خمسة عشر (١٥) مع إضافة be، و article، و علامة المفرد الثالثة، و علامة الجمع، وحرف الجر. الخطأ التالي هو عشرين فقرة (٢٠) بها أخطاء في تكوين الأسماء والأفعال. الخطأ الأخير هو أربعة (٤) عناصر بعبارة اسم خاطئة. لذا، فإن خطأ الحذف هو الخطأ السائد في كتابة نص وصفي بالفئة المدرسة الثانوية العليا ٣.

الكلمات المفتاحية: تحليل الأخطاء، كتابة نص وصفي

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Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis. Last but not least, the researcher just wants to say thank you very much for their helping. May Allah bless them and the researcher hope this thesis useful for all.

Padangsidimpuan, 23 November
2023

Researcher

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TABLE OF CONTENTS

	Page
INSIDE TITLE PAGE	
LEGALIZATION ADVISORS SHEET	
AGREEMENT ADVISORS SHEET	
DECLARATION OF SELF THESIS COMPLETION	
AGREEMENT PUBLICATION OF FINAL TASK FOR	
ACADEMIC CIVITY	
SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER	
TRAINING FAKULTY	
ABSTRACT	i
ABSTRAK	ii
خلاصة.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF APPENDIX	viii
LIST OF TABLES	ix
CHAPTER I: INTRODUCTION	
A. Background of the Study	1
B. Identification of the Research.....	4
C. Definition of Key Terms	4
D. Formulations of the Problem.....	5
E. Objectives of the Study	5
F. Significances of the Study	5
G. Limitation of the Problem	6
H. Outline of the Thesis	7
CHAPTER II: REVIEW LITERATURE	
A. Theoretical Description.....	8
1. Definition of Error Analysis.....	8
2. The Types of Errors.....	10
3. Cause of Error	34
4. Definition of Descriptive Text	34
5. Generic structure of Descriptive Text	44
6. Language Features of Descriptive Text.....	45
7. Types of Descriptive Text	46
8. Example of Descriptive Text.....	47
B. Review of Related Findings	48

CHAPTER III: RESEARCH METHOD

A. Time and Place of Research	51
B. Research Method.....	51
C. Population and Sample.....	52
D. Instrument of Collecting Data	52
E. Technique of Collecting Data	53
F. Technique of Data Analysis	54
G. Technique of The Data Trustworthiness	55

CHAPTER IV: THE RESULT OF RESEARCH

A. The Findings	56
1. The Students' Error in Writing Descriptive Text.....	56
2. The students' Dominant Error in writing descriptive text	65
B. Discussion	67
C. Threats of the Research.....	70

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	77
B. Suggestion	78

REFERENCES

CURRICULUM VITAE

APPENDIXES

DOCUMENTATION

LIST OF TABLES

	Page
Table 1 : Indicators of the Test	54
Table 2 : Recapitulation of students' dominant errors in writing descriptive text.....	65
Table 3 : Total of Percentage Students' Errors in Writing Descriptive Text	66

LIST OF APPENDIXES

- Appendix 1 : Instrument Test
- Appendix 2 : Student's Name and Initial at Grade X SMA Negeri 3
- Appendix 3 : Description of students errors in writing Descriptive Text
- Appendix 4 : Recapitulation number of Students Error in Writing Descriptive Text
- Appendix 5 : Result of Students' Errors in Writing Descriptive Text
- Appendix 6 : The Result of Students' Writing Descriptive Text Test
- Appendix 7 : Documentation

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool of communication that used in daily life and one of them is English. English is one of the common foreign language used by many students in learning education. English becomes an important subject that students must master because of their desire. That desire seems like intention of people in mastering English for some reason.¹ One way that people take to fulfill the desire is by learning English whether it is from the natives. All they do is to become qualified people.

Students in learning English should know that there are four skills in English, they are: listening, speaking, reading and writing. All of the students in senior high school know all of this skill but, many students still find difficulties in studying English. They have some problems in studying each skill in the classroom especially in writing skill.

Writing is one of the important language skills in learning foreign language, especially in English language. In addition, writing is an effective way to communicate and express our thoughts, feeling and opinions to others. Writing is the activity of making a recording language in a piece of paper or any other areas to expresses the idea and message from the writer including the usage of vocabulary and

¹ Fadel H.M Al Othman and Khaled M Shuqair, *"The Impact of Motivation on English Language Learning in the Gulf States"* 2, no. 4 (2013): 123–30, <https://doi.org/10.5430/ijhe.v2n4p123>.

structure of language.² Writing develops ability in vocabulary, grammar, helps and supports the students in habitual action.

Writing is the most difficult skill in learning English because writing should be appropriate and related to the title and also need to know the parts of writing such as conjunctions, grammar, vocabulary and types of writing like general to specific. Without mastering language component it cannot be produced because it takes a long time to think and takes time to write to get good results on a paper. Based on the description above, it can be said that to write something is not easy without knowing well about the part of writing. Because of that, the students frequently make errors in writing.

There are many types of writing such as narrative, descriptive, recount, report, explanation, analytical exposition, hortatory exposition, procedure and so on. Descriptive text had been studied at the grade VIII of Junior High School until Junior High School. One of the types that studied in senior high school is descriptive text. Descriptive Text is about sensory experience, visual experience and also perception how something look, sounds and tastes.

The process of writing descriptive text is included several activities such as telling characteristics clearly, starting from naming them, classifying them and dealing with their attributes, behaviours and function. Because of that reader can possibly imagine what the writer is writing about without seeing the object or person directly and in this research, researcher focuses on descriptive text. A descriptive paragraph provides a vibrant experience for the reader through language and description of

² D.M. Anjayani, "Error Analysis On The Use Preposition in Students' Writing at Semarang Iain Walisongo," 2018, p.45, <https://media.neliti.com/media/publications/193232=EN-error-analysis-of-students-writing-descr.pdf>.

something. Unlike narrative paragraph, which must include personal thoughts, feelings, and growth, descriptive paragraph do not need to be personal in nature.

Most of the English learners still have difficultis and make errors in writing descriptive text. Making error is fundamentally human in learning process. It is possible for students to make error unconsciously when they are writing. There are some kinds of errors in writing, they are; omission, addition, misordering and misinformation. Omission, In this case, when the students make sentence, there is one aspect is omitted. It tends to effect function words rather than content words at least in the early stages, more advanced learners tend to be aware of their ignorance of content words. Addition, it is a sentence in which certain aspect of language rules is added in a correct sentence. Misinformation, in this case the student used of the wrong form of the structure of sentences. Misodering, in this case the student make sentence in correct order.

Errors are typically made by learners who have not mastered yet about the language system. They still need deeper understanding about the material from the teacher. The error in writing descriptive text happened to students in SMA Negeri 3 Padangsidimpuan especially at grade X students. The students at grade X get many difficulties to write descriptive text. They are lack of motivation, idea and vocabulary because of this the students at grade X of SMA Negeri 3 Padangsidimpuan are still low in writing descriptive text and the researcher wanted to know the students errors in writing descriptive.³

³ Sori Tua, English Teacher of SMA Negeri 3 Padangsidimpuan, Private Interview , On Sunday 24 October 2022

Based on the above explanation, the researcher interested in conducting the research about “Students` Error Analysis in Writing Descriptive Text at Grade X SMA Negeri 3 Padangsidempuan”. Why researcher choose analysis errors, because to prove writer they have written descriptive text correctly or there are still errors in writing descriptive text.

B. Identification of the Problem

Some problems that happen in students` English writing are causes by differences in English and Indonesian structure and also they do not understand how to make a good writing. Error made by the students because error grammatically aspect made by them as follow singular, plural, word forms, word choice, verb tense, omission meaning is not clear and do not run on sentences. In other words, the students have not mastered the knowledge or they do not understand those rules of the language, while the error are caused factors are such as tired, nervous and unfocused. Based on the description above, the researcher chooses that topic because researcher found many students made error in writing especially descriptive text.

C. Focus of the Research

There were many problems about error in writing descriptive text. In this research researcher limited to students errors in their writing descriptive text at grade X SMA Negeri 3 Padangsidempuan. The errors are addition, omission, misformation, and misordering.

D. Formulations of the Problem

There are some formulations of problem in this research, they are:

1. What are the errors made by students in writing descriptive text at grade X SMA Negeri 3 Padangsidempuan?
2. What is the dominant error made by students in writing descriptive text at grade X SMA Negeri 3 Padangsidempuan?
3. How the teacher overcome the students' error made by students in writing descriptive text at grade X SMA Negeri 3 Padangsidempuan?

E. Objectives of the study

Based on the formulations of the problem, the objectives of the study are:

1. To identify the error made by students in writing descriptive text at grade X SMA Negeri 3 Padangsidempuan.
2. To find out the dominant error made by students in writing descriptive text at grade X SMA Negeri 3 Padangsidempuan.
3. To know the teacher overcome the students' error made by students in writing descriptive text at grade X SMA Negeri 3 Padangsidempuan

F. Significances of the Study

The result of the study is expected to give some benefits to the following parties:

1. For teacher, it gives some information about the students' errors in writing descriptive text. These enable them to understand the core of teaching English writing. Knows the factors that cause the students' errors writing descriptive text and determine appropriate ways to overcome the problem.

2. For students, it gives some information about the most common errors in writing descriptive text. These enable them to understand the core of teaching English writing and arrange the sentences. Moreover, they can identify and anticipate their difficulties in learning writing.
3. For reader, it can be used increase the knowledge of error analysis and writing and the result of this research can be used as a reference for other researcher who has the similar interest in the same field.

G. Definitions of the Key Terms

a. Student

Student is a person who studying at school or college.⁴ While in Indonesia dictionary the student is a learner especially on the grade of elementary, junior high, and senior high school.⁵ So, based on the explanation above, the researcher concludes that the student is a person of grade elementary, junior, or senior high school, not only on the formal education, but also on the informal education.

b. Error Analysis

Students error analysis is the process of breaking up a preposition, concept, linguistic complex or fact into its simple or ultimate constituents and detailed in order to understand its nature or to determine its essential features and a linguistic form or combination of forms which in the same context. The types of errors are based on the surface strategy taxonomy. They are addition, omission, misformation and misordering.

c. Descriptive Text Writing

⁴ A.S. Hornby, *Oxford's Learner's Pocket Dictionary* (New York: Oxford University, 2003).

⁵ A.S. Hornby.

Descriptive writing is an activity that the writer try to share his or her thoughts, opinions, or feelings about what he or she is explaining. This means that the writer has in mind about the characteristic of people, animals, or places. The writer can describe the property in terms of look, feel, smell, or sound.

So, the researcher conducted this research in the title Students` Error Analysis In Writing Descriptive Text At Grade X SMA Negeri 3 Padangsidempuan. That means to find types of errors that students made in writing descriptive text based on the fourth the types of errors at grade X SMA Negeri 3 Padangsidempuan.

CHAPTER II

REVIEW LITERATURE

H. Theoretical Description

1. Definition of Error Analysis

Error analysis comes from two words namely Error and Analysis. Mistake means something that has been said to be untrue. Errors can occur due to one's ability. It is common to happen on one's own performance especially in writing English texts. Analysis is a way to observe words in detail or break down a material or information into smaller components so that it is easier to understand.

The concept of error analysis is given by Brown, who defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners.⁶ Error analysis allows students to learn from mistakes and correct sentences because not all students make the same error when studying, and what kind of error a student makes to find out the cause of the error. It is also essential to explain the method. The teacher must be able to analyze the error so that the teacher can modify the method used for teaching.

The next concept is by Johansson, an analysis of the learners' error gives the teacher evidence of the learners' competence in the foreign

⁶ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* 3rd edition (San Francisco State University: Pearson Education Inc, 2007).

language.⁷ Errors provides feedback, students tell the teachers something about the effectiveness of their teaching materials and their teaching techniques.⁸ Errors are not about failure, rather they are important elements and aspects of the writing process. Errors also can assist the process of writing for better evaluation in learning process.

Error analysis may be carried out in order to find out how well someone knows a language, find out how a person learns a language and obtain information on common difficulties in learning as an aid in teaching or in the preparation of teaching materials.⁹ Error analysis is the study of learners` error to obtain information on common difficulties faced by students in writing English sentences.

Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.¹⁰ Error analysis is a process to observe, analyzed and classify the deviations of the rules of the second language and then to reveal the system operated by the learner.

⁷ Mats Johansson, *English Linguistics: Introduction to Morphology, Syntax, and Semantics* (United States: Student literature AB, 2012).

⁸ Pitriyani Daulay, "An Error Analysis of Using Word Order in Writing Recount Text at Grade XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas", *Thesis* (Padangsidimpuan: IAIN Padangsidimpuan, 2020), <http://etd.iain-padangsidimpuan.ac.id/id/eprint/6281>.

⁹ J.C. Richards, *Error Analysis* (London: Longman, 2005),p.124.

¹⁰ S.P. Corder, *Error Analysis And Interlanguage* (Oxford: Oxford University Press, 2017), p.245.

Based on the definitions above it can be concluded that errors are common phenomena that occur systematically in language learning for new learners, in addition, error is not a mistake of themselves but the students do not know the rules of second language.

2. Types of Error

Some experts give their idea about types of error. They classify it into several types. Furthermore, Dulay et al divides the error based surface strategy taxonomy into four categories.¹¹ They are:

1) Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. It means that the language learners omit necessary items.

a) Omission of to be

Omission of to be is a type of error which is characterized by the absence of to be that must appear in well-formed utterance.

Example:

Incorrect : Cica beautiful girl

Correct : Cica **is** beautiful girl

Incorrect : We always happy

Correct : We are always happy

b) Omission of article

¹¹ Dulay, S.H., Burt, M. & Krashen, S., *Language Two In Error Analysis* (New York: Oxford University Press, 2003).

Omission of article is reduction or deletion in article before noun.

Example:

Incorrect : Girl who stands in front of me

Correct : **The** Girl who stands in front of me

c) Omission of third singular marker (s/es)

Omission of third singular marker is absence of s/es in third singular marker after verb,

Example:

Incorrect : She go to campus every Monday

Correct : She **goes** to campus every Monday

d) Omission of plural marker (s/es)

Omission of plural marker is deletion in plural sentence that show the object or noun one or more than one.

Example:

Incorrect : My mother has three book in their room

Correct : My mother has three **books** in their room

Incorrect : They have many assignment to do

Correct : They have many assignments to do

e) Omission of prepositions

Omission of preposition is deletion of preposition to link nouns, pronouns, or phrases to other words within a sentence.

Example :

Incorrect : The teacher asks students to stay home

Correct : The teacher asks students to stay **at** home

- 2) Addition errors are the presence of an item which must not appear in a well-formed utterance. It means that the learners add unnecessary items. There are three types of addition errors, namely: Double marking, many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others. Double marking is two items marked for the same feature.

Regularization, regularization error that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker, it means that regularization error occurs when learners add morpheme to exceptional words.

Simple addition, no particular features characterize simple additions other than those that all addition errors, the use of an item which should not appear in a well-formed utterance.

- a) Addition of to be

Addition of to be is the opposite of omission. This error is characterized by the presence of to be which must not appear in a well-formed utterance.

Example:

Incorrect : My aunt **is** cooks the cake everyday

Correct : My aunt cooks cake the cake everyday

b) Addition of article

Addition of article is add article a, an or the before noun.

Example:

Incorrect : Susi is a girl **the** who cares about me

Correct : Susi is a girl who cares about me

c) Addition of third singular marker (s/es)

Addition of third singular marker is add markes s or es in a sentence

Example:

Incorrect : They **washes** a car behind the school

Correct : They wash a car behind the school

d) Addition of plural marker (s/es)

Addition of plural marker is add marker s or es in singular sentences.

Example:

Incorrect : My sister has a cute **cats** in her home

Correct : My sister has a cute cat in her home

e) Addition of prepositions

Addition of preposition is added preposition mark to link noun, pronoun in a sentence.

Example:

Incorrect : My schedule **in** on Tuesday is very full

Correct : My schedule on Tuesday is very full

- 3) Misformation errors are characterized by use of the wrong form of the morpheme or structure. In misinformation errors, the learner supplies something, although it is incorrect. There are three types of misinformation errors, they are regularization errors, archi-forms and alternating forms. It means that the use of the wrong form of word items.

a) Misformation of noun

Misformation of noun is the use of wrong form of a structure in the use of noun.

Example:

Incorrect : My friends find **my** in the class

Correct : My friends find me in the class

b) Misformation of verb

Misformation of verb is lack of tenses or structure in the sentences.

Example:

Incorrect : The leader **is ate** the noodle everyday

Correct : The leader eats the noodle everyday

- c) Misordering errors are characterized by incorrect placement of a morpheme or group of morphemes in an utterance. It means that the learners write the incorrect placement of word items.¹²

Example:

Incorrect : She wears dress **red beautiful** in that party

Correct : She wears beautiful red dress in that party.

An error may vary in magnitude. It can include a phoneme, a morpheme, a word, a sentence or even a paragraph. Due to this fact, errors may also be viewed as being either global or local. Global errors hinder communication. They prevent the message from being comprehended. To find out what types of error in this study, the writer uses types of error from coder that has four types of error; omission of some requirement element, addition of some unnecessary element, selection of an incorrect element and misordering of the element.

According to James there are five error categories; grammatical error, substance error, lexical error, syntactic error, and semantic error.¹³ The researcher only focuses on grammatical error.

The seven grammatical error subcategories are grammatical error in

¹² Dulay, S.H., Burt, M. & Krashen, S., *Language Two In Error Analysis* (New York: Oxford University Press, 2003), p.372.

¹³ Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (1st Ed.) (London: Routledge, 2013), <https://doi.org/10.4324/9781315842912>.

the use of noun, pronoun, verb, adjective, adverbs, articles, and preposition

1) Errors in using nouns

Nouns give important messages in a sentence. Noun derivation is a process with which it can easily expand the vocabulary.¹⁴ Noun can be used to explain people, place, or thing. Therefore, it can be used as a subject in a sentence or as an object. Common errors in the use of nouns:

a) Error in the use of singular and plural noun

Singular and plural treat nouns that are singular or plural, or are not intended. For examples:

Cica buy **a fruits** in the Sagumpal's market

There are **some beautiful view** in Padangsidempuan city

The underline word is incorrect because in the first sentence there is article 'a' that show the noun just one. In the second sentence, there is quantifier 'some' that show the student more than one. So, the correct sentences are:

She buy a fruit in the Sagumpal's market

¹⁴ Titi Rokhayati, "The Analysis Of Noun Derived from Adjective in Barack Obama's Speech and The Teaching of Grammar", *Journal of Language and Language Teaching* Vol. 9, no. 2 (2021): 250–56, <http://ojs.ikipmataram.ac.id/index.php/jollt/index>.

There are some beautiful views in Padangsidempuan city

b) Error in using owner noun

Owner noun is a person or thing who or which owns something. For example error in owner noun:

Latifa document is under the book

The child toy was in the ring

In owner noun, use an apostrophe in the possessive form of a noun to indicate ownership. To indicate the property add an apostrophe 's to the end of a word. So, the correct sentences are:

Gita's document is under the book

The child's toy was in the ring

2) Errors in using pronouns

Pronoun refers to nouns that have already been mentioned in the discourse or point ahead to a noun that we are about to mention.¹⁵

Pronoun means replacing a noun which can be replaced by using name, them, us, our, this, that, her, I, it, ours, yours. Pronoun are a way of repeating the meaning of a noun without repeating the noun

¹⁵ Evelyn Hatch, And, and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (United State of America: Cambridge University Press, 2000), p. 234.

itself, in other words, as a kind of good repetition similar to using do for previous verbs.

Common examples of pronoun errors in the sentences:

a) Pronouns replace nouns with words like she, they, your, their, it, and others.¹⁶ For example:

No pronoun example:

The students can get the **students document** in the old FTIK building

With pronoun example, it should be:

The students can get **their document** in the old FTIK building

Sometimes the writers need explicit a concept approximately human beings in general. For instance, the author may also need to proportion recommendation. The formal manner to do this is to apply the pronoun one, which means “a person”. For example in the sentences:

If **one** feels not good, **one** must go to the doctor.

The sentence above is correct grammatically or accurate for formal situations. But, sometimes the usage of pronoun one rarely used or too formal. In informal situations, it is better to apply the pronoun you. See the example below:

If **you** feel not good, **you** must go to the doctor.

¹⁶ Evelyn Hatch, And, and Brown, p.235.

b) The pronoun that uses correctly suitable with the noun it replaces.

Uses the pronoun who whilst regarding human beings, that after regarding things, whilst regarding time, and where in whilst regarding place. For example can see in the sentences below:

Latifa can guess a woman **that** leaves the building (incorrect)

Latifa can guess a woman **who** leaves the building (correct)

In the first sentence, the writer used the pronoun that to show the woman. It is better replaces the noun woman with who because woman is a person.

3) Errors in using verbs.

Verbs are words that denote an action.¹⁷ Verb describes about specific action, the condition, someone's feeling, or links the subject with an adjective. When learning the rules of grammar, verbs are often taught to schools children to "do" word, that is to identify the part of the sentences that describes what is happening. Common errors in the use of verbs:

Melisa **gives to her** a beautiful give. (incorrect)

Melisa **gives her** an interesting film. (correct)

The verb **give** is followed by an indirect object without **to**.

Ummi wants that you should be my friend. (incorrect)

Ummi wants you to be my friend. (correct)

¹⁷ Evelyn Hatch, And, and Brown, p. 222.

In grammatically, the verb **want** can not be used with a **that-clause**. It should be used with a **to-infinitive**.

Winda **suggests her to consult** a dentist. (incorrect)

Winda **suggests that she should consult** a dentist. OR She **suggests consulting** a dentist. (correct)

Some of the verbs like **discuss, order, request, or describe** are called transitive verbs. Those verbs should be followed by direct objects, but not prepositions.

The last group **discussed about** paper. (incorrect)

The last group **discussed their paper**. (correct)

Ahmad **describes about** the direction. (Incorrect)

Ahmad **described the direction**. (correct)

Pandi **ordered for** gift from shopee. (incorrect)

Pandi **ordered gift from shopee**. (correct)

Hamidah **requested for** casual theme. (incorrect)

Hamidah **requested casual theme**. (correct)

4) Errors in using adjective

Adjective is the words which are used to modify nouns or pronoun.¹⁸ An adjective is while a phrase previous a noun does now longer simply describe the item being referred to, however allows to outline the noun may be referred to as a defining adjective.

¹⁸ Mary Ansell, *Free English Grammar*, Second Edition (England: Seyfihoca, 2000), p.294.

Example grammatical error in using adjective:

Salmah **is not interesting** in Ardiani's thesis (incorrect)

Salmah **is not interested** in Ardiani's thesis (correct)

Some of adjectives are fashioned through including prefixes –ed or –ing to a verb. When uses an adjective ends with –ed, it describes how someone feels. But when uses it ends with –ing. So an example above, the Ardiani's thesis is not interesting Salmah, in other words, salmah is not interested in Ardiani's thesis.

5) Errors in using adverb

Adverb refers to describing a verb, adjective, or another adverb and telling about how, where or when.¹⁹ Different kinds of adverbs go in different positions in a sentence. Adverb modifies other sentence elements, such as adjective, other adverbs, verbs, and entire clauses. The usage is sometimes very different. The example of grammatical error:

He plays badminton **good**. (incorrect)

He plays badminton **well**. (correct)

Good is an adjective. The adverb for this meaning is well.

6) Errors in using articles

¹⁹ Eli Hinkel, "Adverbial Markers and Tone in L1 and L2 Students' Writing," *Journal of Pragmatics* Vol. 35 No. 7, (2003): 2, [https://doi.org/10.1016/S0378-2166\(02\)00122-9](https://doi.org/10.1016/S0378-2166(02)00122-9).

Article can be used to make a noun specific or general. Article error is an error of omitting, adding, or misusing articles.²⁰ Article it shows with the word “a”, “the” or “an” to identify a noun general, or to make a noun concrete. The following is examples of a syntx error ehen using articles.

Hafiz’s family live in town of Padangsidimpuan (incorrect)

Hafiz’s family live in a town of Padangsidimpuan. OR Hafiz’s family live in the town of Padangsidimpuan (correct)

I am waiting for a hour (incorrect)

I am waiting for an hour (correct)

If the noun is a singular noun (e.g. man, girl, town, laptop, lecturer, minute, hour, village, etc.) must have an article ‘a’ or ‘the’. In other hand, if it plural noun can be used with or without an article.

Articles errors regarded to be passed off due to the phrase via way of means of phrase translation or college students’ misunderstand about information approximately in usage of article. Sometimes the sentence did not use any article at all. The college students implemented the identical guidelines to the English shape that brought about article errors may want to appear whilst writing descriptive text.

²⁰ Sapna Farah Aulya, “Writing Error Analysis in Exposition Text of the EFL Junior High School Students,” *Indonesian Journal of EFL and Linguistics* Vol. 5, no. 2 (2020): 517–33, <http://www.indonesian-efl-journal.org>.

7) Errors in using preposition

Prepositions are words that show the relationship between noun/pronouns and other elements of a sentence.²¹ Preposition error is the error of omitting, adding, or misusing preposition.²² A preposition is a word that connects something with something else. Prepositions are used to represent the interrelationships of different things and ideas and are usually placed before a noun or pronoun.

Common grammatical error in using preposition:

a) Preposition to show the time in the sentence. For example in the use time (In and At)

By using In and At, in grammatically to identify the correct term of preposition depend on the time of day. For example, in English we use “in the” with the word to show “morning,” “afternoon,” and “evening.” In other hand we usually use “at” when talking about the night:

For examples in the following sentences:

Kholil goes to the campus **in the** morning.

Lala takes a rest **in the** afternoon.

Seli studies English **in the** evening.

Bobo accompanies me to the cinema **at** night.

²¹ Ed Swick, *Practice Make Perfect* (New York: MC Graw Hill, 2006), p. 89.

²²Aulya, “Writing Error Analysis in Exposition Text of the EFL Junior High School Students”, p.528

You could go to the campus “in the night,” but it is incorrect in grammatically. So it better to use “at” with “night” in writing.

b) Preposition that uses for Days, Months, and Years (It, On, and At)

When regarding a time, year or date, we use special prepositions relying with the situation. If you are speak approximately a time of day, the precise time period is ‘at’.

Sakinah’s birthday party starts **at** 14.00 pm.

For specific time of day or date, we use “on”:

Sakinah’s birthday party is **on** Saturday.

And for specific time a month or year, the correct preposition is “in”:

Good boy’s Group go vacation **in** April.

c) Preposition For vs. Since

When describes about a period when something happened, use the word ‘for’ to refer to a period (e.g., hours, days, or months):

Eli’s families have been in Padangsidempuan **for** six years.

But if the sentence using a specific time as a point of reference, it is better use “since”:

Widya has been studying **since** breakfast with my family

The difference in the use of period for and since above is the first sentence refers to a measure of time, while the second

sentence refers to a show point in the past activity when the activity began.

The third concept given by Samuel and Imelda, While they classified grammatical errors in seven categories, the errors in using verb forms, errors in writing verb agreement, errors in the use of the article, errors in the use of preposition, errors in noun pluralization, errors in the use of the pronoun, and errors in the use of conjunctions.²³

The seven categories of grammatical errors are:

1) Errors in using Verb groups

When we use groups of verbs are usually the common mistakes students make in writing. When using verb groups, you must adhere to some rules, such as sentence form and sentence tense, whether active or passive. Due to the complexity of these rules, students usually made mistakes in this term. Here are some examples of verb group errors:

Nelsa went to saw the show with her aunt last night

Fifah stayed in Medan to joined the tournament volleyball competition

On Desember, we visited Sibolga to took a picture the beautiful beach.

²³ David Samuel Latupeirissa and Anastasia Imelda Sayd, "Grammatical Errors of Writing in EFL Class," *International Journal of Linguistics, Literature and Culture* Vol. 5, no. 2 (2019): 1–11, <https://doi.org/10.21744/ijllc.v5n2.605>.

Our groups have to left the beach, because it is rainy day

We visited to my sister's home to spent holiday.

The verb groups errors in producing bare infinitive. The sentences could not recognize the nonfinite verb. Since the modal verb is followed by the simple pattern of the verb, or not the nonfinite verb it should have the simple pattern of the verb in sentences must be the infinitive form of the verb (simple pattern of the verb) the tense used in the writing of the "past tense" is the past tense, but there are still use infinitives. The correct sentences should be:

Nelsa went to see the show with my aunt at night.

Fifah stayed there to join the tournament volleyball competition

On Desember, we visited Sibolga to take a picture the beautiful beach.

Our group have to leave the beach, because it is rainy day

We visited my sister's home to spend holiday.

2) Errors in using of subject-verb agreements

Agreement in subject and verb is have an impact by the means of the situation for whether it is miles singular or plural. Subject-verb agreement means the subject and the verb must agree with each

other.²⁴ Students should be capable of perceive whether or not the concern is singular or plural, mistakes in figuring out the concern bring about the students now no longer generating the idea term of the verb. This way that the term is became incorrect due to the incorrect correspondence among the concern and the verb.

The example of subject verb agreement error:

The gapay's group have to buy some foods, because there was our friends did the seminar proposal.

I saw that on the way to the beach, the wind is move slowly, So did in the beach.

In sentences a, no subject-verb match was achieved. For a third person, instead of using it, the singular is the object used. Sentence b to match the subject and verb. The sentences should look like this:

The gapay's group have to buy some foods because there were our friends did the seminar proposal.

I saw that on the way to the beach, the wind was move slowly, so was in the beach.

3) Errors in using articles

The use of article is determined by the noun whether or not or now no longer it is miles a long way countable or uncountable and

²⁴ Lia Nurmalia, "An Analysis of Errors in English Writing: A Case Study the Third Semester Students of UBSI," *Jurnal Arbitrer* Vol. 8, no. 1 (2021): 46–50, <http://www.arbitrer.fib.unand.ac.id>.

whether or not it is a miles long way singular or plural. There are variation of the article, they may be a particular article 'the' and indefinite article 'a/an'. We use the unique article the if the noun has been mentioned in advance than or if the noun has been familier.

Example of errors in using articles:

In the last semester, my friend and I visited Sibolga beach.

In there air of a place was still fresh.

Beside that, our group can solve a problems that lecturer give to us.

If you go to my house by bus, it may be take a hour

My mom told me that there was invitation card on my desk

It is better to us live in village than live in the city

In sentences a, c, d, and e the students failed to use the definite article (the). Here it omit the definite article. In sentences a and c above failed in recognizing the repeated subject whether, in sentences b, d, and e, failed to recognize something familier. The sentences should have been:

In the last semester, my friend and I visited Sibolga beach. the air of a place was still fresh

Beside, our group can solve the problems that lecturer give to us.

If you go to my house by bus, it may be take an hour

My mom told me that there was a invitation card on my desk

It is better to us live in the village than live in the city

4) Errors in using prepositions

Error in preposition appeared because there was uncertainty in participants to select the correct preposition.²⁵ Prepositions connect the words which indicated the relation between the following nouns and one of the basic elements of a sentence (subject, verb, object, complement). Preposition always connect the relationship between an object and other parts of the sentence, such as time, state, position, location, direction, method, agent, and possession. Some of the mistakes atudents have made in this are explained as follows:

I want tell you something the view by beautiful colorful village

My aunt say that she want to stay on Padang for a night

I prefer stay in home than go outside with my friend

In the weekend, my family and I go to the Simarsayang in Padangsidimpuan city

My friend ask when is my birthday, and I say in April

My father's brother live in Jakarta in seven years

The sentences should have been:

I want tell you something the view by beautiful colorful village

My aunt say that she want to stay on Padang for a night

I prefer stay in home than go outside with my friend

²⁵ Rifa Suci Wulandari and Ratri Harida, "Grammatical Error Analysis in Essay Writing," *Deiksis* Vol. 13, no. 1 (2021): 73–81, <https://doi.org/10.30998/deiksis.v13i1.5356>.

In the weekend, my family and I go to the Simarsayang in
Padangsidimpuan city

My friend ask when is my birthday, and I say in April

My father's brother live in Jakarta in seven year.

5) Errors in using pluralization

Pluralization is the process of forming plurals in language.²⁶

Pluralization also the act of pluralizing of attributing plurality to type of inflection which a change on the form of a word and usually by adding a suffix to indicate a change in its grammatical function. The noun error can be countable or uncountable. In more general, commonly used, contexts, the plural form will also be error. However, in more specific contexts, the plural form can also be errors for example in reference to various types of errors or a collection of errors.

Some examples that show the errors in using pluralization can see in the following sentences below:

I can imagine that there are a beach with the pink color

I always go to the library with four floor.

May saw many book in the bookstore.

There are some pool under the waterfall.

²⁶ John Jacob, "A Descriptive Study of Selected Noun Pluralization," *An African Journal of Arts Humanities* Vol. 7, no. 2 (2021), <https://doi.org/10.13140/RG.2.2.23433.67684>.

There is a destinations to take a rest over there.

This food were so spacy

In the sentences above are the examples errors in using the rule of plural in a sentence. In plural we need to add –s to show the noun more than one. The sentences should be:

I can imagine that there are beaches with the pink color

I always go to the library with four floors.

May saw many books in the bookstore.

There are some pools under the waterfall.

There is a destination to take a rest over there.

This foods were so spacy.

6) Errors in using pronouns

Pronouns can be used in place of nouns. There are many kinds of pronoun. They are synonymous with personal, reflexive, indefinite, relative, questionable, directive, and expressive. When decide a pronoun, it should the noun it refer and show the subject or an object.

Consider the following sentence:

Ardiani always wanted to have a celebration in their house in Panyabungan.

After take a rest for a while, we take some pictures with their

My mom say that I should by mobile phone, mobile phone can use for online class via google classroom

In the last day of examination, we go to the Sibio-bio adventure park

In the sentences a and b above, they do not use possessive pronouns. In the sentence c, it does not recognize personal pronouns.

And in the last sentence d, the it does not recognize the correct form of the demonstrative pronoun. The sentences should be:

Ardiani always wanted to have a celebration in her house in Panyabungan.

After take a rest for a while, we take some pictures with them

My mom say that I should by mobile phone, it can use for online class via google classroom

That day, we go to the Sibio-bio adventure park.

7) Errors in using conjunctions

Conjunctions are purposed to show connection of sentence elements, join clauses, and connect sentences.²⁷ Conjunctions in a sentence used to connect a word with another word. It is not only connects words, but also connect sentences and clauses. Links are considered immutable grammatical elements and they may or may not stand between the elements they join. The rules of use the conjunctions are same with the rules in Indonesian language.

The examples errors in the use of conjunctions are as follows:

²⁷ Yeni Savitri, Junaedi Setiyono, and Sri Widodo, "The Analysis of Correlative Conjunctions Used in Undergraduate Students ' Research Articles," *English Department Journal* Vol. 8, no. 1) (2021): 39–45, <https://doi.org/10.37729/scripta.v8il.791>.

But if caused Melisa thought it just took much money, we still go there

In the next day while our group throughed the building, there is a new shop over there

Besides of that , most of the bird fly or moved to another habitat

In the above sentence, it is incorrect because the sentences doesn't identify with the correct pattern of the conjunctions rule. The sentences just adds with -ed, it is totally wrong. Some of the words do not need to add to show the conjunction. The sentences should be in the sentence below:

Because Melisa thought it just took much money, we still go there

Next, while our group pass the building, there is a new shop over there

Besides , most of the bird fly or moved to another habitat

From all of the explanation kinds of errors of experts, the researcher chooses the Dulay theory because the indicators are all known and related to the arrangement of sentences when writing a descriptive paragraph. Based on the above explanation, Dulay has classified 4 types of errors. Grammatical errors are; Omission. Addition, Misformation and Misordering.

3. Cause of Error

There some causes of errors when the students write the text and based on Norrish there are three causes of error, they are:

- 1) Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the students` fault if he loses interest, perhaps the materials or styles of presentations do not suit him.
- 2) First language is a matter of habit formation. When someone tries to learn new habits the old ones will interference the new ones.
- 3) Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word.²⁸

Cause of error commonly happens in students writing especially when students writing descriptive text. So, teacher need to correct the errors made by students in creating the descriptive text and teacher also know to justify the errors made by students.

4. Definition of Writing Descriptive Text

Writing is an effective way to communicate and express through feeling and opinion to other. Writing is never a one-step action it is an ongoing creative act. When first write something, you have already been thinking about what to say and how to say it. Then, after finished the writing that read over what have written and make changes and corrections.

²⁸ J. Norrish, *Language Learning and Their Errors* (London: Macmillan Publisher Ltd, 2005), P.276.

Write and revise again until the writing satisfied that and writing expresses exactly what you want to say.²⁹ Writing is the mental work of inventing of ideas, thinking about how to express them and organizing then into statement and paragraph that will be clear to the reader.³⁰ So, from the definition above can concluded if writing is ability of the students how to express their idea or opinion in written text that understandable to the reader.

Writing is the process of how to express the ideas or opinion in written text and how to organize the sentences into paragraph that will be understandable to the reader. Ability is capacity or power students to perform. Ability is potential capacity or power to do something physical or mental, it is also define as special nature power to do something well or talent.³¹ It means ability is quality or capacity of being able to do something well.

So, writing ability is a person who has a good level in writing and good level to organize the idea into paragraph and the reader can catch the point from it without ambiguity.

a. Process of Writing

²⁹ Alice Oshima Ann Hogue et al., *Introduction to Academic Writing Third Edition*, Pearson Education Limited (London: Pearson Longman, 2007), p.15.

³⁰ David Nunan, *Practical English Language Teaching* (America: The Mc. Grow Hill Companies, 2003).P.88.

³¹ Hornby, *Oxford Advance Learners Dictionary Of Current English* (london: Oxford University Press, 2000).

Writing process is an approach to writing in which approach takes basic cognitive process as its central. Students` metacognitive awareness of their process is to be improved. It sees writing as a thinking process in which there are stages that students have to go through to come to their final work.³² It means that we need systematically teach students` problem solving skills connected with the writing process which enable them to realize specific goals at each stage of the composing process. There are some stages of writing process, namely:

- 1) Pre-writing, pre-writing is a way to get ideas, in this step writer choose a topic and collects the ideas to explain the topic.
- 2) Organizing, in this steps writer organize the ideas into simple outline. Writer wrote that named of the topic and told the main idea.
- 3) Writing, in this steps writer using the outline as a guide. Writers try to get their ideas down on paper without thinking about grammar, spelling or punctuation.
- 4) Polishing (revising and editing), in this step, writer polish what they have written. This step also called revising and editing, first attack the big issue of content and organizing (revising). Then work on the smaller issues of grammar, punctuation and mechanics (editing).³³

³² Asep Setiadi, "Improving Students` Writing Skill Through Genre Based Approach (Pleret, 2014).p.88. <https://eprints.uny.ac.id/19163/>.

³³ Oshima Ann Hogue et al., *Introduction to Academic Writing Third dition.*, p.16.

Process of writing is a way of breaking down the task of writing into its smaller component parts. Every stage in writing should be did, by following the process of writing it helps writers to write something good and text will be expressed what writers mean clearly, specific and understandable for the readers.

b. Principle In Teaching Writing

Principle is the important thing that teacher have when they are teaching in classroom. Every single subject of course had principle. There are some strategies in writing skill and teaching writing skill, Nunan said there are four principles strategies in writing skill, they are:

- 1) Understand your student reason for writing.

The greatest dissatisfaction with writing instruction comes when the teacher`s goal do not match the student`s or when the teacher`s goal do not match those of the school or institution in which the students work.

- 2) Provide many opportunities for student to write.

Writing almost always improved with practice.

- 3) Make feedback helpful and meaningful.

Student crave feedback on their writing, it does not always have the intended effect.

- 4) Clarify for yourself and for your students, how their writing will be evaluated.³⁴

From that it can be known that the four principles of teaching can improve writing students, teacher must be mastered this well to avoid the mistakes in teaching writing.

c. Characteristics of Writing

To be a good a writers have several characteristics. Based on Boardman, there are three characteristics in writing a good text or paragraph, they are coherence, cohesion and unity.³⁵ All the characteristics will be explained below.

1) Coherence

A paragraph has coherence when the supporting sentences are ordered according to principle. The sentences are put in order so that the reader can understand the ideas easily.

2) Cohesion

When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentences.

3) Unity

³⁴ David Nunan, *Practical English Language Teaching*.....,p.92-94.

³⁵ Mustika, "The Implementation of Genre Based Approach to Imptove The Writing Skill.,"
Yogyakarta: Yogyakarta State University, 2019,
<https://ejournal.metrouniv.ac.id/index.php/article/view/11293>.

All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization but is smaller in space do it may be simpler to consider the order as direction. Thus order chronological steps to express the idea of the written form.

Good writing is often as much the result of practice and hard work as it is talent. Students may be encouraged to know that the ability to write well is not necessarily a gift that some people are born with, nor a privilege extended to only a few. If the students are willing to put in the effort, students can improve their writing.

d. Types of Writing Text

There are two main types of text, literally and factually. Literally text is a piece of writing, such as a book or poem that has the purpose of telling a story or entertaining as in a fictional novel. Factually text is a text to inform the reader about a particular subject.³⁶ They should give useful information and focus on facts. Such as reports, interviews, recipes, records of history and instructions.

1) Literally text

Literally text is a tool to help human to organize their ideas and explore new ideas and experiences.

2) Factual text

³⁶ Anderson and Anderson,.....,p.97.

- a) Explanation text is a text which tells process relating to natural, social, scientific and cultural phenomena. Explain commonly uses the passive voice in building the text.
- b) Procedure text is a text that shows a process in order. It is a social function to describe how something is completely done through a sequence of series. Procedure text describes the ways to do to make something by steps.
- c) Exposition text is to state a position with a respect to an issue and argue a case for against.
- d) Information report text is a piece of the text that presents information about the subject. An information report is used as a way to gain a better understanding of living or non-living subjects.
- e) Recount text is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. This text is written with the purpose to reconstruct past experiences by retelling events and incidents in the order in which they have occurred.

Although most of the texts are learned by the grade X students of SMA Negeri 3 Padangsidimpuan, it is impossible for the researcher to do the research all the text. So, the researcher chooses descriptive text because it is close with students` daily activities, about the

personal experience of the students. It can be provided by definition of descriptive text which describes a person, things, places and certain condition in particular.

e. Definition of text

Klarer stated that the word text is related to “textile” and can be translated as “fabric” just as single threads form a fabric, so words and sentences form a meaningful and coherent text³⁷. It means the text is coherent for the readers and language perceived to be meaningful, it is a discourse. Discourse brings together language, the individuals producing the language, and the context within which the language is used.

Text refers to any written record of a communicative event. The event itself may involve oral language (for examples a sermon, a casual conversation, a shopping transaction) or written language(for examples a poem, a newspaper, advertisement, a wall poster, a shopping list, a novel). Text consist of more than one sentence and the sentences combine to form a meaningful whole that is convey a complete message.

Description is a written English text in which the writer describes an object.³⁸ In descriptive text, the object that will describe it can be a concrete object or it can be an abstract object too. It can be like a person, an animal, a thing, or it can be a place. It can be any theme of topic that

³⁷ Mario Klarer, *An Introduction to Literary Studies* (United States America: Routledge, 2004).

³⁸ Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 89.

you want to describe. Descriptive text is the text that contains the structure from identification to description of two element or the generic structure where the writer introduce the topic first, then describe the identification or the characteristic of the topic.

Descriptive text is a simple text that describes a single location/place, person, object, and things.³⁹ The purpose of this type of text is a description of a particular thing, animal, person, or something that occurs in nature. Descriptive text is a process of bringing together our feeling or ideas, information, to become a text that describes detail information about the thing, person, animal or place.

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place, and or event to the readers or hearers.⁴⁰ A description can expand the experience of life. The meaning of description is to describes a word picture; Readers can picture objects, places, or people in their mind. Descriptive writing appeals to the senses, so it tells about the look, feel, smell, taste, and sound of something.

³⁹ Sri Rahmadhani Siregar, "Students' Descriptive Text Writing in Experiential Function Realization," *English Journal for Teaching and Learning* Vol. 09, no. 01 (2021): 63–76, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ/article/view/2683/2073>.

⁴⁰ Eko Noprianto, "Student's Descriptive Text Writing in SFL Perspectives," *IJELTAL: Indonesian Journal of English Language Teaching and Applied Linguistics* Vol. 2, no. 1 (2017): 65–81, <https://www.ijeltal.org/profile/Eko-Noprianto-2/publication/321713>.

Descriptive text is also considered a text that explains an object. The object can be anything. It can be concrete object such as person, animal, place, etc. it can be an abstract object such as opinion, idea, love, hate, belief, etc.⁴¹ From all of the definitions of descriptive writing above, the researcher concluded that descriptive writing is a text describing or identifying a person, thing, or place made up of specific and specific characteristics of things and people. Although it sounds simple, students still find it difficult to write a descriptive paragraph.

Descriptive means describing something especially in detailed and interesting way. Descriptive text is a text trying to describe a place, a thing, and a person in specific way.⁴² Descriptive text is among the text that students should be learned and understood. This text is specially used to describe person, animal, or other things by clarifying their physical characteristics.⁴³ So, the researcher concludes, that descriptive text is kind of text in genre that gives description about thing (include sense, sight, sound, smell, taste, and touch) and have purpose to describe people, animals, place and things itself. Descriptive text describes much

⁴¹ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2017).

⁴² Sri Wulandari and Edi Trisno, "A Study On Witing Ability Differences Between Male And Female Students in Describing People," *Journal Of English Laguage Teaching* 9, no. 4 (2020),P. 5, <https://ejournal.unp.ac.id/index.php/jelt/article/view/110598/104296>.

⁴³ Sri Rahmadhani and Nursahara Dongoran, "Students Ability in Writing Descriptive Text," *English Journal For Teaching and Learning* 08, no. 01 (2020),P. 84, <https://194.31.53.129/index.php/EEJ/Article/View/2683>.

information about an object, where the information is about the parts, or qualities or characteristics of the object is described.

5. Generic Structures of Descriptive Text

Every text has its own structure. One to another text has its own rules and it is different. There are two generic structure of descriptive text, they are:

- 1) Identification, contains about the introduction of a person, place, animal or object will be described.
- 2) Description, contains a description of something such as, animal, things, place or person by describing its features, form, colors or anything related to what the writer describe.⁴⁴

The two steps must be contained when we write a descriptive text the two steps will cover all our written and give a clear description. The generic structures description text is identification and description. Identification intended of the topic which is wanted to descript, and description intended of description is the kind of writing that tries to put picture in the readers` mind. Description tells how something looks or sound or taster or smell or fell.

6. Language Features of Descriptive Text

Language is an essential part of our lives. We speak a language so that we can communicate with others. Language features literary means

⁴⁴ Mark Andersons and Kathy Andersons, *Text Type in English* (Autralia: Mac Milan Education, 2003) p.25.

analyzing language. Language feature helps the reader to understand what the writer is saying. The writer usually uses different language techniques to convey his message. Language features in descriptive text are:

- 1) Specific participant, has a certain object, is not common and unique (only one). For example: my classroom.
- 2) The use of the adjective, to clarify the noun. For example: a beautiful class.
- 3) The use of simple present tense, the sentence pattern used is simple present because it tells the fact of the object.
- 4) Action verb, verb that show an activity. For example. Run, write and others.⁴⁵

Language features use to know what kind of tenses that use in the text and to make the object specific by using the language features the readers will understand what the writer is saying in a text. Language features literally taken to examining the language and understanding well about the text.

7. Types of Descriptive Text

Descriptive text is a text that is always in around us when we want to describe something or someone. It is learnt by Junior High School (SMP) in the first and second years. In writing descriptive text, the lecturer needs to have knowledge about Systemic Functional Linguistics as the basic for

⁴⁵ Andersons and Andersons.....P.26.

teaching descriptive text.⁴⁶ In general, descriptive means describe about particular person, place or thing details.⁴⁷ There are some types of descriptive text, they are:

- 1) This type of text describe the process not only explain show something was done, but also explains why it was done and what was needed to complete the process.
- 2) This is the types of text explain all details related to the event, so that the readers can imagine the real situation and condition.
- 3) This types of text describe people occurs fairly areas of physical attribute (hair and eyes), emotional (warm and nervous), moral attributes (greedy, honest, worthy and trust) and intellectual (cleverness and perception).
- 4) This is a type of text presenting something concrete was the way to describe place, for example: a school, a mosque and a zoo.
- 5) This types of text describe an object accurately was done by providing the physical characteristics of the object such as the color, shape, form and so on.

⁴⁶ Siregar, "Students ' Descriptive Text Writing in Experiential Function Realization. English Education English Journal for Teaching and Learning 09, no 01 (2021) : 63-76, <http://journal.iainpadangsidimpuan.ac.id/index.php/EEJ>"

⁴⁷ Ade Dwi Jayanti, "Student's Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang," *English Franca : Academic Journal of English Language and Education* 3, no. 01 (2019): 71, <https://doi.org/10.29240/ef.v3i01.843>.

8. Example of Descriptive Text

UIN Syahada Padangsidimpuan

Identification

UIN Syahada Padangsidimpuan is the largest campus in Padangsidimpuan. It is the only state campus in Padangsidimpuan. It is known as a green campus, this campus is located at T. Rizal Nurdin street km 4.5 Sihitang Padangsidimpuan.

Description

This campus is very large because has four faculty and other very beautiful buildings and very good building designs. The faculties consist of the first is faculty of tarbiyah and teaching training. The second is faculty of sharia and law science. The third is faculty of da'wah and communication science and the last is faculty of Islamic economics and business. In this campus there are several male and female dormitories that are no less interesting in design, apart from that there are also auditorium and biro's building after the gate. There is a large library building with a large yard, and between the faculties stands a very beautiful mosque. This campus is also the first UIN campus in Padagsidimpuan with a one year boarding program that distinguishes it from other campuses in the city of Padangsidimpuan.

I. Review of Related Findings

There are some researches findings which are related and connected to this research, below are some of previous research which are connected to this research, as follows:

Pratama did a study on error analysis in writing descriptive text.⁴⁸ The result of his research was there are some types of error which students made in writing descriptive text. The findings of the analysis were that 30 students` compositional works produce 318 errors which are grouped into three main categories. Then the three categories, namely: lexical error, syntactical errors and discourse errors. Then the three categories are elaborated into components which have their own type those are omission, addition and misordering.

Meliyanti carried out a study analysis on students` grammatical errors in descriptive text at the second year of MTS.⁴⁹ The researcher found that the students made many errors in their descriptive text writing, the total type errors and the cause of errors showed that most of the students made error in their writing. The most errors that the students made are in word choice it is 20.9%. This error occurred because of students` mother tongue interference. Besides that, some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structures rules.

⁴⁸ R.E. Pratama, *An Error Analysis in Writing Descriptive Text Made By Students* (Yogyakarta: Universitas Negeri Yogyakarta, 2017),p.34.

⁴⁹ R. Meliyanti, "An Analysis on Students` Grammatical Errors in Descriptive Text Writing (A Descriptive Study In The Second Year Of Students Of MTSN Satu Atap Balaraja)" (Universitas Negeri Semarang, n.d.)p.37.

11.6% students who made errors in omission, 6.6% students who made errors in addition.

Syahputri carried out a study an analysis on students` errors in writing descriptive text at senior high school.⁵⁰ The result of the test showed that there were four types of errors in students` writing. The dominant types of error in writing descriptive text were omission, addition, misinformation and misordering. The dominant types of errors in writing descriptive text were omission with 86 or 43% errors, then misinformation with 45 or 22%., next misordering with 39 or 43% and the last addition with 30 or 22.5%. The causes of errors found in students` writing text were they were intralingual interference, interlingual interference and carelessness.

Winda did a study in senior high school. Based on the findings of the data analysis, the researcher found that the students make four types of errors.⁵¹ Omission error is the most frequently error made by students with 197 data or 59.7%. The second was addition error with 72 data or 21.8% that consist of simple addition with 68 data or 20.6% and double marking with 4 data or 1.2% and regularization with 5 data or 1.5%. The last is misordering with 14 data or 4.2%. Researcher finds two sources of errors. They are interlingual and intralingual transfer.

⁵⁰ D. Syahputri, *An Analysis of The Students` Error in Writing Descriptive Text* (Pekan Baru: Kreasi Edukasi, 2018),p.27.

⁵¹ Julianti.Winda, “Analyzing The Students` Grammatical Error in Spoof Text Writing of The Twelfth Grade at The First Semester” (Lampung: Universitas Negeri Lampung, 2018), p.35.

Simanjuntak did a study of students' errors in writing descriptive text.⁵² The researcher found that the students made many errors in their descriptive text writing. The total types of error in their writing and the cause of errors showed that the most of the students made errors in their writing. The omission is 100 (45.2%). It caused students did not know how to write the words in English.

In conclusion, these previous research studies were used as a reference in conducting this research. The similarities between these researches' analyzed grammatical errors and used same technique in analyzing the data. Moreover, the objectives of this research are about types of error and to find out the most of common errors of students in writing descriptive text at SMA Negeri 3 Padangsidempuan.

⁵² M. Simanjuntak, *Errors in Students' Writing of Procedure Text in Eighth Grade Students* (Medan: Unpublished Thesis, 2018),p.28.

CHAPTER III

RESEARCH METHODOLOGY

J. Time and Place of the Research

This research has been conducted at grade X in the academic year of 2022/2023. The research held on May 2022 until June 2023. The research took place was in SMA Negeri 3 Padangsidimpuan, which was located at. Jl. Perintis Kemerdekaan, number 56, Padang Matinggi, Padangsidimpuan Selatan, North Sumatera.

K. Research Method

The research used qualitative research. Based on the method, this research used descriptive method, descriptive research was useful for investigating a variety of educational problems and issues. It means descriptive research means to analyze and give the fact with systematically, so more easier to be known and concluded.

So, it can be concluded that descriptive research means to analyze or make a sense to perception (descriptive) about situation or events. It is used to describe how to analyze students' errors in Writing Descriptive Text at Grade X Students of SMA Negeri 3 Padangsidimpuan.

L. Source of Data

The sources of data in this research was students at SMA Negeri 3 Padangsidimpuan at the grade X-4 that consist of 28 students. This research

was done with purposive sampling. Actually, researcher took one class to do the reseach. Researcher took the certainly class because it could be reperentative to take the result of research. So, there were 28 students who answer the test.

M. Instrument of Collecting Data

In order to gather the data accurately on students' error in writing descriptive text, the researcher gave a writing test. In this research, the researcher gave test about students' error in writing descriptive text and order to get information about the students' difficulties in analyzing error in writing descriptive.

In this research, researcher gave test about direction to choose one of the topics and write into a descriptive text. The text was about the person. They were; Mother/father, sister/brother and friend. The indicators of this test in research were:

Table 1
Indicators of the Test⁵³

No	Indocators	Sub-Indicators
1	Omission	a. Ommision of to be b. Omission of article c. Omission of third singular marker (s/es) d. Omission of plural marker (s/es) e. Omission of prepositions

⁵³ Dulay & Krashen,S., *Language Two In Error Analysis* (New York: Oxford University Press, 2003).

2	Addition	<ul style="list-style-type: none"> a. Addition of to be b. Addition of article c. Addition of third singular marker (s/es) d. Addition of plural marker (s/es) e. Addition of prepositions
3	Misformation	<ul style="list-style-type: none"> a. Misformation of noun b. Misformation of verb
4	Misordering	<ul style="list-style-type: none"> a. Misordering of noun phrase

Source from Dulay & Krashen.⁵⁴ This are the indicators used in SMA Negeri 3 Padangsidempuan.

N. Techniques of Collecting Data

The techniques for collecting data with the test were as follow:

- 1) The researcher prepared the test.
- 2) The researcher gave the test to students.
- 3) The researcher determined the time of doing the test.
- 4) The researcher reminded the students not to cheat and to do the text by their own self.
- 5) The researcher gave chance to students to check their answer sheets before collecting it.
- 6) After it, the researcher checked the test.

O. Technique of Analyzing the Data

After researcher collected the data, researcher analyzed the data by using these steps:

- 1) The researcher identified students` error in writing descriptive text.

⁵⁴ Dulay & Krashen,S., *Language Two In Error Analysis* (New York: Oxford University Press, 2003), p.396.

- 2) The researcher classified the errors based on the types of the errors.
- 3) The researcher counted the errors according to the types of the error.
- 4) The researcher percentaged of the answer subject and to take on table, research used this formula:

$$p = \frac{f}{n} \times 100 \%$$

Where:

P = Percentage

f = Frequence of type errors

n = Sum of all type error⁵⁵

- 5) The researcher made the conclusion. After doing all the steps above, researcher made conclusion. So, the researcher can arrange the sentences briefly and correctly.

P. Technique of Data Trustworthiness

Trustworthiness in qualitative research is important because checking to the trustworthiness of the data used to contradict the assumption of qualitative research is not scientific. The checking trustworthiness reduces the bias of the data and to improve the validity of the data collected. Researcher make triangulates checking the trustworthiness data with compare the result.

There are several benefits to using investigator triangulation.

⁵⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2008).

- a. First, it allows for different perspectives to be considered when analyzing data.
- b. Second, it can help identify errors in data collection or interpretation.
- c. Third, it can provide a check on the biases of individual researchers.

Investigator triangulation can be used in a variety of research contexts, including qualitative and quantitative studies.

In some cases, investigators may work independently but share their data with each other for analysis. In other cases, investigators may work together from start to finish on a research project. Investigators should take care to ensure that data are compatible and data analysis methods are complementary.

Triangulate confirm one another and recollection of other participant produce the same description of an event or when a participant responds similarly to a personal question asked on there were different occasions. Therefore, what was obtained from the data sources can be verified whenever compared to similar data obtain from other sources different.

CHAPTER IV

THE RESULT OF RESEARCH

A. The Findings

This study is a qualitative research. This study used descriptive design. The participant of this research was students SMA Negeri 3 Padangsidimpuan at the grade X-4 that consist of 28 students. The instrument of this research was writing test. In this research, the learning material was focused on errors analysis of descriptive text. The researcher asked the students to write a descriptive text and gave three topics. The topics were Mother, Sister/Brother, and Friend.

The researcher asked the students to choose one topics that they like. The researcher saw the students were difficult in writing process. The researcher permitted the students to open the dictionary. After finished, the researcher collected student's writing descriptive text. Then, the researcher analyzed the data. The complete description describe from:

1. The Students' Error in Writing Descriptive Text

The researcher classified the students' errors into four aspects, namely omission, addition, misformation, and misordering. The researcher divided each table into five columns. They were the first column consisted of students' initial names, the second column consisted analyzing the student' error, the third column consisted original writing, and the fourth column

consisted of reconstruction of the writing made by the researcher based on writing text rules, and the last column is the score how many total students' error had made every aspects.

a. Omission

Omission was the common errors that researcher found in writing descriptive text. There were sixteen items errors omission of to be, there were three items errors of article, there were five items errors of third singular marker, there were two items errors of plural marker, and the last there were four items errors of preposition. So, the common error that students made in omission was omission of to be. Most of students made error in the use of to be after noun in nominal sentences.

The result of omission of to be can see in the table:

Table 2
The result Omission of to be

No	Students' initial Name	Incorrect	Correct
1	AAM	My brother smart	My brother is smart
2	APPH	Agil and nurtan cute	Agil and nurtan are cute
3	DAK	It with money or jewelry	It is with money or jewelry
4	DGH	My mother short	My mother is short
5	FRS	She always super active	She is always super active
6	NL	There no doubt	There is no doubt
7	NT	Ade beautiful	Ade is beautiful
8	PRS	Mother beautiful and so good	Mother is beautiful and so good
9	WC	It hard to find excellent and wise friends	It is hard to find excellent and wise

			friends
10	ZR	My mother cute	My mother is cute

1) Omission of to be

Omission of to be is a type of error which is characterized by the absence of to be that must appear in well-formed utterance.

The results omission of to be were:

Incorrect : My brother smart

Correct : My brother is smart

Incorrect : Agil and nurtan cute

Correct : Agil and nurtan are cute

Incorrect : It with money or jewelry

Correct : It is with money or jewelry

Incorrect : My mother short

Correct : My mother is short

Incorrect : She always super active

Correct : She is always super active

Incorrect : There no doubt

Correct : There is no doubt

Incorrect : Ade beautiful

Correct : Ade is beautiful

Incorrect : Mother beautiful and so good

Correct : Mother is beautiful and so good

Incorrect : It hard to find excellent and wise friends

Correct : It is hard to find excellent and wise friends

Correct : My mother cute

Correct : My mother is cute.

a) Omission of article

Omission of article is reduction or deletion in article before noun.

The results of omission in article were:

Incorrect : Behind all that character

Correct : Behind all the character

Incorrect : House is clean and fresh

Correct : The house is clean and fresh

Incorrect : Mother is beautiful

Correct :The mother is beautiful.

Table 3

Result Omission of article

No	Students' Initial Name	Incorrect	Correct
1	AMS	Behind all that character	Behind all the that character
2	CTH	House is clean and fresh	The house is clean and fresh
3	NKA	Mother is beautiful	The mother is beautiful

b) Omission of third singular marker (s/es)

Omission of third singular marker is absence of s/es in third singular marker after verb,

The results of omission third singular marker were:

Incorrect : He get jus by asking

Correct : He gets jus by asking

Incorrect : She love being in the mosque

Correct : She loves being in the mosque

Incorrect : He care for me

Correct : He cares for me

Incorrect : My father eat a piece of bread

Correct : My father eats a piece of bread

Incorrect : Mother give up

Correct : Mother gives up.

Table 4
Result of Omission of third singular marker (s/es)

No	Students' Initial Name	Incorrect	Correct
1	ANP	He get jus by asking	He gets jus by asking
2	AMH	She love being in the mosque	She loves being in the mosque
3	EH	He care for me	He cares for me
4	JDP	My father eat a piece of bread	My father eats a piece of bread
5	NAP	Mother give up	Mother gives up

c) Omission of plural marker (s/es)

Omission of plural marker is deletion in plural sentence that show the object or noun one or more than one.

The results of omission plural marker were:

Incorrect : There are word

Correct : There are words

Incorrect : I have a lot of friend

Correct : I have a lot of friends

Incorrect : Like many other girl

Correct : Like many other girls

Incorrect : Many friend enjoy with her

Correct : Many friends enjoy with her.

Table 5

Result Omission of plural marker (s/es)

No	Students' Initial Name	Incorrect	Correct
1	MSP	There are word	There are words
2	NAP	I have a lot of friend	I have a lot of friends
3	SL	Like many other girl	Like many other girls
4	SL	Like many other girl	Like many other girl
5	SL	Many friend enjoy	Many friends enjoy

		with her	with her
--	--	----------	----------

d) Omission of prepositions

Omission of preposition is deletion of preposition to link nouns, pronouns, or phrases to other words within a sentence.

The results of omission preposition were:

Incorrect : Good **a** cooking

Correct : Good at cooking

Incorrect : Father is good job

Correct : Father is good at job

Incorrect : My mother always home

Correct : My mother always at home.

Table 6
Result Omission of prepositions

No	Students' Initial Name	Incorrect	Correct
1	ANP	Good a cooking	Good at cooking
2	DGH	Father is good job	Father is good at job
3	FRS	My mother always home	My mother always at home

b. Addition

Addition was the third common errors that students made in writing descriptive text. The researcher found there were fifteen items of errors. The first, there were five items addition of to be. The second, there were three items addition of article. The third, there was an item addition of third singular marker. The fourth, there were four items addition of plural marker. The last, there were two items addition of preposition. So, the most common error of addition was addition of to be.

a) Addition of to be

Addition of to be is the opposite of omission. This error is characterized by the presence of to be which must not appear in a well-formed utterance.

The results of addition to be were:

Incorrect : Cannot is be reciprocated

Correct : Cannot be reciprocated

Incorrect : I am enjoy playing with her

Correct : I enjoy playing with her

Incorrect : He is likes fishing

Correct : He likes fishing

Incorrect : She is take care of me

Correct : She takes care of me.

Table 7
Result addition of to be

No	Students' Initial Name	Incorrect	Correct
1	DAK	Cannot is be reciprocated	Cannot be reciprocated
2	EMH	I am enjoy playing with her	I enjoy playing with her
3	MSP	He is likes fishing	He likes fishing
4	NL	She is take care of me	She takes care of me

b) Addition of article

Addition of article is add article a, an or the before noun.

Example:

Incorrect : He is a very forgetful person

Correct : He is very forgetful person

Incorrect : She is a very good the child

Correct : She is very good child

Incorrect : He is the very naughty

Correct : He is very naughty.

Table 8
Result of Addition of article

No	Students' Initial Name	Incorrect	Correct
1	AMS	He is a very forgetful person	He is very forgetful person
2	CTH	She is a very good the child	She is very good the child
3	EH	He is the very	He is very naughty

		naughty	
--	--	---------	--

c) Addition of third singular marker (s/es)

Addition of third singular marker is add markes s or es in a sentence.

The result f addition third singular was:

Incorrect : My brothers is tall

Correct : My brother is tall.

Table 9
Result Addition of third singular marker (s/es)

No	Students' Initial Name	Incorrect	Correct
1	DGH	My brothers is tall	My brother is tall

d) Addition of plural marker (s/es)

Addition of plural marker is add marker s or es in singular sentences.

Table 10
Result Addition of plural marker (s/es)

No	Students' Initial Name	Incorrect	Correct
1	AB	Most of us has a brothers	Most of us has a brother
2	FRS	They share a deeps friendship	They share a deep friendship
3	NL	I have a brothers	I have a brother
4	SH	There is no words	There is no word

Example:

Incorrect : Most of us has a brothers

Correct : Most of us has a brother

Incorrect : They share a deeps friendship

Correct : They share a deep friendship

Incorrect : I have a brothers

Correct : I have a brother

Incorrect : There is no words

Correct : There is no word.

e) Addition of prepositions

Addition of preposition is added preposition mark to link noun, pronoun in a sentence.

Table 11

Result Addition of prepositions

No	Students' Initial Name	Incorrect	Correct
1	YF	My sister has a cute cats in her home	My sister has a cute cat in her home

The results of addition preposition were:

Incorrect : My sister has a cute **cats** in her home

Correct : My sister has a cute cat in her home

c. Misformation

Misformation was the second common errors that students made in writing descriptive text. The researcher found the total errors in misformation was twenty items. There were fifteen items misformation of verb and there were five items misformation of noun. So, the most common errors that students made in misformation of verb. Most of the students forgot that the generic structure of descriptive text was the use of simple present tense with use of infinitive verb.

a) Misformation of noun

Misformation of noun is the use of wrong form of a structure in the use of noun.

Results of misformation noun were:

Incorrect : My friend loves my

Correct : My friends loves me

Incorrect : Nurtan is beautiful grills

Correct : Nurtan is beautiful girl.

Table 12

Result Misformation of noun

No	Students' Initial Name	Incorrect	Correct
1	AAM	My friend loves my	My friend loves me
2	APPH	Nurtan is beautiful grills	Nurtan is beautiful girl

b) Misformation of verb

Misformation of verb is lack of tenses or structure in the sentences.

Results of misformation verb were:

Incorrect : He has hurt, it was must

Correct : He hurts

Incorrect : My mother preparing my school

Correct : My mother prepares my school

Incorrect : My mother making my breakfast

Correct : My mother makes me breakfast

Incorrect : She study in second year of engineering

Correct : She studies in second year of engineering

Incorrect : We got ready to go out

Correct : We get ready to go out

Incorrect : That I knew

Correct : That I know

Incorrect : Mother not easily give up

Correct : Mother does not easily give up.

Table 13
Result Misformation of verb

No	Students' Initial Name	Incorrect	Correct
1	AB	He has hurt, it was must	He hurts
2	CRA	My mother preparing my school	My mother prepares my school
3	DA	My mother making my breakfast	My mother makes me breakfast
4	EMH	She study in second year of engineering	She studies in second year of engineering
5	FRS	We got ready to go out	We get ready to go out
6	JDP	That I knew	That I know
7	NT	Mother not easily give up	Mother does not easily give up.

d. Misordering

Misordering is the fourth common errors that students made in writing descriptive text. The researcher found four items misordering of noun phrase. Most of students characterized it by incorrect placement of a morpheme or group of morphemes in an utterance.

The result misordering:

Incorrect : She has hair curly

Correct : She has curly hair

Incorrect : She has smile beautiful

Correct : She has beautiful smile

Incorrect : My brother tan skinned

Correct : My brother has tans skin

Incorrect : Agil girl beautiful and cute

Correct : Agil is beautiful and cute.

Table 14

Result error of misordering

No	Students' Initial Name	Incorrect	Correct
1	CTH	She has hair curly	She has hair curly
2	DGH	She has smile beautiful	She has beautiful smile
3	NT	My brother tan skinned	My brother tan skinned
4	PRS	Agil girl beautiful and cute	Agil girl beautiful and cute

2) The students' dominant error in writing descriptive text

This section answers the second issue dealing with the finding of students' dominant error in writing descriptive text. After analyzing the students' errors, the following table recapitulation of students' errors in writing descriptive text.

Table 14
Recapitulation of students' dominant errors
in writing descriptive text

No	Items of Errors	Types of Errors			
		Omission	Addition	Misformation	Misordering
1	To be	16	5	0	0
2	Article	3	3	0	0
3	Third singular marker	5	1	0	0

4	Plural marker	2	4	0	0
5	Preposition	4	2	0	0
6	Noun	1	0	5	0
7	Verb	0	0	15	0
8	Noun phrase	0	0	0	4
Total		31	15	20	4
		70			

Base on the students' writing base on surface strategy taxonomy, the researcher found that the total errors committed by the students were seventy items of errors. They were thirty one items by omission of to be, article, third singular marker, plural marker, preposition, and noun. The next errors were fifteen by addition of to be, article, third singular marker, plural marker, and preposition. The next errors were twenty items by misformation noun and verb. The last errors were four items by misordering of noun phrase. So, omission error was dominant error in writing descriptive text by students at Grade X SMA Negeri 3 Padangsidempuan.

Students made a good text, they made the descriptive text with the generic structure but some of the students can not follow the rule of grammatical, the students made their text not good grammatically. So, the percentage we can see in the table below:

Table 15

Total of Percentage Students' Errors in Writing Descriptive Text

No	Types of Errors	Total Errors	Percentage (%)
1	Omission	31	44.29%
2	Addition	15	21.43%
3	Misformation	20	28.57%
4	Misordering	4	5.71%

From the analysed above, students' error in omission, the researcher found thirty one items errors or 44.29%, in addition, the researcher found fifteen items errors or 21.43%, in misformation, the researcher found twenty items errors or 28.57%, and the last in using misordering, the researcher found four items errors or 5.71%. So, it can conclude that the most students' common error in writing descriptive text was in omission. The descriptions of the students' error in writing descriptive text were:

B. Discussion

The discussion was consists of the compare between this research with another research. The result of this research was seventy items of errors. They were thirty one items by omission. The next, fifteen items caused by addition. The next, twenty items caused by misformation, and four items caused by misordering of noun phrase. There were sameness and dissent of finding in this research with the result in the related findings.

The first, there were four type students' error in this finding. It was similar to the findings of Pratiwi and et al.⁵⁶ Based on the result of the research that has done, the researchers would like to present conclusion consists of several points that are related the statements of research question. There are (1) The type of grammatical errors happened by the seventh grade (30 students) of SMP Negeri 2 Batujajar in writing descriptive text can be devined into errors of omission, errors of addition, errors of misformation, and errors of misordering. (2) The dominant type of errors or the most frequently by the seventh grade student of SMP Negeri 2 Batujajar was error of misformation with (41.1%), and the last frequently errors happened by the seventh grade student of SMP Negeri 2 Batujajar was error of omission (12.8%). The different with this research was the dominant error. In this research the researcher found that the dominant error was omission.

Based on the result of the data analysis above, the total errors happened by the seventh grade students, consist of 10 students, of SMPN 2 Batujajar in writing descriptive text were 51. The type of errors happended can be divided into errors of omission, errors of addition, errors of misformation and errors of misordering. The result in this research that are errors were made by students can be percentage Misformation (42 errors = 41.1%), followed by addition

⁵⁶ Rahayu Pratiwi, Rahma Putri Aulia, and Lilis Suryani, "An Error Analysis on Using Personal Pronouns in Writing Descriptive Text," *PROJECT (Professional Journal of English Education)* 2, no. 5 (2019): 608, <https://doi.org/10.22460/project.v2i5.p608-615>. Sukmawati Yasim, Universitas Sulawesi Barat, and Stikes Muhammadiyah Sidrap, "Address. Jl. Trans Sulawesi Majene Regency, West Sulawesi, Indonesia" 2, no. 1 (2018): 48–56.

(30 errors = 29.5%), misordering (17 errors = 16.6%), and omission (13 errors = 12.8%). This research also different in the percentage of dominant error. In this research the researcher the dominant error was omission with percentage 44.29%.

The second was by Dewi.⁵⁷ The types of errors made by tenth grade students of SMAN 1 Tulungung were unnecessary insertion or overgeneralization of plural marker –s with 1 case or 0.86%, inappropriate selection of quantifier, article, determiner with 3 cases or 2.58%, omission of suffix –s, -es, -ed, and -ing with 24 cases or 20.69%, inappropriate form after modal verb with 1 case or 0.86%, omission of direct object with 1 case or 0.86%, unnecessary insertion of preposition with 3 cases or 2.58%, inappropriate selection or usage of preposition with 7 cases or 6.03%, dangling modifier with 21 cases or 18.10%, squinting modifier with 3 cases or 2.58%, jumbled-up or illogical sentences with 4 cases or 3.44%, incomplete or fragmented sentences with 42 cases or 36.20%, run-on sentence with 6 cases or 5.17%. the similar with this research that the dominant error was in omission except the incomplete fragmented sentences.

The researcher concluded that students still lacked in grammatical usage especially in writing skill. It is the negative influence of the mother tongue of learner. In this stage, students are not familiar yet with the use of target

⁵⁷ Febriana Surya Dewi, “An Analysis of Students ’ Errors in Writing Descriptive Text at Tenth Grade of SMAN 1 Tulungagung in Academic Year 2018 / 2019” 3, no. 1 (2020): 11–20.

language, so they use a previous experience when they learn it. In this case, most of students translate sentences from Bahasa into English without using correct grammatical system in English language. They are also confused to arrange word by word correctly that make the word misplaced and make the work unreadable.

The third in the same result by Masruddin got four types of error and the most common error was omission.⁵⁸ There were 85 errors found from the 20 written products of the students. The errors found were analyzed using the surface strategy taxonomy. Thus, the errors were classified into errors of omission, errors of addition, errors of misformation, and errors of misordering. This research only focused on the analysis of errors in simple present tense, while the other errors, which were not included to simple present tense, were ignored. However, the whole data were not presented in this chapter and only described by some representative data. The data in this research were analyzed descriptively.

The findings of this study seem to support the findings of the previous studies, in a way that the omission errors occur most frequently while misordering errors come last. The errors made by the students at acceleration class appear to be similar to those of regular program investigated in some of the previous studies. The findings indicate the errors where students have

⁵⁸ Masruddin, "Omission: Common Simple Present Tense Errors in Students' Writing of Descriptive Text," *Ethical Lingua: Journal of Language Teaching and Literature* 6, no. 1 (2019): 30–39, <https://doi.org/10.30605/ethicallingua.v6i1.1114>.

difficulties. They also indicate the students' mastery and stage in the process of learning the target language. The result of Masruddin's research same with this research which omission was the dominant error in writing descriptive text.

C. Threats of the research

In this research, the writer believed that there were many threats. It Started from the beginning of the title until the end of the research. This research was so far from perfect. While doing this research, there were so many threats of time because the students have many activities to do and they have so many task to do too. Therefore, the researcher give medium time to students while do the test.

So they did not do it well and seriously. But because of the time the researcher just took out the answer sheet and did not care it. The researcher was aware that all the things would want to be searched but to get the excellence result from the research were the threats of the research. The researcher has searched this research only. Finally, it has been done because the helping from the entire advisors and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research as follow:

1. The errors that made by students at Grade X SMA Negeri 3 Padangsidimpuan in writing descriptive text was four kinds. The item errors that usually faced by students were on using to be, article, third singular marker, plural marker, preposition, noun, verb, and noun phrase. The kinds of error made by students in writing narrative text were in category of omission, addition, misformation, and misordering. The number of omission error was thirty one. The number of addition error was fifteen. The number of misformation error was twenty. The last is the number of misordering error was four. Total all of the errors were seventy.
2. The dominant error made by students at grade X SMA Negeri 3 Padangsidimpuan in writing descriptive text was in omission category with total thirty one items and the percentage was 44.29%.

B. Suggestions

After explained of the conclusion above, the researcher wants to give the suggestions concern with the result of the research. It can be seen as follow:

1. On this occasion, the researcher hopes that other researcher will conduct a research related to the topic study, especially to find out other students' error analysis in descriptive text.
2. The English teacher motivates the students to improve students' ability in writing genre especially in descriptive text. So, the students cannot make errors again for the next time.

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APPENDIX I

Instrument Test

SMA NEGERI 3 PADANGSIDIMPUAN

ESSAY TEST

Subject : Bahasa Inggris

Class : X

Time Allocation : 45 Menit

Note: Jawaban dari test ini tidak akan berpengaruh pada nilai siswa dari guru.

1. Choose one topic and write a descriptive text!
 - a. Aek sijorni
 - b. Sibio-boi
 - c. Sapirok

Good Luck

APPENDIX I

Instrument Test

SMA NEGERI 3 PADANGSIDIMPUAN

ESSAY TEST

Subject : Bahasa Inggris

Class : X

Time Allocation : 45 Menit

Note: Jawaban dari test ini tidak akan berpengaruh pada nilai siswa dari guru.

1. Choose one topic and write a descriptive text!
 - a. Mother/father
 - b. SiSter/brother
 - c. Friend

Good Luck

Padangsidimpuan , 12 Oktober 2022

Validator



Sori Tua, S.Pd.

NIP. 197605102005020210

APPENDIX 2

Student's Name and Initial at Grade X SMA Negeri 3

Padangsidempuan

No	Students' Name	Students' Initial
1	Ade Annisa Mora	AAM
2	Agil Pratama Putri Hrp	APPH
3	Akmal Naufal Panggabean	ANP
4	Andri Maulana Simanjuntak	AMS
5	Ariel Batubara	AB
6	Christo Timbius Hutasuhut	CTH
7	Crony Roy Armando	CRA
8	Daffa Aditya Trimadmojo	DAT
9	Debora Gresianti Hutajulu	DGH
10	Dessri Anggreni	DA
11	Efriana Maulinda Hrp	EMH
12	Elpita Hariyani	EH
13	Febru Yunanda Nasution	FYN
14	Lailan Hazizah Hrp	LHH
15	Miransya Gresia	MG
16	Mirawati Setyo Putri	MSP
17	Muhammad Ikhsan	MI
18	Nazwa Kumala Ayu	NKA
19	Nella Agatha Putri	NAP
20	Nirmala Hasibuan	NH
21	Nurhabibah Lubis	NL
22	Nurtan Tria Sari	NTS
23	Rahmat Rifai	RR
24	Sahreza Ramadhan Hrp	SRH
25	Sawiyah Risti Hrp	SRHP
26	Sarmahdan Hrp	SH
27	Sondang Desmita	SD
28	Syafrialdi Lubis	SL
29	Wilda Christin	WC
30	Yelsi Febriola	YF
31	Yuga Anacu Pertama	YAP
32	Zahra Atika Lubis	ZAL

APPENDIX 3

Description of students errors in writing Descriptive Text

Initial	Types of errors	Original sentences	Reconstructions
AAM	Omission of to be	My brother smart Agil and nurtan cute	My brother is smart Agil and nurtan are cute
	Misformation of noun	My friend loves my	My friend loves me
APPH	Misformation of noun	Nurtan is beautiful grills	Nurtan is beautiful girl
	Omission of to be	Nurtan cute Ade cute	Nurtan is cute Ade is cute
ANP	Omission of third singular marker	He get jus by asking	He gets jus by asking
	Omission of preposition	By asking his parents	By asking to his parents
AMS	Omission of article	Behind all that character	Behind all that the character
	Addition of article	He is a very forgetful person	He is very forgetful person
AB	Addition of plural marker	She also often takes rights	She also often takes right
	Misformation of noun	His behavior towards the people	Her behavior towards the people
	Misformation of verb	He has hurt	He hurts
AMH	Omission of third singular	She love being in the mosque	She loves being in the mosque
	Addition of preposition	She is not in tall but not short	She is not tall but not short
CTH	Addition of article	She is a very good the child	She is a very good child
	Misordering of noun phrase	She has hair curly She has smile beautiful	She has curly hair She has beautiful smile

CRA	Misformation of verb	My mother preparing my school My mother making my breakfast Giving my pocket money to school	My mother prepares my school My mother makes my breakfast Gives my pocket money to school
DAK	Misformation of verb	She took care of me	She takes care of me
	Addition of to be	Cannot is be reciprocated	Cannot reciprocated
	Omission of to be	It with money or jewelry	It is with money or jewelry
DGH	Addition of third singular	My brothers is tall	My brother is tall
	Omission of preposition	Good a cooking	Good at cooking
	Misordering of noun phrase	My brother tan skinned	My brother has tan skin
	Omission of to be	My mother short	My mother is short
DA	Misformation of verb	She study in second year of engineering	She studies in second year of engineering
	Omission of to be	She always super active	She is always super active
EMH	Addition of to be	I am enjoy playing with her	I enjoy playing with her
	Misformation of verb	We got ready to go out	We get ready to go out
	Addition of to be	Her reactions are makes me laugh	Her reactions makes me laugh
EH	Omission of third singular marker	He care for me Sometimes he say sorry	He cares for me Sometimes he says sorry
	Addition of article	He is the very naughty	He is very naughty
	Omission of to be	There no doubt	There is no doubt

FRS	Omission of preposition	Father is good job	Father is good at job
	Omission of to be	I happy to have him	I am happy to have him
	Misformation of verb	That I knew	That I know
	Addition of to be	He is likes fishing	He likes fishing
	Addition of plural marker	There is no words	There is no word
JDP	Omission of third singular	My father eat a piece of bread	My father eats a piece of bread
	Misformation of verb	He would take He will go back to work	He takes He goes back to work
MSP	Omission of plural marker	There are word	There are words
	Omission of third singular	She like cook	She likes cook
	Addition of to be	She is take care of me	She takes care of me
NKA	Omission of preposition	My mother always home	My mother always at home
	Misformation of verb	She spending her time	She spends her time
	Omission of article	House is clean and fresh	The house is clean and fresh
NAP	Omission of third singular	Mother give up	Mother gives up
	Misformation of verb	Mother not easily give up	Mother does not easily give up
NL	Omission of to be	My mom kind My friend kind and beautiful	My mom is kind My friend are kind and beautiful
	Addition of plural marker	I have a brothers	I have a brother
NT	Omission of to be	Ade beautiful	Ade is beautiful
	Misordering of noun phrase	Agil girl beautiful and cute	Agil is beautiful girl and cute
	Misformation of verb	Ade always loved nurtan	Ade always loves nurtan

PRS	Omission of to be	Mother beautiful and so good	Mother is beautiful and so good
	Misordering of noun phrase	Mother skin white	Mother has white skin
SRH	Omission of article	Mother is beautiful	The mother is beautiful
	Omission of to be	A mother patient	A mother is patient
	Addition of plural marker	I have a caring mothers	I have a caring mother
SH	Addition of plural marker	Most of us has a brothers They share a deeps friendship	Most of us have a brother They share a deep friendship
SD	Misformation of noun	I cannot live without his They does not take any tension	I cannot live without him He does not take any tension
SL	Omission of plural marker	I have a lot of friend Like many other girl Many friend enjoy with her	I have a lot of friends Like many other girls Many friends enjoy with her
WC	Omission of to be	It hard to find excellent and wise friends He my close friend	It is hard to find excellent and wise friends He is my close friends
YF	Misformation of verb	I told her that I would love to Aigul asked me if I go to	I tell her that I would love to Aigul asks me if I go
	Addition of preposition	My best friend in at school is Aigul	My best friend at school is Aigul
ZR	misspelling	My mother is biuteyful Veray good Happents	My mother is beautiful Very good

			happen
	Omission of to be	My mother cute	My mother is cute
	Omission of noun	And weight around 75 kg Has pointed nose	And his weight around 75 kg He has pointed nose

APPENDIX 4

Recapitulation number of Students Error in Writing Descriptive Text

Items of Errors	Types of Errors			
	Omission	Addition	Misformation	Misordering
To be	16	5	0	0
Article	3	3	0	0
Third singular marker	5	1	0	0
Plural marker	2	4	0	0
Preposition	4	2	0	0
Noun	1	0	5	0
Verb	0	0	15	0
Noun phrase	0	0	0	4
Total	31	15	20	4
	70			

APPENDIX 5

Result of Students' Errors in Writing Descriptive Text

There are four types of errors that researcher found in descriptive text writing's students at Grade X SMA Negeri 3 Padangsidempuan. The four types of errors are:

1. Omission

In Omission especially in omission of to be, omission of article, omission of third singular marker, omission of plural marker, and omission of preposition , there are 31 numbers of errors. As we know the total errors are 70. So, the percentage is:

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

$$P = \frac{31}{70} \times 100 \%$$

$$P = \frac{3100}{70}$$

$$P = 44.29\%$$

2. Errors in Addition

In Addition, especially in Addition of to be, addition of article, addition of third singular marker, addition of plural marker, and addition in preposition , there are 15 numbers of errors. As we know the total errors are 70. So, the percentage is:

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

$$P = \frac{15}{70} \times 100 \%$$

$$P = \frac{1500}{70}$$

$$P = 21.43\%$$

3. Errors in Misformation

In misformation, especially misformation in noun and verb, there are 20 numbers of errors. As we know the total grammatical errors are 70. So, the percentage is:

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

$$P = \frac{20}{70} \times 100 \%$$

$$P = \frac{2000}{70}$$

$$P = 28.57\%$$

4. Error in Misordering

In misordering, especially misordering of noun phrases , there are 4 numbers of errors. As we know the total grammatical errors are 70. So, the percentage is:

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

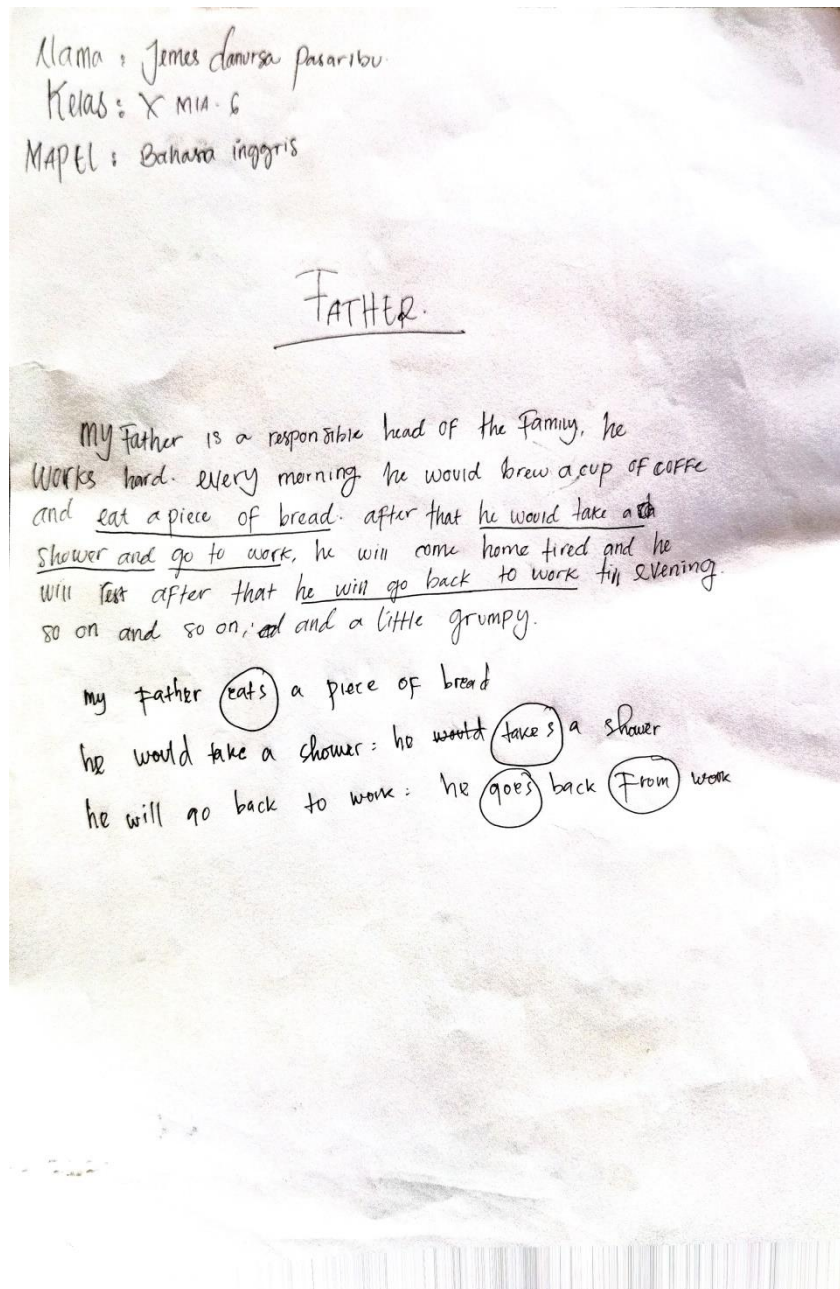
$$P = \frac{4}{70} \times 100 \%$$

$$P = \frac{400}{70}$$

$$P = 5.71\%$$

APPENDIX 6

The Result of Students' Writing Descriptive Text Test



NAMA: ZATIRA RAHMADHANI

KELAS: X (MIAS)

1. mother. my mother is biuteyful and prety

Verey good to mother I have mother

the best is wloed good my mother

love you for I green, small and

agak biek tapi whatt cute very

bark hata well wam anntament

I love so mach to momy naha!

my happents mother beutiyyfull

so mach thank you!! bay....

my brother is biuteyful: my brother is beautiful

prety = preety

very good: verey good

my mother (is) beautiful

Nama : Mirnawati Setyo Putri

KIS : X MIA . 4

1. a. mother : Beautiful, white, good, Patient, caring, not easily give up.

good attitude, my family, my house. there are word that
I can not to say ; she is kind, she like cook.

Beautiful, white, good, Patient, caring, not easily give up.

good attitude, my family, my house. she is take care of
me everyday

there are word : there is word

she like cook : she likes cook

she is take care = she takes care

Nama = FACHRU Rofi'As Sarkawi
Kelas = XmiA6

~~any made~~

Father it lofe

My father is the best father in the world. my father goes to work everyday. my father good job and repair machine. my father is good man that I knew, he is likes fishing in the pool. and alway bring many fish to home and he has great marks when he was in school. I love him so much. there is no words that I can say to him just I happy to have him.

good job = good (at) job

that I knew = that I (know)

he (is) likes fishing = he likes fishing

many fish = many (fishes) → plural

there is no words = there is no (word) → singular

I happy = I (am) happy
to be

Nama : Naswa Aulia Tanjung

KLS : X Mia 6

- My mom is beautiful, ~~my mother~~ is kind and very patient, hardworking
- I have no brothers/sister
- My friend, kind, beautiful, short, understanding, smart
- My father is good, handsome, black, ~~man~~ hard worker patient.
Starred eyes, pointy.

Nama : Nadin Leanito

KLS : X Mia 6

- My mom is beautiful, kind and very patient hardworking
- My brother and my sister are very kind and diligent, beautiful and handsome and gemoy, I have a brothers and two sisters
 - My friend, kind, beautiful, short, understanding, smart
 - My father is good, handsome, brown skin color, ~~man~~, hard
 - worker, patient, courageous, pointy

kind and very patient: she is kind and very patient

I have a ~~brothers~~ → I have a brother → singular

my friend, kind, beautiful, short: my friend are kind, beautiful, short

he brown skin color: he has brown skin

- NURTANTRIASARI (JISSU ASUI)
- X MIA 1
- BAHASA INGGRIS

FRIEND

AGIL AND ADE

Agil = ~~is beautiful~~ Beautiful girl (Serena Gurnek) is loved Justin beber and eristoh
~~is~~ is Barbada and cute agil Beautiful cute agil always loved
 Nurtan cute (Jissu asui and ade Lisa korat)
 maybe agil is monkey mermed.

Ade = Beautiful girl (Lisa korat) is loved wendi and v
Ade Beautiful and ade always loved Nurtan cute (Jissu asui) and
 agie (Serena Gurnek loved tetom)

ade maybe ~~ptg~~ tartic mermed.

girl Beautiful cute agil: Beautiful girl and cute girl

Ade Beautiful: Ade is beautiful

Ade always loved Nurtan: Ade is always love Nurtan

Nama: Dimas Afdhiah Kusuma

Kelas: X MIA 6

Mapel: B. INGGRIS

MOTHER

My mother is a great person. she took care of me from when i was born until now, the sacrifice of a mother in giving birth to me cannot be reciprocated with anything, be it with money or jewelry.

I love my mother very much, every time she is not at home, I always ask, "Where's my mother?" because I am afraid she'll get into trouble

She took = she ~~is~~ take care

a mother cannot be reciprocated. = a mother can't ~~be~~ reciprocate
be it with money = it is with money

Nama : Miransya gresia siagian

Kelas : X MIA 4

Answer

1) Mother → My mother is white, in terms of women including tall, short hair, good a cooking, talkative. beautiful.

Father → My father is brown skinned, short, firm, handsome,

brother → My brother is handsome, tall, smart, brown skinned, firm.

Friend → My friend is smart, short, naughty, kind medium hair.

good a cooking = good (at) cooking

brown skinned = brown (skin)

Nama: ~~Mirandy~~ Debora gresianti turajulu

Kelas: X MIA 4

1) Mother → My mother is white, in terms of women including short hair, good a cooking, talative. beautiful.

Father → My father is brown skinned, tall, curly, firm, hand

brother → My brothers is tall, naughty, tan skinned.

Sister → My sister spoiled, short, easy to get angry

Friend → My Friend is smart, short, naughty, kind me

my brothers is tall = my brothers (are) tall

my sister spoiled, short = my sister are spoiled and s

Nama : ~~Sriyani~~ Risti HPP

Kls : X NIA. 4

1. a mother : Beautiful, white, good, Patient, caring, not easily give up, good attitude,

my family, my house, I have a caring mothers.

Beautiful, white, good, Patient, caring, not easily give up,
good attitude, my family, my house.

mother is beautiful

I have a care mother

a caring mothers = a caring mothers

Nama: Nella ayatha Putri waruwu

Kls : X mid 4

a. mother: hero, white, ^{care} Good, betiful, caring, ^x not, easily give up
~~father~~ = father: long, ^{care} handsome, good, attitude
my family, my house

b. brother: Good, White, caring, Handsome

mother (is) my hero

betiful: beautiful

Father (is) long

Brother is white

Nama: Putri Ramadhani Sireg
Kelas: X MIA 3

1. a. mother: Beautiful and so good. Skin white
father: hero and handsome

b. my sister and brother: I love you so much

c. my friend: so special and beautiful

mother beautiful and so good skin white

mother (is) beautiful

mother (has) skin white

she (is) good

Nama: Crony :)

MOTHER

My mother is very beautiful

She loves me so much.

She also cares about me very much.

Preparing my school, making my breakfast,
and giving my pocket money to school.

Preparing my school

making my breakfast

giving my pocket money to school

: Prepare my school

: make my breakfast

: give my pocket money for
School

Agil Pratama Putri hardhap

x mia 4

B. Inggris

Friend

Ade = is beautiful, and allis gadungan, smart, cute, my love ~~Robet~~ wendi
Nurtan = is beautiful, smart and loves my & the bes & stupid, my love
Robet and Fauzan and beautiful god look, many ~~were~~
can so sweet, Beautiful girls, nurtan cute and ade cute.

Beautiful girls : Beautiful girls

Nurtan cute : Nurtan is cute

Ade cute : Ade is cute

Agil Pratama Putri hardhap

x mia 4

B. Inggris

Friend

Ade = is beautiful, and allis gadungan, smart, cute, my love ~~Robet~~ wendi
Nurtan = is beautiful, smart and loves my & the bes & stupid, my love
Robet and Fauzan and beautiful god look, many ~~were~~
can so sweet, Beautiful girls, nurtan cute and ade cute.

Beautiful girls : Beautiful girls

Nurtan cute : Nurtan is cute

Ade cute : Ade is cute

Nama : Ade Annisa
Kelas : X MIA 4

b. my brother long, white, smart, & lazy.

c. My friend is beautiful^s and artis gadungan
dan love^s my & the best & stupid
Aqilss & Nurta Cute & the family is
school and love

my brother long : my brother (is) long

loves my = loves (me)

Aqils & Nurta Cute : Aqils & Nurta (are) Cute

NAMA: ZIDAN AL AHMADI

Kelas: AMIAS

MPEL: Bahasa Inggris

a. My father is handsome man. His height is around 180 cm and weight around 75 kg. He is tall. He has straight black hair, pointed nose, sharp eyes and thick eyebrow. He also has brown skin and muscular body.

weight (is) around 75 kg = weight around 75 kg

Nama = NIKEN KURNIA

I. a mother is beautiful and ^{give up} good, not easy, my love, patient, caring, my parents,
my house, my mother always in home with my sister everyday, she
spending her time cook and clean the house, house is clean and fresh
everyday. I love my mother. She is my everything and my sunshine,
my mother has pointed nose, good skin, and beautiful eyes.

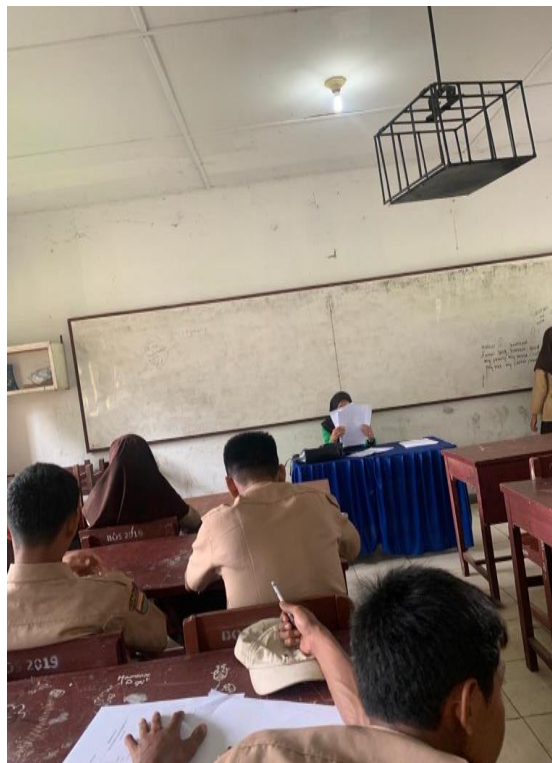
my mother is always in home = my mother always in home

she spend her time = she spending her time

the house is clean. = house is clean

APPENDIX 7

DOCUMENTATION







KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
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Telepon (0634) 22080 Faximile (0634) 24022

: B /152 /Un.28/E.1/TL.00/02/2023
n :
: Izin Riset Skripsi

24 Februari 2023

pala SMA Negeri 3 Padangsidimpuan

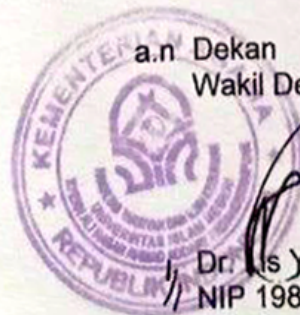
ihormat, bersama ini kami sampaikan bahwa :

Nama : Cicha Agustin Pratiwi
NIM : 1820300093
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Padang Matinggi Jln. Perintis Kemerdekaan

benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh
san Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul
ents' Error Analysis in Writing Descriptive Text at Grade X SMA Negeri 3
gsidimpuan".

uungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian
in judul di atas.

ikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Is Yilianti Syafrida Siregar, S.Psi, MA
NIP 19801224 200604 2 001

**PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN**

SEKOLAH MENENGAH ATAS (SMA) NEGERI 3

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Email : smantigapadangsidimpuan@gmail.com . Website : <https://sman3padangsidimpuan.sch.id/>

KOTA PADANGSIDIMPUAN

SURAT KETERANGAN


Nomor :421.3/115/ SMA-3/ 2023

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan, Kabupaten Padangsidimpuan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

NO	NAMA	NIM	Program Studi
	CICHA AGUSTIN PRATIWI	18203000093	Tadris Bahasa Inggris

Yang bersangkutan telah melaksanakan Penelitian di SMA Negeri 3 Padangsidimpuan yang dilaksanakan pada tanggal 15 Maret 2023 s.d 16 April 2023 untuk penulisan Skripsi dengan judul “ **Students’ Error Analysis in Writing Descriptive Text at Grade X SMA Negeri 3 Padangsidimpuan** ” Sesuai dengan surat Universitas Sumatera Utara Nomor : B/152/Un.28/E.1/TL.00/02/2023.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidimpuan, 16 April 2023
Kepala SMA Negeri 3
Padangsidimpuan,

Drs. KARDAN
Pembina Tk. I/IV-b
NIP.19680715 199412 1 004



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4 November 2021

nomor
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erihal

: B 2212 /In.14/E.1/PP.009/11/2021
:-
: Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)
2. Yusni Sinaga, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi mahasiswa dibawah ini sebagai berikut:

Nama : Cicha Agustin Pratiwi
NIM : 18 203 00093
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Students' Error Analysis in Writing Descriptive Text at Grade X SMA Negeri 3 Padangsidimpuan.

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
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