



**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS  
IN WRITING DESCRIPTIVE TEXT AT THE SEVENTH  
SEMESTER OF TBI 1 IAIN PADANGSIDIMPUAN  
PERIOD 2020-2021**

**A THESIS**

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

**Written By:**

**LATIFAHANNUM LUBIS**  
**Reg. Numb. 17 203 00080**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2021**



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Reg. Numb: 17 203 00080



**ENGLISH EDUCATIONAL DEPARTMENT**

**Advisor I**

Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 000

**Advisor II**

Sri Rahmahani Siregar, S.S., M.Pd.  
NIDN. 2006058602

**TARBIYAH AND TEACHER TRAINING FACULTY  
INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2021**

## LETTER OF AGREEMENT

Term : Munaqasyah  
Item : 7 (seven) exemplars

Padangsidimpuan, 16 November 2021  
a.n. **Latifahannum Lubis**  
**To: Dean**  
**Tarbiyah and Teacher Training Faculty**  
In-  
Padangsidimpuan

*Assalamu'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Latifahannum Lubis**, entitled "**An Analysis of Students' Grammatical Errors in Writing Descriptive Text At The Seventh Semester of TBI 1 IAIN Padangsidimpuan Period 2020-2021**". 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 Padangsidimpuan.

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 Padangsidimpuan. Thank you.

*Wassalam'alaikum wr.wb.*

**Advisor I**



**Rayendriani Fahmei Lubis, M.Ag.**  
NIP. 19710510 200003 2 000

**Advisor II**



**Sri Ratmadhani Siregar, M.Pd.**  
NIDN. 2006058602

## DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Latifahannum Lubis  
Reg. Number : 17 203 00080  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1  
The title of the Thesis : **An Analysis of Students' Grammatical Errors in Writing Descriptive Text At The Seventh Semester of TBI 1 IAIN Padangsidempuan Period 2020-2021**

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Padangsidempuan, 23 November 2021  
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**Latifahannum Lubis**  
**Reg. Number 17 203 00080**

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

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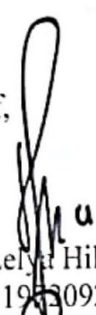


**Latifahannum Lubis**  
**NIM. 17 203 00080**


**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Latifahannum Lubis  
Reg. No : 17 203 00080  
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English Education  
Department  
Thesis : **“An Analysis of Students' Grammatical Errors in  
Writing Descriptive Text At The Seventh Semester of  
TBI 1 IAIN Padangsidempuan Period 2020-2021”**

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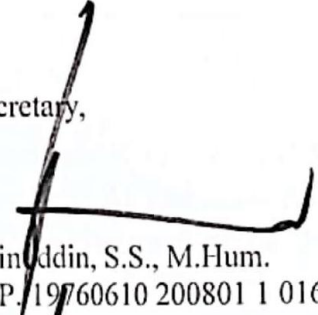
  
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NIP. 19720920 200003 2 002

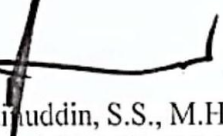
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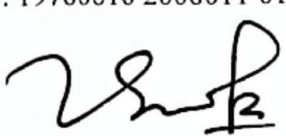
  
Dr. Lelya Hilda., M.Si.  
NIP. 19720920 200003 2 002

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

Secretary,

  
Zainuddin, S.S., M.Hum.  
NIP. 19760610 200801 1 016

  
Zainuddin, S.S., M.Hum.  
NIP. 19760610 200801 1 016

  
Sokhira Linda Vinde, M.Pd.  
NIP. 19851010 201903 2 007

Proposed:

Place : Padangsidempuan  
Date : 13<sup>rd</sup> of December 2021  
Time : 14.00  
Result/Mark : 85 (A)  
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**RELIGION MINISTRY  
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PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING  
FACULTY**

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

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**LEGALIZATION**

**Thesis : An Analysis of Students' Grammatical Errors in  
Writing Descriptive Text At The Seventh Semester  
of TBI 1 IAIN Padangsidimpuan Period 2020-2021**

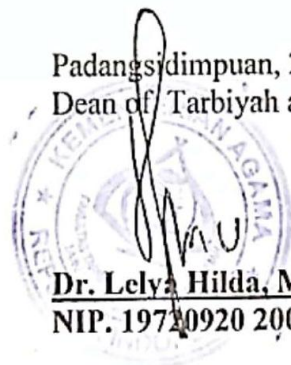
**Name : Latifahannum Lubis**

**Reg. Num : 17 203 00080**

**Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI**

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

Padangsidimpuan, 24 November 2021  
Dean of Tarbiyah and Teacher Faculty



**Dr. Lelya Hilda, M.Si.**  
**NIP. 19720920 200003 2 002**

## ABSTRACT

**Name** : Latifahannum Lubis  
**Reg. Number** : 17 203 00080  
**Department** : English Education (TBI-1)  
**Title of Thesis** : An Analysis of Students' Grammatical Errors in Writing Descriptive Text at The Seventh Semester of TBI 1 IAIN Padangsidimpun Period 2020-2021

This research describes about an analysis of students' grammatical error in writing descriptive text at the seventh semester of TBI 1 IAIN Padangsidimpun. There were some problems of the students in this research: 1) a certain number of the students have difficulty in generating and organizing the idea and make error in use of tense, they less understanding in the language features of descriptive text. 2) a certain number of the students stuck on vocabulary and less in grammar, it is make their writing becomes not good.

The formulation of this research are: 1) What are the students' grammatical errors in writing descriptive text at the seventh semester of TBI 1 IAIN Padangsidimpun?. 2) What does the lecturer do to overcome the students' grammatical error at the seventh semester of TBI 1 IAIN Padangsidimpun?. Therefore, The aim of this research are: 1) To know what are the students' grammatical errors in writing descriptive text at the seventh semester of TBI 1 IAIN Padangsidimpun. 2) To know what does the lecturer do to overcome the students' grammatical error in writing descriptive text at the seventh semester of TBI 1 IAIN Padangsidimpun.

The method of this research was a descriptive method of quantitative followed by qualitative research. The participants of this research are ten students of TBI 1 at the seventh semester. For collecting data the researcher used test and interview as the instrument of this research, and the researcher analyse the data by identified and classified types of grammatical errors that students made in writing descriptive text.

Based on the result of research, it was known that there are four types grammatical errors: there were eight grammatical errors in using Noun (23,53%), there were twenty two grammatical errors in using verb (64,70%), there was a grammatical error in using article (2,94%), and there were three grammatical errors in using preposition (8,83%). The efforts of the lecturer to overcome the students' grammatical errors in writing descriptive text, are: the lecturer asks the students to learn more about singular and plural noun, the lecturer explains more about the language features of descriptive text, the lecturer asks the students to study more about article, and the lecturer asks the students find some methods in learning preposition.

**Keywords** : *An error analysis, grammatical error, writing descriptive text*



## ABSTRAK

**Nama** : Latifahannum Lubis  
**Nim** : 17 203 00080  
**Jurusan** : English Education (TBI-1)  
**Judul Skripsi** : Analisis kesalahan-kesalahan tata bahasa mahasiswa dalam menulis teks deskriptif pada semester tujuh TBI 1 IAIN Padangsidimpuan

Penelitian ini mendeskripsikan tentang analisis kesalahan tata bahasa siswa dalam menulis teks deskriptif pada semester tujuh TBI 1 IAIN Padangsidimpuan. Ada beberapa masalah siswa dalam penelitian ini: 1) sejumlah siswa mengalami kesulitan dalam mengatur ide dan membuat kesalahan dalam penggunaan tensis, mereka kurang memahami aturan kebahasaan teks deskriptif. 2) sejumlah siswa kurang menguasai kosakata dan yang membuat tulisan mereka menjadi tidak bagus.

Rumusan penelitian ini adalah 1) Apa saja kesalahan tata bahasa mahasiswa dalam menulis teks deskriptif semester tujuh TBI 1 IAIN Padangsidimpuan?. 2) Apa yang dilakukan dosen untuk mengatasi kesalahan tata bahasa mahasiswa semester tujuh TBI 1 IAIN Padangsidimpuan?. Oleh karena itu, Tujuan dari penelitian ini adalah 1) Untuk mengetahui apa saja kesalahan tata bahasa siswa dalam menulis teks deskriptif semester tujuh TBI 1 IAIN Padangsidimpuan dan 2) Untuk mengetahui apa yang dilakukan dosen untuk mengatasi kesalahan tata bahasa siswa dalam menulis teks deskriptif semester 7 TBI 1 IAIN Padangsidimpuan.

Metode penelitian ini adalah metode deskriptif kuantitatif dilanjutkan dengan penelitian kualitatif. Peserta dalam penelitian adalah 10 mahasiswa semester tujuh. Untuk mengumpulkan data peneliti menggunakan tes dan wawancara sebagai instrumen penelitian ini, dan peneliti menganalisis data dengan cara mengidentifikasi dan mengklasifikasikan jenis-jenis kesalahan mahasiswa pada menulis teks deskriptif.

Berdasarkan hasil penelitian, dalam penelitian ini diketahui bahwa ada empat jenis kesalahan tata bahasa, yaitu: ada delapan kesalahan tata bahasa dalam penggunaan kata benda (23,53%), ada dua puluh dua kesalahan tata bahasa dalam penggunaan kata kerja (64,70%), terdapat satu kesalahan tata bahasa dalam penggunaan artikel (2,94%), dan terdapat tiga kesalahan tata bahasa dalam penggunaan kata depan (8,83%). Upaya dosen untuk mengatasi kesalahan tata bahasa mahasiswa dalam menulis teks deskriptif adalah : dosen meminta mahasiswa untuk mempelajari lebih detail tentang singular dan plural noun, dosen menjelaskan lebih lanjut tentang ciri-ciri kebahasaan teks deskriptif, dosen meminta mahasiswa untuk mempelajari lebih detail tentang artikel, dan dosen meminta mahasiswa menemukan beberapa metode dalam mempelajari preposisi.

**Kata kunci** : Analisis kesalahan, kesalahan tata bahasa, menulis teks deskriptif

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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidimpuan (IAIN Padangsidimpuan) as partial fulfillment of the requirement for degree strata 1 (S1).

In writing this thesis, the researcher found various difficulties. Fortunately, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

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3. Mrs. Dr. Lelya Hilda, M.Si., the Dean of Tarbiyah and Teacher Training Faculty
4. Mrs. Fitri Rayani Siregar, M. Hum., as the leader of English department.
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10. All the people who have helped me to finish my study that I can not mention one by one. May Allah, the Almgthy bless the all, Aamiin.

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

Padangsidimpuan, 24 November 2021

Researcher

**LATIFAHANNUM LUBIS**

**Reg. No. 17 203 00080**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Writing is one of the language skills that students must acquire. Writing is considered the most important skill in learning English, as writing is considered a productive skill in learning English. By writing, you need to not only properly select vocabulary, sentences, grammar, and paragraph structure to generate and organize ideas, opinion, and emotions, but also transform your ideas into readable sentences.

Writing ability is an essential a part of communication. Writing ability now no longer most effective desires a variety of vocabulary in composting a paragraph, however additionally accurate grammatically. Writing is a questioning process, due to the fact writing may be deliberate and given with an infinite variety of revisions. Good writing talents permit the scholars to talk with readability than head to head conversation.

Writing is important because students need to process their writing skills, especially in relation to the written assignment teachers or lecturer give them. If students are required to write English, students must be proficient in written English. An important topic to learn, writing descriptive text is also important too. The best writers also avid readers, and read regularly and easily to develop writing skills.

What is known in writing as a descriptive or descriptive text become one of the English lesson that a student needs to master. Descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader.<sup>1</sup> In addition, descriptive is a paragraph define as a group of interconnected sentences to describe a sensory experience such as how does something look, hear, or taste. Most descriptive texts are written not only about the visual experience, but also about other types of perception.

Researcher chooses descriptive text than other text in doing this research because there are many reasons. The first, it is far due to the fact one of the only forms of textual content in writing. The second, due to the fact descriptive textual content acquainted with the students and the structure is simple and easy to understand. The third, due to the fact the researcher is curious approximately the grammatical errors which made by students in writing descriptive text and to simplify students to assess types of errors.

When writing, errors can occur during the learning process. It shows that learning takes place when errors occur. But most importantly, some basic knowledge of learning a second language is related to the errors made by the learner, so errors are inseparable from the learning process and need to be analyzed carefully.

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<sup>1</sup> Tiur siburian Asih, "Improving Students' Achievement in Writing Descriptive Text Through Questioning Technique," *Register Journal of English Language Teaching of FBS-Unimed* 2, no. 4 (2013): 30–43, <https://doi.org/10.24114/reg.v2i4.682>.

Applied error analysis refers to organizing corrective courses. Developing appropriate documentation, and teaching strategies based on results or theoretical error analysis. Error analysis has to focus on errors, which are systematic violations of input data patterns experiences by students. Therefore, the researcher's intention is to focus and evaluate the students' grammatical errors in order to better identify the students' grammatical errors.

Grammatical errors were considered an issue that needed to be fixed as soon as possible, but today grammatical error considered as a tool that can assist in the learning especially writing process. The error is serious in three different ways. First, errors describe the language how much progress the learner has produce in the process and what to learn. Second, errors provide researchers with important clues as to how a language is learned and what method or process learners use to discover the language. Third, errors are important to the learner himself, as making error can be seen as a means for the learner to learn.

In any of these situations, most learners make fast progress and communication effectively using new languages. However, all learners find some aspects of grammar difficult and make grammatical errors. We all know knowledge and intelligent people who are regularly stuck in seemingly fundamental error. To understand grammatical errors and help the learners correct them, the students need to understand the root cause of error and adapt the lessons accordingly.

Regarding to the significances of grammatical errors, in fact the students in the seventh semester of TBI 1 IAIN Padangsidimpuan still have some problem in generating and organizing ideas about descriptive text, students still made errors in using tense and verb, and sometimes students stuck on vocabulary and less in grammar. The researcher do the observation with some students and get some problem that face by students.

The first problem that faced by students at the seventh semester in writing descriptive text is in generating and organizing ideas about descriptive text. Example errors usually made by students especially in writing descriptive text such as “sometimes the sentence is far from the sentence before, but when I read it, I will know my mistake, then I will fix it”.<sup>2</sup> The writing implies the development of an idea a feeling, the opinion and spiritual representation of knowledge and experiences with topics.

The second problem is the error in use of tense and verb. Example “sat it should be sit, if it if it is could, it should be can, if it is admitted, it should be admit, if it is gone, it should be go. So that is using verb I, not verb II”.<sup>3</sup> The most dominant errors made by students is the verb group. Many students have difficult in leaning about simple present tense. There are some rules to keep in mind when using verb, for example sentence form is regular or irregular form.

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<sup>2</sup> HA, Student at 6<sup>th</sup> semester TBI-1 IAIN Padangsidimpuan, *Private Interviews Indirectly*, On 19 November 2020.

<sup>3</sup> MAH, Student at 6<sup>th</sup> semester TBI- 1 IAIN Padangsidimpuan, *Private Interviews Indirectly*, On 24 November 2020

The third problem is students stuck on vocabulary and less in grammar. Example error that students usually made or produce in writing descriptive text is “when writing, I do not know the right spelling of the word, for example my title is about my beautiful shoes, I stuck on the vocabulary so my writing is not good”.<sup>4</sup> A good writer needs to know many factors to enrich his writing, including good writing skills are part of the art of effective communication. Proper structure keeps the text simple and clear.

Based on the explanation above, the researcher is interested in doing this research to find out the types grammatical errors that students made in writing descriptive text. Therefore, the researcher wants to conducts this research under the title is “An Analysis of Students’ Grammatical Errors in Writing Descriptive Text at The Seventh Semester of TBI 1 IAIN Padangsidimpuan Period 2020-2021”.

## **B. Limitation of the Problem**

This research limited on the types of grammatical errors in writing descriptive text that made by students of English department IAIN Padangsidimpuan. The researcher limited at the subject at class TBI-1 at seventh semester. This research focuses to find out what types of grammatical errors that students made when they are writing English text and what the lecturer do to overcome the students’ grammatical error. Seven types of grammatical errors are: Grammatical error in using noun,

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<sup>4</sup> BR, Student at 6<sup>th</sup> semester TBI-1 IAIN Padangsidimpuan, Private Interviews Indirectly, On 24 November 2020.

grammatical error in using pronoun, grammatical error in using verb, grammatical error in using adjective, grammatical error in using adverb, grammatical error in using article, and grammatical error in using preposition.

## **C. Definition of Key Terms**

### **1. Grammatical Error**

Grammatical error is an error that do not follow or suitable with the grammatical rules and can be poorly written. The kinds of grammatical errors that students sometimes encounter when writing English text affect the meaning of the text and are not grammatically correct. Therefore, learning grammatical errors will help students use proper spelling, especially when writing English text.

### **2. Descriptive Text Writing**

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

#### **D. Formulation of the Problem**

Based on the explanations above, the formulation of the problem for this research can be formulated as follow:

1. What are the students' grammatical errors in writing descriptive text at the seventh semester of TBI 1 IAIN Padangsidempuan Period 2020-2021?
2. What does the lecturer do to overcome the students' grammatical error in writing descriptive text at the seventh semester of TBI 1 IAIN Padangsidempuan Period 2020-2021?

#### **E. Aims of the Research**

Based on the formulation of the problem above, the aims of the research are:

1. To know what are the students' grammatical errors in writing descriptive text at the seventh semester of TBI 1 IAIN Padangsidempuan Period 2020-2021.
2. To know what does the lecturer do to overcome the students' grammatical error in writing descriptive text at the seventh semester of TBI 1 IAIN Padangsidempuan Period 2020-2021.

#### **F. Significances of the Research**

This study is expected to give some benefits especially for the Chief of major English Education Department, Writing's lecturer, and Readers.

1. For the Chief of major English Education Department as information to know student's grammatical error in English.

2. For writing's lecturers as information or a tool to know student's grammatical error in writing descriptive text.
3. For readers to add references for the next research in same problems.

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

The systematic of this research divide into five chapters. Each chapter consists of many sub chapters with the following detail:

Chapter one, it consists of background of the problem, limitation of the problem, definition of key terms, formulation of the problem, aims of the research, and significances of the research.

Chapter two, it consists of theoretical of description which explain about error analysis, about grammatical error (definition of grammatical errors and kinds of grammatical errors), about descriptive text writing (definition of descriptive text, generic structure of descriptive text, purpose of descriptive text, language features of descriptive text, and example of descriptive text), and the last explain about review of related finding.

Chapter three, it consists of place and time of the research, kind and method of the research, participants of the research, instrument of collecting data, technique of collecting data, technique of data analysis, and technique of trustworthiness the data.

Chapter four, it consists of the result of the research. This chapter consist of data description of the result, discussion, and threats of the research.

Chapter five, it consists of conclusions and suggestions.



## CHAPTER II

### THE REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Error Analysis

To know the term of Error more deeply, the researcher takes the definitions from several experts; the first is by Richards, according to Richards errors are those which reflect the general characteristic of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.<sup>5</sup> Error analysis is also studying the mistakes of second learners and foreign language learners. It can be performed to determine a person's level of understanding, how a student learns a language, and to gain insight into common faulty in language learning, as an aid to teaching or preparing educational materials.

The second concept of error analysis is given by Brown, he defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners.<sup>6</sup> Error analysis allows students to learn from mistakes and correct sentences because not all students make the same error when studying, and what kind of error a student makes to find out the cause of the

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<sup>5</sup> Jack C. Richards, *Error Analysis Perspectives on Second Language Acquisition* (New York: Routledge, 2015), p.3.

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

error. It is also essential to explain the method. The teacher must be able to analyze the error so that the teacher can modify the method used for teaching.

The third concept is by Johansson, an analysis of the learners' error gives the teacher evidence of the learners' competence in the foreign language.<sup>7</sup> Errors provides feedback, students tell the teachers something about the effectiveness of their teaching materials and their teaching techniques.<sup>8</sup> Errors are not about failure, rather they are important elements and aspects of the writing process. Errors also can assist the process of writing for better evaluation in learning process.

From the above explanations, we can conclude that learn error analysis is one of important sources of information for lecturer or teachers, because from this activity teachers can evaluate their students and try to come up with solutions. Solutions to problems and problems related to language. Error analysis helps teachers or trainers understand new teaching strategies by providing feedback on learners' mistakes. In summary, error analysis is certainly very important as the role in the writing process, especially in writing descriptive writing.

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

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

## 2. Grammatical Errors

### a. Definition of Grammatical Errors

Grammatical which means conveyed in a sentence in keeping with phrase order and different grammatical signals. Also referred to as structural sense. Grammatical error is an error which is not suitable for the grammatical rules that may make writing becomes not good.<sup>9</sup> Grammatical errors are usually distinguished, but can also be confused with factual errors, logical errors, misspellings, typographical errors, and punctuation errors.

Grammatical errors are categorized as being errors in grammar.<sup>10</sup> Grammatical errors are terms used in normative grammar to describe incorrect, unconventional, or controversial usage, such as wrong qualifier or wrong verb form. Interestingly, many people tend to see errors in use, primarily as slips or potential embarrassments, rather than obstacles to effective communication. English mistakes can be embarrassing, socially detaining for the students. Therefore, grammatical error is structural errors in the sentence, and make a mistake in writing it during the learning process.

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<sup>9</sup> Dwi Irnawati, Erfina Rodiah Saputri, and Lusia Linda Bili, "An Analysis of Students' Grammatical Errors in Writing Descriptive Text by Using Picture of 7 Th -Grade SMPN 05 Tamansari", *Journal of English Language Teaching* Vol. 5, no.1 (2020): 28–30, <https://journal.lppmunindra.ac.id/index.php/Scope/article/view/6628>.

<sup>10</sup> Nukha Zulfatul Mufidah, *Thesis*, "An Analysis of Students' Grammatical Error in Using Passive Voice at The Ninth Grade Students Teacher Training and Education Faculty State Institute for Islamic Studies ( IAIN ) Salatiga," 2020, <http://e-repository.perpus.iainsalatiga.ac.id/9183/>.

Moreover, Dulay, Burt, and Krashen, suggest that there are four kinds of error taxonomy.<sup>11</sup> One of them is linguistic categories focused on grammatical errors. Grammatical error is the errors in combining phrase into big unit, such phrases, clauses, and sentences. It consist morphological and syntactical mistakes.

From the expert explanations above, grammatical errors are deviations from incorrect forms, semantic meaning, and the use of foreign languages. This is because the students do not fully understand the certain of a foreign language and someone's writing is difficult for the reader to read. Learners need to understand the rules well before trying to use a foreign language.

#### **b. Kinds of Grammatical Errors**

There are many kinds of grammatical error. To know the concept of grammatical error more deeply, the researcher takes the definitions from several experts. According To James there are five error categories; grammatical error, substance error, lexical error, syntactic error, and semantic error.<sup>12</sup> The researcher only focuses on grammatical error. The seven grammatical error subcategories are

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<sup>11</sup> Dulay, et. al., (Journal from Muziatun and Ansar Tario Jusuf, "Grammatical Errors Performed By Tourist Guides in Gorontalo City)," *Indonesian EFL Journal* Vol. 6, no. 1 (2020): 73, <https://doi.org/10.25134/iefj.v6i1.2640>.

<sup>12</sup> Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (1st Ed.) (London: Routledge, 2013), <https://doi.org/10.4324/9781315842912>.

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

### 1. Error in using of nouns

Nouns give important messages in a sentence. Noun derivation is a process with which it can easily expand the vocabulary.<sup>13</sup> Noun can be used to explain people, place, or thing. Therefore, it can be used as a subject in a sentence or as an object.

Common errors in the use of nouns:

#### a. Grammatical error in the use of singular and plural noun

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

- 1) She buy **a fruits** in the Sagumpal's market
- 2) There are **some beautiful view** in Padangsidimpuan city

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

- 1) She buy a fruit in the Sagumpal's market
- 2) There are some beautiful views in Padangsidimpuan city

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<sup>13</sup> Titi Rokhayati, "The Analysis Of Noun Derived from Adjective in Barack Obama's Speech and The Teaching of Grammar", *Journal of Language and Language Teaching* Vol. 9, no. 2 (2021): 250–56, <http://ojs.ikipmataram.ac.id/index.php/jollt/index>.

b. Grammatical error in using owner noun

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

- 1) Latifa document is under the book
- 2) The child toy was in the ring

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

- 1) Latifa's document is under the book
- 2) The child's toy was in the ring

**2. Error in using of pronouns**

Pronoun refer to nouns that have already been mentioned in the discourse or point ahead to a noun that we are about to mention.<sup>14</sup> Pronoun means replacing a noun which can be replaced by using name, them, us, our, this, that, her, I, it, ours, yours. Pronoun are a way of repeating the meaning of a noun without repeating the noun itself, in other words, as a kind of good repetition similar to using do for previous verbs.

Common examples of pronoun errors in the sentences:

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<sup>14</sup> Evelyn Hatch, And, and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (United State of America: Cambridge University Press, 2000), p. 234.

- a. Pronouns replace nouns with words like she, they, your, their, it, and others.<sup>15</sup> For example:

No pronoun example:

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

With pronoun example, it should be:

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

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

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

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

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

- c. The pronoun that use correctly suitable with the noun it replaces. Use the pronoun who whilst regarding human beings, that after

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<sup>15</sup> Evelyn Hatch, And, and Brown, p.235.

regarding things, whilst regarding time, and where in whilst regarding place. For example can see in the sentences below:

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

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

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

### 3. Error in using of verbs.

Verbs are words that denote an action.<sup>16</sup> Verb describes about specific action, the condition, someone's feeling, or links the subject with an adjective. When learning the rules of grammar, verbs are often taught to schools children to "do" word, that is to identify the part of the sentences that describes what is happening.

Common errors in the use of verbs:

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

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

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

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

**Ummi wants you** to be my friend. (correct)

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

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<sup>16</sup> Evelyn Hatch, And, and Brown, p. 222.



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

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

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

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

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

2) Adit describes about the direction. (Incorrect)

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

3) Pidi ordered for gift from shopee. (incorrect)

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

4) Hamidah requested for casual theme. (incorrect)

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

#### 4. Error in using of adjective

Adjective is the words which are used to modify nouns or pronoun.<sup>17</sup> An adjective is while a phrase previous a noun does now longer simply describe the item being referred to, however allows to outline the noun may be referred to as a defining adjective.

Example grammatical error in using adjective:

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

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<sup>17</sup> Mary Ansell, *Free English Grammar*, Second Edition (England: Seyfihoca, 2000), p.294.

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

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

##### 5. Error in using of adverb

Adverb refers to describing a verb, adjective, or another adverb and telling about how, where or when.<sup>18</sup> Different kinds of adverbs go in different positions in a sentence. Adverb modifies other sentence elements, such as adjective, other adverbs, verbs, and entire clauses. The usage is sometimes very different. The example of grammatical error:

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

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

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

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<sup>18</sup> Eli Hinkel, "Adverbial Markers and Tone in L1 and L2 Students' Writing," *Journal of Pragmatics* Vol. 35 No. 7, (2003): 2, [https://doi.org/10.1016/S0378-2166\(02\)00122-9](https://doi.org/10.1016/S0378-2166(02)00122-9).

## 6. Error in using of articles

Article can be used to make a noun specific or general.

Article error is an error of omitting, adding, or misusing articles.<sup>19</sup>

Article it shows with the word “a”, “the” or “an” to identify a noun general, or to make a noun concrete. The following is examples of a syntx error ehen using articles.

- i. Hery’s family live in town of Padangsidempuan (incorrect)  
Hery’s family live in a town of Padangsidempuan. OR Hery’s family live in the town of Padangsidempuan (correct)
- ii. I am waiting for a hour (incorrect)  
I am waiting for an hour (correct)

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

Articles errors regarded to be passed off due to the phrase via way of means of phrase translation or college students’ misunderstand about information approximately in usage of article. Sometimes the sentence did not use any article at all. The college students implemented the identical

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<sup>19</sup> Sapna Farah Aulya, “Writing Error Analysis in Exposition Text of the EFL Junior High School Students,” *Indonesian Journal of EFL and Linguistics* Vol. 5, no. 2 (2020): 517–33, <http://www.indonesian-efl-journal.org>.

guidelines to the English shape that brought about article errors may want to appear whilst writing descriptive text.

## 7. Error in using of preposition

Prepositions are words that show the relationship between noun/pronouns and other elements of a sentence.<sup>20</sup> Preposition error is the error of omitting, adding, or misusing preposition.<sup>21</sup> A preposition is a word that connects something with something else. Prepositions are used to represent the interrelationships of different things and ideas and are usually placed before a noun or pronoun.

Common grammatical error in using preposition:

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

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

For examples in the following sentences:

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

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

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<sup>20</sup> Ed Swick, *Practice Make Perfect* (New York: MC Graw Hill, 2006), p. 89.

<sup>21</sup> Aulya, “Writing Error Analysis in Exposition Text of the EFL Junior High School Students”, p.528

Seli study English **in the** evening.

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

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

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

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

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

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

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

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

3) Cklowlow’s Group having a vacation **in** April.

c. Preposition For vs. Since

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

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

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

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

The difference in the use of period for and since above is the first sentence refers to a measure of time, while the second sentence refers to a show point in the past activity when the activity began.

The second concept given by Dulay, According to Dulay there are four types of grammatical errors based on Surface strategy taxonomy.<sup>22</sup> This classification consists of Omission, Addition, Misformation, and Misordering.

### 1. Omission

Omission is characterized by the absence of element that needs to appear in well-formed utterance. Omission is the absence of one or more words that have to appear in well-formed construction.<sup>23</sup> Omission is a linguistic phenomenon in which grammatical elements are removed. It affects the function and structure of the word, not its content.

Otherwise it can be a mistake if the sentences have contextual meaning but are structured so that words that

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<sup>22</sup> Dulay, (Journal from L A Purnayatri, I Ketut Seken, and Adnyani, "An Analysis of Grammatical Errors Committed by the Tenth Grade Students of SMA Negeri 1 Baturiti in Writing Recount Text in Academic Year 2014/2015," *Lingua Scientia* Vol. 23, no. 2 (2018): 47, <https://doi.org/10.23887/ls.v23i2.16075>.

<sup>23</sup> Harisna Hikmah, "Analysis of Omission and Addition Errors Found in the Students' English Texts," *Journal of English Language Teaching and English Linguistic* Vol. 5, no. 1 (2020), <http://journal.upy.ac.id/index.php/eltics/article/view/526>.

grammatically affect the structure of the sentence are missing. Example: “My mother kind and beautiful”. It should be “My mother is kind and beautiful”.

## 2. Addition

Addition error is the opposite of omission error. Additional errors occur when the students add an unnecessary grammatical aspect in a sentence.<sup>24</sup> There are three kinds of addition errors; regularization, double marking, and simple addition. Here the difference of those indicators.

First, regularization, that is to unfold policies to domain names wherein they do now no longer apply, takes the phrases buy for offered as instance. Irregularization is to shape verb into abnormal whilst it's far everyday verb. The second subtype is double marking, this kind is explained as failure to delete sure objects that are need to assemble a sentence. The third kind is simple addition, because of this that all additions located with inside the sentence however oit of regularization and double masking types. Simple addition refers back to the addition of one detail to the ideal utterance. For instance:

My hobby father..., it should be My father's hobby.

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<sup>24</sup> Bella Rizky Amelia, Sri Rachmajanti, and Mirjam Anugerahwati, “An Analysis of Grammatical Errors in Writing Recount Texts by the Tenth Graders,” *Journal of Language, Literature, and Arts* Vol. 1, no. 1 (2021): 15–24, <https://doi.org/10.17977/um064v1i12021p15-24>.

Bag favorite..., it should be favorite bag.

### 3. Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure.<sup>25</sup> Even if it is wrong, it happens when the learner offers something. There are three kinds of misformation:

#### a. Regularization

An error in which a marker normally added to a language element is mistakenly added to an exceptional element of a particular class that does not require a marker is called a regularization error.

Example 1: runned it should be instead of run.

There are regularization errors that should be “run”.

Example 2: This computers are mine

The appropriate sentence it should be ‘These computers are mine

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<sup>25</sup> Faisal Amir, “An Analysis of Grammatical Errors in Writing Made by English Education Students, *Thesis* (Palopo: IAIN Palopo English Education Program Faculty of Education and Teacher Training,” 2020, [http://repository.iainpalopo.ac.id/id/eprint/2688/1/FASAL AMIR.pdf](http://repository.iainpalopo.ac.id/id/eprint/2688/1/FASAL%20AMIR.pdf)).



b. Archi-forms error

Archi- forms error is the mistake of a learner selecting a member of a class form and representing other members of that class with a particular function.

For example: I see her close friend yesterday. Her chat with my neighbor

There is an archi-forms error that should be “I saw her close friend yesterday. She chats with my neighbor”.

c. Alternating forms error

Alternating forms of error usually caused by the learners’ vocabulary and grammar development.

Example: I seen her lost key last night in the classroom

The sentence should be “I saw her lost key last night in the classroom”

#### 4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.<sup>26</sup>

They occur in systematically for first and second language learning in construction that has already been acquired, especially in simple questions.

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<sup>26</sup> Mufidah, *Thesis*, “An Analysis of Students’ Grammatical Error in Using Passive Voice at The Ninth Grade Students Teacher Training and Education Faculty State Institute for Islamic Studies ( IAIN ) Salatiga”.(2020), <http://e-repository.perpus.iainsalatiga.ac.id/9183/>.

For example: What you are doing?

(you is doing is misordered)

It should be what are you doing?

The third concept given by David, While David classified grammatical errors in seven categories, the errors in using verb forms, errors in writing verb agreement, errors in the use of the article, errors in the use of preposition, errors in noun pluralization, errors in the use of the pronoun, and errors in the use of conjunctions.<sup>27</sup> The seven categories of grammatical errors are:

### **1. Errors in using of Verb groups**

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

- a. Latifa went to saw the show with her aunt last night
- b. Fifah stayed in Medan to joined the tournament volleyball competition

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<sup>27</sup> David Samuel Latupeirissa and Anastasia Imelda Sayd, "Grammatical Errors of Writing in EFL Class," *International Journal of Linguistics, Literature and Culture* Vol. 5, no. 2 (2019): 1–11, <https://doi.org/10.21744/ijllc.v5n2.605>.

- c. On Desember, we visited Sibolga to took a picture the beautiful beach.
- d. Our group have to left the beach, because it is rainy day
- e. We visited to my sister's home to spent holiday.

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

- a. Latifa went to see the show with my aunt at night.
- b. Fifah stayed there to join the tournament volleyball competition
- c. On Desember, we visited Sibolga to take a picture the beautiful beach.
- d. Our group have to leave the beach, because it is rainy day
- e. We visited my sister's home to spend holiday.

## **2. Errors in using of subject-verb agreements**

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

with each other.<sup>28</sup> Students should be capable of perceive whether or not the concern is singular or plural, mistakes in figuring out the concern bring about the students now no longer generating the idea term of the verb. This way that the term is became incorrect due to the incorrect correspondence among the concern and the verb.

The example of subject verb agreement error:

- a. The gapay's group have to buy some foods, because there was our friends did the seminar proposal.
- b. I saw that on the way to the beach, the wind is move slowly, So did in the beach.

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

- a. The gapay's group have to buy some foods because there were our friends did the seminar proposal.
- b. I saw that on the way to the beach, the wind was move slowly, so was in the beach.

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<sup>28</sup> Lia Nurmalia, "An Analysis of Errors in English Writing : A Case Study the Third Semester Students of UBSI," *Jurnal Arbitrer* Vol. 8, no. 1 (2021): 46–50, <http://www.arbitrer.fib.unand.ac.id>.

### 3. Errors in using of articles

The use of article is determined by the noun whether or not or now no longer it is miles a long way countable or uncountable and whether or not it is a miles long way singular or plural. There are variation of the article, they may be a particular article 'the' and indefinite article 'a/an'. We use the unique article the if the noun has been mentioned in advance than or if the noun has been familier.

Example of errors in using articles:

- a. In the last semester, my friend and I visited Sibolga beach. In there air of a place was still fresh.
- b. Beside that, our group can solve a problems that lecturer give to us.
- c. If you go to my house by bus, it may be take a hour
- d. My mom told me that there was invitation card on my desk
- e. It is better to us live in village than live in the city

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

- a. In the last semester, my friend and I visited Sibolga beach. the air of a place was still fresh
- b. Beside, our group can solve the problems that lecturer give to us.
- c. If you go to my house by bus, it may be take an hour
- d. My mom told me that there was a invitation card on my desk
- e. It is better to us live in the village than live in the city

#### 4. Errors in using of prepositions

Error in preposition appeared because there was uncertainty in participants to select the correct preposition.<sup>29</sup> Prepositions connect the words which indicated the relation between the following nouns and one of the basic elements of a sentence (subject, verb, object, complement). Preposition always connect the relationship between an object and other parts of the sentence, such as time, state, position, location, direction, method, agent, and possession. Some of the mistakes atudents have made in this are explained as follows:

- a. I want tell you something the view by beautiful colorful village
- b. My aunt say that she want to stay on Padang for a night
- c. I prefer stay in home than go outside with my friend

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<sup>29</sup> Rifa Suci Wulandari and Ratri Harida, "Grammatical Error Analysis in Essay Writing," *Deiksis* Vol. 13, no. 1 (2021): 73–81, <https://doi.org/10.30998/deiksis.v13i1.5356>.

- d. In the weekend, my family and I go to the Simarsayang in Padangsidempuan city
- e. My friend ask when is my birthday, and I say in April
- f. My father's brother live in Jakarta in seven years

The sentences should have been:

- a. I want tell you something the view by beautiful colorful village
- b. My aunt say that she want to stay on Padang for a night
- c. I prefer stay in home than go outside with my friend
- d. In the weekend, my family and I go to the Simarsayang in Padangsidempuan city
- e. My friend ask when is my birthday, and I say in April
- f. My father's brother live in Jakarta in seven year.

##### **5. Errors in using of pluralization**

Pluralization is the process of forming plurals in language.<sup>30</sup>

Pluralization also the act of pluralizing of attributing plurality to type of inflection which a change on the form of a word and usually by adding a suffix to indicate a change in its grammatical function.

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<sup>30</sup> John Jacob, "A Descriptive Study of Selected Noun Pluralization," *An African Journal of Arts Humanities* Vol. 7, no. 2 (2021), <https://doi.org/10.13140/RG.2.2.23433.67684>.

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

- a. I can imagine that there are a beach with the pink color
- b. I always go to the library with four floor.
- c. May saw many book in the bookstore.
- d. There are some pool under the waterfall.
- e. There is a destinations to take a rest over there.
- f. This food were so spacy

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

- a. I can imagine that there are beaches with the pink color
- b. I always go to the library with four floors.
- c. May saw many books in the bookstore.
- d. There are some pools under the waterfall.
- e. There is a destination to take a rest over there.
- f. This foods were so spacy

## **6. Errors in using of pronouns**

Pronouns can be used in place of nouns. There are many kinds of pronoun. They are synonymous with personal, reflexive, indefinite, relative, questionable, directive, and expressive. When



decide a pronoun, it should the noun it refer and show the subject or an object. Consider the following sentence:

- a. Ardiani always wanted to have a celebration in their house in Panyabungan.
- b. After take a rest for a while, we take some pictures with their
- c. My mom say that I should by mobile phone, mobile phone can use for online class via google classroom
- d. In the last day of examination, we go to the Sibio-bio adventure park

In the sentences a and b above, they do not use possessive pronouns. In the sentence c, it does not recognize personal pronouns. And in the last sentence d, the it does not recognize the correct form of the demonstrative pronoun. The sentences should be:

- a. Ardiani always wanted to have a celebration in her house in Panyabungan.
- b. After take a rest for a while, we take some pictures with them
- c. My mom say that I should by mobile phone, it can use for online class via google classroom
- d. That day, we go to the Sibio-bio adventure park.

## 7. Errors in using of conjunctions

According to Torres conjunctions are purposed to show connection of sentence elements, join clauses, and connect sentences.<sup>31</sup> Conjunctions in a sentence used to connect a word with another word. It is not only connects words, but also connect sentences and clauses. Links are considered immutable grammatical elements and they may or may not stand between the elements they join. The rules of use the conjunctions are same with the rules in Indonesian language.

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

- a. But if caused Melisa thought it just took much money, we still go there
- b. In the next day while our group throughed the building, there is a new shop over there
- c. Besides of that , most of the bird fly or moved to another habitat

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

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<sup>31</sup> Torres, (Journal from Yeni Savitri, Junaedi Setiyono, and Sri Widodo, "The Analysis of Correlative Conjunctions Used in Undergraduate Students ' Research Articles," *English Department Journal* Vol. 8, no. 1) (2021): 39–45, <https://doi.org/10.37729/scripta.v8il.791>.

- a. Because Melisa thought it just took much money, we still go there
- b. Next, while our group pass the building, there is a new shop over there
- c. Besides , most of the bird fly or moved to another habitat

From all of the explanation kinds of grammatical errors of experts, the researcher chooses the James theory because the indicators are all known and related to the grammatical arrangement of sentences when writing a descriptive paragraph. Based on the above explanation, Carl James has classified 7 types of grammatical errors. Grammatical errors are; Grammatical errors in using of nouns, grammatical errors in using of pronouns, grammatical errors in using of verbs, grammatical errors in using of adjectives, grammatical errors in using of adverbs, grammatical errors in using of articles and grammatical errors in using of prepositions.

## 2. Descriptive Text Writing

### a. Definition of Descriptive Text

Description is a written English text in which the writer describes an object.<sup>32</sup> In descriptive text, the object that will describe it can be a concrete object or it can be an abstract object too. It can be like a person, an animal, a thing, or it can be a place. It can be any theme of topic that you want to describe. Descriptive text is the text that contains the structure from identification to description of two element or the generic structure where the writer introduce the topic first, then describe the identification or the characteristic of the topic.

Descriptive text is a simple text that describes a single location/place, person, object, and things.<sup>33</sup> The purpose of this type of text is a description of a particular thing, animal, person, or something that occurs in nature. Descriptive text is a process of bringing together our feeling or ideas, information, to become a text that describes detail information about the thing, person, animal or place.

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place, and or event

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<sup>32</sup> Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 89.

<sup>33</sup> Sri Rahmadhani Siregar, "Students' Descriptive Text Writing in Experiential Function Realization," *English Journal for Teaching and Learning* Vol. 09, no. 01 (2021): 63–76, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ/article/view/2683/2073>.

to the readers or hearers.<sup>34</sup> A description can expand the experience of life. The meaning of description is to describes a word picture; Readers can picture objects, places, or people in their mind. Descriptive writing appeals to the senses, so it tells about the look, feel, smell, taste, and sound of something.

Descriptive text is also considered a text that explains an object. The object can be anything. It can be concrete object such as person, animal, place, etc. it can be an abstract object such as opinion, idea, love, hate, belief, etc.<sup>35</sup> From all of the definitions of descriptive writing above, the researcher concluded that descriptive writing is a text describing or identifying a person, thing, or place made up of specific and specific characteristics of things and people. Although it sounds simple, students still find it difficult to write a descriptive paragraph.

#### **b. Generic structure of Descriptive Text**

The texts should have the generic structure. There are two main parts in a descriptive text such as identification and description.<sup>36</sup> When writing descriptive text, we need to use generic structures to make our writing authentic. The generic structures of descriptive text are:

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<sup>34</sup> Eko Noprianto, "Student ' s Descriptive Text Writing in SFL Perspectives," *IJELTAL: Indonesian Journal of English Language Teaching and Applied Linguistics* Vol. 2, no. 1 (2017): 65–81, <https://www.ijeltal.org/profile/Eko-Noprianto-2/publication/321713>.

<sup>35</sup> Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2017).

<sup>36</sup> Abrar Rianda, *Thesis*, "The Ability of The Second-Year Junior High School Students in Writing Descriptive Text," UIN Ar-Raniry 2020, <https://repository.ar-raniry.ac.id/id/eprint/13893>.

### 1) Identification

Identifiable information includes an introduction to the people, animals, places or object to be identified. The identification introduces and identifies all or any of the phenomena described. Its function is for the reader to introduce what will be discussed. As in the direction of other genres, the defining part is usually placed in the first paragraph. This is an introduction for the reader to read the next paragraph.

### 2) Description

Description includes describe more detail of something like an person, thing, place or animal by describing its characteristic, shape, color, or anything deatil related to the object what the author describes. The function of descriptive text is to describe more detail the object, the qualities and the characteristics of the object. It is placed after the next identifier or segment until the last segment.

### c. The purpose of Descriptive text

- 1) To identify a particular person, things, and place, or the object by introduce the in formation of the object.
- 2) To describe a particular person, things, and place after introduce the specific information of the object by describing detail characteristics or the part of the object.

### d. The language Features of Descriptive Text

Besides the generic structure and the purposes, descriptive text also has the language features that will support formed a descriptive text. The language features of descriptive text are composed into some parts, such as follow:<sup>37</sup>

- 1) It must focus on the specific participant.

When describing something in a descriptive essay, you should focus on a single theme, for example: Borobudur temple, a cat, my new house, etc. This means that the description text should focus on the description of an existing participant. It also helps the reader focus in general on a topic.

- 2) The use of simple present tense

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<sup>37</sup> Alifvia Dias Mawar Diana, *Thesis*, “An Error Analysis of Language Features in Writing Descriptive Text of The Tenth Graders at SMAN 1 Balong Ponorogo” (IAIN Ponorogo, 2021), <http://www.etheses.iainponorogo.ac.id>.

The simple present is one of the most commonly used tenses in descriptive writing. The present simple expresses daily routine or usual activity. It is also used to describe general statements, negative, or question about actual actions. The most common expressions of time in the simple present are: usually, always, never, every Wednesday, Wednesday, twice a week, once a month, usually, every other day.

Azar states there two forms of the simple present tense, such as:<sup>38</sup>

a. Simple present of verbal form

**Table 1**  
**The Form of Verbal Simple Present Tense**

	<b>THE VERBAL FORMS OF SIMPLE PRESENT TENSE</b>
STATEMENT	I- You- We-They <b>work</b> She- He- It <b>works</b>
NEGATIVE	I- You- We-They <b>do not work</b> She- He- It <b>does not work</b>
QUESTION	<b>Do</b> I- You- We-They <b>work</b> <b>Does</b> She- He- It <b>work</b>

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<sup>38</sup> Azar, *Fundamental of English Grammar, 3<sup>rd</sup> Edition*, (America: Longman Group Limited, 2003), p.4.



## b. Simple present of nominal form

**Table 2**  
**The Forms of Nominal Simple Present Tense**

	<b>THE NOMINAL FORMS OF SIMPLE PRESENT TENSE</b>
STA TEMENT	S+ to be(is, am, are)+ N/Adj/Adv I am a student
NEG ATIVE	S+ be (is, am, are)+ not+ N/Adj/Adv I am not a student
QUE STION	be (is, am, are)+ S+ N/Adj/Adv Am I a student?

## 3) The use of noun phrase

A noun phrase is a group of words that come together to name and describe a person, place, thing, or idea. When we consider the structure of the written word, we treat a noun phrase the same way we treat a regular noun. Like all nouns, a noun phrase can be a subject, object, or complement.

This means that in order to visualize the characteristics of the subject or object, the writer must organize the present noun phrase, such as '*Latifa has bright eyes*'. From the previous example, this shows that bright indicates as an adjective while eyes indicates as a noun that a containing word is followed by an adjective that can be called an adjective sentence.

It concludes that noun phrase as a group of two or more words that function as the subject, object, or preposition in a sentence. The

sentence is led by a noun and joined by one or more complements that can come before or after the noun.

#### 4) The use of auxiliary verb

An auxiliary verb or helping verb as it is also called is used with the main verb to help express the tense, mood, or tone of the main verb. The main auxiliary verbs are to be, to have, and to do.

Auxiliary verb also a verb that adds functional grammatical meaning to the clause in which it occurs, so as to express tense, aspect, modality, voice, emphasis. Auxiliary verbs usually accompany an infinitive verb or a participle, which respectively provide the main semantic content of the clause.

They appear in the following forms:

To Be: am, is, are, was, were, being, been, will be

To Have: has, have, had, having, will have

To Do: does, do, did, will do

#### 5) The use of linking verb

A linking verb is used to re-identify or to describe its subject. A linking verb is called a linking verb because it links the subject to a subject complement.

This includes using being (is, am, are) to write a noun sentence. It is used to create a link between the subject and the complement. Example: "she is my best friend". The linking verb is used to redefine

or describe its subject. A linking verb is called a linking verb because it links the subject to an object.

Example of linking verb:

a. Ulfah is my best friend

(the subject Ulfah **is** re-identified as a best friend)

b. Ulfah is thirsty

(Here, Ulfah **is** describes as thirsty)

c. The **seems** drunk

(subject complement to describes. It is an adjective)

On the basis of the above explanation, the researcher concludes that there should be certain requirements on the linguistic characteristics of the descriptive text. The descriptive text must has specific characters: use the present simple, use the process of allocating and defining, focus on a particular participant, and use descriptive adjectives to form a nominal group.

e. **Examples of Descriptive Text**

**Table 3**  
**Example of Descriptive Text**

<b>Title</b>	<b>Syahrun Nur Great Mosque</b>
<b>Identification</b>	South Tapanuli Community, North Sumatra, now has a new pride called the Syahrur Nur Great Mosque, as the center of Islamic symbols. This mosque is located in the office complex of South Tapanuli Regency, has succeeded in attracting the public there.
<b>Description</b>	This Turkish and Middle Eastern architectural style building combines it is design with local ornaments, which is so majestic and beautiful. Not surprisingly, when it was first opened, the existence of this mosque has gone viral on social media pages. The building which has 1 dome mosque with 4 minarets, at first glance looks like the Prophet's Mosque in Medina. However, the typical atmosphere of South Tapanuli Regency, remains attached to the mosque building. On the building of the mosque there are many carvings of Singapore, with a mixture of red, green and white colours, like Ulos cloth. This creative idea also adopted, from the design concept of the Traditional House in South Tapanuli. It can be seen from the diagonal, criss-cross, and triangular formations, which are the characteristics of the traditional house. The atmosphere of the Middle East is increasingly attached, while inside the mosque. On the dome of the mosque, you can see beautiful calligraphy carvings, combined with luxurious decorative lights. But not only that, because the size of the calligraphy like the door of the Ka'bah is clearly displayed in front of the mihrab. It is location which is between Bukit Barisan, makes a very cool atmosphere inside the mosque, even without air conditioning.

## B. Review of Related Finding

To confirm this research becomes the relevance about the title that will be researched. The researcher collect some titles that same or related to this research, those are: The first researcher is conducted by Sari Sadiyah and Seli Ade Royani.<sup>39</sup> The results of their study showed some of the students made mistakes about verb agreement, 43 or 41 percent. The authors suggest that students make mistakes in the relationship between the subject and the verb. Pronoun errors are 19 or 18%, usage errors are 16 or 15%, sample sentences are 13 or 12%, spelling errors are 9 or 9%, and capitalization errors are 5 or 5%. Failure analysis using error classification and error quantification.

The second researcher is Nyoman wardani.<sup>40</sup> Consistent with the discussion of the research results, several conclusions are drawn as follows: Learners tend to make all kinds of errors about surface strategy classification, or both, including omission, addition, distortion, disorder; and classifies media effects, including local and global errors. In general, learners often make mistakes in their English writing related to the agreement should be it instead of subject and predicate.

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<sup>39</sup> Seli Royani and Sari Sadiyah, "An Analysis of Grammatical Errors in Students' Writing Descriptive Text," *PROJECT (Professional Journal of English Education)* Vol. 2, no. 6 (2019): 764, <https://doi.org/10.22460/project.v2i6.p764-770>.

<sup>40</sup> Nyoman Wardani et al., "An Analysis of Students' Grammatical Errors in Their Descriptive Writing," *U-JET* Vol. 7, no. 1 (2018), <http://jurnal.fkip.unila.ac.id/index.php/123/article/download/15053/pdf>. On Sunday 21 Maret 2021 at 10.03 a.m.

The third researcher is Putri kurnia. The result of the written test, the researcher find out kinds the students' grammatical error in writing descriptive text at the tenth science is still quite a lot.<sup>41</sup> This happens because the students' writing test in Descriptive Writing cannot express their ideas in written form, as they believe that writing is difficult to learn, especially since most students structure is not well understood. In the structure of the descriptive essay, there is a general structure and a linguistic structure. Students make mistakes about the linguistic features of verbs and adjectives. The fourth researcher is by Afifuddin. The results showed that the total occurrences of errors in all categories were 288.<sup>42</sup> Students make 5 mistakes or 2% in verb tense, 2 mistakes or 9% in verbal form, 31 mistakes or 10% in subject-verb, 50 mistakes or 17% in plural, 3 mistakes or 1% in possessive form, 6 errors or 2% in definite writing, 21 errors or 7% in unspecified writing, 39 errors or 13% in word order, 31 errors or 11% in nouns, 77 errors or 26 % in segments and 9 errors or 3% in other errors . Result of the data, the researcher confirms that from all the students make the most mistakes with 77 occurrences in the fragmentation error type.

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<sup>41</sup> Putri Kurnia, "Analysis on Grammatical Error of Students' English Writing in Descriptive Text at the Tenth Grade of SMA N 8 Kota Jambi Academic Year 2018/1019," *Journal of English Language Teaching* Vol. 3, no. 2 (2019): 139–49, <http://www/jelt.unbari.ac.id/index.php/jelt/article/view/43/51>. On Tuesday 23 March 2021 at 21.16 p.m.

<sup>42</sup> Afifuddin, "An Analysis of Students' Errors in Writing Descriptive Texts," *English Education Journal* Vol. 7, no. 1 (2016): 130–39, <http://jurnal.unsyiah.ac.id/EEJ/article/view/3166/2987>. On Tuesday 23 March 2021 at 22.08 p.m.

The fifth researcher is Hijjatul Qamariah and Sri Wahyuni.<sup>43</sup> In the results, it can be seen that there are 11 types of grammatical errors; errors in the use of verbs, tenses, singular/plural nouns, adjectives, prepositions, ontology, articles, modal/modifiers, nouns, objective pronouns, and phrasal verbs. Based on the results, the largest number of errors was using a verb with a total of 15 errors. The main factor that caused them to make mistakes was that they didn't know the rules for using correct grammar, such as they didn't understand how. Put the verbs according to the correct grammatical structure.

From the above five related results, it can be concluded that a grammatical error occurred when writing the descriptive paragraph. However, there are similarities between five previous studies and the present study that analyzed grammatical errors in students' handwritten passages. Indeed, in this research, the researcher analysed all the kinds grammatical errors in students; grammatical error in using noun, grammatical error in using pronoun, grammatical error in using verb, grammatical error in using verb, grammatical error in using adjective, grammatical error in using adverb, grammatical error in using article, and grammatical error in using preposition in writing descriptive text at the seventh semester of TBI 1 IAIN Padangsidimpuan Period 2020-2021.

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<sup>43</sup> Hijjatul Qamariah and Sri Wahyuni, "An Analysis of Students' Grammatical Error in Writing English Text in The Second Grade Students of SMK-SMTI Banda Aceh," *Getsempena English Education Journal* Vol. 7, no. 1 (2020): 58–71, <https://ejournal.bbg.ac.id/geej/article/view/1041>. On Wednesday 24 March 2021 at 7.35 a.m.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Place and Time of Research**

The researcher conducted this research via online because during the pandemic covid 19, students were not allowed to be in the classroom and could not meet face to face. So, the researcher conducted this research via online in the google classroom. The process of this research started from August until October 2021.

#### **B. Kind of the Research**

Researchers used qualitative research following quantitative research. This method of investigation is a descriptive method of quantitative and subsequent qualitative research. In seventh semester of TBI 1 IAIN Padangsidempuan Period 2020-2021, a quantitative study used to explain a student's grammatical mistakes in writing explanations and a student's grammatical mistakes in writing explanations. A qualitative study used to explain what the does the lecturer do or some ways that lectures do to overcome the student' grammatical errors in writing descriptive text.

So, quantitative and qualitative used to analyse and describe the students' grammatical errors in writing descriptive text at the seventh semester of TBI 1 IAIN Padangsidempuan.



### **C. Participants of the Research**

The subject of this research was the seventh semester students of English Teacher Training and Education Faculty State Institute for Islamic Studies ( IAIN ) Padangsidempuan. The researcher took one class to do this research and the researcher took 15 students. It is considered based on the observation with some students, they still made errors especially in grammatical errors. The errors that students usually make is a trivial thing, but it really affects for their writing. Researcher take the certainly class because it could be the representative to take the result of research, that is class TBI 1.

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

The researcher used test and interview as the instrument for collecting the data of this research.

#### **1. Test**

A test is a tool that a researcher or teacher has used to learn about the ability of that person or student. In the research, a test is a method of measuring a person's ability, knowledge, or achievement in a certain field.

In this study, a test is a tool used to collect data and the type of test is an essay test. The writing test is intended to gather information about the students' grammatical errors when writing descriptive passages.

**Table 4**  
**Indicator of Grammatical Error**

No	Types of Grammatical Error	Total Error	of	Percentage
1	Grammatical error in using noun			
2	Grammatical error in using pronoun			
3	Grammatical error in using verb			
4	Grammatical error in using adjective			
5	Grammatical error in using adverb			
6	Grammatical error in using article			
7	Grammatical error in using preposition			
Total				

## 2. Interview

An interview is a conversation between two or more people and takes place between the source and the interviewer. This means that the interview is aimed at obtaining accurate information from reliable sources and from the interview conducted by posing some questions of the interviewer to those sources.

In this research, the researcher interviewed the writing's lecturer to get the data about what does lecturer do to overcome students' grammatical error in writing descriptive text at the seventh semester students of TBI 1 IAIN Padangsidimpuan Period 2020-2021.

### **E. Technique of Collecting Data**

Technique of collecting data in this research as a procedure how the researcher gives the test to the students as participant in this research. There are some steps in collecting the data:

- a. The researcher prepared the test. In here the research asked the students to write down an essay about descriptive text in the theme of favourite place in their city.
- b. The researcher explained what the test is and what students do with the test.
- c. The researcher gave the time of doing the test.
- d. The researcher gave the test to students.
- e. The researcher gave chance to students to answer the test.
- f. The researcher collected the students' answer sheet to analyse.

After the researcher collected the data by test and get the result what was the grammatical errors made by students, in interview, the researcher conducts face to face interviews with participants.<sup>44</sup> The researcher interviewed the writing's lecturer to get the data about how to overcome students' grammatical errors in writing descriptive text. The researcher prepared lecturer interview sheet with a question about the result of this research. These are some steps in collecting data interview:

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<sup>44</sup> Jhon W. Creswell, *Research Design (Qualitative, Quantitative, and Mixed Methods Approaches)*, 2nd ed. (United State of America: Sage Publication, 2003), p.188.

- a. The researcher prepared the tools for interview.
- b. The researcher made an appointment with the respondent when and where the interview will be held.
- c. The researcher opened the interview with greeting and gave an overview of the topic interview first, then asked some question.
- d. The researcher recorded information from respondent using handwriting notes, audiotaping, or videotaping.

#### **F. Technique of Data Analysis**

In some quantitative projects, the analysis stop with descriptive analysis, especially if the number of participants is too small for more advanced, inferential analysis. The process of data analysis involves preparing the data for analysis and reading through all the data. After collecting data, the researcher analyse the data by using these steps:

- a. The researcher identified students' grammatical errors in writing descriptive text by conferred some codes on the descriptive text paper.
- b. The researcher classified the grammatical errors to determine the types of grammatical error in to the tables.
- c. The researcher counted the each type of grammatical error.
- d. The researcher took percentage of the data.

In getting the percentage the researcher will calculate using the pattern:

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

Where:

P = Percentage

F = Frequency of items error

N = Sum of all items error.<sup>45</sup>

After the researcher analysed the data by test, the researcher analysed data from the result of interview about what does the lecturer do to overcome the students' grammatical error in writing descriptive text. The generic steps involve the following steps:

- a. The researcher organized and prepared the data for analysis by listened to recorded interview.
- b. The researcher read through all the data
- c. The researcher began detailed analysis with a coding process, coding is the process of organizing the material into "chunks" before bringing meaning to those "chunks".<sup>46</sup>
- d. The researcher made interpretations of the interview that had been heard.

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<sup>45</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008)

<sup>46</sup> John W. Cresswell, p.192.

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

This chapter focus on analysing the data. This chapter gives the details data of the findings. This result of research discussion about the result that considered of description data, calculating the percentage to get their whole result as general explain the students' type grammatical errors in writing descriptive text and lecturer overcome the students error in writing descriptive text. As mentioned in earlier chapter in order the students' grammatical errors in writing descriptive text at the seventh semester TBI 1 IAIN Padangsidimpuan Period 2020-2021. The details description of data as follows:

#### **A. The Students' Grammatical Errors in Writing Descriptive Text**

Absolutely, to know the extent of the students' grammatical error in writing descriptive text at the seventh semester TBI 1 IAIN Padangsidimpuan, the researcher used test as instrument of the collecting data. The researcher used an essay test. The researcher asked the students to write the example of descriptive text in theme their favourite place in their city. So, the researcher found many stories inside the test, then the instrument given for TBI 1 IAIN Padangsidimpuan via online in the google classroom.

There were four types grammatical error that researcher found in writing descriptive text and there were three types grammatical that researcher

did not find in writing descriptive text. The grammatical errors that researcher found were: the grammatical error in using Noun, the grammatical error in using Verb, the grammatical error in using Article and grammatical error in using Preposition. The grammatical error that researcher did not find were: the grammatical error in using Pronoun, the grammatical error in using adjective, and grammatical error in using adverb. The grammatical errors that researcher found each of them could be seen in the table below:

**Table 5**  
**The Students' Total Grammatical Errors in Writing Descriptive Text**

No	Students' initial name	Grammatical Errors			
		Noun	Verb	Article	Preposition
1	A	-	1	1	-
2	AA	3	2	-	-
3	AP	1	-	-	-
4	AYS	-	1	-	-
5	BR	-	1	-	1
6	DW	-	1	-	-
7	EDH	1	2	-	-
8	EFS	-	2	-	-
9	MA	-	1	-	1
10	MAH	2	1	-	-
11	NKH	-	2	-	-
12	SA	1	2	-	1
13	SH	-	2	-	-
14	VSL	-	1	-	-
15	YAH	-	3	-	-
Total		8	22	1	3
Percentage		23,53%	64,70%	2,94%	8.83%

Based on the table above, the total grammatical errors at the seventh semester TBI 1 IAIN Padangsidimpuan in writing descriptive text, there were

8 grammatical errors in using Noun, there were 22 grammatical errors in using Verb, there was a grammatical error in using Article, and the last there were 3 grammatical errors in using Preposition. So, based on the table above, the researcher can concluded that the most grammatical error in writing descriptive text from the students of TBI 1 IAIN Padangsidimpuan was grammatical error in the use of Verb. Because from the result above the students made 22 grammatical errors, so it means students of TBI 1 IAIN Padangsidimpuan felt difficulties in using Verb especially in the use of simple present tense. Students made a good text, they made the descriptive text with the generic structure but some of the students can not follow the rule of grammatical, the students made their text not good grammatically. So, the percentage we can see in the table below:

**Table 6**

**Total of Percentage Grammatical Errors in Writing Descriptive Text**

<b>No</b>	<b>Grammatical Errors</b>	<b>Total Errors</b>	<b>Percentage (%)</b>
1	Noun	8	23,53%
2	Verb	22	64,70%
3	Article	1	2,94%
4	Preposition	3	8,83%

From the analysed above, students' grammatical error in using Noun, the researcher found eight grammatical errors or 23,53%, in using Verb, the researcher found twenty two grammatical errors or 64,70%, in using Article,



the researcher found one grammatical error or 2,94%, and the last in using Preposition, the researcher found three grammatical errors or 8,83%. So, it can conclude that the most students' grammatical error in writing descriptive text is in the use of Verb. The descriptions of the students' grammatical error in writing descriptive text are:

### 1. Grammatical Error in Using Noun

Based on the result the researcher found 8 grammatical errors or 23,53%, grammatical errors in using noun that made by students, students initial name AA, AP, EDH, MAH, and SA.

**Table 7**  
**Grammatical Error in Using Noun**

<b>Initial name</b>	<b>Incorrect sentence</b>	<b>Correct sentence</b>
<b>AA</b>	-There are <u>a lots of thing</u> -There are also delicious <u>food</u> -You can take <u>a angcodes</u>	-There are <u>a lots of things</u> -There are also delicious <u>foods</u> -You can take <u>an angcode</u>
<b>AP</b>	-My <u>family favourite</u> place	-My <u>family's favourite</u> place
<b>EDH</b>	-You may buy some <u>food</u> and drinks	-You may buy some <u>foods</u> and drinks
<b>MAH</b>	-There are five <u>waterfall</u> there -There <u>are some pool</u> below	-There are five <u>waterfalls</u> there -There <u>are some pools</u> below
<b>SA</b>	-There is a playground for kids such as <u>swaying</u>	-There is a playground for kids such as <u>swing</u>

The researcher found that there are 2 types of grammatical errors in using noun. The grammatical errors are in using singular and plural noun and in using owner noun.

a. Grammatical error in using singular and plural noun

The researcher found that students made mistakes in using singular/plural nouns, with a total of errors consisting of 7 words. According to the results, this is the second highest number of grammatical errors made by students. The problem in this part is that they cannot determine which nouns should be added s or es and which should not, while it is grammatically incorrect we need to add s or es for plural nouns and we should not add s or es to a singular name. The examples were “thing” become things, “food” becomes foods, “a angcodes” become an angcode “holidays” become holiday, “some food” become some foods, “five waterfall” become five waterfalls, and “some pool” become some pools.

b. Grammatical error in using owner noun

The researcher also found a student grammatical in using owner noun and a student error in choosing noun. Example error in using owner noun in the sentence “My family favourite place” was incorrect. To make a singular noun possessive, the apostrophe will always be placed either before or after s at the end of the noun owner. So, the correct sentence is “My family’s favourite place”. Example error in choosing noun “swaying” is verb, if we put verb of course is incorrect grammatically.

## 2. Grammatical Error in using Pronoun

The researcher did not find the students' kinds grammatical error in using pronoun in writing descriptive text test, all of the students correct in the use of pronoun.

## 3. Grammatical Error in Using Verb

Many students made grammatical error in using verb. The researcher found 22 grammatical error in using verb or 64,70%. This is the highest total number of errors made by students. There were 14 students made grammatical error in using verb. The errors sentences can be seen from the table below:

**Table 8**  
**Grammatical Error in Using Verb**

Initial name	Incorrect sentence	Correct sentence
A	- <u>It cheap</u> and near from the other destination	- <u>It is cheap</u> and near from the other destination
AA	-...such as swimming, climbing, <u>swing</u> and else - <u>It really</u> a wonderful place	-...such as swimming, climbing, and <u>swinging</u> and else. - <u>It is really</u> a wonderful place
AYS	-I <u>enjoyed</u> the time in the forest	-I <u>enjoy</u> the time in the forest
BR	-I really <u>enjoyed</u> the time	-I really <u>enjoy</u> the time
DW	-The clouds <u>moving</u> slowly	-The clouds <u>move</u> slowly
EDH	-You can also spent your time -You can <u>enjoyed</u> the time with a beautiful view	-You can also spend your time -You can <u>enjoy</u> the time with a beautiful view
EFS	- the river <u>flow</u> through rocks - So you can <u>chooses</u> whether you want to enjoy	- the river <u>flows</u> through rocks -So you can <u>choose</u> whether you want to enjoy
MA	-You only need to <u>payed</u>	-You only need to <u>pay</u>
MAH	-A village that <u>took</u> about one	-A village that <u>take</u> about one

	hour from the central town	hour from the central town
<b>NKH</b>	- This temple is named after the name of the village where this building <u>stand</u> -I <u>visited</u> this place 5 times	- This temple is named after the name of the village where this building <u>stands</u> -I <u>visit</u> this place 5 times
<b>SA</b>	-You <u>needn't</u> spend much money here -They usually swim or eat foods and <u>drinks</u> near to the river	-You <u>do not need</u> spend much money here -They usually swim, eat foods, and <u>drink</u> near to the river
<b>SH</b>	-Which <u>was</u> cut through to enable boats -The eruption of mount Toba has led to <u>change</u> in the earth	-Which <u>is</u> cut through to enable boats -The eruption of mount Toba has led to <u>changes</u> in the earth
<b>VSL</b>	-The waterfall invariably <u>flow</u> with clear	-The waterfall invariably <u>flows</u> with clear
<b>YAH</b>	-Characteristic of Europe that <u>stand</u> majestically -This view <u>make</u> all who come not only want to sit -This certainly <u>invite</u> many young people	-Characteristic of Europe that <u>stands</u> majestically -This view <u>makes</u> all who come not only want to sit -This certainly <u>invites</u> many young people

From the table above, It was found that grammatical errors in using verb consist of 14 students with the total number of errors were 22 words. The first common error, some of students using past tense in writing descriptive text, they forgot that one of the language features of descriptive text is using bare infinitive or using of simple present. Examples of result are: enjoyed become enjoy, spent become spend, payed become pay.

The second error in using verb is in the use of verb with the subject is "it". If the subject is (she, he, it) the verb should followed by s or es, if the subject (you, they, we) the verb is not followed s or es. So, the correct is "flow"

become flows, “stand” become stands, and the last ”drinks” become drink. In writing descriptive text also a student used present participle , it was incorrect because should using bare infinitive or simple present tense. For example in the word “moving” it should be move.

#### **4. Grammatical Error in using Adjective**

In the use of article, the researcher also did not find the students’ grammatical error in writing descriptive text test. The researcher just found the error in choose of variation vocabulary. For example in the sentence ‘it is a river with a good view’, the underline word is incorrect in choosing variation vocabulary. The correct is ‘it is a river with a beautiful view’.

#### **5. Grammatical Error in using Adverb**

Based on the result of writing descriptive text test, the researcher did not find the students’ grammatical error in using adverb. All of the students correct in the use of adverb.

#### **6. Grammatical Error in Using Article**

Based on the result there was a grammatical error in using article, or 2,94%, grammatical error in using article that made by students can be seen in the sentence below:

**Table 9**  
**Grammatical Error in Using Article**

<b>Initial name</b>	<b>Incorrect sentence</b>	<b>Correct sentence</b>
AA	-You can take a angcode	-You can take an angcode

Based on the table above, the researcher found a grammatical error in using article. Articles are words that define a noun as specific or unspecific. Article a or an used for objects that are not specific or one of several things of a similar type. Article “a” is used before nouns that start with a consonant while the article “an” is used before nouns that start with a vowel. So the result above incorrect, “a angcode” it should be “an angcode”.

#### **7. Grammatical Error in Using Preposition**

The researcher found 3 grammatical errors that students made in writing descriptive text or 8,83%. The grammatical error in using preposition made by students with initial BR, MA, and SA. The students' grammatical error in the use of type preposition of the time was described in this following table:

**Table 10**  
**Grammatical Error in Using Preposition**

<b>Initial name</b>	<b>Incorrect sentence</b>	<b>Correct sentence</b>
<b>BR</b>	-I always go to the forest with friends on weekend	-I always go to the forest with friends at the weekend
<b>MA</b>	-...because <u>in night</u> there are	-... because <u>at the night</u> there

	many foods	are many foods
<b>SA</b>	-This place is crowded especially <u>on Sunday evening</u>	-This place is crowded especially <u>on Sunday in the evening</u>

Based on the table above, the researcher found three grammatical errors in use of preposition and all of the errors were in the use of preposition of time. There are three preposition in English that are used with time in, at, on. Generally, **in** shows the “largest” time or place, **on** shows dates and time, and **at** usually shows the “smallest” time or place.

So, from the result of students’ grammatical errors in writing descriptive text at the seventh semester of TBI 1 IAIN Padangsidimpun, the researcher found there were 4 types of grammatical errors with the total number of grammatical errors were 34 in writing descriptive text at the seventh semester students of TBI 1 IAIN Padangsidimpun, the common grammatical error are in using noun especially in using singular and plural noun, the grammatical error in using verb especially in using bare infinitive or simple present tense, the grammatical error in using of article a and an, and the last the grammatical error in using Preposition especially errors in the use of preposition of time.

**B. The Effort of the lecturer to overcome the Students' Grammatical Errors in Writing Descriptive Text at The Seventh Semester Students of TBI 1 IAIN Padangsidimpuan**

In this discussion, explain the students' grammatical errors in writing descriptive text and the lecturer overcome the students' grammatical errors in writing descriptive text. In description of students' grammatical error above, the researcher have known the students' dominant grammatical error was in using of verb in writing descriptive text. This research conducted interview to writing's lecturer of TBI 1 IAIN Padangsidimpuan. To get the data needed in this research, the researcher did deep interview with the lecturer. This research interviewed with the writing's lecturer of TBI 1 IAIN Padangsidimpuan. Based on the data, from the indicator grammatical errors, the researcher have known the dominant error was in the use of noun, students still confuse in differentiate between singular and plural noun. So, from the students' grammatical error above, there were some ways or solution of the lecturer to overcome the students' grammatical errors in writing descriptive text.

From the result of the interview, the researcher concluded that there were four lecturer's efforts to overcome the students' grammatical error in writing descriptive text at the seventh semester students of TBI 1 IAIN Padangsidimpuan. The grammatical errors that students made in writing descriptive text is trivial things, the lesson is easy to remember, but in fact it



was hard to apply and made our writing incorrect grammatically. The Effort of the lecturer to overcome the Students' Grammatical Errors in Writing Descriptive Text:

- a. The lecturer asks the students to learn more about singular and plural noun.

Based on the result, the researcher found there are two types of grammatical errors in using noun, the first grammatical error in using singular/plural noun and grammatical error in using owner noun. The lecturer asks the students to study more about noun. "Singular and plural noun is one of the easy lesson, but there were still made errors in that lesson. Next, I ask the students to study more how to differentiate between the singular and plural noun especially in the use of s, without s, and es"<sup>47</sup>.

The lecturer asks the students study more about how to differentiate between singular and plural noun in a sentence.

- b. The lecturer explains more about the language features of descriptive text. Because of some students made grammatical errors in using noun especially in using verb. Some students use past tense and present participle. One of the language features of descriptive text is using simple present tense, and the verb using bare infinitive.
- c. The lecturer asks the students to study more about article.

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<sup>47</sup> RFL, The Lecturer of TBI 1 IAIN Padangsidempuan, Research Written Interview, on Wednesday, September 22<sup>th</sup> 2021, at 11.00 a.m.

For using article, the lecturer will explain more about how to using article a, an, the. Then, the lecturer will ask students make a note and make some examples about using article. So it is make them easy to understand about the lesson. The lecturer also will give the point of article use a before nouns that begin with a consonant sound, use an before nouns that begin with a vowel sound

- d. The lecturer asks the students to find some method in learning preposition. Some of students made grammatical error in using preposition especially in using preposition of time. So, the lecturer will asks the students to study more about preposition and find another method in learning preposition. “For this problem maybe I will ask the students to find another method to make students easier to remember about how to use preposition, the specific in describe preposition of time.

Besides that, the researcher also found student’s errors in the use of vocabulary. Students difficult to find the choice of vocabulary variations that match with the sentences they made. Vocabulary selection is also needed to make the text good, and develop the content of the text so that people who read our text also understand what we have written.

So, from all the explanation, the writer can take conclusion the students must be careful when writing text, especially writing descriptive text. Students must write with the generic structure and need to pay more attention to the language

features. Sometimes when students describe thing, they forgot that the tense used is not past tense but present tense, because descriptive text is not telling an experience but describing something. The lecturer need to pay attention to trivial mistakes like this and make better methods to help students learn from error that are often made by students.

### **C. Discussion**

In this research, I would like to refer to the results of data analysis related to the grammatical errors that students still made while writing a descriptive essay. After analyzing the data, they know that Grammar. Error in writing paragraph text at the seventh semester of TBI 1 IAIN Padangsidempuan students understood the descriptive passage but they understood the grammar rules less.

As a result of this study, the data shows the total number of grammatical errors made by students when writing a descriptive paragraph, which can be seen in the description of grammatical errors in Table II and also in the table below III on the rate of grammatical errors. Based on the analysis of the above data, grammatical errors often occur in students' descriptive writing. The researcher counted 59 grammatical errors that were classified into seven grammar sections. There are sixteen grammatical errors in the use of nouns, ten in the use of pronouns, seventeen in the use of verbs, four in the use of adjectives, and four in grammar. There are three grammatical

errors in the use of adverbs, three grammatical errors in the use of articles, and finally, there are five grammatical errors in the use of prepositions.

Even as a result of this study, students understand the grammar, but some students make mistakes in mastering nouns and verbs, then some students understand the grammar less, students often make mistakes in Present tense.

What was found in this search was slightly different from previous results. Here the researcher needs to discuss the results with other studies. The researcher wrote the conclusions of the other studies that the researcher came from Seli Royani and Sari Sadiyah, Hijjatul Qamariah and Ihsan Nazir.

In the study of Seli Royani and Sari sadiyah, the study showed that students mainly make mistakes in 1% of synonyms due to misuse of present simple, followed by pronouns 18%, using 15%, sentences sample 12%, spelling 9%, and capitalization error 5%. From the results, students need to learn more about English grammar and the teacher suggests relearning the verb and pronoun chords that chess students do most often in their writing.

From their research, it can be concluded that from six classification of grammatical errors, those are verb agreement, capitalization, usage, sentence pattern, pronoun and spelling, the writer found that the most grammatical

errors made students was verb agreement, with total errors are 43 or 41 %.<sup>48</sup>. In this study, the researcher also found that the most grammatical errors were in the use of verbs. Therefore, as a teacher, we need to pay more attention to students' grammar, especially subjects and verbs, so that students can minimize mistakes in their writing.

While the research results were conducted by Hijjatul Qamariah, the results showed that there were 11 types of grammatical errors; Errors in the use of verbs, tenses, singular/plural nouns, adjectives, prepositions, forms, articles, objects/modifiers, nouns, objective pronouns and phrasal verbs with total errors grammar mistakes are 8 total mistakes students make on their writing sheets. It can be concluded that these 10 students are still unable to compose a good sentence because they still make mistakes in using grammar rules.

In addition, some students made mistakes in using adjectives with a total of 5 errors. As in the use of adjectives, the total number of errors in using prepositions included 5 words. Next are the prepositional errors that include a total of 3 errors, and the usage errors that have a total of 2 errors..<sup>49</sup>

In this research also explain about types of grammatical error, but in this

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<sup>48</sup> Seli Royani and Sari Sadiyah, "An Analysis of Grammatical Errors in Students' Writing Descriptive Text," *PROJECT (Professional Journal of English Education)* 2, no. 6 (2019): 764, <https://doi.org/10.22460/project.v2i6.p764-770>.

<sup>49</sup> Hijjatul Qamariah and Sri Wahyuni, "An Analysis of Students' Grammatical Error in Writing English Text in The Second Grade Students of SMK-SMTI Banda Aceh" 7, no. 1 (2020): 58–71, <https://ejournal.bbg.ac.id/geej/article/view/1041>.

research focus on seven types grammatical errors: grammatical error in using Noun, Pronoun, Verb, Adjective, Adverb, Article, and Preposition.

In Ihsan Nazir's research it was found there were four types of grammatical errors namely: misformation, disordering, omission, and addition. The first type of error was misformation with the total amount of 33, at 44%. The second type of error was disordering with the total amount of 19, at 25.33%. the third type of error was omission with the total amount of 15, at 20%. The last type of error was addition with the total amount of 8, at 10.67%. the most frequent of error was on misformation, this error occurred because the students might face difficulties in selecting and forming parts of speech into correct formation.<sup>50</sup> The result showed that the most common errors were at the syntactic and lexical levels which led to overgeneralization, unfinished rule application, and building of false concepts.

From the explanation of other studies or researchers compared with this research, the result of research from Seli Royani and Sari Sadiyah, Hijjatul Qomariah and Ihsan Nazir are more wrong items than with this research in writing descriptive text. In this research, the researcher found the grammatical error in descriptive text just 34 items error.

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<sup>50</sup> Nazir, Ihsan, "An Analysis of Grammatical Errors Made by Students in Writing Descriptive Text" *Research in English and Education Journal* Vol. 42, no. December (2018): 220–30, <http://www.jim.unsiyah.ac.id/Read/article/view/11456>.

#### **D. Threats of the Research**

While doing this research, the researcher realized that there were many threats on the part of the researcher. It goes from headlines to data analysis techniques, so the researcher knows it's not the best thesis to date.

On doing the test, there were the treats of time, because the time of data collection when the students do kkl. Researcher has to wait patiently for students work on the essay test because they are still making reports after do kkl. Then, students also did not do the test seriously because the collecting data via online or via google classroom because of Pandemi. So, the researcher cannot do the research directly face to face with students.

Researchers know that everything wants to be searched, but it is more difficult to obtain excellent results from research, because the help of authors, researchers and entire consultants and writing lecturers are threatened.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After doing the research, the researcher found some result that present in this paper.

1. Students' Grammatical Errors in Writing Descriptive Text at The Seventh Semester of TBI 1 IAIN Padangsidimpuan, there were eight grammatical errors in using Noun specific in term of using singular and plural noun and owner noun, there were twenty two grammatical errors in using Verb especially error in the use of simple present tense, there was a grammatical error in using Article, and the last there were three grammatical errors in using Preposition especially in the use of preposition of time. So, all of the types of grammatical errors that students made in writing descriptive text were 34 (thirty four) and the dominant error is grammatical error in using Verb.
2. The Efforts of The Lecturer to Overcome The Students' Grammatical Error in Writing Descriptive Text at The Seventh Semester of TBI 1 IAIN Padangsidimpuan, based on the result interviewed with writing's lecturer there were four lecturer overcome each of the students' grammatical errors in writing descriptive text.
  - a. The first, the lecturer asks the students learning more the difference to use singular and plural noun, the students must differentiate between



singular and plural noun, the lecturer asks the students to differentiate the singular and the plural noun and how to use it in a sentences.

- b. The second, the lecturer asks the students to study more about the language features of descriptive text. One of the language features of descriptive text is use of simple present tense. The lecturer also asks the students study more in differentiate bare infinitive and past tense with the suitable subject.
- c. The third, the lecturer asks the students learning more about article a, an, the. The lecturer also asks the students make a note the differentiated of using article which one use for consonant and which one use for vowel and make some examples in sentences to make them easy to understand the lesson.
- d. The last, the lecturer asks her students to find another method to make the students easier to remember about how to use preposition, especially in the use of preposition of time. The students can differentiate in the use of in, on, at in the sentence.

### **B. Suggestion**

Based on the conclusion above, the researcher want to give some suggestions related to this result of research to become advice and motivation for:

1. The writer on this occasion hopes that other research will conduct a research related to the topic of this study, especially to know the students' grammatical error in writing descriptive text.
2. The students of the seventh semester TBI 1 IAIN Padangsidempuan class need to be more attractive in English, in writing text especially in writing descriptive text.
3. The lecturer especially writing's lecturer at the seventh semester TBI 1 IAIN Padangsidempuan hoped to develop the student's grammatical in writing text, especially descriptive text. The lecturer also should have brainstorming as warming-up before starts the learning in classroom in order to make the students happy and relax.
4. The readers, especially English learners more improve their knowledge in learning grammar to make a good text with correct grammatically.

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## CURRICULUM VITAE



### A. Identity

Name : LATIFAHANNUM LUBIS  
Reg. No : 1720300080  
Place/ Date of birthday : Padangsidempuan/ 04 April 1999  
Gender : Female  
Religion : Islam  
Address : Aek Tampang, Padangsidempuan Selatan  
Phone number : 0852 7022 2083  
Email : [latifahannumlbs04@gmail.com](mailto:latifahannumlbs04@gmail.com)

### B. Parents

Father's Name : Imran Basir Lubis  
Job : A carpenter  
Mother's Name : Nurhasanah  
Job : Seller

### C. Educational Background

Elementary School : SD N 200205 Aek Tampang (2011)  
Junior High School : SMP Nurul Ilmi Padangsidempuan (2014)  
Senior High School : SMA N 3 Padangsidempuan (2017)  
Collage : IAIN Padangsidempuan (2021)

**APPENDIX 1**

**Writing test**

**Instruction:**

1. Write example of descriptive text in theme your favourite place in your city. The text should consist of the generic structure of descriptive text:
  - a. Identification
  - b. Description
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name :
Class :

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**Validator**

**Shokira Linde Vinde, M.Pd.**  
**NIP 19851010 201903 2 007**



## APPENDIX 2

### Student's Name and Initial at The Seventh Semester of TBI 1 IAIN Padangsidempuan

No	Name	Initial Name	Class
1	Arini	A	TBI 1
2	Ayu Ashari	AA	TBI 1
3	Asbiya Putri	AP	TBI 1
4	Asmida Yanti Siregar	AYS	TBI 1
5	Bulan Ritonga	BR	TBI 1
6	Dina Wahyuni	DW	TBI 1
7	Eidi Dewina Harahap	EDH	TBI 1
8	Erin Febriyanna Siregar	EFS	TBI 1
9	Meidy Annisa	MA	TBI 1
10	Miqdad Al-Anshori Harahap	MAH	TBI 1
11	Nurul Khofifah Harahap	NKH	TBI 1
12	Syاهدinar Adelina	SA	TBI 1
13	Sazli Hidayat	SH	TBI 1
14	Vivi Sri Lestari	VSL	TBI 1
15	Yuni Annisa Hafni	YAH	TBI 1

### APPENDIX 3

#### Description of Students' Grammatical Errors in Writing Descriptive Text

No	Initial Name	Grammatical Errors			
		Noun	Verb	Article	Preposition
1	A		-It <u>cheap</u> and near from the other destination		
2	AA	-There are <u>a lots of thing</u> -There are also delicious <u>food</u> -You can take <u>a angcodes</u>	-...such as swimming, climbing, and <u>swing</u> -It really a wonderful place	-You can take <u>a angcode</u>	
3	AP	-My <u>family favourite</u> place			
4	AYS		-I <u>enjoyed</u> the time in the forest		
5	BR		-I really <u>enjoyed</u> the time		- I always go to the forest with friends on weekend
6	DW		-The clouds <u>moving</u> slowly		
7	EDH	-You may buy some <u>food</u> and drinks	-You can also spent your time -You can <u>enjoyed</u> the time with a beautiful view		
8	EFS		- the river <u>flow</u>		

			through rocks - So you can <u>chooses</u> whether you want to enjoy		
9	MA		-You only need to <u>payed</u>		-...because <u>in night</u> there are many foods
10	MAH	-There are five <u>waterfall</u> there -There are <u>some pool</u> below	-A village that <u>took</u> about one hour from the central town		
11	NKH		- This temple is named after the name of the village where this building <u>stand</u> -I <u>visited</u> this place 5 times		
12	SA	-There is a playground for kids such as <u>swaying</u>	-You <u>needn't</u> spend much money here -They usually swim or eat foods and <u>drinks</u> near to the river		-This place is crowded especially <u>on Sunday evening</u>
13	SH		-Which <u>was</u> cut through to enable boats -The eruption of mount Toba has led to <u>change</u> in the earth		
14	VSL		-The waterfall invariably <u>flow</u> with clear		

15	YAH		-Characteristic of Europe that <u>stand</u> majestically -This view <u>make</u> all who come not only want to sit -This certainly <u>invite</u> many young people		
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## APPENDIX 4

### Percentage of Students Grammatical Errors in Writing Descriptive Text

No	Initial Name	Grammatical Errors				Total error	Percentage (%)
		noun	verb	Article	Preposition		
1				-	-		2,94%
2	AA	3	2	1	-	6	17,66%
3	AP	1	-	-	-	1	2,94%
4	AYS	-	1	-	-	1	2,94%
5	BR	-	1	-	1	2	5,88%
6	DW	-	1	-	-	1	2,94%
7	EDH	1	2	-	-	3	8,82%
8	EFS	-	2	-	-	2	5,88%
9	MA	-	1	-	1	2	5,88%
10	MAH	2	1	-	-	3	8,82%
11	NKH	-	2	-	-	2	5,88%
12	SA	1	2	-	1	4	11,78%
13	SH	-	2	-	-	2	5,88%
14	VSL	-	1	-	-	1	2,94%
15	YAH	-	3	-	-	3	8,82%

## APPENDIX 5

### Result of Students' Grammatical Errors in Writing Descriptive Text

There are four types of grammatical errors that researcher found in descriptive text writing's students at the seventh semester of TBI 1 IAIN Padangsidempuan. The four types of grammatical errors are:

#### 1. Grammatical errors in using Noun

In using Noun especially in using singular and plural noun and in using owner noun, there are 8 numbers of grammatical errors. As we know the total grammatical errors are 34. So, the percentage is:

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

$$P = \frac{8}{34} \times 100 \%$$

$$P = \frac{800}{34}$$

$$P = 23,53\%$$

#### 2. Grammatical errors in using Verb

In using Verb especially in using bare infinitive, there are 22 numbers of grammatical errors. As we know the total grammatical errors are 34. So, the percentage is:

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

$$P = \frac{22}{34} \times 100 \%$$

$$P = \frac{2200}{34}$$

$$P = 64,70\%$$

### 3. Grammatical errors in using Article

In using Article, there is a grammatical errors. As we know the total grammatical errors are 34. So, the percentage is:

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

$$P = \frac{1}{34} \times 100 \%$$

$$P = \frac{100}{34}$$

$$P = 2,94\%$$

### 4. Grammatical errors in using Preposition

In using Preposition especially in using Preposition of time, there are 3 numbers of grammatical errors. As we know the total grammatical errors are 34. So, the percentage is:

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

$$P = \frac{3}{34} \times 100 \%$$

$$P = \frac{300}{34}$$

$$P = 8,83\%$$

## **APPENDIX 6**

### **The Result of Students' Writing Descriptive Text Test**

**Name : Arini**

**Class : TBI 1**

#### **Batu Gajah Island**

Batu Gajah Island is located in Hajoran, Centre of Tapanuli. It's near to Pandan Beach Island. Batu Gajah island is the new destination in centre of tapanuli.

Batu gajah island is an unique destination, because you can see the island that like an elephant. In this island the sea water is still clean. The beach is stil natural and fresh. You can see small fish in the water. Batu gajah island to be one of the favorite place destination because it cheap and near from the other destination such pandan beach, kalangan, and PIP Beach. People usually go to this island by boat or walk. It coast five to ten thousand rupiah by boat, and free if walk. If people get there walking, they will get an amazing view from up to hill. Which people say that it is Bali view.

Identification : Batu Gajah Island is located in Hajoran, Centre of Tapanuli. It's near to Pandan Beach Island. Batu Gajah island is the new destination in centre of tapanuli.

Description: Batu gajah island is an unique destination, because you can see the island that like an elephant. In this island the sea water is still clean. The beach is stil natural and fresh. You can see small fish in the water. Batu gajah island to be one of the favorite place destination because it cheap and near from the other destination such pandan beach, kalangan, and PIP Beach. People usually go to this island by boat or walk. It coast five to ten thousand rupiah by boat, and free if walk. If people get there walking, they will get an amazing view from up to hill. Which people say that it is Bali view.



**Name : Ayu Ashari**

**Class : TBI 1**

### **Parsariran**

Parsariran is my favorite place in my home town. It is a river with a good view. There are a lots of thing we can do there, such as swimming, climbing, swing, and else. Not just for having fun but there are also delicious food that you can taste there like Sate ayam, Meatball, Mie Kuah, Indomie Rebus, and else. You can take a angcodes, car, pedicab or motorcycle to go there. It really a wonderful place for holiday and having fun with your family.

**Name : Asbiya Putri**

**Class : TBI 1**

### **My Favorite Place**

Aek Sijorni is a natural tourist spot located in Sayur Matinggi Village, South Tapanuli, North Sumatra, approximately 30 km from the city of Padang Sidempuan in the direction of Mandailing Natal. Aek Sijorni tourist attractions are terraced waterfalls with water that is always clear because the river flows through rocks and does not contain mud, surrounded by many coconut trees. To enter this area, you have to go through the suspension bridge of Sungai Sayur Matinggi. This place is My familys favorite place, and every holidays we come here, especially during Eid.Thank you.

**Name : Asmida Yanti Siregar**

**NIM : 1820300011**

**Class : TBI 1**

- My favourite place is forest because in that place I can hear the different sounds of the animals are living there. I enjoy that when I am alone, because I love to draw trees, but also I like to be with someone and talk. I always go to the forest with my high school friends on weekend. We love nature so much. We can think about life, family, friend and the future there. In that place, we can imagine everything.
- I love to be there for a long time because I can rest softly, and I have a good time there. There are trees, animals, and different plants. I can smell the air; I can feel the temperature of the weather. I can look up through the sky; see its own colors like blue and white. It is a lovely thing when I can see the clouds are moving slowly and expanding. It is like a heaven in the world.
- I enjoyed the time when I go to the forest; I can hiking, daydreaming, and drawing the scenery in there. I love this place a lot. I would like to be there. Wherever there is a forest, it is good for me. Good place to make a new inspiration.

**Name : Bulan Ritonga**

**NIM : 1820300101**

**Class : TBI 1**

### **My Favorite Place**

My favourite place is forest because in that place I can hear the different sounds of the animals are living there. I enjoy that when I am alone, because I love to draw trees, but also I like to be with someone and talk. In forest I can see anything and of course all things there are wonderful. I always go to the forest with my high school friends on weekend. We love nature so much. We can think about life, family, friend and the future there. In that place, we can imagine everything.

I love to be there for a long time because I can rest softly, and I have a good time there. There are trees, animals, and different plants. I can smell the air; I can feel the temperature of the weather. I can look up through the sky; see its own colors like blue and white. It is a lovely thing when I can see the clouds are moving slowly and expanding. It is like a heaven in the world.

I really enjoyed the time when I go to the forest; I can hiking, day dreaming, and drawing the scenery in there. I love this place a lot. I would like to be there. Wherever there is a forest, it is very good for me. Good place to make a new inspiration and lots of new discovering.

**Name : Dina wahyuni**

**Class : TBI 1**

**Nim : 1820300068**

### **MY FAVORITE PLACE**

People have their own favorite place in this world. For example beaches, mountains, parks, zoos, etc. In my city my favorite place is my grandmother's village.

I like being there for a long time because I can rest, meet old friends and I have fun there. The air in the countryside is also fresher, away from the hustle and bustle of the capital. It's a beautiful thing when I can see the clouds moving slowly.

I enjoy the time when I go here. Friendly people, a place to live that still uses traditional house forms, cultural customs that are still cultivated and what I like the most is the typical food of this village.

**Name : Eidi Dewina Harahap**

**NIM : 1820300069**

**Class : TBI 1**

### **Tor Simarsayang Padangsidimpuan**

Padangsidimpuan is one of the small cities in North Sumatra Province. Besides being known as city of salak, Padangsidimpuan also has a tourist attraction in the city.

In Simarsayang hill which is located in the city of Padangsidimpuan. From the city center to get these, it can be reached by a journey of approximately 15 minutes. From the Tor Simarsayang hill visitors can see the beauty of Padangsidimpuan which is shaped like a cauldron (wok) basin because it is surrounded by towering bukit clusters. You can also spent your time with your family or friends there, there are many cafes like TIS, The olo Panatapan, Free Kick cafe, etc. After that you may buy some food and drinks. You can enjoyed time with a beautiful view.

**NAME : ERIN FEBRIYANNA SIREGAR**

**CLASS : TBI 1**

## **AEK SIJORNI**

### **IDENTIFICATION**

Aek Sijorni is a natural tourist spot located in Sayur Matinggi Village, South Tapanuli, North Sumatra, approximately 30 km from the city of Padang Sidempuan in the direction of Mandailing Natal. Aek Sijorni tourist attractions in the form of a multilevel waterfall with water that is always clear because the river flow through rocks and does not contain mud, surrounded by many coconut trees. Entering this area must pass through the suspension bridge Sungai Sayur Matinggi. This place is very crowded on holidays, especially during Eid.

### **DESCRIPTION**

The tourist location which is on the side of the road allow tourists to take public transportation and get off on the side of the road to Aek Sijorni by just walking a little from the parking lot. From there, you will be faced with a suspension bridge to Aek Sijorni. Don't worry, the suspension bridge is safe and some locals there are ready to help.

In addition to a charming waterfall, visitors are pampered with comfortable cottages. There are also many photographers who are ready to take your happy moments there. Don't forget to also buy beautiful souvenirs typical of Aek Sijorni and taste the traditional foods that are available along the way to the tourist attraction.

Around the waterfall pool there are several trash cans to keep the tourist clean. So, don't litter, okay? We must work together to not pollute nature.

The latest news is that a water park has been built around Aek Sijorni, which is no less beautiful than the waterfall itself. So you can chooses whether you want to enjoy the water park or the Aek Sijorni waterfall, but of course at a different cost.

**Name : Meidy Annisa Hasibuan**

**Class : TBI 1**

### **Tugu Salak Padangsidimpuan**

The salak monument is located in the center of the Padangsidimpuan city and the Salak Monument is a symbol of the Padangsidimpuan city as the salak city.

Tugu Salak Park is in the center of the city, if you want to go to the Sagumpal Bonang market, you will pass the Salak Monument right in the middle of Padang Sidimpuan City. You will easily find it because there is a symbol of salak on the monument, which is a symbol of the city of Padangsidimpuan. if you go during the day, you can relax in the Tugu salak park for a short break after being tired from the market, because there are lots of place to sit there. if you go to the salak monument at night, you can eat with family or friends there because in night there are many food street vendors there. at night you can also ride a wagon there, and it will take you around the city of Padangsidimpuan. you don't have to pay to enter this monument, you only need to payed for food and the price is also very cheap, while eating and enjoying the night with beautiful street lights, you can enjoy the bustling city of Padangsidimpuan at the salak Padangsidimpuan monument.



**Name : Miqdad Al Anshori Harahap**

**Nim : 1820300095**

**Class : TBI-1**

## **DESCRIPTIVE TEXT**

### **“ Place In My Town “**

My hometown is a home for waterfall, if you come to here you'll maybe find more than 4 waterfalls. I really love going there, one of my favourite is silima-lima waterfall and it is the highest one in my hometown tapanuli selatan. Silima-lima waterfall named fromatakneselanguage which means *five (silima-lima)*. By the name we can guess that must there are five waterfall there and it is right. Silima-lima placed in Marancar, a village that took about one hour from the central town Padangsidempuan. Silima-lima is very precious and there are some pool below the waterfall where people usually get showering, if you go there you don't need to pay much you only need to pay the parking fee and you are allowed to see the magical of silima-lima waterfal.

Not only the waterfall but the villager around there also are so good and kind, people there usually greet the tourist, and if you lost your way there feel free to ask help they would love to help you.

**Nama : Nurul Khofifah Harahap**

**Class : TBI 1**

### **Candi Bahal**

Candi Bahal, Biaro Bahal, or Candi Portibi is a Vajrayana Buddhist temple complex located in Bahal Village, Padang Bolak District, Portibi, Padang Lawas Regency, North Sumatra, which is about 3 hours drive from Padangsidempuan. This temple is named after the name of the village where this building stand. I like this place because the photo spots are beautiful and aesthetic. suitable for relaxing in the afternoon because it is cool. it doesn't matter how far from sidimpuan I visited this place 5 times because I really like this place, this is my favorite place.

**Name** : Syahdinar Adelina

**NIM** : 1820300047

**Class** : TBI-1

- Descriptive text about favorite place in my city.

### **Parsariran**

Parsariran is one of destinations which are people like to spend their weekends here. Parsariran is located in Batang Toru. Also, this place is always come by young or adult people. Then, this place is always crowded especially on Sunday evening.

Parsariran is a beautiful place to spend your weekends with friends and family. The place is not too far and cheap. People like this because you needn't spend much money here. They usually swim or eat foods and drinks near to the river to relax their body and refresh their brain with seeing the view. Also, there's a play ground for kids such as swaying and others. This is suitable for you to spend your weekends with your friend or family which you want a place is not far and don't spend much money like mall. Because when you need holiday, it mustn't be expensive, right? This place is crowded at weekends evening especially on Sunday because many people come from others cities to visit here.

**Name : Sazli Hidayat**

**Class : TBI 1**

### **Toba Lake**

Danau Toba or Toba Lake is one of the most popular destinations in Indonesia, especially in Medan, North Sumatra. Danau Toba is the largest volcanic lake in Indonesia, even in the Southeast Asia. Which make it more special is taken from the Samosir Island, an Island that settled in the middle of the lake

Lake Toba is an area of 1,707 km<sup>2</sup>, we can say that this is 1,000 km<sup>2</sup> bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, The island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

By the eruption of a super volcano (Mount Toba) was estimated to have caused mass death and extinction of several species of living creatures. The eruption of Mount Toba has led to change in the earth's weather and the start into the ice age that affects the world civiliza

Lake Toba is actually more like a sea than a lake considering its size. Therefore, the Lake placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba is also includes the deepest lake in the world, which is approximately 450 meters.

**Name : Vivi Sri Lestari**

**NIM : 1820300043**

**Class : TBI 1**

### **AEK SIJORNI**

Aek sijorni is a natural resort located in Sayur Matinggi, South Tapanuli, North Sumatra, approximately 30 km from Padangsidempuan town toward Mandailing Natal. Aek sijorni's resort is a cascaded waterfall with clear water because the stream running through solid rock free of mud, surrounded by coconut trees. Getting into this mess must be through the suspension bridge of the high-end Sayur Matinggi river. This place is so crowded on holidays, especially after eid.

Unlike other waterfalls, this aek sijorni is very unusual in that it is water flows through riotous rock. At a height of 30 feet [10 m], the falls invariably flow with clear, flowing water. The atmosphere around the falls is almost so natural, where coconut trees are nearby. This aek sijorni is very popular with tourists. As it's name shows, it has always been a favorite destination because of its crystal clear water. Even local citizens feel that the falls never deteriorate, either in rainy or dry seasons. This proved to be because water flows over hard, chalk - shaped soil while clouding the water is soft soil.

**Name : Yuni Annisa Hafni**

**Class : TBI 1**

### **Sibio bio Adventur Park**

Sibio Bio Adventure Park is located in Marancar District, South Tapanuli Regency, North Sumatra. This destination is highly recommended for those of you who are on vacation.

Sibio-bio itself is none other than a village in Marancar District, South Tapanuli. If you want to go to that place, you can go through the city route Padang Sidempuan - Simasom - Huraba - Angkola Julu - East Angkola with a travel time of about 45 minutes - 1 hour. if you visit here, you will be greeted with beautiful and stunning natural scenery. The all-glass building, characteristic of Europe that stand majestically, exudes an atmosphere like being in Switzerland. In this place there is also an artificial lake and a panorama of green mountains so that it makes a very beautiful beautiful impression. This view make all who come not only want to sit down to enjoy the view, but also explores every corner. Tourist attractions manager deliberately provides lots of cool instagramable photo spots. This certainly invite many young people to explore the area while taking pictures. If you are tired of walking around the area, it's a good idea to rest at a cafe located not far from there. While resting, you can also waits for the sunset on the benches that have been provided. You only need to pay an entrance fee of IDR 15,000. With such a cheap entrance fee, you are sure to be very satisfied with all the facilities there. Starting from the scenery, photo spots, to the beautiful natural atmosphere.

## APPENDIX 7

### Interview Sheet

**Place** : Gedung FTIK lantai 3, IAIN Padangsidimuan

**Day / Date of the Interview** : Wednesday/ September 22<sup>th</sup> 2021

**Informant** : Mrs. Reyendriani Fahmei Lubis

**Interviewer** : Latifahannum Lubis

No	The Result of Interview with Mrs. Rayendriani Fahmei Lubis	
	Question	Answer
1	What does the lecturer do to overcome the students' grammatical error in using noun especially in using singular and plural noun and owner noun?	Learning about noun especially about singular and plural noun is easy. If the students still make error, the students should study more about singular and plural noun. I ask the students make a note and write in the table the difference between singular and plural with the example in the sentences and explain about some quantifiers that usually use to show the noun singular or plural. For owner noun, I explain about the definition of owner noun and ask the students make examples to make they understand the lesson.
2	Some of the students used past tense in writing descriptive text. So, what is the solution the students' grammatical error in using Verb?	For this problem, it is about the language features of descriptive text, I explain more about the language features of descriptive text and explain more about how to use the simple present tense or maybe I ask the students make a group with their friends in the class to present about simple present tense.

3	<p>Actually not only in the use of noun and verb, there is a student made error in using article, in the use of article a and an, how about you to solve this problem Mom?</p>	<p>Learning about article also is easy, the solution is the students must learning about article, make a note, and I explain more the difference of use article which one use for vowel and which one use for consonant.</p>
4	<p>What effort the lecturer do to overcome the students' grammatical error in using preposition of time?</p>	<p>Learning about preposition of time just focus in using (on, in, at). The students must find another method in learning preposition to make students easier remember about how to use preposition of time using on, it and at. The students make a note and give some examples with preposition of time.</p>



## DOCUMENTATION

### Interview with Writing' Lecturer





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
PROGRAM STUDI TADRIS BAHASA INGGRIS**

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

12 September 2020

Nomor : 104/In.14/E.6a/PP.00.9/09/2020  
Lamp : -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)  
2. Sri Rahmadhani Siregar, S.S., M.Pd. (Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Latifahannum lubis  
NIM : 1720300080  
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris  
Judul Skripsi : An Analysis of Students' Grammatical Errors in Writing Descriptive Text at the Seventh Semester of TBI 1 IAIN Padangsidimpuan Period 2020-2021

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

Ketua Program Studi Tadris Bahasa Inggris

  
Sri Rahmadhani Siregar, M.Hum.  
NIDN. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

~~BERSEDIA/TIDAK BERSEDIA~~  
Pembimbing I

  
Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 000

~~BERSEDIA/TIDAK BERSEDIA~~  
Pembimbing II

  
Sri Rahmadhani Siregar, S.S., M.Pd.  
NIDN. 2006058602



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

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

Nomor : B - 992 /In.14/E.1/TL.00/07/2021  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

29 Juli 2021

Yth. Ketua Prodi Tadris/Pendidikan Bahasa Inggris  
IAIN Padangsidimpuan  
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Latifahannum Lubis  
NIM : 1720300080  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Students Grammatical Errors in Writing Descriptive Text at The Seventh Semester of TBI 1 IAIN Padangsidimpuan Period 2020-2021".

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

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidimpuan Juli 2021  
a.n. Dekan  
Wakil Dekan Bidang Akademik  
  
Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.  
NIP. 19800413 200604 1 002





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
PROGRAM STUDI TADRIS BAHASA INGGRIS**

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

Nomor : 131 /In.14/E.6a/PP.00.9/10/2021

25 Oktober 2021

Hal : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama : Latifahannum Lubis  
NIM : 17 203 00080  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan dari bulan Agustus 2021 s/d Oktober 2021 dengan judul "An Analysis of Students' Grammatical Errors in Writing Descriptive Text at The Seventh Semester of TBI 1 IAIN Padangsidimpuan Period 2020-2021".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

  
Fitri Rayani Siregar, M. Hum.  
NIP. 19820731 200912 2 004