



**THE STUDENTS' ERROR  
IN WRITING DESCRIPTIVE TEXT  
AT GRADE VIII-3 SMP NEGERI 4 PANYABUNGAN**

**A THESIS**

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

**NUR SA'ADAH**  
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**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2018**





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English*

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*Assalamu'alaikumwr.wb.*

After reading, studying, and giving advice for necessary revise on the thesis belongs to Nur Sa'adah, entitled "**The Students' Error In Writing Descriptive Text At Grade VIII-3 SMP Negeri 4 Panyabungan**" We assumed that the 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 Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.


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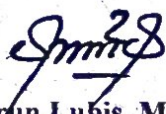
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Padangsidimpuan, 05 September 2018

Researcher



**NUR SA'ADAH**  
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Basedes on the reason state above, the researcher interest to know the students' error and students' dominant error in writing descriptive text. With this finding, it hope that later it will be useful for English teachers in increasing the learning writing descriptive text. In view above discussion, the researcher is a research entitled **“THE STUDENTS’ ERROR IN WRITING DESCRIPTIVE TEXT AT GRADE VIII-3 SMP NEGERI 4 PANYABUNGAN,”**

### **B. Focus of the Problem**

This research focuses on analysing the linguistic elements. The linguistic elements are using the singular and plural, noun, pronoun and tenses. It is on writing descriptive text at grade VIII-3 SMP Negeri 4 Panyabungan.

### **C. Formulation of the Problem**

According to background and focus of this research above, the researcher formulated the problems on the below question:

1. How are the students' errors in writing descriptive text at grade VIII-3 SMP Negeri 4 Panyabungan?
2. What is students' dominant error in writing descriptive text at grade VIII-3 SMP Negeri 4 Panyabungan?
3. Why do the students have such the dominant error in writing descriptive text at grade VIII-3 SMP N 4 Panyabungan?

### **D. Objectives of the Problem**

Base on the formulation of the problem above, the purpose of this research as the following:

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**The Title of Thesis** : THE STUDENTS' ERROR IN WRITING  
DESCRIPTIVE TEXT AT GRADE VIII-3 SMP  
NEGERI 4 PANYABUNGAN

### ABSTRACT

This research tells about students' errors in writing descriptive texts. The purpose of this research is to describe the errors of students of SMP Negeri 4 Panyabungan in class VIII-3 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.

This research was conducted through qualitative research. Sources of data from this research were students from SMP Negeri 4 Panyabungan in class VIII-3 with the total of ten students. The instruments are a writing test and interview for students' made dominant error. The data is processed to read the student's writing, identify the students' error, sign the students' errors, classify the students' errors, count the students' error to get the dominant error, make conclusions, and describe the result of research.

Based on result of the research, researcher found that the students' error in writing descriptive text had fourty items by omission of article, to be, adverb, conjunction, and proposition. There were seven items students' error by addition of adverb, to be, conjunction, and pronoun. There were sixty six items students' error by misformation of pronoun, main verb, singular, plural, possessive, and adverb. There were eighty five items students' error by misordering of noun phrase and adverb. Then, the students' dominant error was caused by misordering of noun phrase. The last, the reason of students' made dominant error because they wrote descriptive text word by word directly from Indonesian language into English.

*Keywords: Students' Error, Writing, and Descriptive Text.*

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NEGERI 4 PANYABUNGAN

### **ABSTRAK**

Penelitian ini menceritakan tentang kesalahan siswa dalam menulis deskriptif text. Tujuan dari penelitian ini adalah mendeskripsikan kesalahan siswa SMP Negeri 4 Panyabungan pada kelas VIII-3 dalam menulis deskriptif teks, menemukan kesalahan yang dominan, dan mendeskripsikan penyebab dari kesalahan yang dominan tersebut. Penelitian ini mendeskripsikan kesalahan siswa dalam menulis deskriptif teks.

Penelitian ini dilakukan melalui penelitian kualitatif. Sumber data dari penelitian ini adalah siswa dari SMP Negeri 4 Panyabungan pada kelas VIII-3 dengan jumlah sepuluh siswa. Instrument yang digunakan adalah tes menulis dan interview terhadap siswa yang lebih banyak kesalahannya. Data tersebut diproses membaca tulisan siswa, mengidentifikasi yang salah, menandai yang salah, mengklasifikasi yang salah, menghitung yang salah untuk mendapatkan kesalahan dominan, dan membuat simpulan.

Berdasarkan hasil penelitian, peneliti menemukan bahwa kesalahan siswa dalam menulis teks deskriptif memiliki empat puluh item dengan kelalaian article, to be, adverb, conjunction, and proposition. Ada tujuh item kesalahan siswa dengan penambahan adverb, to be, conjunction, and pronoun. Ada enam puluh enam item kesalahan siswa dengan misformasi dari pronoun, main verb, singular, plural, possessive, and adverb. Ada delapan puluh lima item kesalahan siswa dengan kesalahan misordering dari noun phrase and adverb. Kemudian, kesalahan terbanyak yang dilakukan oleh siswa disebabkan oleh misordering dari noun phrase. Yang terakhir, alasan siswa melakukan banyak kesalahan tersebut karena mereka menulis teks deskriptif dengan menerjemahkan kata demi kata dari kamus Indonesia ke Inggris.

*Kata Kunci : kesalahan siswa, tulisan, dan deskriptif teks.*

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language as a matter of common knowledge is the medium of communication which people express emotions, ideas, feelings and thoughts to every human. Then, it is one of the most for reaching of human capabilities in relation to the span achievement of mankind. At the same time, language is imitate connected with society though is function, which is primary case that is communicated from individual to one or more other human society could not be exist without language. There are many languages are used by people. One them is English. The English is an important language in Indonesia. The people must be achieved is English.

In Indonesia, English is a foreign language learned from the elementary school to university level. Students learn English for communicating purpose both in writing and spoken forms, they are; listening, speaking, reading and writing. While, writing is important and must be attention in composing English sentences. Besides, the students must also be able to write. Because without having ability in writing and students will be difficult to have ability in writing, students will be difficult to have ability in English. It is a communication occuring between the writer and reader. The writer transfers his opinion or comments in writing, while expecting to comprehend by the reader. By writing, it can improve the new ideas, giving information to the reader, and can express

what do you think about something. So writing becomes a learning and achievement by every individual specifically for the students.

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 it can use the next time. The second, it is as a communication tool in distance between people and the other. The last, it is a scientific working every human. Humans need writing, because it is not loose in life.

Writing is a skill in organizing statement in order to make consistent. It can be defined that writing deals with organizing ideas in good order to reach to purpose of writing itself. Writing also as a communication tool and it is a most important factor in teaching a language. Beside that, writing is the activity of presenting of thought or idea in correct sentences.

There are many kinds of text in writing skill. They are descriptive text, recount text, report text, narrative text, and procedure text. Descriptive text is a type of text has main function and communicative purpose to inform reader or listener about description of something, place or someone.

In every school, writing skill is taught by English teacher, like reading, speaking and listening skill, because in the curriculum stated that students must able to express the idea in written language in terms of short functional text and simple essay to increase knowledge and are accepted in daily life. The students expected to be able to write a descriptive text about animals, things, understand the social function, generic structure and linguistic elements of writing in

descriptive text.<sup>1</sup> Base on the syllabus that use at grade VIII SMP Negeri 4 Panyabungan, they have to learn writing descriptive text.

Writing descriptive text in English is not simple matter. Because when someone writing something, he/she demonstrate not only their competence in grammar, but also their knowledge in the social function, structure text or generic structure and linguistic elements of writing in descriptive text. In writing process the students have to compose their writing by using own choice structure and organize their own ideas in such a way that the reader can understand them. So in writing process descriptive text, knowledge in the social function, generic structure, and linguistic element is important.

The researcher tried to raise the problem about student's error in writing descriptive text. Nevertheless, in eight grade students of SMP Negeri 4 Panyabungan, there are some reasons of this research topic. The illustration more accurate, there are some problems in eight grade of SMP Negeri 4 Panyabungan:

The first, based on the interview, problem are students' difficulties in writing descriptive text. The students are not know to start writing descriptive text. Most of the students are not understand and difficulties in writing descriptive text.<sup>2</sup> The students said that some from them are not understand how to write the good descriptive text.

The second, based on the interview, problem is monotonous the teaching method in explaining the descriptive text. A student said that she had difficulties

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<sup>1</sup>Masberi, *Syllabus grade VII*, SMP Negeri 4 Panyabungan.

<sup>2</sup>Elyda Hafni, Student at Eight Grade SMP Negeri 4 Panyabungan, *Interview*, Oct 29<sup>th</sup> 2017.

in writing English text. that includes describing an object.<sup>3</sup> It makes the students so tight when the studying process in writing descriptive text.

The third, based on the interview, problem is limited material in study writing descriptive text. A student said that he could write a descriptive text in Indonesian Language, he understood the generic structure of descriptive text, but in him English writing had a bag value.<sup>4</sup> So the limitation make students' thinking not increase the opinion and idea in writing descriptive text.

The fourth, based on the interview, the problem is bad background thought in writing descriptive text. The students' assume that writing a text is hard before they write a descriptive text. The students think writing descriptive text have a hard procedure, because the write is need carefulness in string up social function, generic structure, and linguistic elements of writing descriptive text.<sup>5</sup> Dealing with these utilities the background thought of students make the interest to write is low.

The last, based on the interview, English teacher said that some students are errors made in writing descriptive text by students at grade VIII-3 SMP Negeri 4 Panyabungan.<sup>6</sup> Students understand if teacher ask when process explaining writing descriptive text, but the students are errors made when the writing. Dealing with these utilities errors made the students are not understand.

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<sup>3</sup>Darmayanti, Student at Eight Grade SMP Negeri 4 Panyabungan, *Interview*, Oct 29<sup>th</sup> 2017.

<sup>4</sup>Salma Paris, Student at Eight Grade SMP Negeri 4 Panyabungan, *Interview*, Oct 29<sup>th</sup> 2017.

<sup>5</sup>Humaidi, Student at Eight Grade SMP Negeri 4 Panyabungan, *Interview*, Oct 29<sup>th</sup> 2017

<sup>6</sup>Masberi, A English Teacher of SMP Negeri 4 Panyabungan, *Interview*, Oct 29<sup>th</sup> 2017

Based on the reason state above, the researcher interest to know the students' error and students' dominant error in writing descriptive text. With this finding, it hope that later it will be useful for English teachers in increasing the learning writing descriptive text. In view above discussion, the researcher is a research entitled **“THE STUDENTS' ERROR IN WRITING DESCRIPTIVE TEXT AT GRADE VIII-3 SMP NEGERI 4 PANYABUNGAN,”**

### **B. Focus of the Problem**

This research focuses on analysing the linguistic elements. The linguistic elements are using the singular and plural noun, pronoun and tenses. It is on writing descriptive text at grade VIII-3 SMP Negeri 4 Panyabungan.

### **C. Formulation of the Problem**

According to background and focus of this research above, the researcher formulated the problems on the below question:

1. How are the students' errors in writing descriptive text at grade VIII-3 SMP Negeri 4 Panyabungan?
2. What is students' dominant error in writing descriptive text at grade VIII-3 SMP Negeri 4 Panyabungan?
3. Why do the students have such the dominant error in writing descriptive text at grade VIII-3 SMP N 4 Panyabungan?

### **D. Objectives of the Problem**

Base on the formulation of the problem above, the purpose of this research as the following:

1. To describe the students' error in writing descriptive text at grade VIII-3 SMP Negeri 4 Panyabungan.
2. To find students' dominant error in writing descriptive text at grade VIII-3 SMP Negeri 4 Panyabungan.
3. To explain the reasons of students have such the dominant error in writing descriptive text at grade VIII-3 SMP N 4 Panyabungan.

#### **E. Significances of the Problem**

The significances of this research as follows:

1. As an input for the English teacher in teaching and learning process, especially is the English teacher learning writing descriptive text.
2. As an input for the student, especially the English learners that research expect to be able to increase their knowledge in learning writing descriptive text.
3. As an input for the headmaster, especially is guiding the English teacher.

#### **F. Definition of Key Terms**

The terms avoid misconception of the case presented in this study.

##### **1. An Analysis**

An analysis defined as the detailed study or examination of something in order to understand more about it, or a careful examination of a substance in order to find out what it consist of. According to English dictionary, analysis is the research to an even to know the actually situation. So analysis mean in study or examine the students' error in writing descriptive text.

## 2. Students' Error

Students is a person who is studying at school or college such as; primary school, junior high school, senior high school and university, According Hornby, the student is a person who is studying at a school or college.<sup>7</sup> So the researcher is focus to analyzing of students at grade eight SMP Negeri 4 Panyabungan.

An error related to student's systematic errors from being capable of reconstructing this knowledge of the language so far it differs from a mistake, a mistake refers to performance error that is either random or a slip of the tongue. In that is failure to utilize a known system correctly. So the error word here means are students' dominant errors in analyzing writing descriptive text at grade VIII SMP Negeri 4 Panyabungan.

## 3. Writing Descriptive text

Writing is an art to deliver the purpose, thoughts or meaning to someone else, art of exchange oral language into written language. Writing is an activity that can usefully be prepared for by work in the other skill of listening, speaking and reading. The writing, as with the other skills is useful to make sure that learners are involved in meaning-focused use, language-focused learning, and fluency development.<sup>8</sup> However, in learning write will need more patient and more exercise to write many genre of text for example

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<sup>7</sup>Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1974), p.41.

<sup>8</sup>I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p.113.

descriptive text, recount text, and procedure text. The researcher is focus to writing descriptive text.

Descriptive text is a text, which says what a person or a thing is like. The purpose is to describe and reveal a particular person, place, or thing clearly and detail. So, we can say the descriptive text is the text that describes what kind of person or an object describe, goog shape, properties, number and other in particular. The goal of the descriptive text is clear, namely to explain, describe or disclose a specific individual or object.

#### **G. Outline of the Thesis**

The systematic of this research divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

The first chapter, they are consists of background of the problem, focus of the problem, formulation of problems, the aims of the research, and significant of the research.

The second chapter, they are consists of the the theoretical framework, which contains grammar (descriptions of writing, descriptive text, function of descriptive text, generic structure of descriptive text, language elements of descriptive text, example of descriptive text, and the evaluation of writing descriptive text.)

The third chapter, they are consist of methodology. That are consists time and place the research, research design, informant of the research, the techniques

of collecting data, technique of data analysis, and the last technique of data trustworthiness.

The fourth chapter, it is the result of the research talking about the analysis of data. It describe of data analysis of the research. The data analysis describe the actions of researcher in date processing to get relative result.

The last chapter, it is chapter five. They are consists of conclusion and suggestion. This is short explaining of result in research. There are representative the capacity of research. The suggestion is idea a researcher for reader especially the headmaster, and the English teacher of location research.

## CHAPTER II

### THEORETICAL DESCRIPTION

In arranging a research, theories are very important to explain some concepts or description applied in concerned research.

#### A. Error

##### 1. Definition of Error

In applied linguistic, an error is deviation from accepted rules of language made by a learner of a second language. There are some definitions of errors. One of them, an error is the result of some failure of performance. Moreover, the noticeable thing about erroneous sentence is that they can readily be corrected by the speaker himself since they are case of failure to follow a noun rule.<sup>1</sup> Error is to be avoided and its influence overcomes. However, as errors are the result of the negative transfer of first language habits, it is difficult to see how they could become habits simply by tolerating them.<sup>2</sup> So error is a filler and negative transfer of first language habits. This study is analysis of the errors made by second and foreign language learners.

Errors have played an important role in the study of language acquisition in general and in examining second and foreign language in particular. A student cannot learn in the class without knowing an error is made, either by him or by somebody else. Therefore, it is crucial for every

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<sup>1</sup>Jardner In Carl James, *Error in Language Learning and use*, (New York: Logman, 1998), p.79

<sup>2</sup>Rod Ellis, *Understanding Second Language Acquisition*, (Hoeng Koeng: Oxford University Press, 1985), p.22

language teacher to know their students errors in order to minimize or to avoid those error.

## 2. Type of Error

There are four kinds of descriptive taxonomy, that are commonly used. There are four principal ways in which learners ‘modify’ target forms, in other words, four ways in which IL and TL forms diverge in specific and systematic ways. In addition there are:<sup>3</sup>

### a. Omission

In this case, when the students make sentence, there is one aspect in 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 word, and rather than omit one, they resort compensatory strategiesto express their idea.<sup>4</sup> So, omission errors are characterized by the absence of an item that must appear in a well – formed phrases or sentence and any morpheme or word in a sentence is a potential candidate for omission. However, between content words and function words, the letters are more frequently omitted by language learners.

For example:

- 1) My house is Panyabungan.

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<sup>3</sup> JardeIn Carl James, *Error in Language*. ...,p.104

<sup>4</sup> H. GunturTarigandan Djogotarigan, *Pengajaran Analisis Berbahasa*, (Bandung: Angkasa, 1998), p.149

The text omit the article *in*. So, the correct is “My house is *in* Panyabungan.”

2) He a student

This text omit to be *is*. So, the correct is “He *is* a student.”

b. 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 to faithful use of certain rules and the suggest there are subtypes.<sup>5</sup> So, addition errors are opposite of omission. They are characterized by the presence of an item, which does not appear in a well-formed utterance.

For example:

1) The university is *near behind* the mosque.

The text is adding *near* or *behind*. So, it must choose one of them. The correct is “the university is behind the mosque or the university is near the mosque.”

2) She *is* studies English.

The text is adding to be *is*. So, the correct is “She studies English.”

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<sup>5</sup>*Ibid.*, p.151

### c. Misformation

The produce of learner is misform in writing. In this case the students used of the wrong form of a structure of sentences.<sup>6</sup> So, misformation errors are characterized by the use of the wrong form or morpheme of structure. While in omission error, the item is not supplied at all and in the misformation errors the learner supplies something, although it is incorrect.

For example:

1) I studyed English.

I study English.

2) It is *the* tiger.

It is a tiger.

### d. Misordering

It is characterized by the incorrect placement of one or more elements in a phrase or sentence. The errors may be made by L1 and L2 learners when they have acquired certain simple patterns.<sup>7</sup> In this case the students make sentences in incorrect order. Misordering is the result of learners relying on carrying out word for word translation of native language surface structures when producing written or spoken utterances.

For example:

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<sup>6</sup>Jarder In Carl James, *Error in Language...*, p.108

<sup>7</sup>Indah Sri Purwanti, Descriptive Analysis of Gramatical Error in Writing Descriptive Essay. Retrieved from <https://id.scribd.com/document/251658158/-Analysis-of-Grammatical-Errors-in-Writing-Descriptive-Essay.Stain-Salatiga>, (Access: 14 Jan, 2018 at 15.25 WIB)

1) I like *color black*

I like black color.

2) *Bag color* is white

Color bag is white.

Besides the example, components of the errors are articles, to be, singular/plural noun, prepositions, noun, noun phrase and verb. They are object in analyzing students' writing descriptive text.

## **B. Writing**

### **1. Definition of Writing**

Writing is one of the language skill has important role in daily life. It is one of the four skills that should be mastered. According to Sharples, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their idea in their mind by organizing them into a good text so that the others know them and the student can think critically.<sup>8</sup> Thorough writing, each person is able to convey feelings, idea, and announcements to others.

Writing is a good way to develop and comprehension as well as a way for students to organize and express their ideas, emotion, and experiences.

Attendance of writing in learning a language provides a very good express

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<sup>8</sup>Tiur Asih Siburian, Language Learning and Applied Linguistics World, Retrieved from <https://www.language.com/search-Tiur-Asih-Siburian-Language-Learning-and-Applied-Linguistics-World-IJLLALW-Improving-Students-Achievement-On-Writing-Descriptive-Text-Through-Think-Pair>, (Access: 14 Jan, 2018 at 14.00 WIB)

students' idea on foxing the vocabulary, so writing is important role in daily life.

Writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes. Writing is also an excellent communication tool. But, writing is differs with communication with talk.<sup>9</sup> Based on the opinion above, it can be stated that writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has heard in written form.

Writing is also a technique for discovering whether his language is understandable or not. It makes unexpected connections among ideas and language. Educated people, therefore, need to master good writing ability in order to express themselves well. The skill of writing is often considered to be reflecting the level of their education. It means that writing can help the students increase their vocabulary, improve their knowledge of grammar, develop their understanding of how ideas and opinions are expressed and how well their messages are understood by the reader.

Based on the describing of writing, it can pull that writing is the process of transferring idea, feeling, and though from the writer, to the reader.

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<sup>9</sup>Geoffrey Broughton, *et al.*, *Teaching English as Foreign Language*, (New York:Routledge, 1980), p.116.

Writing is the way to think and learn. It gives someone opportunities to explore ideas and acquire information.

## 2. Processes of Writing

The process in the writer will be able to make the reader understand what he means through his sentences. Process writing in the classroom is highly structure as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities the support the learning of specific writing skills at every stage.

The process of writing has roughly four steps. In the first step is creating the ideas. The second step is organizing the ideas. In the third step is writing a rough draft. In the final step is polishing the rough draft by editing it and making revisions.<sup>10</sup> The allof step describe as follows:

### a. Prewriting

Prewriting can consist of a combination of outlining, diagramming, storyboarding, clustering, and prewriting is a technique similar to clustering, see mind mapping. According to George, prewriting is a way to get idea. From it need a thinking process. This is first step in writing process.<sup>11</sup> In this step is choosing a topic and collecting the ideas to explain the topic with listing. Use the listing technique to choose a person. In a

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<sup>10</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third Edition, (Library of Congress Cataloging-in-Publication Data: Person Logman, 2007), p.16.

<sup>11</sup>George Otte and Rebecca Williams, *Basic Writing*, (America: Parlor Press and the WAC Clearinghouse, 2010), p.144

second list, write down the ways in which this person made a difference, and choose one or two ways to write about, and circle them. It is any activity in the classroom that encourages students to write. It stimulates for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

b. Organizing

Organizing is the process of defining and grouping the activities of the enterprise and establishing the authority relationships among them. The next step in the writing process is to organize the ideas into a simple outline.<sup>12</sup> The writer of our models wrote a sentence that named the topic and told the main.

c. Writing

The next step is to write a rough draft, using the outline as a guide. Write the rough draft as quickly as students can without stopping to think about grammar, spelling, or punctuation. Just get the ideas down on paper. Students will probably see many errors in their rough draft.<sup>13</sup> This is just a rough draft. Students will fix the errors later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.

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<sup>12</sup>Alice Oshima and Ann Hogue, *Introduction to Academic...*, p 17.

<sup>13</sup>*Ibid.*, Alice Ashima and Ann Hogue, p 18.

#### d. Revising and Editing

In this step, students polish what they have written. Polishing uses two steps. The first, revising is part of the writing process which entails assessing what has already been written and it is an important source of learning in Hedge state. The last, editing is working on the issues of grammar, punctuation, and mechanics.<sup>14</sup> They are process of writing when the student is writing. The good process will be a good work on present a good writing. This research is analyzing focus on the product of students' writing and research do not analyze on the process of writing.

### 3. Writing Evaluations

The assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study. Based on there are scoring rubric of writing essays, they are format, mechanic, content, Organization, grammar and sentence structure.<sup>15</sup> The explanation as follow:

#### 1) Format

There are five of format in writing. They are title centered, first line of each paragraph indented margin on both sides and text double-spaced.<sup>16</sup> So, they are format of writing.

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<sup>14</sup>Anabela Reise Alves, *Process Writing*, (Birmingham: The University of Birmingham, 2008), p.11

<sup>15</sup>Alice Oshima and Anna Hogue, *Writing Academic English, Fourth Edition*, (America: Pearson Logman, 2006), p.136.

<sup>16</sup>*Ibid.*, p.136.

## 2) Mechanics

This criterion is talk about punctuation and spelling of the writing. In a good writing is correct of English writing conventions, left and right margin, all needed capitals, paragraph intended, punctuation and spelling.<sup>17</sup> So, in mechanic evaluation, teacher evaluates about punctuation and spelling of the writing.

## 3) Content

Content is the things represented or suggested in something written or created as art, or the ideas it communicates. Content of the writing are fulfill the requirement of the writing assignment.<sup>18</sup> There are content of writing so interesting to read. This content also shows that the writer used care and thinking.

## 4) Organization

Organization is the act or process of organizing or of being organized. According of Sri Purwanti, form is the organization of the content.<sup>19</sup> In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

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<sup>17</sup>H. Douglass Brown, *Language Assesment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 244-245.

<sup>18</sup>Alice Oshima and Anna Hogue, *Writing Academic...*, p.136

<sup>19</sup>Indah Sri Purwanti, *Descriptive Analysis of Gramatical Error. . .*, (Access: 14 Jan, 2018 at 15.28 WIB)

## 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.<sup>20</sup> 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 characte of tenses. In descriptive text, the tenses are simple present and future tense. The using of the vocabulary must appropriate with structure the tense in writing a text. Every text has the body or generic structure. The generic structure of descriptive text is introduction and description. They are focus in this research.

## 4. Kinds of Text

There are many kinds of text in learning by students of Junior High School the especially on SMP N 4 Panyabungan. They are procedure text, descriptive text, narrative text, and report text. The explanation as follow:

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<sup>20</sup>Dzaky Mubarak Fasy, *Improving the Grade VIII Students' Writing Skill of Narrative Text Through Dictogloss at SMPN 1 Mungkid Magelang*, Retrieved from [https://www.writing.com/searchs-Dzaky-Mubarak-Improving-The-Grade -viii-Student-Text-Through-Dictogloss-At-Smp-N-1-Mungkid](https://www.writing.com/searchs-Dzaky-Mubarak-Improving-The-Grade-viii-Student-Text-Through-Dictogloss-At-Smp-N-1-Mungkid), (Access: 14 Jan, 2018 at 14.20 WIB)

- 1) Procedure text. It is a text to give how the way things to do.
- 2) Descriptive text. It is a written text in which the writer describes an object. Descriptions are two components. They are identification and description by which a writer describes a person, animal and so on.
- 3) Narrative text. It is kind of text tell about word event. Narrative text give information and entertainment. Narration is story writing. When someone writes a narrative paragraph, he/she write about events in the order that they happen. In other words, you use time order to organize your sentences.
- 4) Report text. It is a text to describe the way things are with reference to a range of natural and social phenomena in our environment.

So, the researcher can conclude that kind of text is very important to be learned by students in writing. There are about kinds of text in learning students' writing at grade VIII-3 SMP N4 Panyabungan. They are procedure, descriptive, narrative, recount. It's all to be learned by students, but in this problem the researcher focused about descriptive text.

### **C. Descriptive Text**

#### **1. Definitions of Descriptive Text**

Descriptive text is kind of 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 tree, a house, or camping. It can be about

any topic. 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.

There are some definitions of descriptive text. Descriptive writing is painting picture with words. Students need to be observer, attentive to sensory images.<sup>21</sup> The word as picture of character the something in descriptive text. In According to Charles Miguel Cobb, said that descriptive is kind of writing that tries to put a picture in the reader's mind. It tells how something looks or sounds or tastes or smells or feels.<sup>22</sup> So, the researcher concludes that descriptive text is a kind of text in genre that gives description about things, living thing or non-living thing and describes much information about on object, where the information is about the parts, qualities, or characteristics of the object that is described.

## 2. The Function of Descriptive Text

The Functions of Descriptive Text describe a particular person, place or thing in. The describing of the person, a place and a thing provide the introduction the character and identification of them. Descriptive text have specific function to give description about an object (human or no human).<sup>23</sup>

So, someone knows the illustration of something in descriptive text.

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<sup>21</sup> E. Gail Compkins, *Teaching Writing (Blancing Process and Product)*, (New York: Macmillan Publishing Company, 1994), p.111.

<sup>22</sup> Charles Miguel Cobb, *Process and Pattern*, (Belmont California: Wadsworth Publishing Co, 1085), p. 35

<sup>23</sup> Pardiyono, *Teaching Genre Based Writing*, (Yogyakarta: Andi Offset, 2007), p. 34

### 3. Generic Structure

Generic structure is the way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose. According to Sanggam Sihaan, descriptive text is text containing two components identification and description by which a writer describes a person, or an animal, or a thing.<sup>24</sup> 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. The explanation as follow:

#### a. Identification

The identification is to identify the object to describe. The description describes parts, qualities, and characteristics: of the parts of the object the function of description is to describe a particular person, place, or thing.<sup>25</sup> About statement with imagine about object will be described. The statement must interest, can influence the reader so they interest to read descriptive completely.

#### b. Description

Description is describes part, qualities, characteristics of something. Description tells how something look, or sounds, or taster, or smell and fell. Description given the view about the condition of object which can see from

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<sup>24</sup>Sanggam Siahaan, and Kosno Shindo, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.89.

<sup>25</sup>*Ibid.*,p.89

some sides: location, means of transport, people, weather, size.<sup>26</sup> Besides, description is describing of subject in a descriptive text.

#### 4. Language Features

The significant language feature in descriptive text is simple present tense and sometimes use the perfect tense. There are some reason why use the simple present tense in writing descriptive text. Descriptive text is mostly on describing of the character or adjective of something and to describe the things' experience.

Irma Indriani said that there are three functionof simple present tense. First, the used of simple present tense declare of idea or deed in activity. Second, the used of simple present tense declare a right fact in nowadays. Third, the used of simple present tense paint picture the program. Fourth, the used of simple present declare of incident or not incident in nowadays. Last, the used of simple present declare the suggestions and opinions.<sup>27</sup> So, using of the simple present tense is related and appropriate in writing descriptive text.

There are many diffrents of simple present. Two of them, the simple present is not bunch the time on the text and it is expressing the habits.<sup>28</sup> And the simple present tense can use to describe things that are always true, or situation that exist now and as far as we know, will go on indefinitely and to

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<sup>26</sup>Pardiyono, *Teaching Gender...*, p. 36.

<sup>27</sup>Irma Indriani, *Tenses Itu Gampang Secara Otodidak Bagi Pemula*, (Jakarta Timur: Dunia Cerdas, 2014), p.40-43

<sup>28</sup>BettySchramfer Azar, Stacy A Hagen, *Basic English Grammar, Third Edition*, (Person Education: Pearson Logman, 2006), p.53

talk about habits or things that happen on a regular basis.<sup>29</sup> So, the use of simple present is saying that something happens all the time or repeatedly or something is true in general and talking about things in general.

Perfect tense also can use in text description. Causes, the function of perfect tense explain the events that have occurred and there is connection in newdays. So, descriptive text is uses the simple present tense and the perfect tense.

## 5. Type of Descriptive Text

Beside the purpose of descriptive text bySanggam Siahaan is describing of place, people, and thing.<sup>30</sup> So the types of descriptive writing are:

### a. Descriptive of place

When describe a place, the writer often goes beyond physical appearances. According to Tara, describing of place that reveals its character as well.<sup>31</sup> There are certain important places from our current lives perhaps. So descriptive of place is describe of character or situation and physical of place.

### b. Description of people

descriptive of people is one of other type of descriptive text.

Students' descriptions of people tend to be simply a catalogue of physical

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<sup>29</sup> Martin Hewings, *Advanced Grammar in Use, A Self-study Reference and Practice Book for Advanced Learners of English*, (Jakarta: Erlangga, 2001), p.2

<sup>30</sup>Sanggam Siahaan, *Generic Text Structure...*, p.89.

<sup>31</sup>Tara McCarthy, *Descriptive Writing*, (Saddleback: Educational Publishing, 2012), p.42

traits and personal characteristics.<sup>32</sup> The students can start off by explaining something about your subject physical appearance. Such description might also introduce students' subject personalities to readers, for someone's physical appearances can relevant a great deal about what he or she is like inside.

### c. Description of thing

In describing a thing, it is also started by presenting they physical appearance of its character well.<sup>33</sup> There are important points that you can describe such as its shape, size, color and the cost.

## 6. Example of descriptive text

Table.1

Example of Descriptive text

My Nurse <sup>34</sup>	
Identification	Zahrotul Uliyah is my nurse. Everybody calls her Uliyah or Zahro. Her home is in the town of cement, Namely is Gresik city, East Java. Now, her old is 19 years old and she is continuing her study at University of Jenderal Soedirman in Purwokerto city, In that University. She focus in the major of nurse. I think she is very clever. In that school, her major is science. And now, she is in third levels in her university.
Description	She is so funny, quirky, adorable, cute and pretty girl. Her skin is white and her tall just about 153

<sup>32</sup>*Ibid.*, p.38

<sup>33</sup>*Ibid.*, p.47

<sup>34</sup> Fikri J Maulana. Example of Descriptive Text, Rietrived from <http://www.slideshere.net/mobile/descriptive-text-my-nurse-1>, (Access: 13 Jan, 2018 at 15.25 WIB)

	<p>centimeter. Her body is slim, because her weight just about 40 kg. She has taper fingers and face is shape.</p> <p>Uliyah is a person, who is picky in food things. She is not like catfish and ell. She can't eat in the dirty place. She has a funny habit, she nausea if she excessive laugh cry, and if she look something slovenly. And I think her voice so funny too, because her voice is shrill and her viice like child's voice. That is all of Zahrotul Auliyah, my nurse. I so love her.</p>
My Junior High School Building <sup>35</sup>	
Identification	<p>My junior high school building is not too far from my home. I usually go there by riding bicycle. I only need around 5-7 minutes to get there.</p> <p>Aside from daily routine in school which stardfrom 7 a.m. until 1 p.m., at the afternoon I also go there to play or just to see basketball exercising.</p>
Description	<p>My school is not big like the other school which has football field and auditorium. The main building only has 16 rooms.</p> <p>Each grade is divided into 8 classes, so that because the school only has 16 rooms, the first grade starts the class at 1 p.m. until 5 p.m.; the morning class is only for second and third grade.</p> <p>In addition to that, my school has one basketball court, one lab, one hall which we call Pendopo, one mosque, one canteen, teacher's room, toilets and parking are.</p> <p>One place that I love most at school is the bench near a small pond. At the break time, I always sit at that beach and see the fish swimming.</p>
My Favorite Book <sup>36</sup>	

<sup>35</sup>Gudang Pelajar, Example of Descriptive Text, Rietrived from <https://gudangpelajar.com>, (Access: 13 Jan, 2018 at 15.30 WIB).

Identification	I have a book. The book is a novel. The title is "The Story of An Idiot". I love that book because when I read it I get not only knowledge but also entertainmet.
Description	<p>The color of the book's cover is dominated in red. The picture of that cover is a young man in a black jacket walking the bridge.</p> <p>At the first page of that book, I wrote my name and my email address. I also draw a simple rat at the corner of the first page. I always do the same thing to all my books because I hope if loss my book, someone who found it would give it back to me.</p> <p>The book is written in English. The author of that book is Joseph J Joseph. It is a strange name but cool enough for the name of a novel author.</p> <p>The total pages of that book are 125 pages which are divided into 6 parts. At the back of the cover is actually the short summary of that book, but I change it by sticking the picture of a monkey on it.</p>

## 7. Review of Related Findings

There are related findings that discuss about writing descriptive text: the first, researchertook by Anni Khoiriyah. The result of research is four of errors type by students' error in writing descriptive text and dominant type punctuation error in writing descriptive text. The dominantswere addition type with 34 errors (53.125%), the errors that the students addition in put the

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<sup>36</sup>*Ibid.*, Gudang pelajar.

punctuation in writing descriptive text.<sup>37</sup> Related in this research is study about analysis the error in writing descriptive text.

The second, the researcher took by Rukiyah Yani. The result of this research is there are four types of error, they are: error in omission type was 17 cases (6.64 %), error in addition type was 239 cases (93.36 %), and there was no error in misformation and misordering. The students' dominant error was addition type with 239 cases (93.36%).<sup>38</sup> Related in this research is study about analysis error in writing based on the surface structure taxonomy.

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<sup>37</sup>Anni Khoiriah, The Analysis of Students' Punctuation Error in Writing Descriptive Text At Grade X SMK Panca Dharma Swasta Padangsidempuan, Unpublished by IAIN Padangsidempuan in 2014 Academic.

<sup>38</sup>Rukiyah Yani, Error Analysis of Using Past Verbs in Writing Short Story at Grade VII SMP Muhammadiyah 30 Sihepeng Kecamatan Siabu Mandailing Natal, Unpublished by IAIN Padangsidempuan in academic 2015.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place of The Research

The research was conducted at SMP Negeri 4 Panyabungan that is located at stereer Suka Ramai Desa Manyabar Kecamatan Panyabungan. This research started from 13<sup>th</sup> Oct 2017 until 29<sup>th</sup> Agust 2018.

#### B. Kinds of The Research

The kind of the research was qualitative approach. Gay and Ariasian state that qualitative approach is based on the collection data and analysis of instrumental data such as observation, interviews, and other more sources of information.<sup>1</sup> Lexy J. Moleong said that “Qualitative research is research procedures that produce descriptive that as a written or spoken language from the research objects.<sup>2</sup> So, the purpose of this research is describing the data of the result.

In line with the description above, the descriptive qualitative research was used in this research because the researcher wanted to describe the errors in the students; writing, especially the types of error, dominant errors, and reasons of them errors in analyzing writing descriptive text at grade VIII SMP N 4 Panyabungan. These errors described in details in this research based on the result of the students writing in descriptive text. It was the application of descriptive qualitative research.

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<sup>1</sup>Gay & Peter Ariasian, *Educational Research Competensies for Analysis and Application*, (USA: Pteatice, 2000), p.9.

<sup>2</sup>Lexy J. Moleong, *Metode Peneliti Kualitatif*, (Bandung: Remaja Rosd Karya, 1999), p.4.

### **C. Sources of Data**

The source of data in this research was students at grade VIII SMP Negeri 4 Panyabungan. There are three classes at grade VIII SMP Negeri 4 Panyabungan. Researcher took only one class. The class is at grade VIII-3. There are twenty students at VIII-3.

They were ten of twenty students at grade VIII-3. So there were twenty students who answer the test. Students made dominant error when writing descriptive text in class with teacher. The researcher interview students' made dominant error. Researcher interviewed the ten students of them to get reason made dominant error.

### **D. Instrument of Collecting Data**

This researcher used the test and interview to collect the data of the research. The explaining of the instruments:

#### **1. Test**

In order to collect the data accurately on students' error on writing descriptive text, the researcher gave a writing test. Test was a direction to write a simple descriptive text based on pointed knowledge in the social function, generic structure, and linguistic element. Appropriate with the instrument of this research, the researcher to know the students' error in writing descriptive text. So, this test was not find the score of students' writing but collect the data to analysis the students' error in writing descriptive text.

In this research, researcher gave the 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, missformation and missordering in students writing. The researcher gave the thing type of descriptive text. So, the indicators of this test are:

Table 1  
Indicator of test

no	Indicator	Sub-Indicator
1	Omission	<ul style="list-style-type: none"> <li>a. Omission of article</li> <li>b. Omission of adverb</li> <li>c. Omission of prepositions</li> <li>d. Omission of conjunction</li> </ul>
2	Addition	<ul style="list-style-type: none"> <li>a. Addition of to be</li> <li>b. Addition of article</li> <li>c. Addition of conjunction</li> <li>d. Addition of adverb</li> </ul>
3	Missformation	<ul style="list-style-type: none"> <li>a. Missfomation of pronoun</li> <li>b. Missformation of adverb</li> <li>c. Misformation of plural</li> <li>d. Misformation of singular</li> <li>e. Misformation of possessive</li> </ul>

		f. Misformation of mainverb
4	Missordering	a. Missordering of noun phrase b. Misordering of adverb

The technique of collecting the data with the test as follow:

- a. Researcher got student's preparedness the test.
  - b. Researcher gave the test to the students.
  - c. Researcher determined the time of doing the test.
  - d. Researcher reminded the students don't cheating and doing the test by their own self.
  - e. Researcher collected the students writing.
  - f. Researcher analysed the students writing.
2. Interview

According to Nasution said that interview is a verbal communication, similarly as conversation to take information.<sup>3</sup> So the researcher did the interview to the students about their error in writing descriptive text. The question is a tool to find the cause the students' dominant error in writing descriptive text. So the interview is one of the techniques on collecting data by doing oral interview in individual meeting.

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<sup>3</sup>S. Nasution, *Metode Research*, (Jakarta: Bumi Aksara, 2003), p.113.

### **E. Technique of 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 clasified the errors based on the types of the errors.
3. Researcher counted the errors according to the types of the error.
5. Researcher made the conclusion.

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

### **F. Techniques of Checking Trustworthiness**

Trustworthiness in qualitative research is important because checking to the trustworthiness of the data to contradict the assumption of qualitative research and it is not scientific. The checking trustworthiness reduce the bias of the data, and to improve the validity of the data collected. Researcher made triangulate as checking the trustworthiness data with compare the result of test and students interviewed for purpose checking or comparing data validity.

Triangulate confirm one anether, as when interview, and recollections of other participants produce the same description of an event or when a participant responds similarly to a personal question asked on three are differents occasions. Therefore, what was obtained from the data souch can be verified whenever compared to similar data obtained from other sources different.

## CHAPTER IV

### THE RESULT OF RESEARCH

#### A. The Findings

This study is a qualitative research. This study used descriptive design. The participant of this research was the second grade students of SMP Negeri 4 Panyabungan. There was only one class, which consisted of twenty students. The instrument of this research was writing test. In this research, the learning material was focused on errors taxonomy of descriptive text.

The researcher asked the students to write a descriptive text based on the topic. The topic is 'My Favorite Bag'. The students accepted the topic. The researcher saw the students were difficult in writing process. The researcher permitted the students to open the dictionary. After finish, the researcher collected student's writing descriptive text. Then, the researcher analyzed the data. The researcher conducted writing test and analyzed based on Surface Strategy Taxonomy.

#### 1. The Students' Error in Writing Descriptive Text

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

rules, and the last column is the score how many total students' error hade made every aspects.

Table 3  
An analysise of students' error

<b>initial</b>	<b>Analyse</b>	<b>Original Sentences</b>	<b>Reconstructions</b>
S1.	<b>Omission</b> of article <b>a</b> .	I have <b>bag</b> .	I have <b>a</b> bag.
HP	<b>Misformation</b> of pronoun; <b>I</b> , <b>misordering</b> of adverb; <b>very</b> ,phrase; <b>bag I</b> ,and <b>ommision</b> of adverb; <b>much</b> .	I <b>very</b> like bag <b>I</b> .	I like <b>my</b> bag, <b>verymuch</b> .
	<b>Misformation</b> of pronoun; <b>I</b> , main verba; <b>have</b> , and <b>misordering</b> of phrase; <b>pocket big, bag I</b> .	Bag <b>Ihavepocket big</b> .	<b>My</b> bag <b>has a big pocket</b> .
	<b>Misordering</b> of phrase; <b>bag this</b> , addition of adverb; <b>still</b> , <b>misformation</b> of main possessive verba; <b>use</b> .	<b>Bag thisstill</b> can <b>useuntil</b> now and still beautiful.	<b>This bag</b> can <b>used</b> until now and still beautiful.
	<b>Omission</b> of article; <b>the</b> ,	<b>Color</b> of <b>bag</b>	<b>The</b> color of <b>my</b>

	to be; <b>is</b> , <b>misformation</b> of pronoun; <b>I</b> , and <b>misordering</b> of phrase; <b>bag pity I</b> .	<b>pity</b> black.	<b>pity bag</b> is black.
	<b>Misordering</b> of phrase; <b>bag this</b> , <b>cloth thick</b> , and <b>omission</b> of to be; <b>is</b> .	<b>Bag this</b> made of <b>cloth thick</b> .	<b>This bag</b> is made of <b>thick cloth</b> .
	<b>Misordering</b> of phrase; <b>bag this</b> , <b>misformation</b> of main verba; <b>have</b> and plural noun; <b>pocket</b> .	<b>Bag this</b> have three <b>pocket</b> .	<b>This bag</b> has three <b>pockets</b> .
	<b>Misformation</b> of pronoun; <b>that</b> <b>is</b> , <b>misordering</b> of phrase; <b>pocket small</b> , <b>pocket medium</b> , <b>pocket big</b> , addition of conjunction; <b>and</b> .	<b>That is</b> <b>pocket small</b> , and <b>pocket medium</b> and <b>pocket big</b> .	<b>They are</b> small <b>pocket</b> , <b>medium pocket</b> and <b>big pocket</b> .
	<b>Misformation</b> of pronoun; <b>I</b> , and <b>misordering</b> of phrase;	<b>Bag I</b> can bring many <b>tools</b> <b>school</b> .	<b>My bag</b> can bring many <b>schooltools</b> .

	<b>tools school, bag I.</b>		
	<b>Classification Error</b>		
	Omission	Addition	Misformation
	5	2	9
			Misordering
			14
S2.	<b>Omission</b> of article; <b>a.</b>	I have <b>bag.</b>	I have <b>a</b> bag.
NH	<b>Omission</b> of article; <b>the.</b>	<b>color</b> is gray.	<b>The</b> color is gray.
	<b>Misformation</b> of pronoun; <b>I</b> , main verba; <b>have</b> , plural; <b>pocket</b> , and <b>misordering</b> of phrase; <b>bagI.</b>	<b>BagI</b> have three <b>pocket.</b>	<b>My</b> bag <b>has</b> three <b>pocket.</b>
	<b>Misformation</b> of pronoun; <b>that</b> is, plural noun; <b>pocket</b> , <b>misordering</b> of phrase; <b>pocket big</b> , and <b>pocket small.</b>	<b>That</b> is two <b>pocketbig</b> and one <b>pocket small.</b>	<b>They</b> are two <b>big</b> <b>pockets</b> , and one <b>small</b> <b>pocket.</b>
	<b>Misordering</b> of phrase; <b>color gray</b> , adverb; <b>very</b> , and <b>omission</b> of adverb; <b>much.</b>	I <b>very</b> like <b>color gray.</b>	I like <b>gray</b> <b>color</b> , <b>very</b> <b>much.</b>
	<b>Omission</b> of article; <b>a,</b>	I like the bag	I like the bag

	<b>misformation</b> of pronoun; <b>I</b> , and <b>misordering</b> of phrase; <b>grand mother I</b> .	because its <b>give</b> of grand mother <b>I</b> .	because its a <b>giving</b> of <b>my</b> <b>grand mother</b> .	
<b>Classification Error</b>				
	Omission	Addition	Misformation	Misordering
	4	0	6	6
S3.	<b>Omission</b> of article; <b>a</b> .	I have <b>bag</b> .	I have <b>a</b> bag	
DS	<b>Misformation</b> of pronoun; <b>I</b> , <b>misordering</b> of adverb; <b>very</b> , <b>bag I</b> , and <b>omission</b> of adverb; <b>much</b> .	I <b>very</b> like bag <b>I</b>	I like <b>my</b> bag <b>very much</b> .	
	<b>Misformation</b> of pronoun <b>I</b> , main verb <b>have</b> , and <b>misordering</b> of phrase <b>pocket big</b> .	Bag <b>I</b> have a <b>pocket big</b> .	<b>My</b> bag <b>hasa</b> <b>big pocket</b> .	
	<b>Misordering</b> of phrase; <b>bag this</b> , <b>addition</b> of adverb; <b>still</b> , and <b>misformation</b> of possessive verba; <b>use</b> .	<b>Bag this</b> still can <b>use</b> antil now and still beautiful.	<b>This bag</b> can <b>used</b> antil now and still beautiful.	

	<p><b>Omission</b> of article; <b>the</b>, <b>misformation</b> of pronoun; <b>I</b>, and <b>misordering</b> of phrase; <b>bag I</b>.</p>	<p><b>Color</b>of bag <b>I</b> is black.</p>	<p><b>The</b> color of <b>mybag</b> is blck.</p>
	<p><b>Misordering</b> of phrase; <b>bag this, cloth thick</b>, <b>omission</b> of to be; <b>is</b>, and proposition;<b>of</b>.</p>	<p><b>Bag this</b> made <b>cloth thick</b>.</p>	<p><b>This bagis</b> made <b>ofthick cloth</b>.</p>
	<p><b>Misordering</b> of phrase; <b>bag this, misformation</b> of main verba; <b>have</b>, and plural; <b>pocket</b>.</p>	<p>Bag this have three pocket.</p>	<p><b>This bag</b> have three <b>pockets</b>.</p>
	<p>Misordering of phrase; <b>pocket small, pocket medium</b>, and <b>pocket big</b>.</p>	<p>They are <b>pocket small, pocket medium</b>, and <b>pocket big</b>.</p>	<p>They are <b>smallpocket, medium pocket</b>, and <b>big pocket</b>.</p>
	<p><b>Misformation</b> of pronoun; <b>I</b>, singular; <b>schools</b>, <b>omission</b> of</p>	<p><b>Bag I</b> is hold can bring many tools <b>schools</b>.</p>	<p><b>My bag</b> is hold <b>and</b> can biring many <b>tools</b></p>

	conjunction; <b>and</b> , <b>misordering</b> of phrase; <b>Bag I</b> , and <b>schools tools</b> .		<b>schools</b> .
<b>Classification Error</b>			
	Omission	Addition	Misformation
	6	1	9
S4.	<b>Omission</b> of article; <b>a</b> .	I have <b>bag</b> .	I have <b>a</b> bag.
AN	<b>Misformation</b> of pronoun; <b>I</b> , <b>misordering</b> of phrase; <b>bag I</b> , and <b>color red</b> .	<b>Bag I</b> is <b>color</b> <b>red</b> .	<b>My bag</b> is <b>red</b> <b>color</b> .
	<b>Misformation</b> of pronoun; <b>I</b> , main verba; <b>have</b> , <b>misordering</b> of phrase; <b>bag I</b> .	<b>Bag I</b> <b>have</b> a knickknack	<b>Mybaghas</b> knickknack.
	<b>Misformation</b> of pronoun; <b>I</b> , plural; <b>book</b> , <b>misordering</b> of phrase; <b>bag I</b> , and <b>book I</b> .	Bag <b>I</b> is not big, but bag <b>I</b> can bring all <b>book I</b> .	<b>My bag</b> is not big, but <b>my bag</b> can bring all <b>my</b> <b>books</b> .
	<b>Misformation</b> of pronoun; <b>I</b> .	<b>I</b> bag is beautiful.	<b>My</b> bag is beautiful.

	<b>Misformation</b> of pronoun; <b>I</b> , <b>misordering</b> of phrase; <b>bag I</b> , and <b>father I</b> .	<b>Bag I</b> is a reward of <b>father I</b> .	<b>My bag</b> is a reward of <b>my bag</b> .	
	<b>Omission</b> of article; <b>a</b> , <b>misformation</b> of pronoun; <b>I</b> , and <b>misordering</b> of phrase <b>fatherI</b> .	I like the bag because it is <b>reward of father I</b> .	I like the bag because it is a reward of <b>my father</b> .	
	Misformation of pronoun; <b>I</b> .	The color is <b>I</b> pity.	The color is <b>my</b> pity	
	<b>Misordering</b> of adverb; <b>very</b> , and <b>omission</b> of adverb; <b>much</b> .	So, I <b>very</b> like my bag.	So, I like my bag <b>very much</b> .	
<b>Classification Error</b>				
	Omission	Addition	Misformation	Misordering
	3	0	7	8
S5.	<b>Omission</b> of article; <b>a</b> .	I have <b>bag</b> .	I have <b>a</b> bag	
EH	<b>Omission</b> of article; <b>the</b> .	<b>Color</b> of my bag is red.	<b>The</b> color of my bag is red	

	<p><b>Misformation</b> of pronoun; <b>I</b>, <b>omission</b> of article; <b>a</b>, and <b>misordering</b> of phrase; <b>bag I</b>.</p>	<p><b>Bag I</b> is <b>giving</b> of <b>I</b>aunt.</p>	<p><b>My</b> bag is <b>a</b> <b>giving</b> of <b>my</b> aunt.</p>
	<p><b>Misformation</b> of plural noun; <b>give</b>, and pronoun; <b>I</b>.</p>	<p>She give I every I birthday.</p>	<p>She <b>gives</b>me every <b>my</b> <b>birthday</b>.</p>
	<p><b>Omission</b> of article; <b>the</b>.</p>	<p>Bag is not big, but it can help I.</p>	<p><b>The</b> bag is not big, but it can help me.</p>
	<p><b>Misformation</b> of pronoun; <b>I</b>.</p>	<p>I like bag I.</p>	<p>I like <b>my</b> bag.</p>
	<p><b>Misformation</b> of pronoun; <b>I</b>, and <b>misordering</b> of phrase; <b>bag I</b>.</p>	<p><b>Bag I</b> help <b>I</b> every day.</p>	<p><b>My bag</b> helpme every day.</p>
	<p><b>Misformation</b> of adverb; <b>much</b>, and plural; <b>book</b>.</p>	<p>I bring <b>much</b> book every go to school.</p>	<p>I bring <b>many</b> books every go to schoool.</p>
	<p><b>Misformation</b> of plural;</p>	<p>I put the <b>book</b> in</p>	<p>I put the</p>

	<b>book.</b>	the bag.	<b>books</b> in the bag.
	<b>Misformation</b> of pronoun; <b>I</b> , and <b>misordering</b> of phrase; <b>bag I.</b>	I bring <b>bag I</b> every go to school.	I bring <b>my bag</b> every go to school.
	<b>Misordering</b> of adverb; <b>very</b> , and <b>omission</b> of adverb; <b>much.</b>	I <b>very</b> love bag I.	I love my bag <b>very much.</b>
<b>Classification Error</b>			
	omission	addition	misformation
	5	0	11
			misordering
			4
S6.	<b>Omission</b> of article; <b>a.</b>	I have <b>bag.</b>	I have <b>a</b> bag.
NH	<b>Misordering</b> of adverb; <b>very</b> , phrase; <b>bag I</b> , misformation of pronoun; <b>I</b> , and <b>omission</b> of adverb; <b>much.</b>	I <b>very</b> like <b>bag I.</b>	I like my bag, <b>very much.</b>
	<b>Misordering</b> of phrase; <b>Bag I</b> , <b>pocket big</b> , <b>misformation</b> of pronoun; <b>I</b> , main verba; <b>have</b> , and	<b>Bag I</b> have <b>pocket big.</b>	<b>My bag has a big pocket.</b>

	<b>omission</b> of article; <b>a.</b>		
	<b>Misordering</b> of phrase; <b>bag this,</b> and <b>misformation</b> of possesive verba; <b>use,</b> and <b>omission</b> of to be; <b>is.</b>	<b>Bag this</b> use until now and still beautiful.	<b>This bag</b> is used until now and still beautiful.
	<b>Omission</b> of article; <b>the,</b> to be; <b>is,</b> <b>misformation</b> of pronoun <b>I,</b> and <b>misordering</b> of phrase; <b>bag pity I.</b>	<b>Color</b> of <b>bag</b> <b>pity I</b> is black.	<b>The color</b> of <b>my</b> <b>pity bag</b> is black.
	Misordering of phrase; <b>Bag this,</b> and omission of to be; <b>is.</b>	<b>Bag this</b> made from cloth.	<b>This bag</b> is made from cloth.
	<b>Misordering</b> of phrase; <b>bag this,</b> <b>misformation</b> of main verba; <b>have,</b> and plural; <b>pocket.</b>	<b>Bag this</b> have three <b>pocket.</b>	<b>This bag</b> has three <b>pockets.</b>
	<b>Misformation</b> of pronoun; <b>that</b> <b>is,</b> <b>misordering</b> of phrase;	<b>That</b> is <b>pocket</b> <b>small,</b> <b>pocket</b> <b>medium,</b>	<b>They</b> are <b>small</b> <b>pocket,</b> <b>medium</b>

	<b>pocket small, pocket medium, and pocket big.</b>	<b>andpocket big.</b>	<b>pocket, and big pocket.</b>
	<b>Misformation</b> of pronoun; <b>I, misordering</b> of phrase; <b>bag I, tools school,</b> and <b>omission</b> of to be; <b>is.</b>	<b>Bag I</b> hold long and can bring <b>tools school.</b>	<b>My bagis</b> hold long and can bring <b>school tools.</b>
<b>Classification Error</b>			
	Omission	Addition	Misformation
	8	0	9
			Misordering
			13
S7. IH	<b>Addition</b> of to be; <b>am, misordering</b> of phrase; <b>bag this,</b> adverb; <b>very,</b> and <b>ommision</b> of adverb; <b>much.</b>	<b>I am very like bag this.</b>	<b>I like this bag, very much.</b>
	<b>Misordering</b> of phrase; <b>bag this, pocket big, misformation</b> of main verba; <b>have,</b> and <b>omission</b> of article <b>a.</b>	<b>Bag this havepocket big.</b>	<b>This baghas a big pocket.</b>
	<b>Misordering</b> of phrase;	<b>Bag this</b>	<b>This bag is</b>

	<p><b>This bag, addition</b> of adverb; <b>still, omission</b> of to be; <b>is,</b> and <b>misformation</b> of possessive verba; <b>used.</b></p>	<p><b>stillused</b>until now and still beautiful.</p>	<p><b>used</b> until now and still beautiful.</p>
	<p><b>Misordering</b> of phrase;<b>bag this.</b></p>	<p>The color of <b>bag this</b> is black.</p>	<p>The color of <b>this bag</b> is black.</p>
	<p><b>Misordering</b> of phrase; <b>Bag this,made is,</b> and<b>cloth thickk</b></p>	<p><b>Bag thismade is</b> cloth thickk.</p>	<p><b>This bagis</b> made of thick cloth.</p>
	<p><b>Misordering</b> of phrase; <b>bagh this,</b> <b>misformation</b> of main verba; <b>have,</b> and plural; <b>pocket.</b></p>	<p><b>Bag thishave</b> three pocket.</p>	<p><b>This bag has</b> three pockets.</p>
	<p>Misordering of phrase; <b>pocket small, pocket medium,</b> and <b>pocket big.</b></p>	<p>They are <b>pocket small, pocket medium,</b> and <b>pocket big.</b></p>	<p>They are <b>small pocket, medium pocket,</b> and <b>big pocket.</b></p>

	<b>Misordering</b> of phrase; <b>bag this,</b> and <b>tools school.</b>	<b>Bag this</b> is hold long and can bring many <b>tools school.</b>	<b>This bag</b> is hold long and can bring many <b>school tools.</b>	
<b>Classification Error</b>				
	Omission	Addition	Misformation	Misordering
	3	2	4	15
S8.	<b>Omission</b> of article; <b>a.</b>	I have <b>bag.</b>	I have <b>a</b> bag.	
MR	<b>Addition</b> of pronoun; <b>my,</b> <b>omission</b> of article <b>a,</b> and <b>misformation</b> of singular; <b>years.</b>	The bag is <b>my</b> gift of my birthday this <b>years.</b>	The bag is <b>a</b> gift of my birthday this <b>year.</b>	
	<b>Misordering</b> of adverb; <b>very,</b> and <b>omission</b> of adverb; <b>much.</b>	I <b>very</b> like my bag.	I like my bag, <b>very much.</b>	
	<b>Misformation</b> of plural noun; <b>book.</b>	My bag help me to bring many <b>book.</b>	My bag help me to bring many <b>books.</b>	
	<b>Misordering</b> of adverb; <b>very,</b> and <b>omission</b> of adverb; <b>much.</b>	I very like my bag.	I love my bag, <b>very much.</b>	

<b>Classification Error</b>					
		Omission	Addition	Misformation	Misordering
		3	1	2	2
S9. DI	<b>Misformation</b> of main verba; <b>have</b> , and plural; <b>pocket</b> .	My bag <b>have</b> three <b>pocket</b> .		My bag <b>has</b> three <b>pockets</b> .	
	<b>Misformation</b> of plural; twopocket, <b>misordering</b> of phrase; <b>pocket big</b> , and <b>pocket small</b> .	They are two <b>pocket big</b> , and one <b>pocket small</b> .		They are two <b>big pockets</b> , and one <b>small pocket</b> .	
	Addition of to be; <b>am</b> .	I <b>am</b> want to save it.		I want to save it.	
	<b>Misordering</b> of adverb; <b>very</b> , and <b>omission</b> of adverb; <b>much</b> .	I <b>very</b> like my bag.		I like my bag very much.	
	<b>Classification Error</b>				
		Omission	Addition	Misformation	Misordering
		1	1	3	3
S10.	<b>Misordering</b> of phrase;	<b>Color bag I</b> is pink		<b>My bag color</b> is	

SP	<b>Color bag I,</b> and <b>misformation</b> of pronoun; <b>I.</b>		pink.
	<b>Misordering</b> of phrase; <b>color pity I,</b> and <b>misformation</b> on pronoun; <b>I.</b>	Pink is <b>color pity I.</b>	Pink is <b>my pity</b> <b>color.</b>
	<b>Misordering</b> of phrase; <b>color pink,</b> adverb; <b>very,</b> and <b>omission</b> of adverb; <b>much.</b>	<b>I very</b> like <b>color</b> <b>pink.</b>	I like <b>pink</b> <b>color,</b> <b>very</b> <b>much.</b>
	<b>Misordering</b> of adverb; <b>very much.</b>	So, I <b>very much</b> like I bag.	So, I like my bag <b>very much.</b>
	<b>Misordering</b> of phrase; <b>bag I,</b> and <b>misformation</b> of pronoun; <b>I.</b>	<b>Bag I</b> is reward of <b>I</b> <b>mother.</b>	<b>My bag</b> is a reward of <b>my</b> <b>mother.</b>
	<b>Misordering</b> of phrase; <b>bag this.</b>	I bring <b>bag this</b> every day.	I bring <b>this bag</b> every day.
	<b>Misordering</b> of phrase; <b>bag this,</b> and	<b>Bag this</b> help <b>I</b> every day.	<b>This bag</b> help <b>me</b> every day.

	<b>misformation</b> of pronoun; <b>I.</b>		
	<b>Misformation</b> of pronoun; <b>I,</b> and <b>misordering</b> of phrase; <b>bag I.</b>	I like <b>bag I</b> very much.	I like <b>my bag,</b> very much.
<b>Classification Error</b>			
	Omission	Addition	Misformation
	1	0	6
			Misordering
			8

## 2. Description Studeants' Error In Writing Descriptive Text

This section answers the first issue dealing with the types of errors the students made in their writing descriptive text based on surface strategy taxonomy.

The researcher described each student's errors in their writing. The researcher classified them into four aspects. They are omission, addition, misformation, and misordering.

### a. Omission

The third rate type of error is omission. Omission error is characterized by absence of an item that must appear in a well-formed utterance. Omission can occur on article, to be, adverb, preposition and conjunction. The learners often omit of article.

There were twenty students made error in omission. This error was caused by omit of article, to be, adverb, preposition and conjunction. Based on the result of students' made error, the researcher got all students omission errors.

The first, there were five items error found in the HP descriptive writing. They are "I have bag" is reconstructed to be "I have a bag". "I like my bag very" should be "I like my bag, very much". "My bag has big pocket" should be "my bag has a big pocket", "Color of my bag is black", should be "the color of my bag is black". "This bag made of thick cloth" should be "this bag is made of thick cloth". So, the two items error are caused by omit the article, two items error are caused by omit the to be, and one item error omit by adverb.

The second, there were four items error found in the NH descriptive writing. They were "I have bag" is reconstructed to be "I have a bag". "Color is gray" should be "the color is gray". "I like gray color very" should be "I like gray color very". "It is giving of my grand mother" should be "it is giving of my grand mother". So, the student made three errors of article and one error of adverb.

The third, there were six items error found in the DS descriptive writing caused by omission. They were "I have bag" is reconstructed to be "I have a bag". "I like my bag very" should be "I like my bag, very much". "Color of my bag is black", should be "the color of my bag is black". "This

bag made of thick cloth” should be “this bag is made of thick cloth”. “This bag is hold can bring many school tools” should be “this bag is hold and can bring many school tools”. So, the student made two items error of article, one item error of adverb, one item error of to be, one item error of preposition, and one item error of conjunction.

The fourth, there werethreeritems errorfound in the AN descriptive writing. They were “havebag” should be “ have a bag”. “It is reward of my father” should be “It is a reward of my father”. “I like my bag very” should be “I like my bag, very much”. So, the student made two items error of article and one error of adverb.

The fifth, there were five errors found inthe EI descriptive writing. They were “I have bag” should be ‘I have a bag’. “Color of my bag is red” should be “the color of my bag is red”. “my bag is giving of my aunt” should be “my bag is a giving of my aunt”. “bag is not big” should be “the bag is not big. “I like my bag very” should be “I like my bag, very much”. So, the student made fouritems errors of article and oneitem error of adverb.

The sixth, there were eight errors found in the NH descriptive writing. The errors like that “I havebag” is reconstructed to be “I have a bag”. “I like my bag very” should be “I like my bag, very much”. “My bag has big pocket” should be “My bag has a big pocket”. “ this bag used until now” should be “this bag is used until now”. “Color of my pity bag is

black”, should be “the color of my pity bag is black”. “this bag made from cloth” should be “this bag is made from cloth”. “My bag hold long” should be “My bag is hold long”. The student made three items error of article and four items error of to be, and one item error of adverb.

The seventh, there were three errors found in the IH descriptive writing. They are “I like my bag very” should be “I like my bag, very much”. “This bag has big pocket” should be “The bag has a big pocket”. “This bag used until now” should be “This bag is used until now”. So, the student made one item error of adverb, one item error of article, and one item error of to be.

The eighth, there were four items error found in the MR descriptive writing. They were “I have bag” should be “I have a bag”. “The bag is gift of my birthday” should be “The bag is gift of my birthday”. “I like my bag very” should be “I like my bag, very much”. “I love my bag very” should be “I love my bag, very much”. So, the student made two items error of article and two items error of adverb.

The ninth, there was one error found in the DI descriptive writing. It was “I like my bag, very” should be “I like my bag, very much”. So, the student made one item error of adverb.

The tenth, there was one error found in the SP descriptive writing. It was “I like pink color, very” should be “I like pink color, very much”. So, the student made one item error of adverb.

Beside of students' error, there were ten students error caused of omission. The first, because they omitted the article. They did not put an indefinite article of in the sentence. Article is determiner with its basic role is to mark noun phrases as either definite or indefinite. The definite and indefinite article is customary to recognize a zero article. The second, because they omitted the to be. They did not put an indefinite to be in the sentence. The third, because they omitted the adverb. They did not put an adverb in the sentence. The fourth, because they omitted the preposition. They did not put proposition in the sentence. The last, because they omitted the conjunction. They did not put conjunction in the sentence.

There were nineteen items error caused by omission of article, eight items error caused by omission of to be, eleven items error caused by omission of adverb, one item error caused by omission of preposition, and one item of conjunction. So, there were error in omission was thirty eight items, and then the grand total of errors occurred was one hundred and ninety eight.

**b. Addition**

Last rate type of error was addition. Addition characterized by the presence of items. There were five of ten students made error in addition. This error was caused by add of adverb, and conjunction.

The first, there were two items error found in the HP descriptive writing. They were "This bag still can used until now", the correct

sentence is that adverb “still” must not appear here, it should be “this bag can used until now”. “They are small pocket, and medium pocket, and big pocket”, the correct sentence is that conjunction “and” must not appear here, it should be “they are small pocket, medium pocket, and big pocket”. So, the student made one item error of conjunction and one item error of adverb.

The second, there was one item error found in the DS descriptive writing caused by addition of adverb. It was “This bag still can used until now”, the correct sentence is that adverb “still” must not appear here, it should be “this bag can used until now”. So, the student made one item error by addition of adverb.

The third, there were two item errors found in the IH descriptive writing caused by addition of to be. They were “I am like this bag, very much”, the correct sentence is that to be “am” must not appear here, it should be “I like this bag, very much”. “This bag still can used until now”, the correct sentence is that adverb “still” must not appear here, it should be “this bag can used until now”. So, the student made one item error by addition of to be and one item of adverb.

The fourth, there was one item error found in the MR descriptive writing caused by addition of pronoun. It was “the bag is my a gift of my birthday this year”, the correct sentence is that pronoun “my” must not

appear here, it should be “the bag is a gift of my birthday this year”. So, the student made one item error by addition of pronoun.

The fifth, there was one item error found in the MR descriptive writing caused by addition of pronoun. It was “I am want to save it”, the correct sentence is that to be “am” must not appear here, it should be “I want to save it”. So, the student made one item error by addition of to be.

Beside the analyse, there were two items students’ errors caused by addition of to be, three items of adverb, one item of pronoun, and one item was students’ error caused by addition of conjunction. So, the error in addition was seven items, and then the grand total of error items occurred were one hundred and ninety eight.

### c. **Misformation**

The second rate type of error was misformation. Misformation are characterized by incorrect formation of group the morphemes in an utterance. There were ten students made error in misformation.

The first, there were nine items error found in the HP descriptive writing caused by misformation. They were “I” should be “my”. “have” should be “has”, “use” should be “used”, “pocket” should be “pockets”. This student made five items error caused by misformation of pronoun, three items error of main verb, one item error of possessive verb, and one item error of plural noun.

The second, there were six items error found in the NH descriptive writing caused by misformation. They were “I” should be “my”. “have” should be “has”, “that is” should be “they are”, “pocket” should be “pockets”. This student made three items error caused by misformation of pronoun, one item error of main verb, and two items error of plural noun.

The third, there were nine items error found in the DS descriptive writing caused by misformation. They were “I” should be “my”. “have” should be “has”, “use” should be “used”, “pocket” should be “pockets”, “schools” should be “school”. This student made four items error caused by misformation of pronoun, two items error of main verb, one item error of possessive verb, one item error of plural noun, and one item error of singular noun.

The fourth, there were seven items error found in the AN descriptive writing caused by misformation. They were “I” should be “my”, and “book” should be “books”. This student made six items error caused by misformation of pronoun, and one item caused of plural noun.

The fifth, there were eleven items errors found in the EH descriptive writing caused by misformation. They were “I” should be “my”, “give” should be “gives”, “book” should be “books”, “much” should be “much”. So, this student made seven items error caused by misformation of pronoun, three items error of plural noun, and one item error of adverb.

The sixth, there were nine items errorfound in the NH descriptive writing caused by misformation. They were “I” should be “my”. “that is” should be “they are”, “have” should be “has”, “use” should be “used”, and “pocket” should be “pockets”. This student made five items error caused by misformation of pronoun, two items error of main verb, one item error of possessite verb, and one item error of plural noun.

The seventh, there are four items errorfound in theIH descriptive writingcaused by misformation. They were “have” should be “has”, “pocket” thould be “pockets”, “use” should be “used”. This student made two items error caused by misformation of main verb, one item of plural noun, and one item of possessive.

The eighth, There are two items errorfound in the MR descriptive writing caused by misformation. They were “book” should be “books”, and “years” should be “year”. This student made one item error caused by misformation of plural noun, and one item of singular noun.

The ninth, there were three items errorfound in the DI descriptive writing caused by misformation. They were “pocket” should be “pockets”, and “have” should be “has”. This student made two items error caused by misformation of plural noun, and one item error of main verb.

The tenth, there were six items errorfound in the SP descriptive writing caused by misformation. They were “I” should be “my”. This student made six items error caused by misformation of pronoun.

#### d. **Misordering**

The first rate type of error was misordering. The misordering is characterized by incorrect placement of a group of morphemes in an utterance. Noun phrase is a group of words that consist of head and modifier. There were ten students made error in misordering.

The first, There were fourteen items error found in the HP descriptive writing caused by misordering. They were “pocket big” should be “big pocket”, “bag this” should be “this bag”, “bag my pity” should be “my pity bag”, “pocket small” should be “small pocket”, “pocket medium” should be “medium pocket”, “tools school”, “bag my” should be “my bag” and “I very much like my bag” should be “I like my bag very much”. So, this student made thirteen items error caused of noun phrase and one item error of adverb.

The second, there were six errors found in the NH descriptive writing caused by misordering. They were “pocket big” should be “big pocket”, “pocket small” should be “small pocket”, “bag my” should be “my bag”, “color gray” should be “gray color”, “grand mother I” should be “my grand mother”, and “I very much like my bag” should be “I like my bag very much”. So, this student made five items error caused of noun phrase, and one item error of adverb.

The third, there were twelve items error found in the DS descriptive writing caused by misordering. They were “bag this” should be “this bag”,

“bag my” should be “my bag”, “cloth thick” should be “thick cloth”, “pocket small, pocket medium, pocket big” should be “small pocket, medium pocket, and big pocket”, “tools school” should be “school tools”, and “I very much like my bag” should be “I like my bag very much”. So, this student made eleven items error caused of noun phrase, and one item error caused of adverb.

The fourth, there were eight items error found in the AN descriptive writing caused by misordering. They were “color red” should be “red color”, “bag my” should be “my bag”, “books my” should be “my books”, “father my” should be “my father”, “mother I” should be “my mother”, and “I very much like my bag” should be “I like my bag very much”. So, this student made seven items error caused of noun phrase, and one item error of adverb.

The fifth, there were four items error found in the EH caused by misordering. They were “bag my” should be “my bag”, and “i very much like my bag” should be “I like my bag very much”. So, this student made three items error caused of noun phrase, and one item error of adverb.

The sixth, there were thirteen items error found in the NH descriptive writing caused by misordering. They were “bag my” should be “my bag”, “bag this” should be “this bag”, “bag pity my” should be “my pity bag”, “pocket small, pocket medium, and pocket big” should be “pocket small, pocket medium, pocket big”, “tools school” should be

“school tools”, and “I very much like my bag” should be “I like my bag very much”. So, this student made twelve items error caused of noun phrase, and one item error of adverb.

The seventh, there were fifteen items error found in the IH descriptive writing caused by misordering. They were “bag this” should be “this bag”, “pocket small, pocket medium, and pocket big” should be “pocket small, pocket medium, pocket big”, “tools school” should be “school tools”, “made is” should be “is made”, and “I very much like my bag” should be “I like my bag very much”. So, this student made fourteen items error caused of noun phrase, and one item error of adverb.

The eighth, there were two items error found in the MR descriptive writing caused by misordering. They were “I very much like my bag” should be “I like my bag very much”. This student made two items error caused by missordering of adverb.

The ninth, there were three items error found in the DI descriptive writing caused by misordering. They were “pocket big” should be “big pocket”, “pocket small” should be “small pocket”, and “I very much like my bag” should be “I like my bag very much”. So, this student made two items error caused of noun phrase, and one item error of adverb.

The tenth, there were eight items error found in the SP descriptive writing caused by misordering. They were “color bag my” should be “my bag color”, “color pity my” should be “my pity color”, “color pink” should

be “pink color”, “bag my” should be “my bag”, “bag this” should be “this bag”, and “I very much like my bag” should be “I like my bag very much”. So, this student made seven items error caused of noun phrase, and one item error of adverb.

Beside the analyse, therewere seventy four items students’ error caused by misordering of noun phrase, eleven items by misordering of adverb, and the grand total of errors occured wasone hundred and ninety eight.

### 3. The Students’ dominant Error in Writing Descriptive Text

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

Table.4

Recapitulation of students’ errors in writing descriptive text

no	Items of Error	Types of Error			
		Omission	Addition	Misformation	Misordering
1	Article	19	0	0	0
2	To be	8	2	0	0
3	Pronoun	0	1	36	0
4	Pharase	0	0	0	74

5	Adverb	11	3	1	11
6	Proposition	1	0	0	0
7	Conjunction	1	1	0	0
8	Main Verb	0	0	11	0
9	Plural	0	0	13	0
10	Possesive	0	0	3	0
11	Singular	0	0	2	0
total		40	7	66	85
		198			

Beside the students' writing based on surface strategy taxonomy, researcher found that the total errors committed by the students were one hundred and ninety eight items of errors. They were forty items by omission of article, to be, adverb, proposition, and conjunction. The next errors were seven items by addition of adverb, to be, conjunction, and pronoun. The next errors were sixty six items by misformation of pronoun, main verb, plural, possessive, singular, and adverb. The last errors were eighty five items by misformation of phrase, and adverb. So, misordering error was dominant error in writing descriptive text by students at grade VIII SMP Negeri 4 Panyabungan.

#### **4. The Reasons of the Students' Dominant Error in Writing Descriptive Text.**

This section answer the third issue dealing with the reason of students' made dominant error in misordering. The researcher conducted interview five students and describe their answer. They were students' made errors in misordering.

The initial students dominant errors were HP, DS, AN, NH, and IH. There were fourteen items error found in the NH descriptive writing caused by misordering. There were twelfth items error found in the DS descriptive writing cause by misordering. There were eight items error found in the AN descriptive writing. There were thirteen items error found in the NH descriptive writing, and there were fifteen errors found in the IH descriptive writing. They were categoried students' dominant error.

The researcher made one question for all students' dominant error. The question was "why did you made dominant error in misordering when write the sentences in writing descriptive text?". Before researcher asked the students, researcher explained the meaning of misordering error. After that, the researcher wrote students' reason. The student reasons was almost the same.

The first student said that he thought translate word by word from Indonesian to English is correct.<sup>1</sup> Writing Indonesian first is not wrong. But if

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<sup>1</sup>HP, Student at Eight Grade SMP Negeri 4 Panyabungan, *Interview*, July 6th 2018.

interpreting word by word is wrong. Because it can blame the meaning of the sentences. So he made dominant error in misordering of phrase.

The second student said that he wrote according to the meaning of each word in English.<sup>2</sup> Writing the sentences with word by word got different meanings. This is a frequent mistake. So, the students made dominant error in misordering.

The third student said that he thought, if some one wrote the descriptive text by making Indonesian first is correct.<sup>3</sup> If some one wrote the text by making Indonesian first encourages to make a mistake. It is interpreting word by word. So, it is incorrectly.

The fourth student said that she wrote the descriptive text by writing Indonesian first and then searched the meaning of the word by word in the Indonesian-English dictionary.<sup>4</sup> Writing the word by word of Indonesian into English made wrong in the grammar. So, the students made error in writing.

The fifth students he said that he often interpreted English according to the word by word in the dictionary.<sup>5</sup> The habit and ignorance can be students' error writing. So, it made students' dominant error. Most of the students did not know about phrase.

Beside of interview, the researcher find students' reason. The reason is students wrote the descriptive text with word by word. Researcher result that

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<sup>2</sup>DS, Student at Eight Grade SMP Negeri 4 Panyabungan, *Interview*, July 6th 2018.

<sup>3</sup>AN, Student at Eight Grade SMP Negeri 4 Panyabungan, *Interview*, July 6th 2018.

<sup>4</sup>NH, Student at Eight Grade SMP Negeri 4 Panyabungan, *Interview*, July 6th 2018.

<sup>5</sup>IH, Student at Eight Grade SMP Negeri 4 Panyabungan, *Interview*, July 6th 2018.

dominant error in misordering occurred because of mother tongue interference. The students were interfered by Indonesian logical thinking while they write a sentence in English. They also wrote word by word directly from Indonesian language into English. So the students' made dominant error in misordering.

## **B. The Discussion**

The result of this research with title "An Analysis Of Students' Error In Writing Descriptive Text At Grade VIII-3 SMP Negeri 4 Panyabungan" were one hundred and ninety eight items of errors. They were forty items by omission. The next, seven items caused by addition. The next, sixty six items caused by misformation, and eighty five items caused by misordering of phrase.

There were sameness and dissent of finding in this research with the result in the related findings. The first, there were four types of students' error in this finding. It was similar to the findings of Anni Khoiriah's research.<sup>6</sup> But the dominant error was not the same. The researcher found misordering as dominant error and Anni Khoiriah's found addition as dominant error.

The second, Indah Rukiyah Yaniresearch found there are two types of students error, they are: error in omission type was 17 cases (6.64 %), error in addition type was 239 cases (93.36 %) and the students' dominant error was addition.<sup>7</sup> There were different in this result. That was type of students' error and

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<sup>6</sup> Anni Khoiriah, The Analysis of Students' Function..., Unpublished by IAIN Padangsidempuan in 2014 Academic.

<sup>7</sup> Rukiyah Yani, Error Analysis of Using Past Verbs in Writing..., Unpublished by IAIN Padangsidempuan in academic 2015.

students' dominant error. The researcher found that students' error at grade VIII-3 had four types. They are omission, addition, misformation, and misordering.

The researcher found that forty items of omission error were nineteen items students' error caused by omission of article. There were eight items students' error caused by omission of to be. There were ten items students' error caused by omission of adverb. There was one item students' error caused by omission of preposition, and one item students' error caused by omission of conjunction.

The seven items of addition errors were three items students' error caused by addition of adverb. There were two items students' error caused by addition of to be. There was one item students' error caused by addition of pronoun, and one item students' error caused by omission of conjunction.

The sixty six items of misformation were thirty six items students' errors caused by misformation of pronoun. There were ten items students' errors caused by misformation of main verb. There were twelve items students' errors caused by misformation of plural noun. There were two items students' errors caused by misformation of singular noun. There were four items students' errors caused by misformation of possessive, and one item students' errors caused by misformation of adverb.

There were eighty five students' error caused by misordering. There were eleven items students' error caused by misordering of adverb. There were seventy four items students' error caused by misordering of noun phrase, and

then the grand total of errors occurred were one hundred and ninety eight. So, misordering was dominant error in writing descriptive text by students at grade VIII SMP Negeri 4 Panyabungan.

Beside the interview, the students' dominant error occurred because they wrote the descriptive text word by word. Many students of their were translated the text from Indonesia into English. So, the students made much incorrect placement of a group of morphemes in an utterance.

According to students' error, the students were low in writing descriptive text. Then, the students were low in structure and grammar of tenses, especially simple present tense. And according to dominant error, the students were low in background thought of noun phrase. It made the students error in writing descriptive text.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. The Conclusions

Based on the result of test and interview 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 have forty items students error by omission of article, to be,adver, conjunction and proposition. The next error are seven items students error by addition of adverb, tobe, conjunction, and pronoun. The next error are sixty six items students error by misformation of pronoun, main verb, singular, plural, possessive, and adverb. The last error are eighty five items students error by misordering of adverb and phrase.
2. The students' dominant error analysis in writing descriptive text is caused by misordeing of noun phrase.
3. The reason of students dominant error in misordering because they wrote word by word directly from Indonesian language into English.

#### B. The Suggestions

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

1. The researcher 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, to be, preposition, pronoun, noun phrase, and tenses.

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## **AFFENDIX I**

### **INSTRUMENT WRITING TEST IN DESCRIPTIVE TEXT**

#### **The Questions Sheets**



#### **Directions:**

1. write a short descriptive text with topic “My Favorite Bag” attention the right structure text and grammatical feature in two paragraphs.
2. Don’t forget to write down your name.



### **AFFENDIXT III**

#### **List of interview at grade VIII students SMP N 4 Panyabungan**

**(This was translated by researcher, because the interview made Indonesia language.)**

**Researcher** : Why do you make dominant error in *misordering* when write the sentences in writing descriptive text ?

Student 1 : Because I think translated word by word is true.

Student 2 : Because I wrote according to the meaning of the word in English.  
And I think it is okay.

Student 3 : Because I adjusted the meaning of the existing word in Indonesia in to English.

Student 4 : Because I think wrote descriptive text by making into Indonesian first will be correct.

Student 5 : Because every word I wrote in descriptive text is the meaning in the Indonesian-English dictionary. And I think it is true.

#### **AFFENDIX IV**

##### **List Of Student Names**

<b>NUMBER</b>	<b>NAMES</b>
<b>VIII-3</b>	
1	Husaimah Putri
2	Nur Halimah
3	Dedi Syaputra
4	Angriani Nasution
5	Elyda Hafni
6	Naimah
7	Ireansyah
8	Mhd. Rianto
9	Darmayanti
10	Salman Paris

#### **AFFENDIX V**

##### **NAMES OF STUDENTS INTERVIEWED**

<b>NUMBER</b>	<b>NAMES</b>	<b>CLASS</b>
1	Husaimah	VIII-3
2	Dedy Syaputra	VIII3
3	Angraini Nasution	VIII-3
4	Naimah	VIII-3
5	Ireansyah	VIII-3

## AFFENDIX VI

When the researcher explained the questions sheet



The researcher distributed the questions sheet



The students wrote the descriptive text at VIII-3



Researcher answer the student question



The students wrote the descriptive text at VIII-3

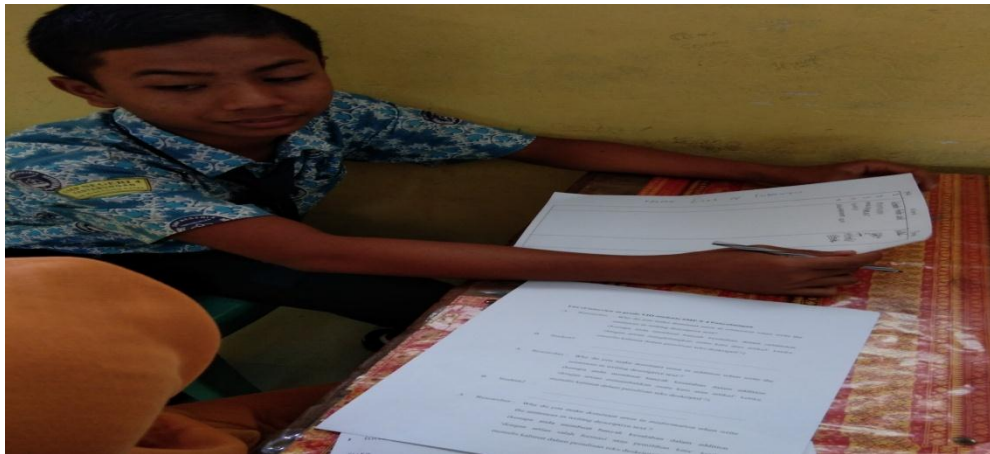
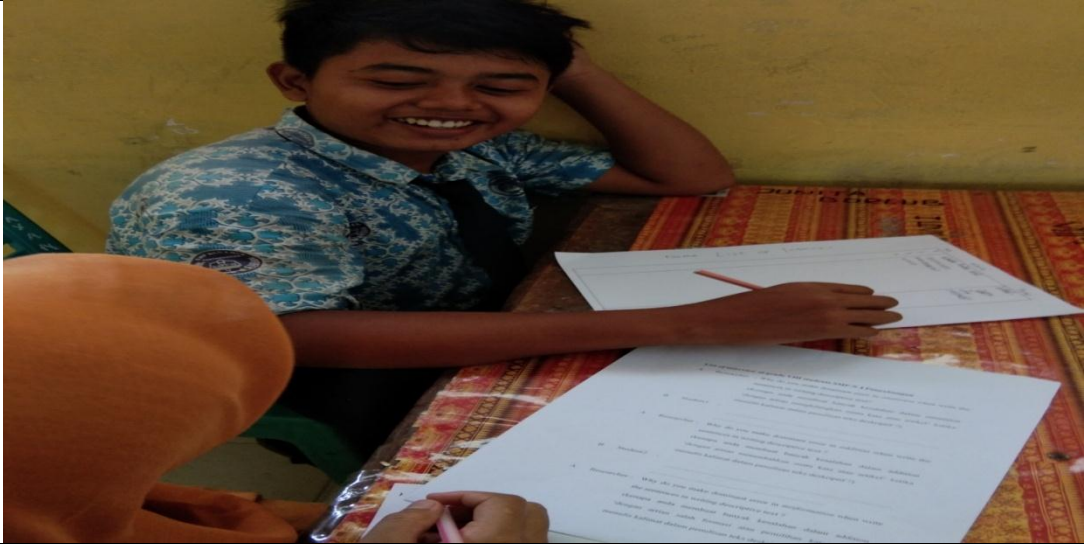




Collected The Answer Sheets



The researcher interviewed the students made dominant error







**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Hal : Izin Penelitian  
Penyelesaian Skripsi.

6 Juli 2018

Yth. Kepala SMP Negeri 4 Panyabungan  
Kabupaten Mandailing Natal

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Nur Sa'adah  
NIM : 1420300097  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Manunggang Julu

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "*An Analysis of Students' Error in Writing Descriptive at Grade VIII SMP Negeri 4 Panyabungan*". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan  
Wakil Dekan Bidang Akademik



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