



**ANALYSIS OF STUDENTS' ERROR IN WRITING DESCRIPTIVE TEXT
AT SEMESTER ONE OF ENGLISH DEPARTEMENT IAIN
PADANGSIDIMPUNAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement
for the Degree Graduate of Education (S.Pd.)
in English Program*

Written By:

**HABIBATUL MARDIAH
Reg. No. 14 203 00044**

**ENGLISH EDUCATION DEPARTEMENT TARBIYAH AND
TRAINING FACULTY STATE INSTITUTE ISLAMIC STUDIES
PADANGSIDIMPUNAN
2021**



**ANALYSIS OF STUDENTS' ERROR IN WRITING DESCRIPTIVE TEXT
AT SEMESTER ONE OF ENGLISH DEPARTEMENT IAIN
PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
Partial Fulfillment of Requirement for The Degree of Graduate
of Islamic Education (S.Pd) in English*

Written By:

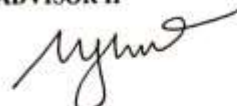
HABIBATUL MARDIAH
Reg. No. 14 203 00044



ADVISOR I


Ravendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

ADVISOR II


Yusni Sinaga M.Hum
NIP. 19700715 200501 4 2 010

**ENGLISH EDUCATION DEPARTEMENT TARBIYAH AND
TRAINING FACULTY STATE INSTITUTE ISLAMIC STUDIES
PADANGSIDIMPUAN**

2021

LETTER AGREEMENT-RANGER

Term : Thesis
a.n. Habibatul Mardiah
Item : 7 (Seven) Exemplars

Padangsidimpuan, Juni 2021
To:
Dean Tarbiyah and Teacher Training
Faculty
In-
Padangsidimpuan

Assalamu a'laikum warahmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on thesis belongs to **Habibatul Mardiah** entitled "**Analysis Of Students Error In Writing Descriptive Text At Semester One Of English Department IAIN Padangsidimpuan**". We approved that thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Educational Departemnt of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
Wassalamu a'laikum warahmatullah wabarakatuh

Advisor I



Rayendriani Fahmei Lubis, M.Ag
NIP.19710510 200003 2 001

Advisor II



Yusni Sinaga, M.Hum
NIP. 19700715200501 4 2 010

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : **HABIBATUL MARDIAH**
Registration Number : 14 203 00044
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-4
Title of Thesis : **Analysis Of Students' Error In Writing Descriptive Text At Semester One Of English Department IAIN Padangsidimpuan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verses 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it required in students' ethic code of IAIN Padangsidimpuan article 19 verses 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, Juni 2021

Declaration Maker



HABIBATUL MARDIAH

NIM. 14 203 00044

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CAVITY

As academic cavity of The State Institute for Islamic Studies Padangsidempuan, the name who signed here:

Name : **HABIBATUL MARDIAH**
NIM : 14 203 00044
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-4
Kind : Thesis

To develop science and knowledge, I hereby declare that I present to The State Institute for Islamic Padangsidempuan "**Analysis Of Students Error In Writing Descriptive Text At Semester One Of English Department IAIN Padangsidempuan**" with all the sets equipment (if need). Based on the this non-exclusive royalty right, The Institute Islamic Studies Padangsidempuan has the right to save, to format, to organize in data base form keep and publish my thesis as far as I determine as a writer and own creative right.

Based on above statement all, this statement is made truthfully to be used properly.

Padangsidempuan, Juni 2021

Signed



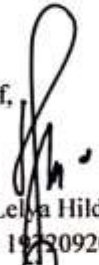
HABIBATUL MARDIAH

NIM. 14 203 00044

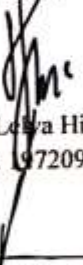
EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION


Name : Habibatul Mardiah
Registration Number : 14 203 00044
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-4
The Tittle of Thesis : ANALYSIS OF STUDENTS' ERROR IN WRITING DESCRIPTIVE TEXT AT SEMETER ONE OF ENGLISH DEPARTEMENT IAIN PADANGSIDIMPUAN

Chief,

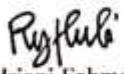

Dr. Lelva Hilda, M.Si
NIP. 19720920 200003 2 002

Members,



Dr. Lelva Hilda, M.Si
NIP. 19720920 200003 2 002


Zainuddin, M.Hum
NIP. 19760610 200801 1 016

Secretary,


Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001


Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001


Yusni Sinaga, M.Hum
NIP. 19700715 200501 2 010

Proposed :

Place : Padangsidempuan
Date : July, 9th 2021
Time : 08:00 WIB until finish
Result/Mark : 78 (B)
IPK : 3.06
Predicate : Sangat Memuaskan



**RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING
FACULTY**

Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080 Sihitang
22733 Padangsidimpuan

LEGALIZATION

Thesis : Analysis Of Students Error In Writing Descriptive
Text At Semester One Of English Department IAIN
Padangsidimpuan

Name : Habibatul Mardiah

Reg. Num : 14 203 00044

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for
degree of graduated of Education (S.Pd) in English.



Padangsidimpuan Juni 2021
Dean of Tarbiyah and Teacher Faculty

[Signature]
Hilda, M.Si.

NIP. 19700920 200003 2 002

Name : **HABIBATUL MARDIAH**
Reg. No : **14 203 00044**
Faculty : **Tarbiyah and Teacher Training Faculty**
Department : **English Education Department (TBI-4)**
Title of Thesis : **Analysis Of Students Errors In Writing
Descriptive Text At Semester One Of English
Department IAIN Padangsidempuan**

ABSTRACT

The research focused about the students' errors in writing descriptive texts. There are four types of errors that researchers have analyzed from the students' writing, namely omission, addition, misordering and misformation. The purpose of this research is to describe the errors of students at one semester of IAIN Padangsidempuan in class 1 in writing descriptive texts, finding the dominant error, and describing the causes of the dominant error. This research describe the students' error in writing descriptive text.

The kind of research was descriptive qualitative research. The sources of data from this research were students from IAIN Padangsidempuan in class 1. The instrument are a writing test for students' made dominant error. The data is processed to read the students writing' identify the students error, sign the students error, classify the students error, count the students error to get the dominant error, make conclusion and describe the result of research.

Based on the result of the research, researcher found that students' error in writing descriptive text at Semester One of English Department of IAIN Padangsidempuan have 51(49,51) items students' error by omission, there were 39(37,86) items students' error by addition, there were 5(4,85) items students' error by misformation, there were 8(7,76) items students' error by misordering. Then, the students' dominant error was caused by omission 51(49,51%).

Keywords: Student's Error, Descriptive Text and Dominant Error.

Name : **HABIBATUL MARDIAH**
Reg. No : **14 203 00044**
Fakultas : **Tarbiyah dan Ilmu Keguruan**
Judul Skripsi : **Analysis Of Students Errors In Writing
Descriptive Text At Semester One Of English
Department IAIN Padangsidimpuan**

ABSTRAK

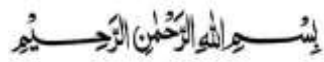
Penelitian ini berfokus pada kesalahan siswa dalam menulis teks deskriptif ada empat jenis kesalahan yang peneliti analisis dari tulisan mahasiswa, yaitu penghilangan, penambahan, kesalahan penyusunan dan kesalahan bentuk. Tujuan penelitian ini adalah untuk mendeskripsikan kesalahan mahasiswa dalam menulis tesk deskriptif dan menemukan kesalahan dominan siswa dalam menulis tesk deskriptif.

Jenis penelitian ini adalah penelitian deskriptif kualitatif. Sumber data dalam penelitian ini adalah mahasiswa IAIN Padangsidimpuan Ruang 1. Intrumen yang digunakan adalah test menulis. Data tersebut diolah untuk membaca tulisan siswa, menghitung kesalahan siswa, untuk mendapatkan kesalahan yang dominant, membuat kesimpulan dan mendeskripsikan hasil penelitian.

Besrdasarkan hasil penelitian, peneliti menemukan bahwa kesalahan siswa dalam menulis tesk deskriptif di Semerter Satu Jurusan Bahasa Inggris IAIN Padangsidimpuan terdapat 51(49,51) kesalahan siswa karena penghilangan, ada 39(37,86) kesalahan siswa dengan penambahan, ada 5(4,85) item kesalahan siswa karena salah formasi, ada 8(7,76) item kesalahan siswa karenasalah urut. Kemudian, kesalahan dominan siswa disebabkan oleh penghilangan 51(49,51%).

Kata Kunci : Kesalahan Siswa, Analisis Deskriptif Tesk Dan Kesalahan Dominan.

ACKNOWLEDGEMENT



The first, alhamdulillahirobbil'alamin praised to Allah SWT, the Most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled "Analysis Of Students' Error In Writing Descriptive Text At Semester One Of English Departement IAIN Padangsidimpuan. The second, peace and blessing be upon to the prophet Muhammad SAW that has brought human from the darkness era into the brightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed indifferent ways hence this thesis is processed until it becomes a complete writing. In this process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like express my deepest gratitude to the following people:

1. Special thanks to Mrs. Rayendriani Fahmei Lubis, M.Ag., as the first advisor who have guided, supported and suggested me with great patience to finish this thesis as well.
2. Special thanks to Mrs. Yusni Sinaga, M.Hum., as the second advisor who have guided, supported and motivated me to finish this thesis as soon as possible.
3. Special thanks to the Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CI.
4. Mrs. Dr. Lely Hilda, M.Si., as dean of tarbiyah and Teacher Training Faculty.

5. Mrs. Fitri Rayani Siregar, M.Hum, as the chief of English Education Departement IAIN Padangsidimpuan.
6. My beloved parent (Khoiruddin lubis and Nuridah lubis) who taught me how to survive in leading the life and always be patient and sincere to guard me in all of conditions and to my sister and brother (Nikmah Hartati Lubis and Zainuddin Lubis) who give motivation and moral encouragement to finish my study.
7. My beloved husband (Tambat Hatoguan Rangkuti) who give me motivation and encouragement to finish my study.
8. My beloved boy (Zulkarnaen Rangkuty) who always encourages my life.
9. My special friends Isra Soliyah Siregar, Fitri Maharani Daulay, Fitri Khairani Daulay and all of my friends in TBI-4. In IAIN Padangsidimpuan, thanks for your help, patience and care to support me from starting until finishing my thesis as well. Good luck for you.
10. All of the people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect without critiques and suggestion, therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, Juni 2021
Researcher

Habibatul Mardiah
Reg. No.14 203 0044

TABLE OF CONTENTS

| | Page |
|--|------------|
| CAVER PAGE | |
| LEGALIZATION OF ADVISOR SHEET | |
| AGREEMENT OF ADVISOR SHEET..... | |
| DECLARATION LETTER OF OWN THESIS | |
| PUBLICATION THE LAST OF TASK FOR ACADEMIC | |
| ABSTRACT..... | i |
| ACKNOWLEDGEMENT | iii |
| TABLE OF CONTENTS | v |
| LIST OF TABLES | vii |
| LIST OF APPENDIX | vii |
| | |
| CHAPTER I INTRODUCTION | |
| A. Background of the Problem..... | 1 |
| B. Identification of the Problem..... | 4 |
| C. Limitation of the Problem | 4 |
| D. Formulation of the problem..... | 4 |
| E. Objective of the Study..... | 5 |
| F. Significances of Study | 5 |
| G. Definition of the Key Terms | 5 |
| H. Outline of the Research | 8 |
| | |
| CHAPTER II THEORITICAL DESCRIPTION | |
| A. Theoretical Framework..... | 9 |
| 1. Error Analysis | |
| a) Definition of Error Analysis | 9 |
| b) Cause of Error Analysis | 10 |
| c) Kinds of Error Analysis | 11 |
| 2. Writing | |
| a) Definition of Writing | 13 |
| b) Purposes of Writing | 15 |
| 3. Writing Evaluation | |
| 4. Descriptive Text | |
| a) Definition of Descriptive Text | 18 |
| b) Generic Structure of Descriptive Text | 19 |
| c) Characteristic of Descriptive Text | 19 |
| d) Types of descriptive Text | 21 |
| e) Example of Descriptive Text | 22 |
| B. Review of Related Findings | 23 |

CHAPTER III RESEARCH METHODOLOGY

| | |
|--|----|
| A. Design of the Research | 25 |
| B. Place and Time of the Research..... | 25 |
| C. Source of Data | 26 |
| D. Instrument of Collecting Data | 26 |
| E. Technique of the Data Analysis | 28 |
| F. Technique of the Data Trustworthiness | 29 |

CHAPTER IV THE RESULT OF RESEARCH

| | |
|---|----|
| A. Findings | |
| 1. Student's Error In Writing Descriptive Text | 31 |
| a. Omission | 32 |
| b. Addition | 38 |
| c. Misformation | 42 |
| d. Misordering | 43 |
| 2. Student's Dominant Error In Writing Descriptive Text | 44 |
| B. Discussion | 45 |

CHAPTER V CONCLUSION AND SUGGESTION

| | |
|---------------------|----|
| A. Conclusion | 47 |
| B. Suggestion | 47 |

REFERENCES

APPENDIXS

LIST OF TABLES

| | Page |
|----------------------------------|------|
| Table I Indicators of test | 38 |

LIST OF APPENDIXES

| | |
|--------------|---|
| Appendix I | Validity Test |
| Appendix II | Students Errors Analysis |
| Appendix III | Taxonomy Error |
| Appendix IV | Recapitulation Of Students' Error In Writing Descriptive Text |
| Appendix V | List Of Students Name |
| Appendix VI | Document Of The Research |

CHAPTER I

INTRODUCTION

A. Background of the Problem

Error is a failure or mistake in the work itself is declared incorrect. Mistake can be made by anyone. Like the Prophet Adam and Hawa who made a mistake by eating the fruit of khuldi, which resulted in them being expelled from heaven. Therefore, mistakes can happen to anyone. However, here researcher discuss the error in writing errors are often found every person's . This is due to lack of vocabulary and grammar or deviation in language. Deviations in language also affect a writing this is also caused by lack of knowledge about vocabulary and grammar. However error can be reduced by mastering vocabulary and grammar, making it easier for writing English texts.

English is a world famous language. English is an international language. However, in Indonesia English is a foreign language or a language that is difficult to learn. Some students do not like English because they consider English language difficult to learnt, but students do not know English is very important to learn to increase knowledge and to facilitate us to communicate or interact with one other, especially with foreign people.

English is an obligated subject that must be learnt by students from elementary school level up to university level. In studing English, students will

learning language skill, such as listening , speaking, reading and writing skill, which include by language component, such as grammar.

Grammar is one of language aspects which is taught to every language learners. By learning grammar, someone can communicate message clearly and perfectly. The statement above shows that grammar is a basic knowledge to learn about English sentences structure and also keep an important role in learning and understanding the English language. Grammar mastery is also very important in writing skills, it aims to produce good and correct writing.

Writing is a one of English skill that taught at junior high school. The teacher have many attentions to teach writing to students. Usually teacher evaluate the progress of learning student's writing. In fact, students get many difficulties to write. They are lack of motivation, idea, and vocabulary grammatical and uninterested media. Writing is one of the most important skills in language learning. One of the reasons is that it is related to the students' future need for occupational purposes for academic study, or for personal communication.

Writing is one of the most important skills in language learning besides reading, speaking and listening. Writing is an activity to express thoughts and feelings in written form that is expected to be understood by readers who aim as an indirect communication tool. Writing is very important in academic activities. Lecturers are also suggested to have good writing skill, they are can not write a

good academic journal, research documentation, reference, general memorial, formal notification, mini notes, and academic guide book without a good writing skill.

Writing is not loose in life of human. There are some utilities of the writing for the human. The first, it is as a note and as a leasing the memory of the human and can use the next time. The second, it is as the communication rools in distance between people and the other. And the last, it is a scientific opus every human. Human is need the writing, because it is not loose in life.

Talking about writing, this is a language skill, writing has been studied from junior high school up to universities. Based on interviews with Students at Semester One of English Departement IAIN Padangsidimpuan are still low in writing descriptive text. Here, the researcher wants to prove weather Students at Semester One of English Departement IAIN Padangsidimpuan are still low in writing descriptive text.

Descriptive text is kind of the text which the content. It is a description of a case being described clear. Descriptive text is written English in which the writer describes an object. In the text, the object can be a concrete or abstract object. It can be a person, an animal, a thing and place. Descriptive text is text containing two components identification and description.

So, based on the above explanation, the researcher interested in conducting the research about **Analysis of Students' Error in Writing Descriptive Text at One Semester of English Departement IAIN**

Padangsidimpuan. Why do 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

There are some problems faced by the students in writing descriptive text such as: the students often forget about the generic structure of descriptive text. However, the problem is in vocabulary and grammar which consist of verb, tenses, word choice, etc. So the researcher focused to analyze the students' error in writing Descriptive text.

C. Limitation of the Problem

From the researcher has explained above, there are many problems faced by the students in writing English text. So, that in this study, the researcher focused on analyzestudents at semester one of English Departement IAIN Padangsidimpuan. The researcher just concerned in analyzing fourth aspects namelyomission, addition, misformation, misordering and generic structure of descriptive text.

D. Formulations of the Problem

Based on the background of problem, the researcher would like to sought the answer by the following problem:

1. How is the students' errors in writing descriptive text?
2. What is the dominant students' error in writing descriptive text?

E. Objective of the study

The main goal of the study is to know:

1. The students' errors in writing descriptive text.
2. The dominant students in writing descriptive text.

F. Significances of Study

The result of the study will be benefit for:

1. The researcher, this research becomes an input about the most typical errors that the students do and the last benefit is for others, English teacher to improve the teaching techniques and to encourage students to be more cautious in using every aspect of grammar in writing descriptive text correctly.
2. The students, this research may assist them in writing descriptive text correctly.
3. The result may serve as guidelines for the future study related to the subject.

G. Definition of Key Terms

To reduce misunderstanding about the terms that used in this research, so the research will explains the terms as:

1. Students' Error Analysis
 - a) Students

According to hornby that “*the students is a person in studying at school or college*”.¹ Students is a person who studies, or investigates or person who is enrolled for study at school, collage, etc. While Rama Yulis stated in Ilmu Pendidikan Islam, “*Siswa adalah anggota masyarakat yang berusaha mengembangkan dirinya melalui jenis dan tingkat pendidikan tertentu*”.² (Students is member of society that effort to develop his/her self through education level process and kinds of certain education).

So the researcher focused to analyze of students at students at semester one of English Departement IAIN Padangsidimpuan.

b) Error Analysis

According to Homby said that, “Error is a mistake, especially one that causes problems or aspects’ the result.”³ According to Hornby, “*The analysis is the study of something examining its parts and their relationship*”.⁴ While in Indonesian Dictionary stated that “*Analisa adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya*”.⁵ (Analysis is the investigation of an even to find out the real situation).

¹AS Homby, *Oxford Advanced Learner’s Dictionary* (New Yourk: Oxford University Press, 1997), p.1973.

²Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p.77.

³Homby, *Oxford Advanced Learner’s Dictionary*, p.445.

⁴Homby, p.38.

⁵Tim Pengusun Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p.34.

So the researcher can be concluded that analysis here is the study about something to find out the real situation. Then the researcher focused to analysis about the error of generic structure, error vocabulary, and error language feature in writing descriptive text at semester one of English Departement IAIN Padangsidempuan.

2. Writing Dscriptive Text

Writing is an act of communication n, making marks on certain surface in a form of graphic presentation, create writing. Writing is complex cognitive ability which require the researcher demonstrate control of several variable like error of generic structure, error vocabulary, and error language feature in writing descriptive text at semester one of English Departement IAIN Padangsidempuan

a) Descriptive text

Descriptive text is kind of text which the content is a description of a case being described clearly. Descriptive text is written English in which the writer describes an object. In the text, the object can be a concrete or abstract object. It can be a person, and animal, a tree, a house, or camping, can be about topic.

Descriptive text is containing two components, i.e., identification and description by which a writer describes a person, an animal, a tree, a house, or a camping as his topic.⁶

G. Outline of the Research

The systematic of this research is divided into five chapters; each chapter consists of many sub chapters with detail as follow:

Chapter I, Introduction consists of The Background of the Problem, Identification of the Problem, Limitation of the Problem, Formulation of the Problem, Objective of the Study, Significances of the Problem, Definition of Key Terms and Outline of the Research.

Chapter II, Theoretical Description consists of Theoretical Framework, which Explained about the Definition of Error Analysis, Writing Descriptive Text, Review of Related Findings and Hypothesis.

Chapter III, Research Methodology that consists of Time and Place of the Research, Research Methodology, Population and Sample, Instrument of Research, the techniques of Data Collection, and the Last is the Techniques of Data Analysis.

Chapter IV, consists of Result of Research, that about Students' Error in Writing Descriptive Text at the first semester of IAIN Padangsidempuan

Chapter V, consists of Conclusion and Suggestion.

⁶Sanggam Siahaan, *Genre Text Structure* (Pematang Siantar: Graha Ilmu, 2008), p.89.

CHAPTER II

THEORITICAL DESCRIPTION

A. The Theoretical Framework

In conducting a research, theories are needed to explain some concept or terms applied in research concerned. The terms are as follow:

1. Error Analysis

a) 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. Especialy in writing, it is common to happen on one's own performance. Especialy 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.

So Error analysis is According to Richards that:

Error analysis is an activity to reveal errors found in wring and speaking. Error analysis also is the study os errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows about language, (b) find out how a person learns a language, and (c)obtain information on common difficulties in language

learning, as an said in teaching or in the preparation of teaching materials. This definition stresses the functuation stresses the functuations of error analysis.¹

Another concept of error analysis is given by Brown, he defined error analysis as the process to observe, analyze and classify the deviations of the rules of the second language and than to several the system operated by learner.² It seems this concept is the same as the one proposed By Crystal, he defined Error analysis is a technique identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistic.³

From the definitions above the writer tries to conclude that errors analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

b. The Causes of Error Analysis

Norrish classifies causes of error in to three types that is carelessness, first language interference, and translation. The three types of cause of error will be discussed briefly below:

¹J.C Richards, *Error Analysis* (London: Longman, 1973), p.96.

²H.D Brown, *Principle of Language Lerning and Teaching* (New Jersey: Prentice Hallnc, 1980), P.166.

³D Crystal, *The Cambridge Ensyclopedia of Language* (Cambridge: Cambridge University, 1987), P.112.

- 1) Carelessness. It is often closely related to lack of motivation. Many teachers will admit that is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.
- 2) First Language. Norrish states that learning a language (mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere with the new ones. This cause of Error is called first language interference.
- 3) Translation. It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.⁴

c. The Kinds of Error Analysis

According to Corder, Error divided into four categories: omission of some required element, addition of some unnecessary or incorrect element, misformation of an incorrect element, and miss-ordering of element. And here are the explanations:

- 1) Omission

⁴J. Norrish, *Language Learning and Their Errors* (London: Macmillan Publisher, 1987), p.21-26.

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, and rather than omit one, they resort compensatory strategies to express their idea.⁵ For Example: My house is Panyabungan. The preposition in is omitted. The correct sentence must be “My house is in Panyabungan.

2) Addition

It is a sentence in which certain aspect of language rules is added in a correct sentence. This manifestation of error is the result of all too faithful use of certain rules and they suggest there are subtypes.⁶ For Example: The University is near behind the mosque. This sentence is wrong, because the preposition near or behind is added. The correct sentence must be “The University is behind the mosque” or The University is near the mosque.

3) Misformation

What the learner who produced this error has done is not misformation but misselection errors. In this case the student used

⁵Guntur Tarigan and Djogo Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 1988), p.149.

⁶Tarigan and Tarigan, p.151.

of the wrong form of the structure of sentences.⁷ For Example: “ I am sitting between my parent and my sisiter.” The preposition among is subsituted by between.

4) Misordering

In this case the student make sentence in correct order. Misordering is often the result of learners relying out word for word translation of native language surface structures when producing written or spoken utterances in the TL.⁸For Example: Friends Ririn are playing outside hide and seek. The correct sentence must be Ririn friends are playing hide and seek outside.

2. Writing

a) Definition of Writing

Smith says “Writing is a nonlinear, recursive and generative process that involves several steps or stages, which are prewriting, composing and rewriting steps or stage that compete with each other for the writer’s attention”.⁹ Writing also means to write something that is involved several steps or stage. It can be started from prewriting which is made as the first idea that will be arranged composing which

⁷Carder and Carl James, *Error in Language Learning and Use* (New York: Longman, 1998), p.79.

⁸Tarigan and Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*, p.157.

⁹Smith, *Improving Writing in California School* (California: California State Department of Education, 1983), p.13.

is made to make a good paragraph/text and rewriting which is done to rearrange the sentence to be a good paragraph.

According to David Nunan, “Writing is both a physical and a mental at the most basic level. On other hand, writing is the mental work of inventing of ideas, thinking about how to epress them, and organizing them into statements paragraphs that will be clear to a reader. It is also both a process and product, the cynical and sometimes disorderly, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story or research report.”¹⁰

According to experts, they have the different definition of writing. The first one the researcher adopt the definition of writing from Harry A. Greene states that writing is one means for expressing thought or idea. The effectiveness of thought, thus of the writing is dependent upon both the natural ability and experiences of the individual.¹¹

From the definitions above, the writer conclude that writing is the way or the process to express or to represent writer’s knowledge in to textual medium by following the linguistic rules and also to make letters or other symbol (ideograph) on a surface.

¹⁰David Nunan, *Practical English Language Teaching* (America: The Mc Grow Hill Compines, 2003), p.88.

¹¹Harry A, Greene, and Friend, *Developing English Language Skill in Elementry School* (Bostom, n.d.), p.284.

b) Purposes of Writing

There are some purpose of writing :

1. To Inform

The most common writing purpose is to inform what people write in their writing. People often present information in their writing.

2. To Persuade

People sometimes write to make someone do or believe something by giving some reason.

3. To Express

People writes almost averyhting includes their self-expression. Writing also privades opportunity to show their personality.

4. To Entertain

Writing is also able to entertain .by reading the funny story writing, people may laugh and it can really entertain someone with this purpose.¹²

3. Writing Evaluations

The assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study. Base on there are

¹²James A Reinking and W Hart., Andrew, *Strategies for Successfull Writing* (New Jersey: Prentice, 1986), p.4.

scoring rubric of writing essays, they are format, mechanic, content, organization, grammar and sentence structure.¹³ The explanation as follow:

1) Format

There are five of format in a writing. They are title centered, first line of each paragraph indented, margins on both sides and text double-spaced.¹⁴ So, they are format of writing.

2) Mechanics

This criterion is talk about punctuation and spelling of the writing. In a good writing is correct used of English writing conventions, left and right margin, all needed capitals, paragraph intended, punctuation and spelling.¹⁵ So, in mechanic evaluation, teacher evaluates about punctuation and spelling of the writing.

3) Content

Content of the writing are fulfill the requirement of the writing assigment.¹⁶ There are the content make writing so interesting to read. This content also shows that the writer used care and thinking.

4) Organization

¹³Olice Oshima and Anna Hogue, *Writing Academic English* (America: Person Longman, 2006), p.136.

¹⁴Oshima and Hogue, p.136.

¹⁵ H.Douglas Brown, *Language Assessment; Principle and Classroom Practice* (San Fransisco: Logman, 2004), p.244-145, <https://www.academia.edu>.

¹⁶Oshima and Hogue, *Writing Academic English*.

Form is the organization of the content. In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

5) Grammar

Grammar is really related to genre. Both grammar and genre cannot be separated each other. Teachers will talk about genre if they are talking about grammar. They will also talk about grammar if they are discussing about genre. So, grammar is the part of the study of language which deals with forms and structure of words, with their customary arrangement in phrase and sentence and often with language sounds and word meanings.

In research is analyzing the grammar, the fluency and the form of the writing descriptive text. In Grammar is talk about tense of the sentences. Every text have different the characteristic of tenses. In descriptive text, the tenses are simple present and future tense. The using of the vocabulary must be appropriate with structure the tense in writing a text. Every text have the body or generic structure. The generic structure of descriptive text is introduction and description. They are well be focussed in this research.

4. Descriptive text

a) Definition of descriptive text

According to Sri Dwy Astuti said that descriptive text is a text that describes the characteristics of a particular thing, a place, or a person.¹⁷ Descriptive text is written English in which the writer describes an object. In the text, the object can be concrete or abstract object. It can be a person, an animal, a tree, a house or camping. A descriptive text is usually started by a clear topic sentence which identifies a thing, place, or a person. It is about whom, what, and where.

According to Sanggam Siahaan Descriptive text is a text containing two components identification and description by which a writer describes a person, or an animal, a tree, a house, or a camping as his topic.¹⁸ Descriptive text is kind of text which the content is a description of a case being described clearly. Descriptive text is written English in which the writer describes an object. In the text, the object can be concrete or abstract object. It can be a person, an animal, a tree, a house or camping. It can be any topic.

So, the researcher concludes, that descriptive text is kind of text in genre that gives description about thing (include sense, sight,

¹⁷Indah Sri Purwanti, "Descriptive Analysis of Grammatical Error in Writing Descriptive Essay Among the 8th Grade Students in MTs Amal Sholeh Sumugawe Getasan Semarang Regency in Academic Year of 2012/2013" (2012), p.30.

¹⁸Siahaan, *Genre Text Structure*, p.1.

sound, smell, taste, and touch) and have purpose to describe people, animals, place and things itself. Descriptive text describes much information about an object, where the information is about the parts, or qualities, or characteristics of the object is described.

b) Generic structure of descriptive text

The generic structure description text is identification and description. Identification intended of the topic which is wanted to describe, and description intended of description is the kind of writing that tries to put picture in the reader's mind. Description tells how something look or sound or taste or smell or feel. Lowes and Clark also explained that text structure of descriptive text consists of:

1. Identification is writing the name of something, place, picture, city and family with brief description, to identify the object to describe.
2. Description is describes parts, qualities, and characteristic; of the parts of the object.¹⁹

c) Characteristics and Language Features of Descriptive text

There are some characteristics of descriptive text, here the characteristics of descriptive text, the researcher adopt from Alice

¹⁹Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.89-92.

Oshima in her book *Introduction to Academic Writing*. She states several characteristics, that explained as follow:

- 1) A description is a word picture. It tells the reader how something looks, feels, smells, tastes and sound.
 - a) Use spatial order to organize the description. Spatial order is the arrangement of item in order by space.
 - b) Use spatial order expression to show the order. Examples of the spatial order, on the dashboard of my car; in the distance.
- 2) Unity is an important element of a good paragraph. Unity means that a paragraph discusses one and only one main idea.
- 3) Supporting details are the “meat” of a paragraph. They prove the truth of the writer top sentence, and they make the writer rich and interesting.
- 4) Use of simple present tense
- 5) Use of specific participants
- 6) Dominant grammatical aspects.²⁰

So the characteristics and language features of the descriptive text are description, unity, supporting detail, use simple present tense, use specific participant, and dominant grammatical aspects.

²⁰Oshima and Hogue, *Writing Academic English*, p.74.

d) Types of Descriptive text

Buscemi in Martha Octavia Tagotorop says that there are three types of descriptive writing namely:

1) Description of Place

When describing a place, the writer often goes beyond physical appearances of it is place from our childhood and from our current lives perhaps a particular noon.

2) Description of People

The writer describes human being because he is fascinated by their personalities, values and motivations as well as by their looks and the sounds of their voices. When describing the physical characteristic of their subjects. You can start by explaining something about your subject physical appearance, the clothes they wear, the sound of their voice, the language they use, or simply the way they walk. Such description might also help you introduce your subject personalities to your readers, for someone's physical appearances can reveal a great deal about what he or she is like inside.

3) Description of Thing

In describing a thing, it is also started by presenting their physical appearance of its character well. There are important

points that you can describe such as its shape, size, color and the cost.

e) Example of Descriptive Text:

Borobudur Temple

Identification { Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Description { Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.²¹

²¹ <http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>.

B. Review of Related Findings

Talking about related findings, the writer find some researchs have done by other person. The first, research done by AnniKhoiriyah, research title “the analysis of the students’ function error in writing descriptive text at grade X SMK Panca Dharma SwastaPadangsidimpuan”. The result of this research is there four type of tense error students’ writing in descriptive text and dominant type punctuation error in writing descriptive text is addition type with 34 errors (53.125%), the errors that the students addition in put the punctuation in writing descriptive text.²² Related in this research is study about analysis error in writing descriptive text.

The second, research done by Indah Sri Purwanti, the research title “descriptive analysis of grammatical errors in writing descriptive essay among 8th grade students in MTS AmalSholeh, Semarang”. The result of this research is mostly caused by intralingual factor which is grammar and structure, and the appliance of Bahasa Indonesia pattern into English which make it interlingualerrors.²³ Related in this research is study about analysis error in writing descriptive text.

²²Anni Khoiriyah, “The Analysis of Students Fancuationin Writing Descriptive Text at Grade X SMK Pancadarma Swasta Padangsidimpuan in 2014 Academic” (State Institute for Islamic Studies, 2014).

²³Purwanti, “Descriptive Analysis of Grammatical Error in Writing Descriptive Essay Among the 8th Grade Students in MTs Amal Sholeh Sumugawe Getasan Semarang Regency in Academic Year of 2012/2013.”

So, from the description the research did a research how about the error in writing descriptive text. So, in this research, the research analyzed the students' error in writing descriptive text by qualitative approach.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

The reseach uses qualitative research. Gay and Airasian stated that: “qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information”.³⁰ Based on the method, this research use descriptive method, descriptive research is useful for investigating a variety of educational problems and issues.³¹ 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 semester one of English Departement IAIN Padangsidimpuan.

B. The Time and Place Of the Research

The location of the research was at IAIN Padangsidimpuan, this research was conducted in academic year 2020/2021. The research started from 2020 until finish.

³⁰L.R. Gay and Peter Airasian, *Educational Research; Competies for Analysis and Application* (USA: Prentice Hall, Incorporate, 2000), P.9.

³¹Gay and Airasian, p.275.

C. Source of Data

The sources of data in this research, there are two sources:

1. The primary sources of data

The primary sources of data (Principal data) is the basic of data. Primary sources of data, it is students at semester one of English Department IAIN Padangsidimpuan there are 26 students. This research was done with used purposive sampling. Riduwan said " Purposive sampling is one of technical that can be used by researcher, if researcher has some of conditions take the certainly sampling to get the aim".³² Actually, researcher took one class to do the research. Researcher took the certainly class because it could be representative to take the result of research. So, there is 26 students who answer the test.

2. The secondary Sources of data

The secondary sources of data is the Lecturer writing at semester one of English Department IAIN Padangsidimpuan.

D. Instrument of Collecting Data

The instrument of collecting data was used in this research are :

1. Test

In order to gather the data accurately on students' error in writing descriptive text, the researcher give a writing test. In this research, the

³²Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p.63.

researcher give test about about students' error in writing descriptive text and order to get information about the students' difficulties in analysis error in writing descriptive.

In this research, researcher give test about direction the write a descriptive text about type of writing descriptive text to get information the students' error in analysis the omission, addition, misformation and missordering in students writing. The researcher give the type of descriptive text; people, place, and thing as a choise in writing descriptive text. So, the indicator of this test in research are:

Table 1
Indicator of The Test

| No | Indocator | Sub-Indicator |
|----|-----------|---|
| 1 | Omission | <ul style="list-style-type: none"> 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 |
| 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 | a. Misformation of noun b. Misformation of verb |
| 4 | Misordering | a. Misordering of noun phrase |

The techniques for collecting data with the test as follow:

- a. Preparing the test.
- b. Giving the test to students.
- c. Determining the time of doing the test.
- d. Reminding the students not to cheat and to do the text by their own self.
- e. Giving chance to students to check their answer sheets before collecting it.
- f. After checking the test.

E. Technique of The Data Analysis

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

1. Researcher identified students' error in writing descriptive text.
2. Researcher classified the errors based on the types of the errors.
3. Researcher counted the errors according to the types of the error.

4. Percentage 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 types errors

N = Sum of all type error

5. Researcher made the conclusion.

After doing All the steps above, researcher made conclusion. So, the researcher can arrange the sentences briefly and correctly.

F. Technique of The Data Trustworthiness

Trustworthiness in qualitative research is important because checking to the trustworthiness of the data used to contradict the assumption of qualitative resarch is not scientific. The checking trustworthiness reduce 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.

Triangulate confirm one another and recollection of other participants produce the same description of an event or when a participant responds similarly to a personal question asked on there are different occasions.

Therefore, what is obtained from the data souch 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 which used descriptive design. The participant of this research was the first semester students of IAIN Padangsidempuan. This research was conducted in room one which consisted of 26 students. The instrument of this research was written task. In this research, the learning material was focused on descriptive text.

1. Describe The Students' Error In Writing Descriptive Text

This section answers the first issue dealing with the types of errors the students make in their writing descriptive text based on surface strategy taxonomy. The researcher conducted writing test and analyzed based on Surface Strategy Taxonomy. The researcher asked the students to write a descriptive text based on the topic given. The topic is 'My Favorite Bag'. The students accepted the topic so that it was expected that they were able to express their ideas in their writings. After that, the researcher collected student's writing descriptive text, the researcher saw many students difficult in process writing. The researcher permitted the students to open the dictionary. After giving a writing test, the researcher analyzed the data.

In the below, the researcher described each students' error in the writing text, classified them into four aspects, namely the omission, addition, misformation, and misordering, and the researcher divided each table into

seven columns. They were the first column consisted of number, name, question number, students answer, students error, reconstructions and total.

a. Omission

Second rate type of error is omission. Omission errors are characterized by absence of an item that must appear in a well-formed utterances. Omission can occur to be and article. Learner often omit the to be and article.

There were fifty two of twenty six students had made error in omission. This error was caused by omit of article and to be. In order to avoid subjectivity, the students name are coded in initials name.

The first, there were five errors in the ES descriptive writing caused by omit of article, to be, verb and noun. They were “I have beautiful woman” is reconstructed to be “I have a beautiful women”. “She very care with my family” should be “She is very care wuth my family”. “Black eye and short hair” should be “Black eyes and short hair”. “Give me lovely” should be “Gives me lovely”. “She like to cook and clean home” should be “She likes to cook and clean home”. So, the students made one error of article, one error of article, one error of verb and two errors of noun.

The second, there were four item errors of in the DH descriptive writing caused by omission of article and verb. They were “I have mother”

should be “I have a mother”. “She is farmer” should be “she is a farmer”. “She is great girl” should be “She is a great girl”. “She always help my father” should be “She always helps”. So, the students made three errors of article and one error of verb.

The third, there were two errors of in the NS descriptive writing by omission of article and to be. There were “My home beautiful” should be “My home is beautiful”. “And one is middle room” should be “and one is a middle room”. So, the students made one error of article and one error of to be.

The fourth, there were one error of in the MR descriptive writing by omission of article. There were “I have bestfriend in room 1 english language” should be “I have a bestfriend in room 1 english language”. So, the student made one error of article.

The fifth, there were two errors of in the RAR descriptive writing by omission of article and omission of to be. There were “I have bestfriend her name is Chusnul Afifah Hrp” should be “I have a bestfriend her name is Chusnul Afifah Hrp”. “She school in UIN RIAU” should be “She is school in UIN RIAU”. So the student made one error of article and one error of to be.

The sixth, there were two errors of in the DHP descriptive writing by omission of article and omission of to be. There were “I have hero” should be “I have a hero”. “She very care for me” should be “she is very care for me”. So, the student made one error of article and one error of to be.

The seventh, there were two errors of in the JR descriptive writing by omission of article and omission of to be. There were “I have besfriend” should be “I have a bestfriend”. “Her name Annisa Afrildayanti Nasution” should be “Her name is Annisa Afrildayanti Nasution”. So, the student made one error of article and on error of to be.

The eighth, there were four errors of in the EDS descriptive writing by omission of article and omission of to be. There were, “I have new friend” should be “I have a new friend”. “She has very beautiful” should be “She is very beautiful”. “Walida single” should be “Walida is single”. “She doesn’t boy friend” should be “She has doesn’t boy friend”. So, the student made one error of article and three errors of to be.

The ninth, there were one error of in the MS descriptive writing by omission of to be. There were, “My house not large” should be “My house is not large”. So, the student made one error of article ot to be.

The tenth, there were four of in the S descriptive writing by omission of article and omission of to be. There were, “She is beautiful

women” should be “She is a beautiful women”. “She soleha and also diligent” should be “She is soleha and diligent”. “Her nose pointed” should be “Her nose is pointed”. “She very beautiful” should be “ she is very beautiful”. So, the student made one error of article and three errors of to be.

The eleventh, there were two error of in the AS descriptive writing by omission of article and omission of to be. There were, “I have bestfriend” should be “I have a bestfriend”. “Her name Irfan Pinangungan” should be “Her name is Irfan Pinangungan”. So, the student made one error of article and one error of to be.

The twelfth, there were three errors of in the NH descriptive writing by omission of article and omission of to be. There were, “she so beautiful” should be “she is so beautiful”. “She strong women” should be “She is strong women”. “She very strong” should be “She is very strong”. So, the student made one error of article and two errors of to be.

The thirteenth, there were two errors of in the MY descriptive text by omission of article and to be. There were, “I have house with my family” should be “I have a house with my family”. “My house big” should be “My house is big”. So, the student made one error of article and one error of to be.

The fourteenth, there were two errors of in the RR descriptive writing by omission of article. There were, “I have friend” should be “I

have a friend". "He is good boy" should be "He is a good boy. So, the student made one error of article and one error of to be.

The fifteenth, there were two errors of in the HH descriptive writing by omission of article and to be. There were, "I have my bestfriend in senior high school" should be "I have a bestfriend in senior high school". "Nirma very kindly and friendly" should be "Nirma is very kindly and friendly". So, the student made one error of article and one error of to be.

The sixteenth, there were two errors of in the DA descriptive writing by omission of article and to be. There were, "Her name Reta" should be "Her name is Reta". "Reta is beautiful girl" should be "Reta is a beautiful girl". So, the student made one error of article and one error of to be.

The seventeenth, there were three errors of in the HT descriptive writing by omission of article and to be. There were, "She so cute when she is smile" should be "She is so cute when is smile". "She so beautiful" should be "She is so beautiful". So, the student made one error of article and two errors of to be.

The eighteenth, there were four errors of in the YSR descriptive writing by omission of article and to be. There were, "I have beautiful mather" should be "I have a beautiful mather". "She my hero" should be "She is my hero". "She is strong women" should be "She is a

strong women”. “She is beautiful women and a strong women” should be “She is a beautiful women and a strong women”. So, the student made three errors of article and one error of to be.

The nineteenth, there were one error of in the MAG descriptive writing by omitted of article. There were, “I have bestfriend in my life” should be “I have a bestfriend in my life”. So, the student made one error of article.

The twentieth, there were one error of in the DM descriptive writing by omitted of article. There were, “She is beautiful women” should be “She is a beautiful women”. So, the student made one error of article.

The twenty one, there were two errors of in the HM descriptive writing by omitted of article. There were, “She is beautiful women” should be “She is a beautiful women”. “She is smart women” should be “She is a smart women”. So, the student made two errors of article.

The twenty two, there were two errors of in the WIN descriptive writing by omitted aarticle and to be. There were, “I have new friend when I next my study in IAIN Padangsidempuan” should be “I have a new friend when I next my study in IAIN Padangsidempuan”. “She very kind to me” should be “She is very kind to me”. So, the student made one error of article and one error of to be.

b. Addition

Last rate type of error was addition. Addition are characterized by the presence of an item which must not appear in a well formed utterance. There were thirty eight students made error in addition. This error was caused by add of article and to be.

The first, there were five errors of in the ES descriptive writing by addition of article and to be. There were “She is a my mother” should be “Sheis my mother”. “She is have a black eye and short hair” should be “She have a black eye and short hair”. “She is always give me lovly” should be “She always give me lovly”. “She is like to cook and clean home” should be “She like to cook and clean home”. “She is always to cook to my family”. Should be “She always cook to my family”. So, the student made one error of article and four errors of to be.

The second, there were two errors of in the DH descriptive writing by addition of to be. There were, “She is always love her children” should be “She always love her children”. “She is tell thing to me” should be “She tell thing to me”. So the student made two errors of to be.

The third, there were two errors of in the descriptive writing by addition of to be. There were, “We are lives in Sibolga” should be “We are lives in Sibolga”. “It is more fuction not as a home” should be “It has more function not as a home”. So, the student made two errors of to be.

The fourth, there were trhee errors of in the MR descriptive writing by addition of to be. There were, “She have brown eyes” should be

“She has brown eyes”. “We are always together wherever we go” should be “We always together wherever we go”. “She is my little friend is now” should be “She is my little friend is now”. So, the student made three errors of to be.

The fifth, there were one error of in the IR descriptive writing by addition of to be. There were, “We are always go together” should be “We always go together”. So, the student made one error of to be.

The sixth, there were two errors of in the DHP descriptive writing by addition of to be. There were, “She have long body and short hair” should be “She has long body and short hair”. “She is always kiss my face every I back to home from school” should be “She always kiss my face every I back to home from school”. So, the student made two errors of to be.

The seventh, there were two errors of in the JR descriptive writing by addition of article and to be. There were, “The name is Annisa Afrildayani Nasution” should be “Her name is Annisa Afrildayani Nasution”. “We are always go to school together with motorcycle” should be “We always go to school together with motorcycle”. So, the student made one error of article and one error of to be.

The eighth, there were one error of in the EDS descriptive writing by addition to be. There were, “She has very beautiful, and she is a good

friend” should be “She is very beautiful, and she is a good friend”. So, the student made one error of to be.

The ninth, there were two error of in the MS descriptive writing by addition of to be. There were, “I live in the house with my family” should be “I live in the house with my family”. “It have more function not as a house but my favorite place to have many activities” should be “It has more function not as a house but my favorite place to have many activities”. So, the student made two error of to be.

The tenth, there were two error of in the S descriptive writing by addition of to be. There were, She is study in USU, she has white skin, beautiful eyes” should be “She study in USU, she has white skin, beautiful eyes”. “She have short hair and chubby cheek” should be “She has short hair and chubby cheek”. So, the student made two error of to be.

The eleventh, there were one error of in the AS descriptive writing by addition of to be. There were, “He is always fatner for me when I at free time and usually help me when I have problame” should be “He always fatner for me when I at free time and usually help me when I have problame”. So the student made one error of to be.

The twelfth, there were two error of in the AA descriptive writing by addition of to be. There were, “We are always go together” should be

“We always go together”. “We are always have same class” should be “We always have same class”. So, the student made two error of to be.

The thirteenth, there were one error of in the HH descriptive writing by addition of to be. There were, “She have brown eyes and thin nose”. She has big body” should be “She has brown eyes and thin nose”. So, the student made one error of to be.

The fourteenth, there were two error of in the DA descriptive writing by addition of to be. There were, “We are always hangout together” should be “We are always hangout together”. “She is always forgive me when I do a mistakes” should be “she always forgive me when I do a mistakes”. So the student made two error of to be.

The fifteenth, there were two error of in the NQ descriptive writing by addition of to be. There were, “She is study in a university” should be “She is study in a university”. “She have short hair, brown eyes, pointed nose, and oval face” should be “She has short hair, brown eyes, pointed nose, and oval face”. So, the student made two error of to be.

The sixteenth, there were one error of in the HM descriptive writing by addition of to be. There were, “We are always wont to school together” should be “We always wont to school together”. So, the student made one error of to be.

The seventeenth, there were one error of in the WIN descriptive writing by addition of to be. There were, “She is give me a joke that’s can make me forget about my problem” should be “She give me a joke that’s can make me forget about my problem”. So, the student made one error of to be.

c. Misformation

The first, there were one error found of in the JR descriptive writing by misformation of pronoun. There were “He is my bestfriend in SMK” should be “She is my bestfriend in SMK”. So, the students made one error of pronoun.

The second, there were one error found of in the EDS descriptive writing by misformation of pronoun. There were “He is friendly sometimes unfriendly” should be “She is friendly sometimes unfriendly”. So, that student made one error of pronoun.

The third, there were one error found of in the S descriptive writing by misformation of pronoun. There were “I have my bestfriend in senior high school” should be “I have a bestfriend in senior high school”. So, that students made one error of pronoun.

The fourth, there were one error found in the NH descriptive writing by misformation of pronoun. There were “I have my mather” should be “I have a mather”. So, the student made one error of pronoun.

The fifth, there were one error found in the AS descriptive writing by misformation of pronoun. There were “Her name is Irfan Pinangungan” should be “His name is Irfan Pinangungan”. So the student made one error of pronoun.

d. Misordering

The first, there were one error found in the DH descriptive writing by misformation of noun. There were “She is girl beautiful in the world” should be “She is beautiful girl in the world”. So, the student made one error of noun.

The second, there were one error found in the MS descriptive writing by misformation of noun. There were “Room middle” should be “Middle room”. So, the student made one error of noun.

The third, there were two errors found in the AA descriptive writing by misformation of pronoun. There were “I, kiki and Rani” should be “Kiki, Rani and I”. “ I and My friends” should be “My friends and I”. So, the student made two errors of pronoun.

The fourth, there were two errors found in the NH descriptive writing by misformation of pronoun and noun. There were “I and my family” should be “My family and I”. “Women best” should be “Best women”. So, the student made one error of pronoun and one error of noun.

The fifth, there were one error found in the YSR descriptive writing by misformation of noun. There were “She is women best” should be “She is best women”. So, the student made one error of noun.

The sixth, there were one error found in the ARA descriptive writing by misformation of pronoun. There were “I and my father” should be “My father and I” so, the student made one error of pronoun.

2. The Student’ 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.

- a. Omission, fifty one items by omission of to be and article.
- b. Addition, thirty nine items by addition of to be and article.
- c. Misformation, five items by misformation of pronoun.
- d. Misordering, seven items by misordering of pronoun.

So, omission error was dominant error in writing descriptive text by students at Semester One Of English Departement IAIN Padangsidimpuan, 51 (49,51%).

B. The Discussion

The result of this research with title “An Analysis Of Students’ Error In Writing Descriptive Text At Semester One of English Departement IAIN Padangsidimpuan” were 103 items of errors. They are 51 items by omission of article, to be, and proposition. The next errors are 39 items by addition, 5 items of misformation, and 8 items of misordering.

For their mistake. Based on students errors, students are still low in writing descriptip text. Then students are still low in structure and grammar. And based on dominant error, students still do not understand the use of to be and article.

The researcher was related to some previous research concluding The first, research done by Anni Khoiriyah, research title “the analysis of the students’ function error in writing descriptive text at grade X SMK Panca Dharma Swasta Padangsidimpuan”. The result of this research is there four type of tense error students’ writing in descriptive text and dominant type punctuation error in writing descriptive text is adition type with 34 errors (53.125%), the errors that the students addition in put the puntuation in writing descriptive text.³³ Related in this research is study about analysis error in writing descriptive text.

³³ Anni Khoiriyah, “The Analysis of Students Fancuationin Writing Descriptive Text at Grade X SMK Pancadarma Swasta Padangsidimpuan in 2014 Academic” (State Institute for Islamic Studies, 2014).

The second, research done by Indah Sri Purwanti, the research title “descriptive analysis of grammatical errors in writing descriptive essay among 8th grade students in MTS Amal Sholeh, Semarang”. The result of this research is mostly caused by intralingual factor which is grammar and structure, and the appliance of Bahasa Indonesia pattern into English which make it interlingual errors.³⁴ Related in this research is study about analysis error in writing descriptive text.

³⁴ Purwanti, “Descriptive Analysis of Grammatical Error in Writing Descriptive Essay Among the 8th Grade Students in MTs Amal Sholeh Sumugawe Getasan Semarang Regency in Academic Year of 2012/2013.”

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of test which are done by the research about students error analysis in writing descriptive text, the conclusions are:

1. The students' error analysis in writing descriptive text was omission 51, addition 39, misformation 5 and misordering 8.
2. The students' dominant error analysis in writing descriptive text related to omission was 51 (49,51%) .

B. The Suggestions

Based on the conclusions above, researcher gave some suggestions as follow:

1. The writer on this occasion 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, motivate the students to improve their ability in writing descriptive text especially background thought of used the article and to be.

REFERENCES

- Brown, H.D, *Principle of Language Learning and Teaching* (New Jersey: Prentice Hallinc, 1980).
- Brown, H.Douglas, *Language Assessment; Principle and Classroom Practice* (San Fransisco: Logman, 2004), <https://www.academia.edu>.
- Carder and Carl James, *Error in Language Learning and Use* (New York: Longman, 1998).
- Crystal, D, *The Cambridge Enyclopedia of Language* (Cambridge: Cambridge University, 1987).
- Harry A, Greene, and Friend, *Developing English Language Skill in Elementry School* (Bostom, n.d.).
- Homby, AS, *Oxford Advanced Learner's Dictionary* (New Yourk: Oxford University Press, 1997).
- <http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>.
- Khoiriyah, Anni, "The Analysis of Students Fancuationin Writing Descriptive Text at Grade X SMK Pancadarma Swasta Padangsidimpuan in 2014 Academic" (State Institute for Islamic Studies, 2014).
- L.Gay, L.R. and Peter Airasian, *Educational Reseach; Competies for Analysis and Application* (USA: Prentice Hall, Incorporate, 2000).
- Moleong Lexy J., *Metodelogi Penelitian Kualitatif* (Bandung: Rosdakarya, 1995).
- Norrish, J., *Language Learning and Their Errors* (London: Macmillion Publisher, 1987).
- Nunan, David, *Practical English Language Teaching* (America: The Mc Grow Hill Compines, 2003).
- Oshima Olice and Anna Hogue, *Writing Academic English* (America: Person Longman, 2006).
- Purwanti, "Descriptive Analysis of Grammatical Error in Writing Descriptive Essay Among the 8th Grade Students in MTs Amal Sholeh Sumugawe Getasan Semarang Regency in Academic Year of 2012/2013."

- Purwanti, Indah Sri, "Descriptive Analysis of Grammatical Error in Writing Descriptive Essay Among the 8th Grade Students in MTs Amal Sholeh Sumugawe Getasan Semarang Regency in Academic Year of 2012/2013" (2012).
- Reinking, James A and W Hart., Andrew, *Strategies for Successfull Writing* (New Jersey: Prentice, 1986).
- Richards, J.C, *Error Analysis* (London: Longman, 1973).
- Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Penelitian Pemula* (Bandung: Alfabeta, 2005).
- Siahaan, Sanggam and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008).
- Smith, *Improving Writing in California School* (California: California State Department of Education, 1983).
- Sudiono, Anas, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 1987).
- Tarigan and Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*.
- Tarigan, Guntur and Djogo Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 1988).
- Tim Pengusun Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001).
- Yulis, Rama , *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008).

CURRICULUM VITAE

A. Identify

Name : Habibatul Mardiah
Reg. Nim : 14 203 00044
Place/Birth : Pidoli Dolok, August 24h 1996
Sex : Female
Religion : Moeslim
Address : Pidoli Dolok, kec. Panyabungan

B. Parents

Father's Name : Khoiruddin Lubis
Mother's Name : Nuraidah Lubis

C. Education Background

1. Graduated from Elementary School SD Negeri 147552 Pidoli Dolok 2008
2. Graduated from Junior High School SMP N 2 Panyabungan 2011
3. Graduated from Senior High School SMA N 3 Panyabungan 2014
4. Be University student IAIN Padangsidimpuan 2014

Appendix 1

The Instrument Of Student Error In Writing Descriptive Text

Write down a descriptive text by choosing one of the titles below. The text should be using generic structure of descriptive text namely; Identification and description.

The text would be written was at least 2 paragraph within 30 minutes to complet it.

The titles were:

- a. Description of place
- b. Description of people
- c. Description of thing

Name :

Class :

Description of Place, People or Thing

.....

Identification:

.....
.....
.....
.....

Description :

.....
.....
.....
.....
.....
.....
.....

Padangsidimpuan, februari 2020

Validator

Researcher

Anita Rahmadona
Nip :19800430 200604 2023

HabibatulMardiah
Nim: 14 20300044

Appendix II

The Students Error Analysis

| No | Name | Question number | Students answer | Students error | Reconstruction | Total error |
|----|------|--|---|--|---|-------------|
| 1 | ES | (1) I have beautiful woman, (2) she is a my mother. She is beautiful woman, (3) she very care with my family. (4) She have a (5) black eye and short hair, (6) she is always (7) give me lovely her skin white and high body.(8) She is (9) like to cook and clean home. (10) She is always cookes to my family. She is my hero. | (1) I have beautiful woman, (2) she is a my mother. (3) she very care with my family. (4) She is have a black eye (5) black eye (6) she is always give me lovely (7) give me (8) She is like cook and clean home (9) like to cook and | (1) Omission of article: a (2) Addition of article: a (3) Omission of to be: is (4) Addition of to be: have (5) Omission on of noun: eye (6) Addition of to be: is (7) Omission on of verb: give (8) Addition of to be: is (9) Omission on of noun: like (10) addition | I have a beautiful woman, she is my mother. She is beautiful woman, she is very care with my family. She have a black eyes and short hair, she always gives me lovely her skin white and high body. She likes to cook and clean home. She always cook to my family. She is my hero. | 10 |

| | | | | | | |
|---|----|--|--|--|---|---|
| | | | clean home. (10) She is always | of to be: is | | |
| 2 | DH | 1) I have mother. (2) She is girl beautiful in the world. (3) She is farmer. (4) She is great girl. I love my mother. (5) She is always love all her children. She is a hard works. (6) She always help my father. Although, she is sad but she doesn't look to me because she is a strong girl. She can avoid all problem just alone. Sometimes (7) | (1) I have mother. (2) She is girl beautiful in the world. (3) She is farmer. (4) She is great girl. (5) She is always love all her children (6) She always help my father. (7) she is tell thing to me. | (1) Omission of article: a (2) misordering of noun: girl beautiful (3) Omission of article: a (4) Omission of article: a (5) addition of to be: is (6) omission of verb: help (7) addition of to be: is | I have a mother. She is beautiful girl in the world. She is a farmer. She is a great girl. I love my mother. She always love all her children. She is a hard works. She always helps my father. Although, she is sad but she doesn't look to me because she is a strong girl. She can avoid all problem just alone. Sometimes she tell thing to me. | 7 |

| | | | | | | |
|---|----|---|--|--|---|---|
| | | she is tell thing to me. | | | | |
| 3 | NS | (1) I have a homes, we lives in sibolga. (2) My home beautiful. (3) It is more function not as a home, but my favorite place to have many activities. My home has three rooms, two toilets, and (4) one is middle room. | (1) I have a homes, (2) we home beautiful (3) It is more function not as a home, (4) One is middle room. | (1) addition of noun: homes (2) Omission of to be: is (3) Addition of to be: has (4) Omission of article: a | I have a home, we live in sibolga. My home is beautiful. It has more function not as a home, but my favorite place to have many activities. My home has three rooms, two toilets, and one is a middle room. | 4 |
| 4 | MR | (1) I have bestfriend in room11 english language, (2) her name is Rahmad Risky Chaniago. (3) He have long black hair, (4) he is usually | (1) I have a homes, (2) we home beautiful (3) It is more function not as a home, | (1) addition of noun: homes (2) Omission of to be: is (3) Addition of to be: has (4) Omission of article: a | I have a bestfriend in room11 english language, his name is Rahmad Risky Chaniago. He has long black hair, he usually use watch in his | 4 |

| | | | | | | |
|---|-----|--|--|---|---|---|
| | | use watch in his right hand. He is smart in room 1 english language. He lives in Tanobato with his family, but this time he lives in dormitory of IAIN Padangsidimpuan, and now he falling love with some body but I don't know exactly. | (4) One is middle room. | | right hand. He is smart in room 1 english language. He lives in Tanobato with his family, but this time he lives in dormitory of IAIN Padangsidimpuan, and now he falling love with some body but I don't know exactly. | |
| 5 | RAR | (1) I have bestfriend her name is Chusnul Afifah Hrp. (2) She have brown eyes, short hair, fat bady and she is cute girl, we were be | (1) I have bestfriend (2) She have brown eyes, (3) We are always together (4) friends, (5) she | (1) omission of article: a (2) addition of to be: have (3) addition of to be: are (4) addition on of noun: friends | I have a bestfriend her name is Chusnul Afifah Hrp. She has brown eyes, short hair, fat bady and she is cute girl, we were be bestfriend since | 5 |

| | | | | | | |
|---|----|---|---|---|--|---|
| | | bestfriend since 2012. (3) We are always together wherever we go. She is my little (4) friends, now (5) she school in UIN RIAU and me school in IAIN Padangsidimpu an. | school in UIN RIAU | (5) omission of to be: is | 2012. We always together wherever we go. She is my little friend, now she is school in UIN RIAU and me school in IAIN Padangsidimpu an | |
| 6 | IR | (1) I have bestfriends in senior high school. (2) We are always go together. I am happy with they. My bestfriends they name's Diana, Elisa, and Yanti. We are bestfriend. Yanti have face cute, Diana smart and elisa | (1) I have bestfriend (2) She have brown eyes, (3) We are always together (4) friends, (5) she school in UIN RIAU | (1) omission of article: a (2) addition of to be: have (3) addition of to be: are (4) addition on of noun: friends (5) omission of to be: is | I have a bestfriends in senior high school. We always go together. Iam happy with they. My bestfriends they name's Diana, Elisa, and Yanti. We 4 bestfriend. Yanti have face cute, Diana smart and elisa | 2 |

| | | | | | | |
|---|-----|--|---|---|---|---|
| | | friendly, I'm happy with they because they always helps me when ever. We have same favorite is holiday. If we in classroom, we always go to canteen together. | | | friendly, I'm happy wuth they because they always help me when ever. We have same favorite is holiday. If we in classroom, we always go to canteen together. | |
| 7 | DHP | 1) I have hero, she is my mother. She is my hero, (2) she very care for me and my Family. She is beautiful because (3) she have long body and short hair. She never tired care for our. (4) She is always kiss my face every I back to | (1) I have hero, she is my mother (2) she very care for me (3) she have long body (4) She is always | (1) Omission of article: a (2) Omission of to be: is (3) Addition of to be: have (4) Addition of to be: is | I have a hero, she is my mother. She is my hero, she is very care for me and my Family. She is beautiful because she has long body and short hair. She never tired care for our. She always kiss my face every I back to home | 4 |

| | | | | | | |
|---|----|---|--|---|---|---|
| | | home from school. Now I live in dormitory, but I'm very miss for her. | | | from school. Now I live in dormitory, but I'm very miss for her. | |
| 8 | JR | (1) I have bestfriend, (2) the name is Annisa Afrildayani Nasution. (3) He is my bestfriend in SMK. One year ago, I have bestfriend, (4) her name Annisa Afrildayani Nasution. (5) We are always go to school together with motorcycle. Now she is school in IAIN Padangsidimpuan. We are | (1) I have bestfriend (2) the name is Annisa Afrildayani (3) He is my bestfriend (4) her name Annisa Afrildayani Nasution. (5) We are always go to school together | (1) omission of article: a (2) Addition of article: the (3) Misformation of pronoun: he (4) Omission of to be: is (5) addition of to be: are | I have a bestfriend, her name is Annisa Afrildayani Nasution. She is my bestfriend in SMK. One year ago, I have bestfriend, her name is Annisa Afrildayani Nasution. We always go to school together with motorcycle. Now she is school in IAIN Padangsidimpuan. We are some but we | 5 |

| | | | | | | |
|---|-----|--|---|---|---|---|
| | | some but we don't a one bording. | | | don't a one bording. | |
| 9 | EDS | <p>(1) I have new friend , she is Walida and now she is my bestfriend. I call she is Wawa, and we live together in the dormintory.</p> <p>(2) She has very beautiful, and she is a good friend, she is short . She is funny.</p> <p>Sometimes she is very lazy, each she is from kota Pinang,</p> <p>(3) he is friendly sometimes unfriendly.(4) She very smart. She is diligent</p> | <p>(1) I have new friend</p> <p>(2) She very beautiful</p> <p>(3) he is friendly</p> <p>.(4) She very smart</p> <p>(5) Walida single</p> <p>6) she doesn't boyfriend.</p> | <p>(1) Omission of article: a</p> <p>(2) Addition of to be: has</p> <p>(3) Misformatio n of pronoun: he</p> <p>(4) Omission of to be: is</p> <p>(5) Omission of to be: is</p> <p>(6) Omission of to be: has</p> | <p>I have a new friend , she is Walida and now she is my bestfriend I call she is Wawa, and we live together in the dormintory.</p> <p>She is very beautiful, and she is a good friend, she is short. She is funny.</p> <p>Sometimes she is very lazy, eat she is from kota Pinang, she is friendly sometimes unfriendly. She is very smart. She is diligent for study.</p> | 6 |

| | | | | | | |
|-----------|----|--|---|--|--|---|
| | | for study. (5) Walida single, she is sad girl because (6) she doesn't boyfriend | | | Walida is single, she is sad girl because she doesn't has boyfriend. | |
| 10 | MS | I have a house as (1) I place to do my personal job. (2) I live the house with my family. I'd like to stay in my house for a long time because I spent it with my family. (3) It have more function not as a house but my favorite place to have many activities. (4) My house not large and not very small, my house has two rooms, there is | (1) I place (2) I live the house with my family. (3) It have more function (4) My house not large (5) room middle | (1) Misof pronoun: I (2) Addition of article: the (3) Addition of to be: have (4) Omission of to be: is (5) Misordering of noun phrase: room middle | I have a house as my place to do my personal job. I live in house with my family. I'd like to stay in my house for a long time because I spent it with my family. It has more function not as a home but my favorite place to have many activities. My home is not large and not very small, my house has two rooms, there is | 5 |

| | | | | | | |
|----|---|---|--|---|---|---|
| | | a toilet, there is a (5) room middle. Around my house, there is a park but just a little was kept. In the behind, it has the mango tree.. | | | a toilet, there is a middle room. Around my house, there is a park but just a little was kept. In the behind, it has the mango tree.. | |
| 11 | S | <p>(1) I have my bestfriend in senior high school. The name is Suci Meliza.</p> <p>(2) She is beautiful woman. (3) She is study in USU, she has white skin, beautiful eyes. She is smart woman and also creative woman.but she is calm not talk active like me.</p> | <p>(1) I have my bestfriend in senior high school.</p> <p>(2) She is beautiful woman.</p> <p>(3) She is study in USU</p> <p>(4) She solehe</p> <p>(5) she have short hair</p> <p>(6) Her</p> | <p>(1) misformation of pronoun: my</p> <p>(2) Omission of article: a</p> <p>(3) Addition of to be: is</p> <p>(4) Omission of to be: is</p> <p>(5) Addition of to be:</p> <p>have</p> <p>(6) Omission of to be: is</p> <p>(7) Omission of to be: is</p> | <p>I have a bestfriend in senior high school. Her name is Suci Meliza.</p> <p>She is beautiful woman. She is study in USU, she has white skin, beautiful eyes. She is smart woman and also creative woman.but she is calm not talk active like me.</p> <p>She is soleha</p> | 7 |

| | | | | | | |
|-----------|----|---|---|---|---|---|
| | | (4) She soleha and also diligent. She is kindness, (5) she have short hair and chubby cheek.(6) Her nose pointed. If she smile, (7) she very beautiful. | nose pointed. (7) she very beautiful. | | and also diligent. She is kindness, she has short hair, she has chubby cheek. Her nose is pointed. If she smile, she is very beautiful. | |
| 12 | AA | I have six best friends in senior high school. (1) We are always go together. They name's Novia, kiki, Elsa, Rani and Nurul. But different in sport. Novia, Elsa and Nurul like volleyball (2) then I , kiki and Rani like Badminton. (3) | (1) We are always go together. (2) then I , kiki and Rani like Badminton. (3) We are always have same class. (4) I and my friends singing every time | (1) Addition of to be: are (2) Misordering of pronoun: I , kiki and rani (3) Addition of to be: are (4) Misordering of pronoun: I and my friends | I have six bestfriend in senior high school. We always go together. They name's Novia,Kiki, Elsa,Rani and Nurul. But different in sport. Novia, Elsa and Nurul like volleyball. Then Kiki,Rani and I like | 4 |

| | | | | | | |
|----|----|--|--|---|--|---|
| | | <p>We are always have same class.</p> <p>We always together every where. (4) I and my friends singing every time.</p> | | | <p>Badminton. We always together every where. my friends and I singing every time.</p> | |
| 13 | NH | <p>(1) I have my mather, (2) she so beautiful, (3) she is strongwoman. She is my hero, she is a beautiful woman. She always care for (4) I and my family. She never tired. (5) She very strong and she is my first teacher in the years and she is a (6) woman best.</p> | <p>(1) I have my mather (2) she so beautiful (3) she is strongwoman. (4) I and my family (5) She very strong (6) woman best.</p> | <p>(1) Misformatio n of pronoun: my (2) Omission of to be: is (3) Omission of article: a (4) Misordering of pronoun: I and my family (5) Omission of to be: is (6) misordering of noun phrase:</p> | <p>I have a mather, she is so beautiful, she is a strongwoman. She is my hero, she is a beautiful woman. She always care for my family and I . She never tired. She is very strong and she is my first teacher in the years and she is a best women.</p> | 6 |

| | | | | women best | | |
|-----------|----|--|--|--|---|---|
| 14 | MY | <p>(1) I have house with my family, we live in there.</p> <p>(2) My house big, it is just have three floors, in front of it mosque and behind it a house, in my house I have a tv, refrigerator and other. It's color is green and we have a slogan in may home is "home sweet home" and I very like my home, because near from mosque. So I can pray every day in mosque.</p> | <p>(1) I have house with my family</p> <p>(2) My house big</p> | <p>(1) Omission of article: a</p> <p>(2) Omission of to be: is</p> | <p>I have a house with my family, we live in there.</p> <p>My house is big, it is just have three floors, in front of it mosque and behind it a house, in my house I have a tv, refrigerator and other. It's color is green and we have a slogan in may home is "home sweet home" and I very like my home, because near from mosque. So I can pray every day in mosque.</p> | 2 |
| 15 | AS | <p>(1) I have</p> | <p>(1) I have</p> | <p>(1) Omission</p> | <p>I have a</p> | 3 |

| | | | | | | |
|-----------|----|---|--|--|---|---|
| | | <p>bestfriend.</p> <p>(2) Her name is Irfan Pinagungan. Now he school in MAN 1 Tapteng. He is obase, high and lazy, but he is friendly and fun.</p> <p>(3) He is always fatner for me when I at free time and usually help me when I have problame.</p> | <p>bestfriend.</p> <p>(2) Her name is Irfan Pinagungan .</p> <p>(3) He is always fatner for me</p> | <p>of rticle: a</p> <p>(2) Misformatio n of pronoun: her</p> <p>(3) Addition of to be: is</p> | <p>bestfriend. His name is Irfan Pinangunan. Now he school in MAN 1 Tapteng. He is abase, high and lazy, but he is friendly and fun. He always fatner when I at free time and usually help me when I have problame.</p> | |
| 16 | RR | <p>(1) I have friend, or let's say a bestfriend, his name is Rahman Algivari but I call he Agip, we became a friend since I was 11 years old.</p> <p>(2) He is good boy, many</p> | <p>(1) I have friend</p> <p>(2) He is good boy</p> | <p>1) Omission of article: a</p> <p>(2) Omission of article: a</p> | <p>I have a friend, or let's say a bestfriend, his name is Rahman Algivari but I call he Agip, we became a friend since I was 11 years old.</p> <p>He is a good boy, many</p> | 2 |

| | | | | | | |
|----|----|--|--|--|--|---|
| | | <p>people say that we're identic, he is 170cm so told, he likes jogging and other sports like basket, badminton,etc. he want to be a police officer, he likes meatball, juice, noodle but his favorite food is fried chicken. Now he was in senior high school 2 at grade 11. He is my bestfriend.</p> | | | <p>people say that we're identic, he is 170cm so told, he likes jogging and other sports like basket, badminton,etc. he want to be a police officer, he likes meatball, juice, noodle but his favorite food is fried chicken. Now he was in senior high school 2 at grade 11. He is my bestfriend.</p> | |
| 17 | HH | <p>(1) I have my bestfriend in senior high school. Her name is Nirma. She live in</p> | <p>(1) I have my bestfriend in senior high school.</p> | <p>(1) Omission of article: a (2) Addition of to be: have (3) Omission</p> | <p>I have a bestfriend in senior high school. Her name is Nirma. She live in</p> | 3 |

| | | | | | | |
|-----------|----|--|---|--|--|---|
| | | Padangsidimpua n. We always together. Nirma is a beautiful girl, (2) she have brown eyes and thin nose. She has big body. (3) Nirma very friendly and kindly, but she can angry if someone talk about her body. She has many people in her face and she has white skin and pink lip. | , (2) she have brown eyes and thin nose. (3) Nirma very friendly and kindly | of to be: is | Padangsidimpua n. We always together. Nirma is beautiful girl, she has brown eyes and thin nose. She has bis body. Nirma is very friendly and kindly, but she can angry if someone talk about her body. She has many people in her face and she has white skin and pink lip. | |
| 18 | DA | I have a bestfriend when I was a kid, (1) her name Reta. Six year ago I have a bestfriend her | (1) her name Reta. (2) We are always hangout together, . (3) Reta is | (1) Omission of to be: is (2) Addition of to be: are (3) Omission of article: a (4)Addtion | I have a bestfriend when I was a kid, her name is Reta. Six years ago I have a bestfriend her | 4 |

| | | | | | | |
|-----------|----|--|---|--|---|---|
| | | <p>name is Reta.</p> <p>(2) We are always hangout together, playing doll together and something craly we can do.</p> <p>Every single day we always together, our family already knows about us.</p> <p>(3) Reta is beautiful girl, she is smart, friendly, sweet, and (4) she is always forgive me when I do a mistakes. I love her.</p> | <p>beautiful girl,</p> <p>(4) she is always forgive me</p> | <p>of to be: is</p> | <p>name is Reta.</p> <p>We always hangout together, playing doll together and something craly we can do.</p> <p>Every single day we always together, our family already knows about us.</p> <p>Reta is a beautiful girl, she is smart, friendly, sweet, and she always forgive me when I do a mistakes. I love her.</p> | |
| 19 | HT | <p>(1) I have new friends and now they are my bestfriends their name is Fadillah and Inas. I meet</p> | <p>(1) I have new friends</p> <p>(2) she so cute</p> <p>(3) she is angry girls.</p> | <p>(1) Omission of article: a</p> <p>(2) Omission of to be: is</p> <p>(3) Omission</p> | <p>I have new a friends and now they are may bestfriends their name is Fadillah and Inas. I meet</p> | 4 |

| | | | | | | |
|----|-----|--|--|--|--|---|
| | | with they in boarding. Fadillah has long hair, (2) she so cute when she is smile. She has big eyes, (3) she is angry girls. Inas has cute eyes, short hair, and (4) she so beautifull, she is fat. | (4) she so beautifull, | of article: a (4) Omission of to be: is | with they in boarding. Fadillah has long hair, she is so cute when she is smile. She has big eyes, she is a angry girls. Inas has cute eyes, short hair, and she is so beautifull, she is fat. | |
| 20 | YSR | (1) I have beautiful mather, (2) she my hero. (3) She is strong woman. She is my hero, and (4) she is beautiful woman and a strong woman in the world. She always pray to | (1) I have beautiful mather, (2) she my hero. (3) She is strong woman. (4) she is beautiful woman 5) she is a woman | (1) Omission of article: a (2) Omission of to be: is (3) Omission of article: a (4) Omission of article: a (5) Misordering of noun phrase: women best | I have a beautiful mather, she is my hero. She is a strong woman. She is my hero, and she is beautiful woman and a strong woman in the world. She always pray to allah for me | 5 |

| | | | | | | |
|----|----|---|---|--|---|---|
| | | allah for me and she is my the first teacher in the world. I really love her and (5) she is a woman best. Strong, soft in the world. | best. | | and she is my the first teacher in the world. I really love her and she is a best woman. Strong, soft in the world. | |
| 21 | NQ | I have a bestfriend, her name's Putri. She lives in Gunungtua and (1) she is study in a university. (2) She have short hair, brown eyes, pointed nose, and oval face. She is beautiful and a very kind bestfriend for me. Her hight is 155cm and her weight is 50kg | (1) she is study (2) She have short hair | (1) Addition of to be: is (2) Addition of to be: have | I have a bestfriend, her name's Putri. She lives in Gunungtua and she study in a university. She has short hair, brown eyes, pointed nose, and oval face. She is a beautiful and a very kind bestfriend for me. Her hight is about 155cm and her weight | 2 |

| | | | | | | |
|-----------|-----|--|-----------------------------------|-----------------------------------|--|---|
| | | she is thin. Her hobbies are listening to the music, singing, dancing, and swimming. She also like English. She is a fun woman and a good listen too. She is my moodbooster. | | | is 50kg she is thin. Her hobbies are listening to the music, singing, dancing, and swimming. She also like English. She is a fun woman and a good listen too. She is my moodbooster. | |
| 22 | MAG | (1) I have bestfriend in my life. He is fun best, good and friendly. His body is high and strong. His hair is smoth and straight. | (1) I have bestfriend in my life. | (1) Omission of article: a | I have a bestfriend in my life. He has fun best, good and friendly. His body is high and strong. His hair is smoth and straight. | 1 |
| 23 | DM | My mother name is Rina Hafni Nasution, | (1) she is beautifull women | (1))mission of article: a | My mother name is Rina Hafni Nasution, | 1 |

| | | | | | | |
|----|----|--|--|---|---|---|
| | | <p>(1) she is beautifull women. She is 38 years old. My mom have short hair, body fat and beautiful eyes. But, I think she is very beautiful because she is my mom.she is my hero and I very love her. Although she often angry to me because I am naughty girl.</p> | | | <p>she is a beautifull women. She is 38 years old. My mom have have short hair, body fat and beautiful eyes. But, I think she is very beautiful because she is my mom.she is my hero and I very love her. Although she often angry to me because I am naughty girl.</p> | |
| 24 | HM | <p>I have someone as my bestfriend. Her name's is Widra Sabina. She is my bestfriend in senior high school. My house and her house near. (1)</p> | <p>(1) We are always wont to school together. (2) She is beautiful woman. (3) She is smart</p> | <p>(1) Addition of tobe: are (2) Omission of article: a (3) Omission of article: a</p> | <p>I have someone as my bestfriend. Her name's is Widra Sabina. She is my bestfriend in senior high school. My home and her hour near. We</p> | 3 |

| | | | | | | |
|----|-----|--|---|--|--|---|
| | | <p>We are always went to school together.</p> <p>(2) She is beautiful woman. She has white skin, beautiful eyes, pointed nose. She has black hair. (3) She is smart woman and creative woman.</p> | <p>woman and creative woman.</p> | | <p>always went to school together. She is a beautiful woman. She has white skin, beautiful eyes, pointed nose. She has black hair. She is a smart woman and a creative woman.</p> | |
| 25 | ARA | <p>(1) I have small home with my family. We live in there.</p> <p>My home is not big . just like normal house . in front of it we have many flowers. It has white wall and next to it, we have chili and some vegetables</p> | <p>(1) I have small home with my family.</p> <p>(2) I and my father</p> | <p>(1) Omission of article: a</p> <p>(2) Misordering of pronoun: I and my father</p> | <p>I have a small home with my family. We live in there.</p> <p>My home is not big . just like normal house . in front of it we have many flowers. It has white wall and next to it, we have chili and some vegetables</p> | 2 |

| | | | | | | |
|----|-----|---|---|--|---|---|
| | | <p>in behind it, we have garage not for car but we make it as place for repair motorcycle. If people motorcycle broke. (2) I and my father will maintenance otin behind my house.</p> | | | <p>in behind it, we have garage not for car but we make it as place for repair motorcycle. If people motorcycle broke. My father and I will maintenance otin behind my house.</p> | |
| 26 | WIN | <p>(1) I have new friend when I next my study in IAIN Padangsidimpua n. Now, she is my best friend and her names Eti Dwi Sartika it's so long name but, I call she is "Chiki" it's a nice name for her.</p> | <p>(1) I have new friend (2) She very kind to me (3) she is give me</p> | <p>(1) Omission of article: a (2) Omission of to be: is (3) Addition of to be: is</p> | <p>I have a new friend when I next my study in IAIN Padangsidimpua n. Now, she is my best friend and her names EtiDwi Sartika it's so long name but, I call she "Chiki" it's a nice name for her.</p> | 3 |

| | | | | | | |
|--|--|---|--|--|---|--|
| | | (2) She very kind to me, she always help me when I have something hard to do. When I sad, (3) she is give me a joke that's can make me forget about my problem. Oh ya, she is a sad girl. | | | She is very kind to me, she always help me when I have something hard to do. When I sad, she give me a joke that's can make me forget about my problem. Oh ya, she is a sad girl. | |
|--|--|---|--|--|---|--|

Appendix III

Taxonomy Error

1. Omission

| No | Omission | Error | Total |
|----|----------|--------------------------------|-------|
| 1 | ES | A Is Eye Give Like | 5 |
| 2 | DH | A A A Help | 4 |
| 3 | NS | Is A | 2 |
| 4 | MR | A | 1 |
| 5 | RAR | A Is | 2 |
| 6 | DHP | A | 1 |
| 7 | JR | A Is | 2 |
| 8 | EDS | A Has | 2 |
| 9 | MS | Is | 1 |
| 10 | S | A Is Is Is | 4 |

| | | | |
|----|-----|-------------------|---|
| | | | |
| 11 | AS | A Is | 2 |
| 12 | NH | Is Is Is | 3 |
| 13 | MY | A Is | 2 |
| 14 | RR | A A | 2 |
| 15 | HH | A Is | 2 |
| 16 | DA | Is A | 2 |
| 17 | HT | Is Is | 2 |
| 18 | YSR | A Is A A | 4 |
| 19 | MAG | A | 2 |
| 20 | DM | A | 1 |
| 21 | HM | A A | 2 |
| 22 | WIN | A Is | 2 |

2. Addition

| No | Name | Error | Total |
|----|------|---------------------------|-------|
| 1 | ES | A Is Is Is Is | 5 |
| 2 | DH | Is Is | 2 |
| 3 | | Are Is | 2 |
| 4 | MR | Have Are Is | 3 |
| 5 | IR | Are | 1 |
| 6 | DHP | Have Is | 2 |
| 7 | JR | The Are | 2 |
| 8 | EDS | Has | 1 |
| 9 | MS | Live Have | 2 |
| 10 | S | Is Have | 2 |
| 11 | AS | Is | 1 |
| 12 | AA | Are Are | 2 |
| 13 | HH | Have | 1 |
| 14 | DA | Are Is | 2 |

| | | | |
|----|-----|------------|---|
| 15 | NQ | Is Have | 2 |
| 16 | HM | Are | 1 |
| 17 | WIN | Is | 1 |

3. Missformation

| No | Nama | Error | Total |
|----|------|-------|-------|
| 1 | JR | He | 1 |
| 2 | EDS | He | 1 |
| 3 | S | My | 1 |
| 4 | NH | My | 1 |
| 5 | AS | Her | 1 |

4. Misordering

| No | Nama | Error | Total |
|----|------|--------------------------------------|-------|
| 1 | DH | Girl beautiful | 1 |
| 2 | MS | Room middle | 1 |
| 3 | AA | I, kiki and rani I and my friends | 2 |
| 4 | NH | I and my family Women best | 2 |
| 5 | YSR | Woment best | 1 |
| 6 | ARA | I and my father | 1 |

Appendix IV

Recapitulation of students' errors in writing Descriptive text

| Student | Type of errors/items | | | | Total items of Error |
|---------|----------------------|-----------|---------------|-------------|-------------------------|
| | Omissions | Additions | Misformations | misordering | |
| 1 | 5 | 5 | - | - | 10 |
| 2 | 4 | 2 | - | 1 | 7 |
| 3 | 2 | 2 | - | - | 4 |
| 4 | 1 | 3 | - | - | 4 |
| 5 | 2 | 3 | - | - | 5 |
| 6 | 1 | 1 | - | - | 2 |
| 7 | 2 | 2 | - | - | 4 |
| 8 | 2 | 2 | 1 | - | 5 |
| 9 | 4 | 1 | 1 | - | 6 |
| 10 | 1 | 2 | - | 1 | 5 |
| 11 | 4 | 2 | 1 | - | 7 |
| 12 | - | 2 | - | 2 | 4 |
| 13 | 3 | - | 1 | 2 | 6 |
| 14 | 2 | - | - | - | 2 |
| 15 | 1 | 1 | 1 | - | 3 |
| 16 | 2 | - | - | - | 2 |

| | | | | | |
|---------|--------|--------|-------|-------|------|
| 17 | 2 | 1 | - | - | 3 |
| 18 | 2 | 2 | - | - | 4 |
| 19 | 2 | 2 | - | - | 4 |
| 20 | - | 4 | - | 1 | 5 |
| 21 | 2 | - | - | - | 2 |
| 22 | 1 | - | - | - | 1 |
| 23 | 1 | - | - | - | 1 |
| 24 | 2 | 1 | - | - | 3 |
| 25 | 1 | - | - | 1 | 2 |
| 26 | 2 | 1 | - | - | 3 |
| Total | 51 | 39 | 5 | 8 | 103 |
| Persent | 49,51% | 37,86% | 4,85% | 7,76% | 100% |

Appendix V

List Of Students Name

| Number | Name |
|--------|--------------------------------|
| Room 1 | |
| 1 | Muhammad Ryan |
| 2 | Noval Saputra Tanjung |
| 3 | Walidah Izzah Nabila |
| 4 | Abdul Raja Azzhari |
| 5 | Muhammad Aidil Gultom |
| 6 | Halimah Tussa'diah Harahap |
| 7 | Amiruddin Saoloan |
| 8 | Hadiatul Marwah |
| 9 | Dina Mahda Rozalina |
| 10 | Nurul Qosimah Siregar |
| 11 | Yana Safitri Ritonga |
| 12 | Dewi Afrilla Siregar |
| 13 | Hariyanti Harahap |
| 14 | Ahmad Riski Caniago |
| 15 | Mahir Yahdi |
| 16 | Nuratikah Handayani |
| 17 | Awaliya Ade L.R |
| 18 | Sahrana |
| 19 | Munardi Siregar |
| 20 | Eti Dwi Sartika Ritonga |
| 21 | Julia Rahmi |
| 22 | Desi Haryani Putri |
| 23 | Isnaini Raisahriri Aulia Rahmi |
| 24 | Rahmad Rizki |
| 25 | Devi Handayani Harahap |
| 26 | Erlita Sari |

Appendix VI

Learning Process







**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
0634- 22080 Faximile 0634-24022

nomor : 169/In.14/E.6a/PP.00.9/ 09 /2018 Padangsidimpuan, 03 September 2018
 ampiran : -
 perihal : *Pengesahan Judul dan Pembimbing Skripsi*
 Kepada Yth. 1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
 2. Yusni Sinaga, M.Hum (Pembimbing II)

di Padangsidimpuan

Assalamu'alaikum Wr. Wb

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan usulan dosen penasehat akademik, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : Habibatul Mardiah
 Nim : 14 203 00044
 Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI-4
 Judul Skripsi : **AN ANALYSIS OF STUDENTS' ERROR IN WRITING DESCRIPTIVE TEXT AT SEMESTER ONE OF ENGLISH DEPARTEMENT IAIN PADANGSIDIMPUAN**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan pembimbing II penelitian skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerja sama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Penasehat Akademik


Eka Sustri Harida, M.Pd
 NIP. 19750917 200312 2 002

Ketua Jurusan Tadris Bahasa Inggris

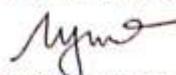

Rayendriani Fahmei Lubis, M.Ag
 NIP. 19710510 200003 2 001

Pernyataan Kesediaan Sebagai Pembimbing

BERSEDIA/~~TIDAK BERSEDIA~~
 PEMBIMBING I


Rayendriani Fahmei Lubis, M.Ag
 NIP.19710510 200003 2 001

BERSEDIA/TIDAK BERSEDIA
 PEMBIMBING II


Yusni Sinaga, M.Hum
 NIP.19700715 2005014 2 010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1213 /An.14/E.1/TL.00/10/2020
Hal : Izin Penelitian
Penyelesaian Skripsi.

21 Oktober 2020

Yth. Kepala Unit Pelaksana Teknis Pusat Pengembangan Bahasa
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Habibatul Mardiah
NIM : 1420300044
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " An Analysis of Students' Error in Writing Descriptive Text at Semester One of English-Departement IAIN Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
PUSAT PENGEMBANGAN BAHASA**

Jalan T. Rizal Nurdin Km.4.5 Sihitang Kode Pos 22733
Telepon. 0634.22080 Faximile 0634 24022
Website : www.iain.psp.ac.id

04 Maret 2021

SURAT KETERANGAN
B- / || /In.14/J.2/PP.00.9/03/2021

Kepala Pusat Pengembangan Bahasa IAIN Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama : Habibatul Mardiah
NIM : 1420300044
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa Tanggal 25 Oktober 2020 dengan Judul : "An Analysis of Student' Error in Writing Descriptive Text at Semester One of English Departement IAIN Padangsidimpuan".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .



Kepala Pusat Pengembangan Bahasa,

Ryflubi

Rayen Nani Fahmei Lubis, M.Ag
197105102000032001