AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS ERROR IN WRITING DESCRIPTIVE

TEXT AT NINTH GRADE IN SMPN1 TULANG BAWANG BARAT

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS ERROR IN WRITING DESCRIPTIVE TEXT THROUGH INDIVIDUAL WORK AT NINTH GRADE IN SMPN 1 TULANG BAWANG BARAT

Presented as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd) In English Education Department

By:

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ENGLISH EDUCATION DEPARTMENT

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APPROVAL PAGE

Title : AN ANALYSIS STUDENTS ERROR IN WRITING DESCRIPTIVE TEXT THROUGH INDIVIDUAL WORK AT NINTH GRADE IN SMPN 1 TULANG BAWANG BARAT

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To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

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NOTIFICATION LETTER

Number   :
Appendix :
Matter   : **In order to hold the munaqosyah**
            of Umi Reza Pratiwi

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Umi Reza Pratiwi
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Title   : AN ANALYSIS STUDENTS ERROR IN WRITING DESCRIPTIVE TEXT THROUGH INDIVIDUAL WORK AT NINTH GRADE IN SMPN 1 TULANG BAWANG BARAT

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                 Saudari Umi Reza Pratiwi

                                    Kepada Yth.,
                                    Dekan Fakultas Tarbiyah dan Ilmu Keguruan
                                    Institut Agama Islam Negeri (IAIN)
                                    di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Umi Reza Pratiwi
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Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi   : AN ANALYSIS STUDENTS ERROR IN WRITING DESCRIPTIVE TEXT THROUGH INDIVIDUAL WORK AT NINTH GRADE IN SMPN 1 TULANG BAWANG BARAT

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Head of English Education Departement

                                          Metro, 15 Agustus 2022
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RATIFICATION PAGE
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An Undergraduate thesis entitled: "AN ANALYSIS STUDENTS ERROR IN WRITING DESCRIPTIVE TEXT AT NINTH GRADE IN SMPN 1 TULANG BAWANG BARAT", written by Umi Reza Pratiwi, student number 1801070068, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 14th 2022 at 11.00 - 13.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Rika Dartiara, M.Pd   (....................)

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ABSTRACT

AN ANALYSIS OF STUDENTS ERROR IN WRITING DESCRIPTIVE TEXT AT NINTH GRADE IN SMPN 1 TULANG BAWANG BARAT

By: UMI REZA PRATIWI

This research aims to analyze students' errors in writing descriptive text and the factors that influence students' writing descriptive text. Error modification in this study is divided into four categories; namely: omissions, additions, formation errors, and arrangement errors.

This research is a descriptive study that uses qualitative methods. The data in this study were obtained from observation, interviews and documentation. The data analysis techniques use qualitative descriptions.

The results of this study are that there are four types of errors made by students, namely: addition errors consisti of; addition of verb, addition of to be, and addition of preposition. The omission error consists of; omission of article, omission of to be, omiission of "-s/-es" and omission of preposition. Miss-formation errors consist of; miss-formation of "has" and "have", miss-formation of to be, miss-formation of article and miss-ordering errors. From these findings, the researcher concluded that the general error was found to be 109 total errors and the dominant errors of this study was the omission errors. The researcher found information from informants about factors that influenced students in writing descriptive text, including: lack of mastery of vocabulary, incorrect grammar preparation and students carelessness in making a sentence.

Keywords: Error Analysis, Descriptive Text, and Writing Skills.

ABSTRAK

ANALISIS KESALAHAN SISWA DALAM MENULIS TEKS DESKRIPSI DI KELAS IX SMPN 1 TULANG BAWANG BARAT

Oleh:

UMI REZA PRATIWI

Penelitian ini bertujuan untuk menganalisis kesalahan siswa dalam menulis teks deskriptif dan faktor yang mempengaruhi siswa dalam menulis teks deskriptif. Modifikasi kesalahan dalam penelitian ini dibagi menjadi empat kategori; yaitu: penghilangan, penambahan, kesalahan formasi, dan kesalahan penataan.

Penelitian ini adalah penelitian deskriptif yang menggunakan metode kualitatif.Data dalam penelitian ini diperoleh dari observasi, wawancara dan dokumentasi.Teknik analisis data menggunakan deskripsi kualitatif.

Hasil dari penelitian ini adalah terdapat empat jenis kesalahan yang dilakukan oleh siswa, yaitu: kesalahan penambahan terdiri dari; penambahan kata kerja, penambahan to be, penambahan kata depan. Kesalahan penghilangan terdiri dari; penghilangan artikel, penghilangan to be, penghilangan "-s/-es" dan penghilangan kata depan. Kesalahan formasi terdiri dari; kesalahan formasi "has" and "have", kesalahan formasi to be, kesalahan formasi artikel dan kesalahan penataan.Dari temuan ini, peneliti menyimpulkan bahwa kesalahan umum ditemukan 109 kesalahan totaldan kesalahan dominan dari penelitian ini adalah kesalahan penghilangan.Peneliti menemukan informasi dari narasumber tentang faktor yang mempengaruhi siswa dalam menulis teks deskriptif antara lain: kurangnya menguasai vocabulary, penyusunan grammar yang salah dan kecerobohan siswa dalam membuat sebuah kalimat.

Kata Kunci: Analisis Kesalahan, Teks Deskriptif, dan Keterampilan Menulis.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name   : Umi Reza Pratiwi

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It states that this undergraduate thesis is originally the result of the writer research, in exceptation of certain parts which are expected from the bibliography mentioned.

Metro, 15 Agustus 2022

The writer

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Yang bertanda tangan di bawah ini:

Nama : Umi Reza Pratiwi

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Jurusan : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 15 Agustus 2022

Yang menyatakan

UMI REZA PRATIWI

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MOTTO

وَٱتَّقُوا۟ٱللَّهَ ۖ وَيُعَلِّمُكُمُ ٱللَّهُ ۗ وَٱللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ

"And fear Allah, and he will guide you, and Allah knows all things"(Qs. Al-Baqarah: 282)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved parents, my great father Mr. Wasidi and my patient mother Mrs. Sugianti who always loves, prays and supports my success, because of their great sacrifice, her daughter was able to complete her studies at this campus.

2. My beloved siblings, my young brother Muhammad Irfan Wicaksono who always support me to finished my undergraduate thesis as soon as possible.

3. My great big family Pujo Wiyono and Tasmo Rejo who always support my success.

4. My dearest friends Nuraeni Wulan Sari, Reni Nuraini, Amelia Agustin, and Anisya'diah who have always been support and encourage me always.

5. My beloved friends Setyarini Tri Wijayanti, Trisa Rama Dewi, Elly Sofiana and Jevita Pebrinda who have always been by my side to accompany, support and encourage me from the beginning to the end of the semester.

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In the name of Allah, the most charitable, the most benevolent praise be to Allah, king of kings, lord of the world, and ruler of the next day, who has given us blessings and direction because of generosity and liberality. The researcher realizes and feels very confident that without blessing, benevolence and guidance, it would be possible to complete this paper Prayers and Sallam may Allah sendthem to our Prophet Muhammad, family, friends and followers.

This under a research entitles "An Analysis Student Error in Writing Descriptive Text at Ninth Grade in SMPN 1 Tulang Bawang Barat" could finish successfully. On this occasion the researchers would like to express her deepest gratitude to:

1. Dr. Siti Nurjanah, M.Ag., as the Rector of State Institute for Islamic Studies of Metro.
2. Dr. Zuhairi, M.Pd., as The Dean of the Faculty of Tarbiyah and TeacherTraining
3. Andianto, M.Pd., as the Head of English Education Department.
4. Rika Dartiara, M.Pd., as the sponsor.
5. All of the lecturers at the State Institute for Islamic Studies (IAIN) of Metro.

Last, but far from the end, sincere gratitude to those not mentioned in person here, without their patience, guidance, support and cooperation, this paper could never have been written.

Metro, 15th June 2022
Researcher

Umi Reza Pratiwi
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CHAPTER I

INTRODUCTION

A. Background of Study

English is a worldwide language as well as a second language. From basic to university levels, English is now the first foreign language taught in Indonesia. English is also utilized as a medium of international communication, both verbally and in writing. English is one of the courses taught in various schools, although some students dislike it due to the classroom environment. It is a typical issue that arises when students are inattentive when the teacher provides further explanations or avoids directions with their teacher.

Listening, speaking, reading, and writing are the four abilities that must be learned in English. One of the four most crucial talents to acquire is writing. Writing is, as we all know, a difficult task. Writing is a talent that takes careful thought in order to produce a word, sentence, and paragraph all at the same time. One of the language skills that must be taught with the others is writing. Writing is seen as a productive skill that aids students in expressing their thoughts in writing. Understanding a language's underlying framework requires clear writing. This course covers syntax, punctuation, and sentence form in English. Correct spelling and formatting, as well as a strong vocabulary, are also necessary.

Writing is a multifaceted process that allows authors to explore and make visible their thoughts and ideas, as well as making thinking available for contemplation. Ideas may be reviewed, pondered, added, reorganized, and modified when they are written down.[1] Students frequently struggle with producing descriptive writings, even when they have been instructed to do so by their teacher. Writing is more though than other people's skills since it necessitates a greater level of competence. It includes a variety of components including as grammar, vocabulary, concept structure, spelling, and punctuation.

Based on my prasurvey at SMPN 1 Tulang Bawang Barat on October 20, 2021 through an interview with an English teacher. Based on result of interview there are several factors that cause students to experience difficulties in learning to write, including; students do not have awareness and responsibility in learning, the low willingness of students to learn English especially in learning to write, lack of motivation from within students to learn to write and the learning methods used also affect the development of students' writing skills. Therefore, students have error in making good writing. So, that it is the teacher's responsibility to provide motivation and encouragement as well as fun learning so that students are enthusiastic in learning to write. Another effort that can be done by the teacher is to approach students who have difficulty learning to write to find out what students want and the difficulties faced by students in writing.

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[1]Ghaith, Ghazi, *The Problem of Teaching Writing* (American University of Beirut, 2002)

Based on the problems above, the researcher is interested in further research on the analysis student error in writing descriptive text and the factor that influence the students error in writing descriptive text at ninth grade in SMPN 1 Tulang Bawang Barat.

B. Research Question

In light of the study's context, the researcher developed the following research question:

1. What are the type of students' error in writing descriptive text at ninth grade in SMPN 1 Tulang Bawang Barat?

2. What are the factors that influence the students' error in writing descriptive text at ninth grade in SMPN 1 Tulang Bawang Barat?

C. Objectives and Benefit of Study

1. Research Objectives

   a. To describe the type of students error in writing descriptive text at ninth grade in SMPN 1 Tulang Bawang Barat.

   b. To describe the factors that influence the students' error in writing descriptive text at ninth grade in SMPN 1 Tulang Bawang Barat.

2. Research Benefit

   a. Student

   To positively contribute to students' improvement in descriptive text writing, and to provide them with the stimulation to think more creatively and critically about the text they write.

b. Teacher

To provide a beneficial contribution to the English teachers development of descriptive text writing among students.

c. Researcher

To broaden the writers understanding of the study, particularly in the issue of student descriptive text writing. To contribute to the theoretical and practical growth of teaching and learning English as a foreign language, and for people who are particularly interested in the subject of language teaching and learning.

d. The next researchers

To include references for future researchers who may face the same challenge as the researcher.

D. Prior Research

Some research has been done on the analysis of student abilities and problems in creating descriptive text. The researcher draws on two earlier studies in this study. The first is Muhammad Hanafi's paper, "An Analysis of Eleventh Graders' Difficulties in Writing Descriptive Text at MA Ni'matul Aziz Jelapat 1 Barito Kuala Academic Year 2017/2018." The purpose of his research was to figure out what was causing eleventh graders to struggle with descriptive text writing skills. The researcher selected ten students from MA Ni'matul Aziz Jalapat 1 Barito Kuala Lumpur from grade eleventh A, ten students from grade eleventh B, and ten students from grade eleventh C for his study. According to his analysis, students find constraint in all points of

scoring, with the highest percentage being 83 percent of students having constraint grammar, the second percentage being 80 percent of students having constraint in vocabulary and 80 percent of students having constraint in mechanic, the third percentage being 70 percent of students having constraint in content, and the last percentage being 67 percent of students having constraint in organizing. Whereas the learners' background (80.2%), teaching technique (49.5%), and learners' surroundings are the elements influencing the eleventh graders' difficulties in producing descriptive text mastery (52.8%).[2]

The second prior study was conducted by Alvia Aulia Rahma, and was named "An Analysis of Students' Ability in Using Noun Phrase on Writing Descriptive Text" (A descriptive research of third grade students at SMP Daarunnajah Jawilan Serang, Banten). Her study's goal was to learn about students' abilities to use noun phrases in descriptive language. According to the findings of her investigation, the pupils' ability to use noun phrases is classed as excellent (44%), fair (48%), poor (4%), and extremely poor (4%).[3]

Third, in their thesis titled "Error Analysis of Students' Writing Descriptive Text Based on Surface Strategy Taxonomy," students from Lampung University named Choironi and Sukirlan discussed the types of errors that students made in their writing descriptive texts based on surface strategy taxonomy, as well as the types of errors that students made the most

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[2] Muhammad Hanafi, *An analysis of Eleventh Graders' Dificulties in Writing Descriptive Text* (Banjarmasin:2018), p.6

[3] Alvia Aulia Rahma, An Analysis *of Students' Ability in Using Noun Phrase on Writing Descriptive Text* (Banten:2017)

frequently. The nature of this research was qualitative. 32 students from eleven different science classrooms took part in this investigation. The research instrument was administered as a writing job. According to the findings, the students engaged in four forms of surface approach taxonomy: addition, omission, misformation, and misordering. The most common sort of error perpetrated by students was misformation. This implies that the students' capacity to write descriptive writings in terms of surface strategy taxonomy should be enhanced.[4]

Based on the previous explanation about the research that has been done, this proves that this research has differences and similarities with previous research. The thing that distinguishes this research from previous research is that Muhammad Hanafi's research only focuses on students' difficulties in writing descriptive texts, as well as the research conducted by Aulia Rahma which focuses on students' abilities and Choironi and Sukarlan's research which focuses on error analysis based on the surface strategy taxonomy. However, in this study, the researcher tried to focus on the students' abilities and difficulties in writing descriptive texts. The similarity of this research with previous research is that the researchers both focus on student writing, especially in descriptive texts. Meanwhile, in this study researchers will analysis students' error in writing descriptive texts in individual work at ninth grade in SMPN 1 Tulang Bawang Barat.

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[4] Choirini Sukarlan, *Error Analysis of Students' Writing Descriptive Text Based on Surface Strategy Taxonomy* (Lampung:2013)

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing

1. Definition of Writing

There are various definitions of writing. According to professionals, there are some definitions of writing. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader. [5] Furthermore, writing is functional communication, making learners possible to create imagined worlds of their own design. And then, writing is continuous process of thinking and organizing, rethinking, and reorganizing.[6]

According to the description above, writing is an activity in which the writer expresses ideas, events, feelings, or thoughts in written form, which may be used as a tool to interact with other people. Writing can also help other individuals or readers grasp the concepts that are being delivered. Writing skills are special qualities that enable authors to turn their thoughts into meaningful words and cognitively connect with the message.

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[5] David Nunan, *Practical Language Teaching*(New York:Mc Graw Hill. 2003), p. 88

[6] Boardman C.A, Frydenberg, Writing *to Communicate Paragraph and Essays* (New York:Pearson Education, Inc. 2002), p.11

2. The Importance of Writing

Reinforcement, language growth, learning style, and, most important, writing as a skill in and of itself are all reasons to teach writing to English as a foreign language students.[7]

There are some importance of writing, those are:

a. Writing helps students to focus on proper language usage because they feel that through writing, they will grow as they conquer the challenges that writing brings to their attention.

b. Writing is frequently used to reinforce previously thought-out words. They utilize their writing skills to keep track of what they have learned as the learning process unfolds.

c. Writing is usually effective as a warm-up for another activity.

d. Writing can be used as part of a broader activity in which the emphasis is on something else, such as language practice, acting out, or speaking.

e. Writing is also utilized in activities such as questionnaires. It is necessary to write in order to take a questionnaire test. Students are requested to write their answers in the examination.[8]

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[7] Jeremy Harmer, *The Practice of English Language Teaching: 3rd edition.* (Malaysia:Longman, 2002)

[8] Jeremy Harmer, *How to Teach Writing: Effective Sentence, Paragraph, and Essay* (New York. Longman, 2004)

3. Component of Writing

A good writing skill may be divided into two categories: group and diverse skill. There are several types of components in writing, including content, unity, completeness, structure, vocabulary, and mechanics.[9]

a. Content

The writing's content should be understandable. As a result, the readers may grasp the meaning in the text and get knowledge from it. There is a way of thinking that may be measured in terms of connecting with a component. The composition should have a single fundamental aim, a unit, coherence and continuity, and be sufficiently developed.

b. Unity

The term "unity" refers to the fact that both the text's substance and structure are related to the writing assignment.[10] The text addresses the issue, is geared toward the writing purpose and the audience, and reflects the basic characteristics of an informative document. These criteria will not be essential because the researcher controls the participant's assignment analysis. If the writing has certain primary concepts and the sentences contained in it build that notion, it has a nice unity. The core concept is conveyed in the topic sentences and is tied to the notion of the subject sentence in each supporting

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[9] Jacob Blummer,"Beyond the Reactive," WAC Programs and the Steps Ahead:*Journal on Writing Across the Curriculum.* Unversity of Michigan

[10] Gert Rijlaarsdam Van den Bergh. H&M. Couzijin, *Effective Learning and Teaching of Writing A Handbook of Writing in Education Second Edition*, 2005, p. 17

sentence. If a writer wants for his or her work to be united, he or she should not add sentences that do not support the major idea of the topic phrase.

c. Completeness

Completeness, a full paragraph delivers sufficient information and develops the reality for the reader. In a full paragraph, the writers give the readers with a limited subject phrase as well as enough material to clarify, evaluate, and support the major point mentioned in the topic. If the core concept has been thoroughly expressed and developed, the writing is considered to be complete. The dominating notion will be extensively developed by these specific pieces of information. By having a comprehensive composition, it is possible to determine how complicated or general the topic phrase is. It is anticipated that the writing's substance would be straightforward and intelligible to readers.[11]

d. Organization

The general framework of a piece of writing is referred to as its organization. The most practical way for writing an orderly essay is to establish the primary topic of the paper in the first paragraph and dedicate a distinct paragraph in the body to each significant division of thought. Organization is concerned with how the writer organizes and organizes their ideas and messages in writing, which consist of the

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[11]*Ibid.,* 10

same partial order. In writing, the writer should be aware of the kind of paragraph that they want to write and the topics that they want to convey to the readers. It must be backed up with cohesiveness.

e. Vocabulary

Vocabulary is a list of words, generally in alphabetical order, that have expired at distally, grouchy. Vocabulary is a subject that causes pupils to struggle with a variety of learning issues, including spelling. It is also an area where reference lists, in the form of lexical sets, such as clothes, furnishings, food, and so on, might be valuable.

f. Mechanics

The usage of mechanics is due to proper capitalization, punctuation, and spelling. These qualities are critical because they help readers grasp and recognize quickly. The application of beneficial mechanics in writing allows readers to easily group the transmitting thoughts or message to the written contents.

4. Type of Writing

Students will study four main forms of writing as the session becomes increasingly writing intense, such as:

a. Narrative

A narrative text is a story that deals with a complication or a tough situation and strives to solve the difficulties. The narrative mode, or the set of techniques utilized to convey the story through process narration,

is an essential component of narrative text. The purpose of narrative writing is to entertain or amuse the reader by narrating a story.

b. Descriptive

A descriptive text outlines the features of a person or thing. Its purpose is to characterize and reveal a certain person, location, or thing.

c. Expository

Expository writing is direct and factual. Definitions, instructions, directions, and other fundamental comparison and explanation fall under this type of writing.

d. Persuasive

The goal of persuasive writing is to persuade the reader to accept the author's point of view. The author will convey personal ideas in the work and use enthusiastic effort to persuade the reader to agree with him or her.[12]

5. Indicator of Writing

Indicators in writing are mastery of various linguistic elements and language elements outside the language itself. In this case, the indicators in writing have the aim of measuring the level of students' abilities in learning to write. The indicators in writing include the ability to determine ideas, the ability to organize the contents of the essay, the ability to use vocabulary choices, the ability to use language, and the ability to use writing grammar in writing a good essay. From the explanation above

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[12] Anderson, M & Anderson, K, *Text Types in English 3* (Melbourne: MacMillan. 2003)

about indicators in writing including the suitability of ideas or content, use of grammar, use of appropriate language structure and use of spelling and writing properly and correctly.

6. **Process of Writing**

Writing is a complex collection of skills that are best taught by breaking them down. The writing process is made up of a series of steps that must be accomplished in order to generate a finished piece of writing. The writing process is divided into four basic steps.[13] These are planning, drafting, editing (editing and rewriting), and final version.

a. Planning

Students must consider three major topics. The first step is for students to determine the goal of their writing. Second, students must consider their linguistic style. Finally, pupils must think about the topic.

b. Drafting

The first version of a piece of writing is referred to as drafting. Students should be allowed plenty of time at this phase because they need to focus on the creation of ideas and the structure of those ideas rather than the development of perfect grammar, punctuation, or spelling.

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[13] Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education. Ltd, 2004), p.4

c. Editing

The students reread what they wrote as a draft to see if there are any errors. After the kids have spotted any errors, edit it. By doing so, errors can be reduced.

d. Final Version

After the entire procedure is completed, the students create the final edition. It is likely that the final product differs significantly from the plan and draft. It occurs as a result of the numerous modifications made during the editing process. Any unnecessary information in the draft can be removed. After completing that procedure, the finished product is ready to be transmitted to the reader. It is different when pupils write on their own. As a result, adhering to those practices will improve the quality of your writing.

B. Concept of Descriptive Text

1. Definition of Descriptive Text

A descriptive text is one that describes a specific person, location, or item.[14] It signifies that descriptive prose is written specifically for a person, location, or item. They also mentioned descriptive text to inform about the issue by explaining its characteristics without inserting personal comments. Furthermore, description provides an important point of view since it affects our feelings and expands our experiences.[15] According to Clouse, the student writer, "description gives a fundamental richness to

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[14] Anderson, M & Anderson, K, *Text Types in English 3* (Melbourne: MacMillan, 2003)
[15] Barbara Fine Clouse, *The Student Write* (McGraw-Hill Companies, Inc., 2004)

our life since it impacts our feeling and broadens our experience."[16] The beauty of descriptive travel writings in magazines and newspapers is that they widen our experience by transporting us to locations we would not have known much about otherwise. Description, whether factual or subjective, can serve a number of purposes that are obvious to the reader.[17]

Based on the preceding opinions, the researcher argues that descriptive text is a text that describes a person, location, emotion, scenario, and so on. It also refers to an object with a strong sensual appeal.

2. **Purpose of Descriptive Text**

According to the definition of descriptive text provided above, the objective of description is to describe the characteristics of a person, location, or specific item as they are. Descriptive text has numerous purposes.[18]

a. To perceive means to aid the reader in visualizing the thing, person, or place you are describing; as you might imagine, description is essential for all rhetorical aims, not only expressiveness.

b. Explaining implies educating the reader on the issue. For example, a scientific writer will explain the shape of an airplane wing to assist readers grasp how mechanical flight is possible.

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[16]Clause, *The Students Writer* (Editor and Critic (6th edition). New York: McGraw-Hill Companies.k: St Martin's Press, Inc 2004)
[17]*Ibid*.16
[18] Anderson, M & Anderson, K, *Text Types in English 3* (Melbourne: MacMillan, 2003) p,26

c. To persuade, the writer describes something to stimulate the reader's interest. An attorney, for example, may describe the damage done to a badroom window in order to prove forcible entry and persuade the jury that the accused committed burglary.

3. Kind of Descriptive Text

A descriptive text is one that is used to describe anything, such as a person, location, or item. As a result, it often takes three forms, which are as follows:

a. Description of a person

To describe a person, we can use:

1) Identification

Identification is solely based on statistics such as height, weight, and age; physical characteristics such as skin, eyes, and hair color and identifying markers such as birthmarks and scars.[19]The children can identify the people based on their visual characteristics.

2) Impression

An impression, unlike identification, does not identify a person but does provide an overall impression of him or her. Many specifics may be missing, but the students provide a general overview of the subject in a few broad strokes. Although impression is less comprehensive and informative than

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[19] Michael. E. Adelstain, *The Writing Commitment* (New York:Harcourt Brace Jovanonich, 1976, p.149-151

identification, it may be more effective in capturing an individual's unique or distinctive features.

3) Character Sketch

Character sketches are in-depth descriptions of people; they are also known as profiles, literally portraits, and biographical sketches. A character profile may be about a type rather than a person, displaying characteristics of members of a group such as college jocks, cheerleaders, art students, religious fanatics, and television addicts. A character sketch, as the name indicates, depicts a person's personality. It may include identification and an impression, but it will do more than describe how they seem or seem; it will reveal how they are.[20]

b. **Description of a place**

Unlike a historically produced paragraph, there is no prescribed pattern for grouping paragraphs in descriptive writing. It is not necessary to begin with one area and then go on to another. The sentence, however, should not be arranged at random. Provide a controlling concept that displays an attitude or perspective regarding the area being described to spice up the paragraph.[21] Furthermore, the arrangement of the information in your description is dictated by your subject and goal. The description must be written in such a way that the reader can readily see the scan being described.

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[20] *Ibid.,* 18

[21] Regina L. Smalley, Mary K. Ruetten, *Refining Composition Skill* (New York:International Thompson Publishing Comapany, 4th Edition, 2001)

c. Description of things

To explain anything, students must have a vivid idea about what they are describing. Furthermore, students might employ appropriate nouns and powerful verbs to make the subject as exciting and vivid to readers as possible.

1) Using proper nouns

Students may opt to include a number of proper nouns, which are the names of specific persons, places, and things, inaddition to exact facts and figures of speech. Take, for example, Arizona and the University of Tennessee. Incorporating suitable terminology that the reader will recognize can assist them in comprehending what the students are describing.

2) Using effective verbs

Verbs are essential in storytelling, but they may also be employed in description. The verb chiseled also depicts the wind's movement more accurately than the term produced.[22] Verbs are used to increase a description's specificity, correctness, and intrigue. For example, "the wind had etched deep grooves into the sides of the cliffs" is more descriptive than "the wind had more grooves."

4. The Generic Structure and Language Features of Descriptive Text

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[22] Anderson Mark and Kathy Anderson, *Text Types in English 3* (Australia:MacMillan, 1998)

Identification and description are the two general structures of descriptive writing.[23] The person, location, or thing to be described is identified. The description describes an object's pieces, traits, and characteristics.[24] The general structure of descriptive writing is divided into two parts. They are known as identification and description. As a result, the generic structure of descriptive text is shown in the table below:

Table 1 General Structure Of Writing Descriptive Text

No	Generics' structure	Function
1	Identification	Identification phenomenon to be described
2	Descriptions	Describe the following structures in ascending direction of importance: - Components or item (corporeal appearance) - Characteristics (step of beauty, excellence, or worth) - Personality (projecting aspect that are unique)
3	Conclusion	Summary of all of the main points in the body text. It is a good idea to write a final sentence that relates to the main point of that you write.

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[23] Jennifer Hammond, *English for Second Purpose* (Sidney:Australian Print Group, 1996)
[24] Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar* (Australia:Gerd Stabler, 1995)

Based on the description of the stage of creating the descriptive text, the research has reached its own conclusion, which is that a descriptive text often consists of three components. The three words are identification, description and conclusion.

Aside from the social function and general structure, descriptive text contains linguistic qualities that aid in the formation of a descriptive text. The following linguistic qualities are commonly seen in descriptive texts:

a. Concentrate on only one person. When writing about something, you must concentrate on a single subject, such as the Borobudur temple, a kitten, my new house, and so on.

b. The present simple tense is utilized. In descriptive literature, the passive voice is frequently used, especially when describing a specific region.

c. The use of attributional and identification techniques. It is about how the terms have and has are used.

d. The use of common noun epithets and classifiers, such as attractive and gorgeous.[25]

According to the definition above, the researcher may claim that there are some constraints associated with the linguistic qualities of descriptive writing. A descriptive text must have particular qualities, such as the use of the simple present tense, attributive and identifying processes,

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[25] Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar* (Australia:Gerd Stabler, 1995)

a focus on a specific participant, and the use of descriptive adjectives to construct a nominal group.

5. **Example of Descriptive Text**

My Classroom

I want to tell you about my classroom. My classroom is next to the school library. It is a big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables and forty chairs.

Analyzing the text:

a. Generic structure analysis

1) Identification: identifies a particular thing to be described; my classroom.

2) Description: describes the parts of classroom (doors, windows, tables, chairs, and walls) and characteristics of classroom (size; big, color; brown, blue, quality; clear.

b. Language Feature Analysis

1) Using nouns; classroom, doors, windows, tables, chairs, pictures and walls.

2) Using adjectives; size (big), color (brown, blue), quality (clean).

3) Using noun phrases; a big and clean classroom, two brown doors.

4) Using verbs; have (have, has), to be (am, is, are). The tense is the simple present.[26]

C. Error Analysis

1. Definition of Error

The fact the learners do makeerrors, and that these errors can be observed, analyzed, and classifiedto reveal something of the system operating within the learners, led toa surge of study of learner error's, called error analysis. Error analysisbecome distinguished from contrastive analysis by its examination oferrors attributable to all possible sources, not just those resulting fromnegative transfer of the native language.

Furthermore, errors reflect gaps in alearner's knowledge they occur because the learner does not knowwhat is correct. Mistakes reflect occasional lapses in performance theyoccur because, in a particular instance, the learner is unable to performwhat he or she knows.By conducting error analysis, it will be possible to provide someinformation which could be used to overcome the difficultiesencountered by the students in language learning. In this research theerror analysis is done to analyze the errors that the student done inusing simple present tense based on the types of errors given.

2. Classification of Error Analysis

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[26] Mirna Andriani, *Students Error Analysis in Writing Descriptive Text* (A paper Upi:Bandung. Unpublised, 2007)

There are four kinds of errors. Theyare described as follows:

a. Omission

Omission is characterized by the absence of an item that mustappear in well-formed utterance or leaving out an item that isrequired for an utterance to be considered grammatical. Howeverbetween content word and function words, language learner morefrequently omits the letter.

Example: She sleeping.

For: She <u>is</u> sleeping.

b. Addition

Additions occur because of the presence of an item that must notappear in well-formed utterances.

Example: I have an <u>apples</u>.

For: I have an <u>apple</u>.

c. Misformation

It is characterized by the used of the wrong form of the morphemeor structure. In miss-formation error, the learners supply somethingalthough it is not correct and use one grammatical form in place ofanother grammatical form.

Example: A man and a little boy <u>was</u>watching him.

For: A man and a little boy <u>were</u> watching him.

d. Misordering

Misordering error is categorized by the incorrect placement of amorpheme or group of morpheme in an utterance. This kind of error occurs when the learners wrongly place the sequence of words in the sentences.

Example: What <u>daddy is</u> doing?

For: What <u>is daddy</u> doing?

Classifying error in these ways can help us to diagnose students'learning problems at any one stage of their development and also, toplot how changes in error patterns occur over time.

CHAPTER III

RESEARCH METHOD

A. Type and Nature of Research

1. Type of Research

Qualitative research examines the quality of relationships, activities, events, or resources. Furthermore, the goal of qualitative research was to provide a thorough knowledge of a certain phenomenon, such as an environment, a process, or even a belief. [27] In qualitative research, the object or participant to be studied is determined by the researcher. Researcher did selection of the best people or places that can assist researcher in understanding a phenomenon.

According to the foregoing description, the researcher did qualitative field research. Qualitative field research is research aimed directly at the research location to be studied, that is, within a school where the data is carried out in the field, such as in a classroom consisting of students and teachers using this type of field qualitative research by collecting data class IX F students at SMPN 1 Tulang Bawang Barat.

2. Nature of Research

The research employed descriptive qualitative research in accordance with the difficulties. Descriptive research is research which is

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[27] Robert C. Bogdan dan Biklen Kopp Sari, *Qualitative Research for Education* (Inc:Boston London, 1982)

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intended to investigate circumstances, conditions, or other matters whose results are presented in the form of a research report. Descriptive research is design to obtain information concerning the current status of phenomena.[28] According to the title and the focus of the topic, the nature of this research is descriptive qualitative, essentially a description of the settings and occurrences. Descriptive research is a study conducted to generate a systematic, factual, and accurate depiction of the facts and characteristics of a population or specific situations. While qualitative research generates descriptive data from people or observed behaviour in the form of written or spoken words, quantitative research generates quantitative data from people or observable behaviour in the form of written or spoken words.

Based on the above description, it can be concluded that qualitative research can also be interpreted as a research method, namely the subject behaviour, subject social relations, subject actions, and others holistically and by way of description in the form of words in a specific natural context. The purpose of this descriptive study is to provide a systematic, factual, and accurate description, image, or painting of the facts, qualities, and relationship between the phenomena researched, about students' error in writing descriptive text through individual work and the factor that influence the students error in writing descriptive text at ninth grade in SMPN 1 Tulang Bawang Barat.

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[28]Jhon. W. Craswell, *Qualitative Inquiry and Research Design: Choosing among Five Approaches. 2nd edn* (California:Sage, 2007), p. 145

B. Data Source

Data is all information about everything that is related to research objectives. Data is the result of recording both in the form of facts, numbers and words that are used as material for compiling data information. Data is information unit that can be analysis and relevant with appropriate problem.[29]Based on this understanding, the research subject tookthe data and then be concluded, or a number of subjects being studied in a study. Researcher used several sources of data in this study, namely primary data and secondary data.

1. **Primary Data Source**

Primary data sources are direct data sources that provide data to data collectors. This means that the data obtained straight from the main source. The data was obtained by student document.

2. **Secondary Data Source**

Secondary data sources are data that obtained through, not directly obtained by the researcher from the subject his research. Secondary data, usually in the form of available documentation or report data. Documents which are the results of research and reports. [30] Secondary data that researcher used come from images, documents and other sources which is certainly very helpful in collecting data.

C. Data Collecting Technique

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[29] Ahmad Tanzeh, *Metodologi Penelitian Praktis* (Yogyakarta:Teras, 2014), p. 25
[30]*Ibid.,* 29

This research is a field research conducted at SMPN 1 Tulang Bawang Barat, to analysis students' error in writing descriptive text in individual work and the factor that influence the students in writing descriptive text. Data collection techniques are used to determine or to complete the proof of the problem, so in this study the authors use data collection methods:

1. **Interview**

   An interview is a meeting between two individuals where they share information or ideas through questions and responses so that they can be summarized into conclusions or meanings in a particular problem. Interviews are usually face-to-face conversations between the researcher and the participants that involve the transfer of information to the interviewer. Interviews aim to record opinions, feelings, emotions, and other matters relating to individuals in the organization. By conducting interviews, researchers can obtain more data so that researchers can find out through the language and expressions of the interviewees and can clarify things that are not known. Researchers use guided in-depth interviews, because to avoid discussions that deviate from the problem to be studied. The questions asked were prepared in advance, directed at the topic to be worked on, for the interview. In this case, the researcher interviewed ten students and the interviews were conducted individually which were carried out in turns. The researcher asked questions about students' errors in writing descriptive texts and the factors that influenced students' errors in writing descriptive texts.

2. **Observation**

The purpose of observation is to describe the scenario under investigation: the actions, people, or individuals participating in an activity, and their relationships. Observations are recorded systematically and interpreted carefully and analyzed using systematic and planned procedures. This means that observation is a data collection strategy in which the subject's activities are visually examined. Observations were made to match the data that had been obtained through interviews with the reality in the field. This study refers to observations from relevant sources. Based on regulations from the Tulang Bawang Barat government regarding the covid-19 pandemic, this school applies an odd-even system in each class, where students are divided into two sessions with fourteen students in each session. The researcher gave a question sheet to students where all students were asked to do a writing test in which there was an order that students were asked to make a descriptive text about their favorite animal on the question sheet given to the researcher. Researcher observed students working on questions so that the class was conducive and if there were questions or material that was not clear, the researcher explained to students until they understood the material. All students collect their answer sheet when they have finished working and after that

the researcher corrects and analyzes the students' work to find out the types of students' errors in writing descriptive text.

3. Documentation

Documentation is a record of past occurrences; documentation can take the form of text, photos, or monumental works of a person; documentation is used in qualitative research to complement the use of observation and interview approaches.[31] Researcher used documentation in the form of photos to observe the situation in the classroom in the learning process. The documentation technique is carried out to backing the data obtained from observation and writing test, and documentation related to situation in their classroom. The data other data received from researcher as a consequence of documentation in the form of pictures and others that support the study data are then presented.

D. Data Validity Guarantee Technique

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena.[32] The researcher employed the triangulation approach in this study. The triangulation methodology is a credibility test that involves comparing data from diverse sources, methods, and times. Maintain the credibility of the academics' study findings. Triangulation is a strategy for determining the authenticity of data by viewing events from many perspectives or validating findings using multiple sources. In research,

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[31]*Ibid.*, 30

[32] Todd. D. Little, *TheOxford Handbook of Qualitative Method* (Oxford University Press, Inc. 2013), p. 354

verifying or checking the validity of the data, technological triangulation and source triangulation are used to check the validity of the data. Triangulation techniques are used to assess the trustworthiness of data by comparing it to the same source using multiple methodologies. For example, data gathered through an interview and then verified by observation or documentation. If the three procedures for verifying the credibility of the data provide various results, the authors conduct additional talks with the relevant data sources to ensure which data are regarded right, or whether all of them are correct owing to differing points of view. While source triangulation is used to assess the trustworthiness of data by comparing data gathered from many sources. As a result, the gathered data is then cross-checked with additional data sources to create a new conclusion.

E. Data Analysis Technique

Data analysis is very important to help researcher in this project. Data analysis is the process of reducing data into a form that is easier to understand and can be presented. Data analysis is the act of searching and collecting data carefully through interviews, observations, and documentation by organizing the data, synthesizing it, entering it into a pattern, choosing what is significant and what will be studied, and reaching basic conclusions. In qualitative research, data is collected continuously from various sources by utilizing various triangulation of data collection procedures. Because the information obtained in this study is in the form of a description, the data analysis method used in this study is a qualitative description. Qualitative description is a type

of research that produces descriptive data, such as the source of a written test or the observed behaviour of people.

Based on the information above, in analysis the data, the researcher used the data that has been obtained and then the data be analyzed from information about students' errors in writing descriptive text and the factors that influence the students error in writing descriptive text.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Result

1. Description of Research Area

a. School History of SMPN 1 Tulang Bawang Barat

SMPN 1 Tulang Bawang Barat has a statistical number, namely 201181201003 with school type A. This school is located at Jalan Kartini No 56, Dusun III Tiyuh Margakencana, Tulang Bawang District, Tulang Bawang Barat Regency, Lampung Province with a postal code of 34691. SMPN 1 Tulang Bawang Barat has a school status that is state with a school accreditation score of B (Good).

The visions of SMPN 1 Tulang Bawang Barat are as follows: First, the realization of improving the quality of graduates in academic and non-academic field. Second, excellent in academic and non-academic achievements. Third, the realization of an increase in morality and noble character.The missions of SMPN 1 Tulang Bawang Barat are as follows: First, strive to continuously improve both academic and non-academic achievements. Second, strive for steps in instilling the important values of praying, studying, working, and worshiping.

2. **Description of Research Result**

a. The Type of Students' Error in Writing Descriptive Text in Individual Work

Asa result of the written descriptive text made by the student. It could be seen from table 2 in which described the student common errors in writing descriptive text.

Table 2 Total of the Students Error

No	Types of Errors	Number of Errors
1	Addition	21
2	Omission	48
3	Miss-formation	38
4	Miss-ordering	2
Total of Error		**109**

Table 2 show that there are 21 error of addition category, 48 errors of omission category, 38 errors of miss-formation category, and 2 errors of miss-ordering category in their writing descriptive text. And the following is a table of student error analysis.

1) Error of Addition

Error of addition consist of three categories, namely: addition of verb, addition of to be, and addition of preposition. From table 2

the researcher found 21 errors of addition from the student in writing descriptive text. For example:

a) Addition of Verb

The addition of verb made by the student, namely ATW and RYis as follows:

They eaten fish and wischas

It should be: They eat fish and wischas

They can living in other

It should be: They can live in other

When little left they doing take to another place

It should be: When little left they do take to another place

It pulls the leavase by it tongue long

It should be: It pulls the leaves by it tongue long

From the results above, it can be explained that students made an addition error in a word that should not be added to the word. The first sentence the student wrote the word "eaten" which should have been written "eat". The second sentence, students write the word "living" which should be written "live". The third sentence, students write the word "doing" which should be written "do". The addition error is included in the addition of subject. Then, the fourth sentence includes addition of verb. Where the word "leavase" which should be written "leaves".

b) Addition of To Be

The addition of to be made by the student, namely ATWis as follows:

When woman cat pregnant they need for 59 are days

It should be: When woman cat pregnant they need for 59 days

From the results above, it can be explained that student do addition of to be. Where in the first sentence students add to be, namely "are" which should not need to be added in the sentence.

c) Addition of Preposition

The addition of preposition made by student, namely RYis as follows:

On the top of its hand, there are small horns or knobs

It should be: On top of its hand, there are small horns or knobs

From the results above, it can be explained that in the first sentence, students made an addition error, namely the word "the" which should have been omitted from the sentence above because in front of the word there was already a preposition. The addition error is included in the addition of a preposition.

2) Error of Omission

Error of omission consist of four categories, namely: omission of article, omission of to be, ommisin of "s/-es and omission of preposition. From table 2the researcher found 48 errors who omitted from the students writing descriptive text. For example:

a) Omission of Article

The omission of article made by the student, namely AP and NAis as follows:

He has four legs

It should be: He has a four legs

Cats have four legged and furry mammal

It should be: Cats have a four legged and a furry mammal

From the sentence above, the students commit omission of the article "a". When the students use singular noun (or adjective) or start with a consonant sound, the students should be put article "a" before noun (or adjective) in the sentence.

b) Omission of To Be

The omission of to be made by the student, namely RA and IF is as follows:

And now my favorite animal golden fish

It should be: And now my favorite animal is golden fish

I will always take care of him because they really adorable

It should be: I will always take care of him because they<u>are</u> really adorable

From the sentence above, the students commit omission of to be "is" and "are". From the first sentence, when the students use singular noun, the student should add to be "is" in the sentence. And from the second sentence, when the student use subject of the sentence is plural noun, the students use verb "are"

c) Omission of "-s/-es"

The omission of "-s/-es" made by the student, namely NPLis as follows:

Fish <u>need</u> oxygen to live

It should be: Fish <u>needs</u> oxygen to live

Fish often <u>swim</u> in groups called shoals

It should be: Fish often <u>swims</u> in groups called shoals

Many <u>fish</u> together can confuse a predator

It should be: Many <u>fishes</u> together can confuse a predator

From the sentence above, the student commit omission of "-s/-es". The first sentence, in the singular form student can add "verb1 + -s/ -es" after singular subject. Almost all singular verbs are formed by add "s" at the end of verb 1. The second sentence, when student use verb 1 that end with o, x, ch, th, and sh" it should replace with "es" in the end of verb.

d) Omission of Preposition

The omission of preposition made by the student, namely RML is as follows:

Dragonflies and damselflies <u>live near</u> water

It should be: Dragonflies and damselflies live <u>in</u> near water

From the sentence above, the students made an omission of preposition. Preposition are words like us, in, on, at, etc. A preposition used to indicate a direction, location, or time, or to introduce an object. In the sentence above the word "live" should use the preposition "in" because it is used to indicate the word place.

3) Error of Miss-formation

Error of miss-formation consist of three categories namely: miss-formation of verb poses " has" and "have", miss-formation of to be, and miss-formation of article. From table 2the researcher found that 38 error of miss-formation made by the students in writing descriptive text. For example:

a) Miss-formation of Verb Posses "has" and "have"

The miss-formation of verb poses "has" and "have" made by the student, namely AN and RAis as follows:

I <u>has</u> a rabbit

It should be: I <u>have</u> a rabbit

African buffalo <u>have</u> very bad tempers

It should be: African buffalo <u>has</u> very bad tempers

Water buffalo <u>have</u> been domesticated for 3000 years

It should be: Water buffalo <u>has</u> been domesticated for 3000 years

From the sentence above, students make mistakes in missformation of verb poses "has" and "have". The first sentence, the word "has" is changed to "have" because before that word there is a subject "I". Because for subject by I, you, they, it should use possess verb "have". The second sentence, the word "have" is changed to "has", while posses the verb "has" used by the third person singular (he, she, it).

b) Miss-formation of To Be

The miss-formation of to be made by the student, namely MAA and S is as follows:

The ears <u>is</u> slightly hairy so that it resembles hair

It should be: The ears <u>are</u> slightly hairy so that it resembles hair

Flying foxes <u>are</u> important

It should be: Flying foxes <u>is</u> important

From the sentence above, the use of to be "is" and "are" used by students must be based on the nouns and verbs in the sentence. The first sentence contains a plural noun and must be followed by a plural verb "are". Then in the second sentence

there is a singular noun which must be followed by a singular verb "is".

c)   Miss-formation of Article

The miss-formation of article made by the student, namely IF is as follows:

I have an beautiful golden fish

It should be: I have a beautiful golden fish

In the sentence above, the students failed to put article "an" in singular noun and with consonant sound. The article "an" should be changed "a" in this sentence.

4)   Error of Miss-ordering

From table 2 the researcher found that 2 error of miss ordering made by the students in writing descriptive text. The miss-ordering made by the student, namely S and DR is as follows:

He has orange and fur white

It should be: He has orange and white fur

Hamster is a type of rodent that resembles a guinea pig but has a smaller size body

It should be: Hamster is a type of rodent that resembles a guinea pig but has a smaller body size

In the sentence above the students make a miss-ordering where in the first sentence the word "fur white" should be replaced with "white fur". The second sentence, where the word "body size"

should be replaced with "body size". This occurs miss-ordering where there is a sentence that is in the wrong order, the sentence may be correct in the elements presented, but in the wrong order.

Based on the result of the writing test conducted by the students and analyzed by the researcher, the researcher obtained the result of the percentage of students making error in writing descriptive text. The researcher found that the students made the dominant error, namely omission. It could be seen from table 1.3 in which described percentage based on the kind of error.

After showing the percentage of errors, the researcher showed the chart of the dominant error in writing descriptive text made by students, as follow:

Figure 1 Percentage of Error
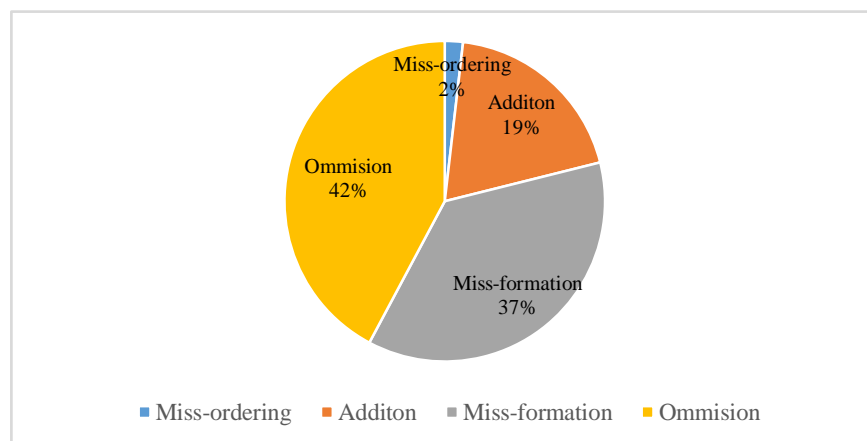
Figure 1 shows that percentage of error in miss-ordering is lowest than all error. This category had 1.83%. Then, addition category had 19.27%. Next, miss-formation category 34.87%. Percentage of omission is the highest category there are 44.03%.

The researcher concludes that omission is the dominant error in writing descriptive text made by IX F class students of SMPN 1 Tulang Bawang Barat.

b. The Factors that Influence the Students' Error in Writing Descriptive Text through Individual Work

This research was conducted at SMPN 1 Tulang Bawang Barat on April 15, 2022. Researcher observed students through interviews about the factors that influence students error in writing descriptive text. In this research, the researcher has done the writing test conducted by the students. The aim is to find out the types of errors that students make when writing descriptive text. Meanwhile, in the next stage, the researcher conducted interviews with several students who had been determined and got the desired data, including one of the student who made a mistake in writing descriptive text. The researcher conducted an interview with two of the students, namely ATW and DS about the students' difficulties when writing descriptive text as follows:

> *"Yes, I find it difficult, in an object has not been determined and I have not seen it in detail. It makes me feel difficult because it is difficult to come up with new world ideas that I write".* (Interview with ATW student, 15 April 2022)

> *"A little difficulty, because in making descriptive text requires a lot of word ideas to get a descriptive paragraph. In my opinion, it would be easier to describe by providing an image media. So through the picture can make it easier*

for us to describe it". (Interview with DS students, 15 April 2022)

It can be concluded that in writing descriptive text students have difficulty. Students find it difficult to get an idea to write about. Students find it difficult, if an object has not been determined and does not know in detail about the object. This makes it difficult for students to get new word ideas written. Students' opinions about the factors that influence studenterror in writing descriptive text are as follows:

> *"In my opinion, the factor that influences it are the difficulty in finding ideas and my lack of vocabulary mastery. It became my main factor when I started writing descriptive text".*(Interview with ATW student, 15 April 2022)

> *"In my opinion there are many factors that influence us when you make mistakes in making descriptive text such as the wrong grammar arrangement, correct placement of capital letters, and lack of vocabulary mastery which also makes able to make mistake, especially in writing a word in English. Usually there are omissions and additions in the world we make it".* (Interview with DS student, 15 April 2022)

From the results of the interview answers, it was explained that students were influenced by several factors that influenced student error when writing descriptive text. Based on the results of interviews between researcher and students about writing descriptive texts, which is not an easy thing for students. Students are asked to determine or find a new idea that will be written on

an object that has been determined by the researcher, especially in writing English. Writing descriptive texts must pay attention to good and correct writing. In this case, students have difficulty. Some of the influencing factors include: First, students have difficulty in finding a new idea and lack of students mastering vocabulary. Second, the arrangement of the wrong grammar and placement of capital letters. Third, the main factor, namely the lack of mastery of vocabulary, also makes students make mistakes, especially in writing a word in English. Usually there are omissions or additions in the words we make. For this reason, students are expected to be able to learn more and add vocabulary in English so that it is easier for students to write an essay, especially in writing descriptive text.

Based on interviews conducted by researcher and students about how students face difficulties in writing descriptive texts as follows:

> *"In my opinion, by finding out about the object that has been determined observing in detail the object that we are going to write about it. So that by knowing the detail of the object that I can make it easier for me to make a descriptive paragraphs".* (Interview with ATW students, April 15, 2022. This is difference from the result of interview conducted by researcher with DS student, regarding the factors that influence error in writing descriptive text as follow:

"One of them is by discussing and asking friends if you don't know the meaning of a word or asking the teacher to explain again". (Interview with DS student, 15 April 2022)

It can be concluded that the way students face difficulties when writing descriptive texts is by finding out about the object and observing in detail about the object to be written. So with that students are easier to write and determine a descriptive paragraph further by discussing or asking friends if they do not know the meaning of a word and or students ask the teacher for a re-explanation of the descriptive text material.

In collecting data, researcher interviewed ten students by providing interview question. Result of this research was obtained by observation, as a form of data search and interview techniques directly in class which the researcher then analyzed the result of the interview data. The finding in the form of students answer through an interview with students:

Figure 2 Factor that Influence Student Error in Writing Descriptive Text
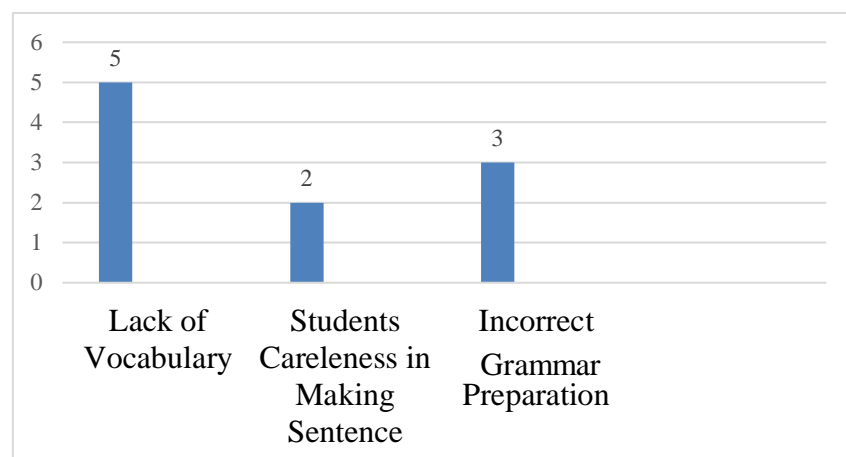
The researcher provide the students with the interview, "what are the factor that influence students in writing descriptive text?". As the result of the question, five students said "lack of vocabulary", two students said "students careleness in making sentence", and three students said "incorrect grammar preparation". Based on the interview result, it can be concluded that the factor that influence students in writing descriptive text is lack of vocabulary in students when going to write a paragraph descriptive.

Figure 3 Students Face Difficulties In Writing Descriptive Text
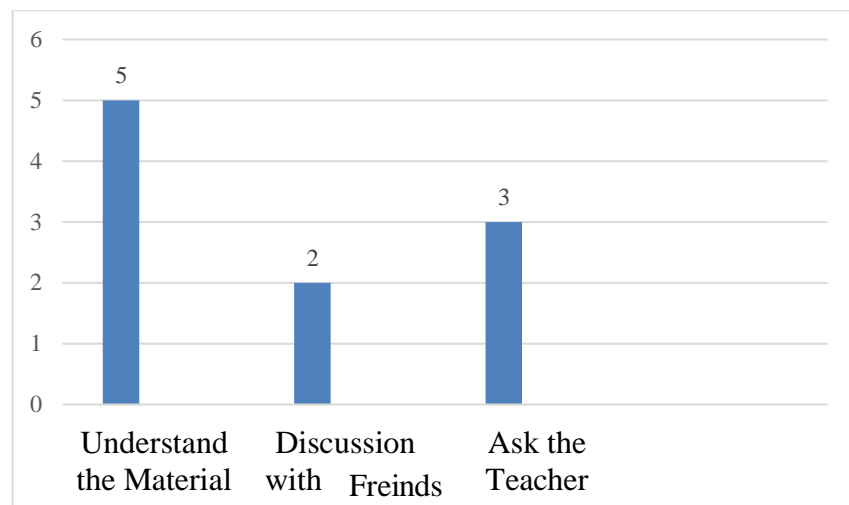
The researcher provide the students with the interview," how do students face difficulties when writing descriptive text?". As the result of the question, five students said "understand the material", three students said "ask the teacher", and two students said "discussion with friends". Based on interview results, it can be concluded that the how do students face difficulties when

writing descriptive text is better understand the material about descriptive text so that students can find ideas from object to the written by students.

B. Discussion

In this part, the discussion covering the interpretation of findings derived from the analyzing result about the common of error and the dominant error in students writing descriptive text.

1. The Type of Students' Error in Writing Descriptive Text in Individual Work

The first step to analysis the errors, the researcher identified all errors made by the students. Second, the researcher identified the student error in writing descriptive text. The last, the researcher found the dominant of error based on the result from classification of the students error in writing descriptive text.

In analyzing the data, the researcher identified the student errors. After identifying the data, the researcher found 109 errors of the students in writing descriptive text based on result from the test in this research.

The researcher classified the errors into kinds of errors used surface strategy taxonomy. Based on surface strategy taxonomy, there are four kinds of error, they are: error of addition, error of omission, error of miss-formation, and error of miss-ordering.[33]

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[33] Heidi Dulay, *Language Two Oxford* (Oxford University, 1982)

a. Addition

There are 21 errors of addition in writing descriptive text. In errors of addition category, errors happen when there is an extra item presence which must not present in a well formed utterance. It is a phenomenon in which a certain aspect of language rules is added into a correct order (correct sentence) in order words some elements are presented which should not presented.

Based on the result, it almost the appearance of addition error is the outcome of all tofaithful use of a specific one rules. The students made error of addition in some error categories, they are: addition of verb, addition of to be, and addition of preposition. Here the examples error of addition made by students:

1) Addition of Verb

They eaten fish and wischas

It should be: They eat fish and wischas

They can living in other

It should be: They can live in other

When little left they doing take to another place

It should be: When little left they do take to another place

It pulls the leavase by it tongue long

It should be: It pulls the leaves by it tongue long

2) Addition of To Be

When woman cat pregnant they need for 59 are days

It should be: When woman cat pregnant they need for <u>59 days</u>

3) Addition of Preposition

On <u>the</u> top of its hand, there are small horns or knobs

It should be:<u>On top</u> of its hand, there are small horns or knobs

b. Omission

The researcher found 48 errors of omission in writing descriptive text caused by there is an element omitted from each sentence. Omission happen when there is anevidence that grammatical morphemes (e.g noun and very inflections, articles, prepositions) are omitted more often that content morphemes which carry the meaning.[34]

The students made error of omission in some error categories with three variables, they are: Subject verb agreement, personal pronoun and article. While,this research consist with some categories error of omission. For example:

1) Omission of Article

In English grammar, articles consist of a, an, and the. In this research, students omit the articles a and an in their sentences. In this study found that errors occur when one or more articles in the sentence are omitted. Here's an example mistake made by students:

He <u>has four</u> legs

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[34] Heidi Dulay, *Language Two. Oxford: Oxford University.* 1982, p. 154-155

It should be: He has a four legs

Cats <u>have four</u> legged <u>and furry</u> mammal

It should be: Cats <u>have a four</u> legged <u>and a furry</u> mammal

From the sentence above, the students commit the article a and an. We can put both a, an and the in front of a count noun. When the students use singular noun (or adjective) or start with a consonant sound, the students should be put article "a" before noun (or adjective) in the sentence. The students use "an" when the next word (adverb, adjective, noun) starts with vowel sound.

2) Omission of To Be

Error happen when element that should appear in the sentence omitted. In this research, the students omit to be is, are, was in their writing descriptive paragraph. This finding in line with suhono's argumentation who concludes in his research finding that error happen when the students is leaving of necessary item that must emerge in a well performed utterance. Here the examples of error made by students:

And now my favorite <u>animal golden</u> fish

It should be: And now my favorite animal <u>is </u>golden fish

I will always take care of him because <u>they really</u> adorable

It should be: I will always take care of him because <u>they are</u> really adorable

From the sentence above, the students omit to be "is" and "are". When the students use singular noun the student should add to be "is" in the sentence. While, the student use subject of the sentence is plural noun, the students use verb "are" in the sentence.

3) Omission of "s/es"

In this research, the researcher found some errors when a verb in the sentence of simple present tense omit "–s/-es". Omission indicated by the absence one of more items that must appear in a well formed sentence. In the singular form we can add "Verb1 + -s/ -es" after singular subject. Almost all singular verbs are formed by add "s" at the end of Verb 1. However, when we use verb 1 that end with o, x, ch, th, and sh" it should replace with "es" in the end of verb. To verb end "y" after a consonant, change 'y' to 'i' and add 'es'. Here are the examples of error made by the students:

Fish <u>need</u> oxygen to live

It should be: Fish <u>needs</u> oxygen to live

Fish often <u>swim</u> in groups called shoals

It should be: Fish often <u>swims </u>in groups called shoals

Many <u>fish</u> together can confuse a predator

It should be: Many <u>fishes</u> together can confuse a predator

4) Omission ofPreposition

In this research, the researcher found some errors in this category. Error happen when there is an evidence that prepositions are omitted more often that content morphemes which carry the meaning. It is happen in the students' descriptive writing, they failure to use or omitted preposition in sentence where it is needed. Preposition is a word such us, in, on, at, etc. A preposition is used to show direction, location, or time, or to introduce an object. The students omit a preposition in their writing descriptive paragraph. Here the examples errors by students:

Dragonflies and damselflies <u>live near</u> water

It should be: Dragonflies and damselflies live <u>in</u> near water

c. **Miss-formation**

In miss-formation category, there are 38 errors in writing descriptive paragraph. Error happen when the sentence did not follow the general structure based on the grammatical form. As stated before that miss-formation is the error of using one grammatical form in the place of another grammatical form.It means that most of the students made errors in this category. Here the examples of error in miss-formation category made by students:

1) Miss-formation of Verb Posses "has" and "have"

In this category, error happen when the sentence did not follow the general structure based on grammatical form. In this

research, the researcher found errors of verb posses "has" and "have" in their descriptive paragraph. Because for subject by I, you, they, it should use possess verb "have". While posses verb "has" used by the third person singular (he, she, it). Here the example of errors made by the students:

I hasa rabbit

It should be: I have a rabbit

African buffalo have very bad tempers

It should be: African buffalo has very bad tempers

Water buffalo have been domesticated for 3000 years

It should be: Water buffalo has been domesticated for

3000 years

2) Miss-formation of To Be and Personal Pronoun

In this research, the researcher found that error of to be and personal pronoun happen when the students did not follow the correctly form in their sentence. This research happen because that error occurs because the students did not understand well the correct formula to make sentences or the students may misslead explanation from the teacher. Here the example errors made by the students:

The ears is slightly hairy so that it resembles hair

It should be: The ears are slightly hairy so that it resembles hair

Flying foxes are important

It should be: Flying foxes <u>is</u> important

From the sentence above, the students use of to be "is" and "are" it should be based of noun and verb in the sentences. Plural noun must be followed by plural verb (are).

3) Miss-formation of Article

Miss-formation of article is the types of error, it is happen when the students cannot use article with correctly form. In this research, the researcher put wrong article "a" and "an" in their sentences. Miss-formation of article happen by the use of wrong form or morpheme of structure. The students supplies article in the sentence, although it is incorrect. Here example of errors made by students:

I have <u>an</u> beautiful golden fish

It should be: I have <u>a</u> beautiful golden fish

In the sentence above, the students failed to put article "an" in singular noun and with consonant sound. The article "an" should be changed "a" in this sentence.

d. Miss-ordering

In missordering category, there are 2 error found in writing descriptive text. Miss-ordering happen where there is a sentence which order is incorrectplace, the sentence can be right in presented

element, but wrongly sequenced.[35] Here example of errors made by students:

He has orange and <u>fur white</u>

It should be: He has orange and <u>white fur</u>

Hamster is a type of rodent that resembles a guinea pig but has a smaller <u>size body</u>

It should be: Hamster is a type of rodent that resembles a guinea pig but has a smaller <u>body size</u>

In the findings, the researcher calculated the percentage from each kindsof errors which found from the students writing descriptive text. The result of total of the students error based on the table 2 error of omission category had 48 errors, error of addition category 21 errors, miss formation had 38 errors and miss ordering had 2 errors. It means that the most dominant error was omission in writing descriptive paragraph by students. This mean that error of omission is one of the types of error which frequently exist in students' writing, then error of omission as the highest percentage in error category.

The researcher concluded that error of omission was the most dominant error made by the students because there are many students did not understand well the correct form to make the sentence. In this research, the researcher found error of omission into four types:

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[35]*Ibid.,* 54

omission of article, omission of to be, omission of –s/-es verb inflection, and omission of preposition.

1. **The Factors that Influence the Students' Error in Writing Descriptive Text Through Individual Work**

   The purpose of the researcher conducting interviews with students was to determine the factors that influence students' errors in writing descriptive text. After the researchers gave post tests and conducted interviews with students, the researcher found several factors that influenced students to make mistakes in writing descriptive texts individually.

   According to students who were interviewed by researchers on April 15, 2022, the main factors that influenced students to make mistakes when writing descriptive texts were as follows: First, according to students learning material about writing, especially in descriptive texts, was very enjoyable, students felt interested about the material because In descriptive text, students can find out many things, for example, students can describe something or something new according to the specified object. With that students can learn many things and get new vocabulary. Descriptive text is also easy to understand. However, there are some obstacles or difficulties experienced by students when writing descriptive texts. If an object has not been determined, students will find it difficult to get ideas. Then, errors in making descriptive texts can also be influenced when students

make mistakes in preparing the wrong grammar, placement of capital letters that are not appropriate, and lack of mastery of vocabulary can also make students make mistakes, especially in writing a word in English. Usually there is the omission or addition of words that we write and the placement of words that are not right.

Second, another factor that influences students to make mistakes when writing descriptive texts is the carelessness that students make in writing a word to make a sentence. Where students make mistakes in writing some of the words needed to make a sentence. The researcher found that some students omitted words that should be in a sentence but students omitted the word. Because in a sentence, if a word is missing, the word will lose a consonant, the meaning is wrong and in English it can also change the meaning if one of the words is omitted. This error is usually heavily influenced by spelling errors. Where usually if a student is wrong in writing a word,the spelling will also be wrong. This error is caused by student carelessness or it can be said that students are less careful in writing a word in a sentence.

Third, according to the resource persons, namely students interviewed by researcher, other factors that influence students in making mistakes are the way the teacher presents the material in teaching which according to students in teaching in class is too stiff and tense and boring. Unattractive teaching methods and monotonous

teacher explanations or stuck in textbooks are also factors for students to make these mistakes. Therefore, the teacher must convey the material well and the way of teaching is interesting as well as providing motivation to students.

Fourth, the class atmosphere is also very influential for students' concentration. When the class atmosphere is calm and conducive, students will focus more on working on or writing the descriptive text. However, if the atmosphere is crowded and not conducive, it will disrupt the concentration of students so that students do not focus on writing assignments about descriptive texts or other assignments.

In analyzing student errors, the researcher conducted an evaluation because this method of evaluating was very important in analyzing student errors and the factors that influenced students to make mistakes in writing descriptive texts. Here, the researcher knows the student's test results. The purpose of the researchers was to find out the types of errors made by students and the factors that influence students in writing descriptive texts individually. With the evaluation of the tests and interviews, the researcher can find out what needs to be emphasized or improved from the student's test results. Where in evaluating this, the researcher emphasized that students made mistakes, with this students could find out the types of mistakes they made and students found several factors that could influence them in

making mistakes in writing descriptive texts. The researcher suggests that students pay more attention when the teacher is explaining and teaching in class, especially about writing good and correct descriptive texts. Students are expected to memorize more and master vocabulary well, master and learn about grammar correctly so that students can more easily and understand writing descriptive texts.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher discusses about conclusion and suggestion of this study entitled An Analysis Students Error in Writing Descriptive at Ninth Grade in SMPN 1 Tulang Bawang Barat. The conclusion is concluded from the finding and discussion that had been analyzed by the researcher. This chapter also shows the suggestion related to the study.

A. Conclusion

Based on the data from the research that has been carried out, it can be concluded that the current, An Analysis Students Error in Writing Descriptive Text at Ninth Grade in SMPN 1 Tulang Bawang Barat. The researcher found there are four kinds of error are commonly in students' descriptive writing, namely: omission, addition, miss-formation, and miss-ordering. Each kind had error percentage, 21 error of addition, 48error of omission, 38 error of miss-formation, and 2 error of miss-ordering. Each of the students of the class IX F in SMPN 1 Tulang Bawang Barat made many errors on the types of error as mentioned above.And then, the dominant error were made by the students class IX F of SMPN 1 Tulang Bawang Barat was omission with 48 errors, then followed error of miss-formation with 38 errors, then addition category with 21 errors, and the last was error of miss-ordering with 2 errors.

Based on the results of interviews conducted by researchers with students to find out the factors that influence students in making mistakes in writing text descriptions, the researchers conclude that there are several factors that influence these students such as: First, students feel to get ideas, errors in grammatical preparation are wrong, letter placement inappropriate capital and mastering vocabulary. Second, the carelessness of students in writing a word to make a sentence. The researcher found that some students omitted words that should be in a sentence. This is usually influenced by spelling. If there is a word that is missing then the word will lose a consonant meaning it is wrong. Third, according to students, the way the teacher presents the material in teaching is because the teacher is too monotonous or learning in the textbook to explain the material is one of the most important factors. Therefore, teachers must provide materials and teaching methods that are interesting and provide motivation. Fourth, the classroom atmosphere is also very influential for student concentration. According to students, when the class atmosphere is calm and conducive, students will focus more on working on or writing the descriptive text, but if the atmosphere is crowded and not conducive, it will disrupt students' concentration so that students do not focus on writing assignments about descriptive texts.

B. Suggestion

1. For Teacher

The teacher should respect to the students' errors and give guidance to the students in teaching and learning process. They should

discuss to their students how to identify and correct their error in writing descriptive paragraph. Furthermore they need more technique in teaching writing to give exercise or practices in the classroom or outside for the classroom.

2. For students

    The students should more focus and practice in English learning, especially in writing. They should have pay attention and great knowledge especially in writing descriptive text in English learning process.

3. For English Teacher of IAIN Metro

    English teachers must be able to guide so that the objectives in the teaching and learning process can be achieved properly. English teachers also need to use interesting teaching techniques and involve themselves in discussion activities by providing guidance, asking students' difficulties, monitoring their activities or checking their understanding related to writing descriptive texts.

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APPENDICES

Appendix 1: Research Instrument

INSTRUMENT

Name : Anisa Tri Wahyuni

Class : Ix F

INSTRUCTION:

1. Write your name on the place given.
2. Make a descriptive paragraph about "Your Favorite Animals".
3. The length of the paragraph is at least 10 sentence.
4. You may look up to your dictionary in case there are some vocabularies which you are not familiar it.
5. The time allotment is 45 minutes.

ANSWER:

Cat is my Favorite animals because this is
so cute and they have 10 beautiful eye. bold
hair and Flat nose. They eatin. Fish and wishcas.
They can living in other. Whin woman eat
pregnant they need For 59 aredays. title whin
little left they doing take to another place.
Cats is also have strong muscles whin they fall
from a height. And have strong instincts. And
sharp hearing. That's the Characteristics of
a cat.

Addition : 4

GOOD LUCK

INSTRUMENT

Name : Romiyansah

Class : IX F

INSTRUCTION:

1. Write your name on the place given.
2. Make a descriptive paragraph about "Your Favorite Animals".
3. The length of the paragraph is at least 10 sentence.
4. You may look up to your dictionary in case there are some vocabularies which you are not familiar it.
5. The time allotment is 45 minutes.

ANSWER:

Giraffe

Giraffe are the tallest mammals in the world. We can find them in central eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has have a long neck and long legs. The long neck helps into eat leave from the tall trees. It pulls the leaves by its tongue long. Around his body It has spotted patterns. "giraffe comelopardalis" is its scienty fic name. On top of On the top of its head there are small "horns" or knobs. They are used to protect the head when fighting.

Ommision : 1
Addition : 2
Miss-formation : 1

GOOD LUCK

INSTRUMENT

Name : Novinda Aini

Class : IX F

INSTRUCTION:

1. Write your name on the place given.
2. Make a descriptive paragraph about "Your Favorite Animals".
3. The length of the paragraph is at least 10 sentence.
4. You may look up to your dictionary in case there are some vocabularies which you are not familiar it.
5. The time allotment is 45 minutes.

ANSWER:

~~Cow~~   Cat

~~animal also have four feet~~ Cats have four-legged and furry ~~bone body who~~ ~~large~~ mamals. Cats are carnivores. Cat have a very sharp sense of sight, especially at night. Cats have fur with colors that vary from white, black, gray, to orange. The cat's footsteps are smooth and silent. Cats become favorite pets because they are cute and adorable.

Ommision : 2

Missformation : 2

GOOD LUCK

INSTRUMENT

Name : Rebno Aha

Class : IX F

INSTRUCTION:

1. Write your name on the place given.
2. Make a descriptive paragraph about "Your Favorite Animals".
3. The length of the paragraph is at least 10 sentence.
4. You may look up to your dictionary in case there are some vocabularies which you are not familiar it.
5. The time allotment is 45 minutes.

ANSWER:

My Rabbit

I has (have) a rabbit. His fur is white and has black spoks. He has long ears and a short tail. He also has cute red big eyes. My rabbit likes to eat carrot and other vegetabless when I release my rabbit out of his cage, he used to jump everywere and hard to catch. So, I could just put him on his cage because i'm afraid that he might running away. I don't wanna lost my rabbit because I love him very much. And I will always take care of him because they really adorat

Ommision : 3

Miss.formation : 1

GOOD LUCK

INSTRUMENT

Name : Irfan Fauja

Class : IX F

INSTRUCTION:

1. Write your name on the place given.
2. Make a descriptive paragraph about "Your Favorite Animals".
3. The length of the paragraph is at least 10 sentence.
4. You may look up to your dictionary in case there are some vocabularies which you are not familiar it.
5. The time allotment is 45 minutes.

ANSWER:

My Goldenfish

I have anbeawtifull goldenfish. He have golden yellow colour. His head and belly is round and big. I put it or my aquarium. I love him when he's swiming, he is really cute. It is really relexing by just seeing him swimming and now my favorit animal goldenfish.

Missformation : 2

Ommision : 2

GOOD LUCK

INSTRUMENT

Name : Nanda Puji lestari

Class : XIX F

INSTRUCTION:

1. Write your name on the place given.
2. Make a descriptive paragraph about "Your Favorite Animals".
3. The length of the paragraph is at least 10 sentence.
4. You may look up to your dictionary in case there are some vocabularies which you are not familiar it.
5. The time allotment is 45 minutes.

ANSWER:

Ikan (Fish)

Fish live in saltwater and freshwater all over the world. they come in many different shapes and sizes. but most are cored in scales and have strong fins for swimming. A fish's scales all lie in the same direction to help the fish slip through water.

like us, fish needs oxygen to live. But instead of instead of breathing air, they absorb the oxygen in water. water. water enters the mouth and is swept over the gills. The oxygen passes from the water into tiny blood vessels in the gills.

fish often swims in groups. called shoals. one reason the do this is for protection. many fishes together can confuse a predator. This makes ith hard for the predator to single out a fish.

GOOD LUCK

Ommision : 5

INSTRUMENT

Name : Rika may lany

Class : 9 F

INSTRUCTION:

1. Write your name on the place given.
2. Make a descriptive paragraph about "Your Favorite Animals".
3. The length of the paragraph is at least 10 sentence.
4. You may look up to your dictionary in case there are some vocabularies which you are not familiar it.
5. The time allotment is 45 minutes.

ANSWER:

2. Dragon and Damselfly

Dragonflies are the fastest flying insects. they swoop over the streams and ponds up to 90 kilometers pr hour. Damselfly have longer, thinner bodies and are more delicate, with a slow, fluttering flight. the wings of the damselfly are almost transparent. they shimmer as the damselfly searches for small insects to eat.

Dragonflies and damselflies live in near water. They lay their eggs on plants. When they hatch, the young ones, called nymphs, come out of the eggs. They feed on other water creatures, and after two years the nymphs grow into adults

Addition : 1

Ommision : 1

GOOD LUCK

INSTRUMENT

Name : Alvin Nafwa A·S

Class : IX F

INSTRUCTION:

1. Write your name on the place given.
2. Make a descriptive paragraph about "Your Favorite Animals".
3. The length of the paragraph is at least 10 sentence.
4. You may look up to your dictionary in case there are some vocabularies which you are not familiar it.
5. The time allotment is 45 minutes.

ANSWER:

Buffalo

Buffalo are big, strong, dark-coloured mammals with huge horns. African buffalo (live In herds of several hundred – usually near water, as they love to wallow In mud. African buffalo have very bad tempers, So humans have never managed to tame them.

Water buffalo are found In the wetter areas of Asia. Few are found In the wild now and they are mostly kept as farm animals. Water buffalo have been domesticated for 3,000 years. They are used to pull carts and ploughs, but they can be kept for their meat, milk, and hides. only a few survive In the wild In Asa, but buffalo are released to run free In the swamps of the Northern Territory of Australia.

Missformation : 3
Ommision : 2

GOOD LUCK

INSTRUMENT

Name : Sulistyo
Class : IXF

INSTRUCTION:

1. Write your name on the place given.
2. Make a descriptive paragraph about "Your Favorite Animals".
3. The length of the paragraph is at least 10 sentence.
4. You may look up to your dictionary in case there are some vocabularies which you are not familiar it.
5. The time allotment is 45 minutes.

ANSWER:

Hamster

Hamster is a type of rodents that resembles a guinea pig but has a smaller size body. this cute animal has a slightly stocky body with a shorter tail size. the ears is slightly hairy so that it resembles hair. on the legs of this animal is slightly wide and short. Homsters have quite thick and dense fur. on the feathers there are unique colors that very depending on the type such as black, gray, brown, yellow and white.

Ommision : 1
Missformation : 1
Miss ordering : 1

GOOD LUCK

Appendix 2: Blueprint og Interview

Question items

1. Do you enjoy in learning to write, especially in writing descriptive text. Give a reason?

   (Apakah anda senang belajar menulis, khususnya dalam menulis teks deskriptif.Berikan alasan?)

2. Do you understand the learning material about descriptive text?

   (Apakah anda memahami materi pembelajaran tentang teks deskriptif?)

3. Do you have difficulty when writing descriptive text?

   (Apakah anda mengalami kesulitan saat menulis teks deskriptif?)

4. How do students face difficulties when writing descriptive text?

   (Bagaimana siswa menghadapi kesulitan saat menulis teks deskriptif?)

5. What are the factors that influence you to make mistakes in writing descriptive text?

   (Apa faktor-faktor yang mempengaruhi anda untuk membuat kesalahan dalam menulis teks deskriptif?)

6. In your opinion, are there any problems when writing descriptive text through individual work?

   (Menurut anda, apakah ada kendala dalam menulis teks deskriptif melalui kerja individu?)

Appendix 3: The Result of Interview

Respondent 1   : ATW

Researcher   :Do you enjoy in learning to write, especially in writingdescriptive text. Give a reason?

　　　　　　　(Apakah anda senang belajar menulis, khususnya dalam menulis teks deskriptif.Berikan alasan?)

Respondent   : I am very happy to learn English, especially material about descriptive text. I'm interested because in descriptive text we can know many things, for example we can describe something or something new according to the specified object. With that I can learn a lot and get new vocabulary and I can also understand more about the material or the nature of the objects I write

　　　　　　　(Saya sangat senang belajar bahasa inggris khususnya materi tentang deskriptif teks.Saya tertarik karena di dalam teksdeskriptif itu kita bisa mengetahui banyak hal seperticontohnya kita bisa mendeskripsikan sesuatu atau hal yangbaru sesuai dengan objek yang ditentukan. Dengan itu saya bisa belajar banyak dan mendapatkan vocabulary baru dan saya juga bisa lebih mengerti tentang materi atau sifat objek yang saya tulis)

Researcher   : Do you understand the learning material about descriptive text?

　　　　　　　(Apakah anda memahami materi pembelajaran tentang teks deskriptif?)

Respondent   :Yes, because descriptive text can be understood easily, especially since the object has been determined, making it easier for me to write descriptive text

　　　　　　　(Iya, karena teks deskriptif dapat dipahami dengan mudahapalagi objek sudah ditentukan sehingga mempermudah sayadalam membuat teks deskriptif)

Researcher   : Do you have difficulty when writing descriptive text?

　　　　　　　(Apakah anda mengalami kesulitan saat menulis teks deskriptif?)

Respondent   : Yes, I find it difficult, if an object has not been determined and I have not seen it in detail. It makes me feel difficult because it is difficult to come up with new word ideas that I write

(Iya saya merasa kesulitan, jika sebuah objek belum ditentukan dan belum saya lihat secara detail. Itu membuat saya merasa kesulitan karena sulit untuk mendapatkan ide kata baru yang saya tulis)

Researcher : How do students face difficulties when writing descriptive text?

(Bagaimana siswa menghadapi kesulitan saat menulis teks deskriptif?)

Respondent :In my opinion, by finding out about the object that has been determined and observing in detail the object that we are going to write about. So that by knowing the details of the object that Iam can make it easier for me to make a descriptive paragraph

(Menurut saya dengan cara, mencari tahu tentang objek yang sudah ditentukan dan mengamati dengan detail objek yangakan kita tulis. Sehingga dengan saya mengetahui dengan detail objek yang saya itu bisa membuat saya lebih mudah untuk membuat sebuah paragraf deskriptif)

Researcher : What are the factors that influence you to make mistakes in writing descriptive text?

(Apa faktor-faktor ang mempengaruhi anda untuk membuat kesalahan dalam menulis teks deskriptif?)

Respondent : In my opinion, the factors that influence it are the difficulty in finding ideas and my lack of vocabulary mastery. It becamemy main factor when I started writing descriptive text

(Menurut saya, faktor yang mempengaruhinya adalah sulit dalam menemukan ide dan kurangnya saya menguasai vocabulary. Itu menjadi faktor utama saya ketika memulai menulis teks deskriptif)

Researcher :In your opinion, are there any problems when writing descriptive text through individual work?

(Menurut anda, apakah ada kendala dalam menulis teks deskriptif melalui kerja individu?)

Respondent : I feel that there are no problems when I write in an individual way, because I think that way we can focus on working on and writing descriptive paragraphs properly and correctly.

(Saya merasa tidak ada kendala ketika menulis dengan carakerja individu, karena menurut saya dengan begitu kita bisa fokus mengerjakan dan menulis paragraf deskriptif dengan baik dan benar)

Respondent 2 : DS

Researcher	: Do you enjoy in learning to write, especially in writing descriptive text. Give a reason?
	(Apakah anda senang belajar menulis, khususnya dalammenulis teks deskriptif.Berikan alasan?)
Respondent	:I feel happy, because I think by writing descriptive text we can get and expand in finding a new idea to describe something we are going to write
	(Saya merasa senang, karena menurut saya dengan menulis teks deskriptif kita dapat memperoleh dan memperluas dalam menemukan sebuah ide baru untuk mendeskripsikan sesuatu yang akan kita tulis)
Researcher	: Do you understand the learning material about descriptive text?
	(Apakah anda memahami materi pembelajaran tentang teks deskriptif?)
Respondent	: Yes, I think descriptive text is a paragraph that aims to explain or describe something. Moreover, by using image media, with it we can easily make a good descriptive paragraph.
	(Iya, menurut saya teks deskriptif merupakan sebuah paragraf yang bertujuan untuk menjelaskan atau mendeskripsikan sesuatu.Apalagi dengan menggunakan media gambar, dengan itu kita bisa mudah membuat sebuah paragraf deskriptif yang baik.)
Researcher	: Do you have difficulty when writing descriptive text?
	(Apakah anda mengalami kesulitan saat menulis teksdeskriptif?)
Respondent	: A little difficulty, because in making descriptive text requires a lot of word ideas to get a descriptive paragraph. In myopinion, it would be easier to describe by providing an image media. So through the picture can make it easier for us todescribe it.
	(Sedikit merasa kesulitan, karena dalam membuat teksdeskriptif membutuhkan banyak ide kata untuk memperoleh sebuah paragraf deskriptif. Menurut saya, akan lebih mudah jika mendeskripsikan dengan memberikan media gambar. Maka melalui gambar tersebut bisa mempermudah kita untukmendeskripsikannya.)

Researcher : How do students face difficulties when writing descriptive text?

(Bagaimana siswa menghadapi kesulitan saat menulis teks deskriptif?)

Respondent : One of them is by discussing and asking friends if you don't know the meaning of a word or asking the teacher to explain again

(Salah satunya dengan cara berdiskusi dan bertanya kepada teman jika tidak mengetahui arti sebuah kata atau meminta kembali kepada guru untuk menjelaskan kembali)

Researcher : What are the factors that influence you to make mistakes in writing descriptive text?

(Apa faktor-faktor yang mempengaruhi anda untuk membuat kesalahan dalam menulis teks deskriptif?)

Respondent : In my opinion, there are many factors that influence us when we make mistakes in making descriptive texts, such as the wronggrammar arrangement, correct placement of capital letters, and lack of vocabulary mastery which also makes usable to make mistakes, especially in writing a word in English. Usually there are omissions or additions in the words we make

(Menurut saya banyak faktor yang mempengaruhi kita ketika kita melakukan kesalahan dalam membuat teks deskriptif,seperti penyusunan grammar yang salah, penempatan huruf kapital yang benar, serta kurangnya menguasai vocabulary juga membuat kita bisa melakukan kesalahan terutama dalam menulis sebuah kata dalam bahasa inggris. Biasanya terjadipenghilangan ataupun penambahan dalam kata yang kita buat)

Researcher : In your opinion, are there any problems when writing descriptive text through individual work?

(Menurut anda, apakah ada kendala dalam menulis teksdeskriptif melalui kerja individu?)

Respondent : No, because working individually can make me concentratebetter, but if someone doesn't understand I will ask a friendwho sits closest to me

(Tidak, karena dengan mengerjakan secara individu bisamembuat saya lebih berkonsentrasi dengan baik, akan tetapi jika ada yang kurang paham saya akan bertanya kepada temanyang duduk terdekat dengan saya)

Respondent 3 : DNS

Researcher	: Do you enjoy in learning to write, especially in writingdescriptive text. Give a reason?
	(Apakah anda senang belajar menulis, khususnya dalam menulis teks deskriptif.Berikan alasan?)
Respondent	: Yes, because I think we can describe something in detail and clearly. It can also help us think and practice fluency in finding new ideas.
	(Iya, karena menurut saya kita dapat mendeskripsikan suatu hal secara rinci dan jelas.Hal ini juga dapat membantu kita berfikir dan melatih kelancaran menemukan ide ide baru.)
Researcher	: Do you understand the learning material about descriptive text?
	(Apakah anda memahami materi pembelajaran tentang teks deskriptif?)
Respondent	: Yes, because it is easy to understand starting from material about understanding, characteristics and structures about writing descriptive texts
	(Iya, karena mudah dipahami mulai dari materi tentangpengertian, ciri ciri dan struktur tentang menulis teks deskriptif)
Researcher	: Do you have difficulty when writing descriptive text?
	(Apakah anda mengalami kesulitan saat menulis teks deskriptif?)
Respondent	: I think it's a little difficult, because if what we describe is not clear, we will find it difficult to find words to form into a goodand easy-to-understand paragraph.
	(Menurut saya sedikit sulit, karena jika yang kita deskripsikan tidak jelas kita akan sulit mencari kata kata untuk dibentuk menjadi suatu paragraf yang baik dan mudah dipahami)
Researcher	: How do students face difficulties when writing descriptive text?
	(Bagaimana siswa menghadapi kesulitan saat menulis teksdeskriptif?)
Respondent	:In my opinion, one of them is by discussing or asking each other to friends if they don't understand and continue to learn about vocabulary, grammar and writing well so that they don't have difficulties again

(Menurut saya, salah satunya dengan cara berdiskusi atau saling bertanya kepada teman jika tidak paham dan terus mempelajari tentang vocabulary, grammar dan cara penulisan dengan baik agar tidak mengalami kesulitan lagi)

Researcher : What are the factors that influence you to make mistakes in writing descriptive text?

(Apa faktor-faktor yang mempengaruhi anda untuk membuat kesalahan dalam menulis teks deskriptif?)

Respondent : In my opinion, it is difficult to choose the right words to make a good descriptive paragraph

(Menurut saya, kesulitan pemilihan kata kata yang tepat agar menjadi sebuah paragraf deskripsi yang baik)

Researcher : In your opinion, are there any problems when writing descriptive text through individual work?

(Menurut anda, apakah ada kendala dalam menulis teks deskriptif melalui kerja individu?)

Respondent : No, if you already understand the material that has been given, it will not be difficult to make a paragraph description that has been given

(Tidak, jika sudah paham tentang materi yang sudah diberikan tidak akan sulit untuk membuat sebuah paragraf deskripsi yang telah diberikan)

Respondent 4 : AP

Researcher : Do you enjoy in learning to write, especially in writing descriptive text. Give a reason?

(Apakah anda senang belajar menulis, khususnya dalam menulis teks deskriptif.Berikan alasan?)

Respondent : Happy, because it can train fluency in finding ideas when making the descriptive text

(Senang, karena dapat melatih kelancaran dalam menemukan ide ketika membuat teks deskriptif tersebut)

Researcher : Do you understand the learning material about descriptive text?

(Apakah anda memahami materi pembelajaran tentang teks deskriptif?)

Respondent : Yes, because the descriptive text material is easy to understand and easy to learn, especially in the form of pictures

(Iya, karena materi teks deskriptif mudah dipahami dan mudah dipelajari terutama dalam bentuk gambar)

Researcher : Do you have difficulty when writing descriptive text?

(Apakah anda mengalami kesulitan saat menulis teks deskriptif?)

Respondent : No, because when we see an image to be described, we immediately find words or an idea

(Tidak, karena ketika kita melihat suatu gambar yang akandideskripsikan kita langsung menemukan kata kata atau sebuah ide)

Researcher : How do students face difficulties when writing descriptive text?

(Bagaimana siswa menghadapi kesulitan saat menulis teks deskriptif?)

Respondent : In my opinion, one way is by discussing with friends so thatthey understand each other

(Menurut saya, salah satunya dengan cara berdiskusi denganteman agar saling mengerti)

Researcher : What are the factors that influence you to make mistakes in writing descriptive text?

(Apa faktor-faktor yang mempengaruhi anda untuk membuat kesalahan dalam menulis teks deskriptif?)

Respondent : In my opinion, capitalization at the beginning of the paragraph and lack of vocabulary mastery are factors that influence it.

(Menurut saya, penetapan huruf kapital pada awal paragraf dan kurangnya menguasai vocabulary sehingga itu menjadi faktor yang mempengaruhinya)

Researcher : In your opinion, are there any problems when writing descriptive text through individual work?

(Menurut anda, apakah ada kendala dalam menulis teks deskriptif melalui kerja individu?)

Respondent : I don't think it's difficult, because working individually can concentrate better

(Menurut saya tidak sulit, karena dengan mengerjakan secara individu dapat berkonsentrasi lebih baik)

Respondent 5   **: KA**

Researcher : Do you enjoy in learning to write, especially in writing descriptive text. Give a reason?

(Apakah anda senang belajar menulis, khususnya dalam menulis teks deskriptif.Berikan alasan?)

Respondent :I feel happy, because by studying descriptive text I canpractice my ability and fluency in writing a descriptive textproperly and correctly

(Saya merasa senang, karena dengan belajar teks deskriptif saya bisa melatih kemampuan dan kelancaran menulis sebuah teks deskriptif dengan baik dan benar)

Researcher : Do you understand the learning material about descriptive text?

(Apakah anda memahami materi pembelajaran tentang teks deskriptif?)

Respondent : Yes, I understand, especially in my opinion, the image media really helps me in writing descriptive text. By looking at the picture, we can come up with an idea for writing which I will write into a descriptive paragraph

(Iya saya memahami, apalagi menurut saya dengan media gambar sangat membantu saya dalam menulis teks deskriptif.Dengan melihat gambar tersebut kita bisa memunculkan sebuah ide tulisan yang akan saya tulis menjadi suatu paragraf deskriptif)

Researcher : Do you have difficulty when writing descriptive text?*(Apakah anda mengalami kesulitan saat menulis teks deskriptif?)*

Respondent : I don't think so, because I really enjoy learning descriptive texts in English. I don't find it difficult because the object to be written has already been determined, so I already have an image or word idea to write it down to serve as a descriptive paragraph

(Menurut saya tidak, karena saya sangat senang belajar teksdeskriptif dalam bahasa Inggris. Saya merasa tidak kesulitan karna objek yang akan ditulis sudah ditentukan, jadi saya sudah ada gambaran atau ide kata untuk ditulis untuk dijadikan sebuah paragraf deskriptif)

Researcher : How do students face difficulties when writing descriptive text?

(Bagaimana siswa menghadapi kesulitan saat menulis teksdeskriptif?)

Respondent : In my opinion, maybe by discussing with friends and askingfriends or asking the teacher to re-explain the material that not hasbeen understood

(Menurut saya, mungkin dengan cara berdiskusi dengan temandan bertanya kepada teman atau meminta guru menjelaskan ulang tentang materi yang belum dipahami)

Researcher : What are the factors that influence you to make mistakes in writing descriptive text?

(Apa faktor-faktor yang mempengaruhi anda untuk membuat kesalahan dalam menulis teks deskriptif?)

Respondent : In my opinion, just like the others. Factors that can influence me to make mistakes are that I have difficulty finding a word in English or my lack of mastery of vocabulary and wrong grammar placement so that I make a lot of mistakes in writing descriptive texts.

(Menurut saya, sama seperti yang lainnya. Faktor yang bisa mempengaruhi saya melakukan kesalahan yaitu saya kesulitan menemukan sebuah kata dalam bahasa Inggris atau kurangnya saya menguasai vocabulary dan penempatan grammar yang salah sehingga membuat saya banyak melakukan kesalahan dalam menulis teks deskriptif)

Researcher : In your opinion, are there any problems when writing descriptive text through individual work?

(Menurut anda, apakah ada kendala dalam menulis teks deskriptif melalui kerja individu?)

Respondent : In my opinion, there is no problem when we write descriptive text in individual work. Because with individual work I am morerelaxed and can think calmly and concentrate well

(Menurut saya, tidak ada kendala ketika kita menulis teks deskriptif dalam kerja individu. Karena dengan kerja individu sayalebihrileksdan bisa berfikir dengan tenang dan berkonsentrasi dengan baik)

Respondent 6 : NDA

Researcher : Do you enjoy in learning to write, especially in writing descriptive text. Give a reason?

(Apakah anda senang belajar menulis, khususnya dalam menulis teks deskriptif.Berikan alasan?)

Respondent : Yes, I think writing descriptive text is fun because it aims toexplain, describe and describe something. This thing can takeanyform, whether it's describing animals, objects, places orlocations, and others.

(Iya, menurut saya menulis teks deskriptif itu menyenangkan hal itu karena bertujuan untuk menjelaskan, menggambarkan dan mendeskripsikan sesuatu. Sesuatu ini bentuknya bisa berupa apa saja, baik itu mendeskripkan tentang hewan, benda, tempat atau lokasi, dan lainnya.)

Researcher : Do you understand the learning material about descriptive text?

(Apakah anda memahami materi pembelajaran tentang teks deskriptif?)

Respondent : Yes, I understand it. Because in my opinion, the material about descriptive text is easy to understand, especially in the form of images

(Iya, saya memahaminya. Karena menurut saya, materi tentang teks deskriptif mudah untuk dipahami khususnya dalam bentuk gambar)

Researcher : Do you have difficulty when writing descriptive text?

(Apakah anda mengalami kesulitan saat menulis teksdeskriptif?)

Respondent : No, because when we see the picture to be described we will immediately find a word and an idea to make a paragraph about the descriptive text.

(Tidak, karena ketika kita melihat gambar yang akandideskripsikan kita akan langsung menemukan sebuah kata kata dan ide untuk membuat sebuah paragraf tentang teks deskriptif tersebut)

Researcher : How do students face difficulties when writing descriptive text?

(Bagaimana siswa menghadapi kesulitan saat menulis teks deskriptif?)

Respondent : In my opinion, by understanding and increasing vocabulary and by discussing with friends so that they can help each other

(Menurut saya, dengan cara memahami dan memperbanyakvocabulary serta dengan cara berdiskusi dengan teman supaya bisa saling membantu)

Researcher   : What are the factors that influence you to make mistakes in writing descriptive text?
(Apa faktor-faktor yang mempengaruhi anda untuk membuat kesalahan dalam menulis teks deskriptif?)

Respondent   : In my opinion, the factors that influence it are capitalization, wrong punctuation, and difficulty placing words in a paragraph
(Menurut saya, faktor yang mempengaruhinya adalah penetapan huruf kapital, tanda baca yang salah, dan kesulitanmeletakkan kata kata disebuah paragraph)

Researcher   : In your opinion, are there any problems when writing descriptive text through individual work?
(Menurut anda, apakah ada kendala dalam menulis teks deskriptif melalui kerja individu?)

Respondent   : I don't think it's difficult to make a paragraph with individual work
(Menurut saya tidak sulit ketika membuat sebuah paragraf dengan kerja individu)

Respondent 7   **: MS**

Researcher   : Do you enjoy in learning to write, especially in writing descriptive text. Give a reason?
(Apakah anda senang belajar menulis, khususnya dalam menulis teks deskriptif.Berikan alasan?)

Respondent   : Yes, I like learning to write. As a student in my opinion, writing descriptive text in English can help us understand and find new words. In writing descriptive texts, we can also pour everything we think into a story text, and convey everything that is in it to the reader clearly.
(Ya, saya suka belajar menulis.Sebagai seorang pelajar menurut saya, menulis teks deskriptif dalam bahasa Inggris dapat membantu kita memahami dan menemukan kata-katabaru. Dalam menulis teks deskriptif kita juga bisa menuangkan segala sesuatu yang kita pikirkan kedalam suatu teks cerita tersebut, dan menyampaikan segala sesuatu yang terdapat didalamnya kepada pembaca dengan jelas)

Researcher   : Do you understand the learning material about descriptive text?
(Apakah anda memahami materi pembelajaran tentang teks deskriptif?)

Respondent	: Yes, I understand the lesson about descriptive text. Descriptive text is actually an easy text to write because here we only need to write paragraphs which clearly describe an event, object, or place.
	(Ya, saya memahami pelajaran tentang teks deskriptif.Teks deskriptif sebetulnya adalah teks yang mudah untuk ditulis karna disini kita hanya perlu menulis paragraf yang dimana menjabarkan secara jelas sebuah peristiwa, objek, ataupun tempat.)
Researcher	: Do you have difficulty when writing descriptive text?
	(Apakah anda mengalami kesulitan saat menulis teks deskriptif?)
Respondent	: Yes, sometimes I experience it. That's because I sometimes find it difficult or confused to find the theme of the text and its explanation.
	(Ya, terkadang saya mengalaminya. Itu dikarenakansayaterkadang kesulitan atau kebingungan untuk mencari tema teks dan penjelasannya)
Researcher	: How do students face difficulties when writing descriptive text?
	(Bagaimana siswa menghadapi kesulitan saat menulis teks deskriptif?)
Respondent	: In this case I will usually look for something that interests me. For example, by looking at the surrounding environment or you can also look for it via the internet.
	(Dalam hal ini biasanya saya akan mencari sesuatu yang menarik bagi saya. Misalkannya saja dengan melihat lingkungan sekitar atau juga bisa mencarinya melalui internet)
Researcher	: What are the factors that influence you to make mistakes in writing descriptive text?
	(Apa faktor-faktor yang mempengaruhi anda untuk membuat kesalahan dalam menulis teks deskriptif?)
Respondent	:The factors that influence me so that I make mistakes when writing texts are that sometimes I find it difficult or confused in finding the theme of the text and its explanation, or it can also be due to worry or nervousness when writing the text.
	(Faktor-faktor yang mempengaruhi saya sehingga membuat kesalahan saat membuat teks adalah terkadang saya merasa kesulitan atau bingung dalam mencari tema teks dan

penjelasannya, atau juga bisa dikarenakan rasa khawatir atau gugup saat menulis teks tersebut)

Researcher : In your opinion, are there any problems when writing descriptive text through individual work?

(Menurut anda, apakah ada kendala dalam menulis teks deskriptif melalui kerja individu?)

Respondent :Yes, a little. Because usually when we work individually we are required to think alone to determine the theme and make an explanation without help.

(Ya, sedikit.Karna biasanya bila mengerjakan secara individukita diharuskan untuk berpikir sendirian untuk menentukan tema dan membuat penjelasannya tanpa dibantu.)

Respondent 8 : **NKF**

Researcher : Do you enjoy in learning to write, especially in writing descriptive text. Give a reason?

(Apakah anda senang belajar menulis, khususnya dalam menulis teks deskriptif.Berikan alasan?)

Respondent : Yes, because the material about descriptive text I can understand easily

(Iya, karena materi tentang deskriptif teks saya dapat memahami dengan mudah)

Researcher : Do you understand the learning material about descriptive text?

(Apakah anda memahami materi pembelajaran tentang teks deskriptif?)

Respondent : Yes, I understand, I think descriptive texts are easy to learn and I can express ideas in an article with the objects that have been given

(Iya saya memahami, menurut saya teks deskriptifmudah dipelajari dan saya bisa menuangkan ide dalam suatu tulisan tersebut dengan objek yang sudah diberikan)

Researcher : Do you have difficulty when writing descriptive text?

(Apakah anda mengalami kesulitan saat menulis teks deskriptif?)

Respondent : Yes, this is due to intrinsic factors, namely limited vocabulary knowledge and lack of fluency in reading

(Iya, hal ini disebabkan karena faktor instrinsik yaitu pengetahuan kosakata yang terbatas dan kurangnya kefasehan dalam membaca)

Researcher : How do students face difficulties when writing descriptive text?

(Bagaimana siswa menghadapi kesulitan saat menulis teks deskriptif?)

Respondent :In my opinion, by deepening the material about writing, especially in writing descriptive texts

(Menurut saya, dengan mendalami materi tentang menulis terutama dalam menulis deskriptif teks)

Researcher : What are the factors that influence you to make mistakes in writing descriptive text?

(Apa faktor-faktor yang mempengaruhi anda untuk membuat kesalahan dalam menulis teks deskriptif?)

Respondent : The factor that influenced me so that I made mistakes in writing descriptive texts was the wrong grammar arrangement and confused looking for a word in English

(Faktor yang mempengaruhi saya sehingga melakukan kesalahan dalam menulis deskriptif teks adalah penyusunan grammar yang salah dan bingung mencari suatu kata dalam bahasa Inggris)

Researcher : In your opinion, are there any problems when writing descriptive text through individual work?

(Menurut anda, apakah ada kendala dalam menulis teksdeskriptif melalui kerja individu?)

Respondent :In my opinion, if I do it myself, I find it difficult to understand the material, so I usually ask my next door friend if I don't understand it

(Menurut saya, jika dilakukan sendiri saya sulit memahami materi yang ada untuk itu saya biasanya bertanya kepada teman sebelah saya jika belum memahami)

Respondent 9 : ALP

Researcher : Do you enjoy in learning to write, especially in writing descriptive text. Give a reason?

(Apakah anda senang belajar menulis, khususnya dalam menulis teks deskriptif.Berikan alasan?)

Respondent : Happy, because I can train my hands so I can write better and can find ideas in the descriptive text and add insight.

(Senang, karena bisa melatih tangan supaya bisa menulis lebihbagus lagi dan bisa menemukan ide dalam teks deskriptif tersebut dan menambah wawasan)

Researcher : Do you understand the learning material about descriptive text?

(Apakah anda memahami materi pembelajaran tentang teks deskriptif?)

Respondent :Yes, because it can be understood mainly through pictures and easily digested by the brain

(Iya, karena dapat dipahami terutama melalui gambar danmudah dicerna oleh otak)

Researcher : Do you have difficulty when writing descriptive text?

(Apakah anda mengalami kesulitan saat menulis teksdeskriptif?)

Respondent :No, because when I see the given theme, words and ideasimmediately pop up in my mind

(Tidak, karena ketika saya melihat tema yang diberikan maka kata-kata dan ide langsung bermunculan di pikiran saya)

Researcher : How do students face difficulties when writing descriptive text?

(Bagaimana siswa menghadapi kesulitan saat menulis teksdeskriptif?)

Respondent :I think the way to deal with difficulties when writingdescriptive texts is that I will ask the teacher directly or care for my classmates or group if there is material that I do not understand.

(Menurut saya cara menghadapi kesulitan saat menulisteks deskriptif adalah saya akan bertanya langsung kepada guru atau peduli kepada teman sebangku atau kelompok jika ada materi yang belum saya pahami)

Researcher : What are the factors that influence you to make mistakes in writing descriptive text?

(Apa faktor-faktor yang mempengaruhi anda untuk membuat kesalahan dalam menulis teks deskriptif?)

Respondent : In my opinion, the mistakes that are often made are the use of capital letters, punctuation and paragraph layouts

(Menurut saya kesalahan yang sering dibuat yaitu penggunaan tata letak huruf kapital, tanda baca dan paragraf)

Researcher   : In your opinion, are there any problems when writing descriptive text through individual work?

(Menurut anda, apakah ada kendala dalam menulis teks deskriptif melalui kerja individu?)

Respondent   : In my opinion, I don't find it difficult when I work individuallybecause with that I can focus more on working on the questions

(Menurut menurut saya, saya tidak merasa kesulitan ketikamengerjakan dengan cara individu karena dengan itu saya bias lebihfokus untuk mengerjakan soal)

Respondent 10   : YNC

Researcher   : Do you enjoy in learning to write, especially in writing descriptive text. Give a reason?

(Apakah anda senang belajar menulis, khususnya dalam menulis teks deskriptif.Berikan alasan?)

Respondent   : Happy, because it can train fluency in finding ideas when making the descriptive text

(Senang, karena dapat melatih kelancaran dalam menemukan ide ketika membuat teks deskriptif tersebut)

Researcher   : Do you understand the learning material about descriptive text?

(Apakah anda memahami materi pembelajaran tentang teks deskriptif?)

Respondent   : Yes, because the descriptive text material is easy to understand and easy to learn, especially in the form of pictures

(Iya, karena materi teks deskriptif mudah dipahami dan mudah dipelajari terutama dalam bentuk gambar)

Researcher   : Do you have difficulty when writing descriptive text?

(Apakah anda mengalami kesulitan saat menulis teks deskriptif?)

Respondent   : No, because when we see an image to be described, we immediately find words or an idea

(Tidak, karena ketika kita melihat suatu gambar yang akandideskripsikan kita langsung menemukan kata kata atau sebuah ide)

Researcher   : How do students face difficulties when writing descriptive text?

(Bagaimana siswa menghadapi kesulitan saat menulis teks deskriptif?)

Respondent : In my opinion, one way is by discussing with friends so thatthey understand each other

(Menurut saya, salah satunya dengan cara berdiskusi denganteman agar saling mengerti)

Researcher : What are the factors that influence you to make mistakes in writing descriptive text?

(Apa faktor-faktor yang mempengaruhi anda untuk membuat kesalahan dalam menulis teks deskriptif?)

Respondent : In my opinion, capitalization at the beginning of the paragraph and lack of vocabulary mastery are factors that influence it

(Menurut saya, penetapan huruf kapital pada awal paragraf dan kurangnya menguasai vocabulary sehingga itu menjadi faktor yang mempengaruhinya)

Researcher : In your opinion, are there any problems when writing descriptive text through individual work?

(Menurut anda, apakah ada kendala dalam menulis teks deskriptif melalui kerja individu?)

Respondent : I don't think it's difficult, because working individually can concentrate better

(Menurut saya tidak sulit, karena dengan mengerjakan secara individu dapat berkonsentrasi lebih baik)

Appendix 4: The Result of Students Error Analysis

No	Initial Name	Identification of Error	Recontruction	Total Error
1	ATW	1) Addition of Verb: They <u>eaten</u>fish and wishcas. 2) Addition of Verb: They can <u>living</u> in other. 3) Addition of To Be: When woman cat pregnant they need for <u>59 are days</u>. 4) Addition of Verb: When little left they <u>doing</u> take to another place.	1) They <u>eat</u> fish and wishcas. 2) They can <u>live</u> in other. 3) When woman cat pregnant they need for <u>59 days</u>. 4) When little left they <u>do</u> take to another place	4
2	RY	1) Omission of Article: Giraffe are the tallest <u>mamals</u> in the world. 2) Miss-formation "has/have": A giraffe <u>have </u>a long neck and long legs. 3) Addition of Verb: It pulls the <u>leavase</u> by its tongue trees. 4) Addition of Preposition: <u>On the top</u> of its hand, there are small horns.	1) Giraffe are the tallest <u>mammals</u> in the world. 2) A giraffe <u>has</u> a long neck and long legs. 3) It pulls the <u>leaves</u> by its tongue trees. 4) <u>On top</u>of its hand, there are small horns.	4

3	AP	1) Omission of Article: He<u>has four</u>legs. 2) Missformation of Article: His <u>faforite</u>food is carrots.	1) He<u>has a four</u> legs. 2) His <u>favorite</u> food is carrots.	2
4	NA	1) Omission of Article: Cats <u>has four</u>legged. 2) Omission of Article: Cats have four legged and furry <u>mamals</u>. 3) Miss-formation of "has/have": Cat <u>have</u>a very sharp sense of sight. 4) Miss-formation of "has/have": Cat <u>have</u> fur white colors that vary from white, black, grey and orange.	1) Cats <u>has a four</u>legged. 2) Cats have four legged and furry <u>mammals</u>. 3) Cat <u>has a</u> very sharp sense of sight. 4) Cat <u>has</u> fur white colors that vary from white, black, grey and orange.	4
5	RA	1) Omission of "s/es": My rabbit likes to eat carrot and other <u>vegetable</u>. 2) Omission of Article: He used to jump <u>everywere</u> and hard to catch. 3) Omission of To Be: Because <u>they</u> <u>really</u>adorable.	1) My rabbit likes to eat carrot and other <u>vegetables.</u> 2) He used to jump <u>everywhere</u> and hard to catch. 3) Because <u>they are</u> <u>really</u> adorable. 4) I <u>have</u>a rabbit.	4

		4) Miss-formation of "has/have": I <u>has</u>a rabbit.		
6	IF	1) Omission of Article: I love him when he's <u>swiming</u>. 2) Omission of To Be: My favorite <u>animal goldenfish</u>. 3) Miss-formation of Article: I have <u>an</u>beautiful goldenfish. 4) Miss-formation of "has/have": He<u>have</u>golden yellow color.	1) I love him when he's <u>swimming</u>. 2) My favorite <u>animalis</u> goldenfish. 3) I have <u>a</u> beautiful goldenfish. 4) He <u>has</u>golden yellow color.	4
7	NPL	1) Omission of Article: But most are <u>cover</u>in scales. 2) Omission of Article: The oxygen passes from the water into tiny blood vessels in the <u>gils</u>. 3) Omission of "s/es": Fish <u>need</u> oxygen to live. 4) Omission of "s/es": Many <u>fish</u> together can confuse a predator. 5) Omission of "s/es": Fish	1) But most are <u>covered</u> in scales. 2) The oxygen passes from the water into tiny blood vessels in the <u>gills</u>. 3) Fish <u>needs</u> oxygen to live. 4) Many <u>fishes</u> together can confuse a predator. 5) Fish often <u>swim</u> in	5

		often <u>swim</u> in groups called shoals.	groups called shoals.	
8	RML	1) Adition of Article: They shimmer as the damselfly searches <u>forr</u> small insect to eat. 2) Omission of Preposition: Dragonflies and domselflies <u>live nearwater.</u>	1) They shimmer as the damselfly searches <u>for</u> small insect to eat. 2) Dragonflies and domselflies <u>live in near</u> water.	2
9	AN	1) Omission of "s/es": African buffalo <u>live</u> in herds of several hundred usually near water. 2) Omission of Article: In the wild now and they are <u>mosty</u> kept as farm animals. 3) Miss-formation of "has/have": African buffalo <u>have</u> very bad tempers. 4) Miss-formation of To Be: Water buffalo <u>are</u> found in the wetter areas of Asia. 5) Miss-formation of	1) African buffalo <u>lives</u> in herds of several hundred usually near water. 2) In the wild now and they are <u>mostly</u> kept as farm animals. 3) African buffalo <u>has</u> very bad tempers. 4) Water buffalo <u>is</u> found in the wetter areas of Asia. 5) Water buffalo <u>has</u> been domesticated for 3000 years.	5

		"has/have": Water buffalo <u>have</u> been domesticated for 3000 years.		
10	MAA	1) Omission of Article: Bats have <u>big</u>ears. 2) Omission of Article: When <u>thy</u>chase after insect. 3) Omission of "s/es": Catch insect in the <u>darknes</u>. 4) Omission of Article: The <u>ecoes</u>that bounch back tell in the bats exactly where they will find their prey. 5) Omission of Article: The ecoes that bounch back <u>tell</u> in the bats exactly where they will find their prey. 6) Miss-formation of To Be: Flying foxes <u>are</u> important because they help to spread the pollen.	1) Bats have a <u>big</u>ears. 2) When <u>they</u> chase after insect. 3) Catch insect in the <u>darkness</u>. 4) The <u>echoes</u>that bounch back tell in the bats exactly where they will find their prey. 5) The ecoes that bounch back <u>telling</u> in the bats exactly where they will find their prey. 6) Flying foxes <u>are</u> important because they help to spread the pollen.	6
11	S	1) Omission of "s/es": Hamster is a type of	1) Hamster is a type of <u>rodents</u> that	3

		rodent that resembles.	resembles.	
		2) Miss-formation of To Be: The ears isslightly hairy so that it resembles hair.	2) The ears areslightly hairy so that it resembles hair.	
		3) Miss-ordering: Hamster is a type of rodent that resembles a guinea pig but has a smaller size body.	3) Hamster is a type of rodent that resembles a guinea pig but has a smaller body size.	
12	DR	1) Omission of Article: He is also always thtried. 2) Omission of Article: I also ike to hold him in my hand. 3) Omission of Article: He willfal a sleep. 4) Miss-ordering: He has orange and fur white.	1) He is also always the tried. 2) I also like to hold him in my hand. 3) He will fall a sleep. 4) He has orange and white fur.	4
13	EV	1) Omission of Article: It is a male golden retriverdog. 2) Omission of "s/es": Jiji is already as the party of our family. 3) Addition of Article: I	1) It is a male golden retrieverdog. 2) Jiji is already as the party of our families. 3) I really love him as my pet.	4

		realley love him as my pet. 4) Addition of Article: His fur is really soft and the likes to be robbed on his beally.	4) His fur is really soft and the likes to be robbed on his belly.	
14	AZ	1) Omission of Article: Elephant is anherbivor animal and eat all almost all of vegetations and fruits. 2) Omission of Article: They have almost hair less skin wide ears four legs and long trunk. 3) Omission of "s/es": Elephant trainers use their kept to steer.	1) Elephant is an herbivore animal and eat all almost all of vegetations and fruits. 2) They have almost hair less skin wide ears four legs and long a trunk. 3) Elephant trainersusestheir kept to steer.	3
15	IAF	1) Addition of Article: But buffalo are released to run freein the swamps of the northern territory of Australia. 2) Miss-formation of To Be: Buffalo are big, dark colored mammals with huge horns. 3) Miss-formation of To	1) But buffalo are released to run freein the swamps of the northern territory of Australia. 2) Buffalo is big, dark colored mammals with huge horns. 3) Water buffalo is	5

		Be: Water buffalo <u>are</u> found in the wetter areas of Asia. 4) Miss-formation of "has/have": African buffalo <u>have</u> very bad tempers. 5) Miss-formation of "has/have": Water buffalo <u>have</u>been domesticated for 3000 years.	found in the wetter areas of Asia. 4) African buffalo <u>has</u> very bad tempers. 5) Water buffalo <u>has</u>been domesticated for 3000 years.	
16	YNC	1) Addition of To Be: <u>Cats is also</u>have strong muscles.	1) <u>Cats also</u>have strong muscles.	1
17	DNS	1) Addition of Article: Cat is my <u>favorit</u>animals. 2) Addition of Article: They <u>eaten</u> fish and wishcas. 3) Omission of Article: They <u>living</u>can in other. 4) Omission of "s/es": They need for fifty nine <u>day</u>.	1) Cat is my <u>favorite</u>animals. 2) They <u>eat</u> fish and wishcas. 3) They <u>live</u> can in other. 4) They need for fifty nine <u>days</u>.	4
18	DY	1) Miss-formation of To Be: Frogs <u>are</u>	1) Frogs <u>is</u>handwritten	1

		handwritten animals.	animals.	
19	KA	1) Addition of Article: The tame of a cat <u>depends</u> on the background of the place. 2) Miss-formation of "has/have": She <u>have</u>four foot. 3) Miss-formation of "has/have": She also <u>have</u> hair. 4) Miss-formation of To Be: Therefore cats <u>are</u> often used as pets in cities and village. 5) Miss-formation of To Be: Cats <u>are</u>also loving and pampering animals toward their parents. 6) Miss-formation of "has/have": Cats <u>have</u> different types.	1) The tame of a cat <u>depend</u> on the background of the place. 2) She <u>has</u> four foot 3) She also <u>has</u> hair. 4) Therefore cats <u>is</u> often used as pets in cities and village. 5) Cats<u>is</u>also loving and pampering animals toward their parents. 6) Cats <u>has</u> different types.	6
20	DAH	1) Omission of Article: They send out high <u>piched</u>squeals that humans cannot hear. 2) Addition of Article:	1) They send out high <u>picthed</u> squeals that humans cannot hear. 2) They send out high piched squeals that	4

		They send out high piched squeals that <u>hummans</u>cannot hear. 3) Addition of Article: They help to spread the <u>pollend</u> and seeds of many plants. 4) Miss-formation of To Be: Flying foxes <u>are</u> important	<u>humans</u> cannot hear. 3) They help to spread the <u>pollen</u> and seeds of many plants. 4) Flying foxes <u>is</u> important	
21	NKF	1) Omission of "s/es": Fish <u>need</u>oxygen to live. 2) Omission of "s/es": Fish often <u>swim</u> in groups called shoals. 3) Omission of's/es": Many <u>fish</u> together can confuse a predator.	1) Fish <u>needs</u> oxygen to live. 2) Fish often <u>swims</u> in groups called shoals. 3) Many <u>fishes</u> together can confuse a predator.	3
22	MS	1) Addition of Article: One thing that I really like of butterfly is they <u>wings</u> colors. 2) Omission of "s/es": Watching them fly in the air makes me <u>feel</u> free	1) One thing that I really like of butterfly is they <u>wing</u> colors. 2) Watching them fly in the air makes me <u>feels</u> free too.	2

		too.		
23	RS	1) Omission of Article: They twist and turn in mid-air bats use sound to catch insect in the <u>darknes</u>.	1) They twist and turn in mid-air bats use sound to catch insect in the <u>darkness</u>.	6
		2) Omission of Article: They send out high-pitched squeals that humans <u>canot</u> hear.	2) They send out high-pitched squeals that humans <u>cannot</u> hear.	
		3) Omission of Article: The echoes that bounce back <u>tell</u> the bats exactly.	3) The echoes that bounce back <u>telling</u>the bats exactly.	
		4) Omission of Article: They <u>wil</u> find their prey flying foxes.	4) They <u>will</u> find their prey flying foxes.	
		5) Miss-formation of Article: Bats <u>hafe</u> big ears.	5) Bats <u>have</u> big ears.	
		6) Miss-formation of To Be: Bats <u>are</u> the only mammals the can fly.	6) Bats <u>is</u> the only mammals the can fly.	
24	DS	1) Addition of Article: The tame of a cat <u>depends</u> on the backgroud.	1) The tame of a cat <u>depend</u> on the background.	7
		2) Omission of Article: The tame of a cat depends on	2) The tame of a cat depend on the	

		the <u>backgroud</u>.	<u>background</u>.		
		3) Miss-formation of "has/have": She <u>have</u>four foot.	3) She <u>has</u> four foot.		
		4) Miss-formation of"has/have": She also <u>have</u> hair.	4) She also <u>has</u> hair.		
		5) Miss-formation of To Be: Cats <u>are</u> also loving animals and sports for his.	5) Cats <u>is</u> also loving animals and sports for his.		
		6) Miss-formation of To Be: Cats <u>are</u>time animals therefore cats are often used as pets in cities and village.	6) Cats <u>is</u> time animals therefore cats is often used as pets in cities and village.		
		7) Cats <u>are</u> often used as pets in cities and village.	7) Cats <u>is</u> often used as pets in cities and village.		
25	ALP	1) Miss-formation of To Be: I like scorpion because they <u>is</u> a unique animal.	1) I like scorpion because they <u>are</u> a unique animal.	1
26	FA	1) Omission of Article: The echoes that bounce back <u>tell</u> the bats exactly.	1) The echoes that bounce back <u>telling</u> the bats exactly.	3
		2) Miss-formation of "has/have": Bats <u>have</u>	2) Bats <u>has</u> big ears.	
			3) Bats <u>is</u> the only	

		big ears. 3) Miss-formation of To Be: Bat <u>are</u>the only mammals that can fly.	mammals that can fly.	
27	IM	1) Addition of Article: Panda is <u>animmal</u>from China. 2) Omission of Article: Panda's body is almost look <u>alke</u> with bear. 3) Omission of Article: I <u>ike</u> panda because they are cute. 4) Miss-formation of "has/have": It <u>have</u>little eyes with black and white colored.	1) Panda is <u>animal</u> from China. 2) Panda's body is almost look<u>alike</u> with bear. 3) I <u>like</u> panda because they are cute. 4) It <u>has</u> little eyes with black and white colored.	4
28	NDA	1) Addition of Article: African buffalo live in <u>heards</u>of several hundred unsually near water. 2) Addition of Article: African buffalo live in heards of several hundred <u>unsually</u> near water.	1) African buffalo lives in <u>herds</u>of several hundred usually near water. 2) African buffalo lives in herds of several hundred <u>usually</u> near water. 3) African buffalo	7

		3) Omission of "s/es": African buffalo <u>live</u> in heards of several hundred unsually near water. 4) Miss-formation of To Be: Buffalo <u>are</u> big. 5) Miss-formation of "has/have" They love to wallow in mud African buffalo <u>have</u>very bad tempers. 6) Miss-formation of To Be: Water buffalo <u>are</u> found in the wetter areas of Asia. 7) Miss-formation of "has/have": Water buffalo <u>have</u> been domesticated for 3000 years.	<u>lives</u> in herds of several hundred usually near water. 4) Buffalo <u>is</u> big. 5) They love to wallow in mud African buffalo <u>has</u> very bad tempers. 6) Water buffalo <u>is</u> found in the wetter areas of Asia. 7) Water buffalo <u>has</u>been domesticated for 3000 years.	

Appendix 5: Sample Name and Kind of Error

No	Name of Sample	Kind of Error			
		Addition	**Omission**	**Miss-formation**	**Miss-ordering**
1	AZ	-	3	-	-
2	ANA	-	2	3	-
3	AP	-	1	1	-
4	ATW	4	-	-	-
5	ALP	-	-	1	-
6	DNS	2	2	-	-
7	DY	-	-	1	-
8	DS	1	2	5	-
9	DR	-	3	-	1
10	DAH	2	1	1	-
11	EV	2	2	-	-
12	FA	-	1	2	-
13	IM	1	2	1	-
14	IAF	1	-	4	-
15	IFS	-	2	2	-
16	KA	1	-	5	-
17	MS	1	1	-	-
18	MAA	-	5	1	-
19	NKF	-	3	-	-
20	NPL	-	5	-	-
21	NA	-	2	2	-
22	NDA	2	1	4	-
23	RAS	-	3	1	-

24	RML	1	1	0	-
25	RY	2	1	1	-
26	RS	-	4	2	-
27	S	-	1	1	1
28	YNC	1	-	-	-
Jumlah		**21**	**48**	**38**	**2**

Appendix 6 : Percentage of Error

Percentage of Error Formula:

$$P = F/N \times 100$$

Where: P: Percentage of Error

                 F: Frequency of wrong answer or number of error

                 N: Number of sample or error item observed

By applying this formula, if we subtitle the total of each error, we will get:

The total of error frequency: 109

Addition	= 21109x 100%
	= **19, 27%**
Omission	= 48109 x 100%
	= **44, 03%**
Miss-formation	=38109 x 100%
	= **34, 87%**
Miss-ordering	= 2109 x 100%
	= **1, 83%**

Appendix 7 : Documentation of Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-107/In.28/J/TL.01/10/2021
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMPN 1 TULANG
BAWANG UDIK
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**UMI REZA PRATIWI**
NPM	:	1801070068
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS STUDENTS PROBLEM IN WRITING DESCRIPTIVE TEXT IN INDIVIDUAL WORK AND GROUP WORK AT NINTH GRADE IN SMPN 1 TULANG BAWANG UDIK

untuk melakukan prasurvey di SMPN 1 TULANG BAWANG UDIK, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Oktober 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH KABUPATEN TULANG BAWANG BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 TULANG BAWANG BARAT
NSS. 20.1.1218.01.003, NPSN. 10808387
Alamat   Jalan Kartini Margakencana , Tulang Bawang Udik , Kodepos 34692, e Mail : smpn1tbb@gmail.com **website** : www.smpn1tbu.net

Nomor	: 422/029/422.1/SMPN1TBB/2021
Lampiran	: -
Perihal	: Surat Tanggapan

Kepada

Yth

Ketua Jurusan Tadris Bahasa Inggris

Institut Agama Islam Negeri Metro

di Kota Metro

Berdasarkan surat nomor : B-107/In.28/J/TL.01/10/2021 tanggal 15 Oktober 2021 tentang Pra-survey, Kepala UPT SMPN 1 Tulang Bawang Barat, Kecamatan Tulang Bawang Udik Kabupaten Tulang Bawang Barat dengan ini mengizinkan kepada :

Nama	:	UMI REZA PRATIWI
NIM	:	1801070068
Program Studi	:	Tadris Bahasa Inggris

Untuk melaksanakan kegiatan Pra-Survey di UPT SMPN 1 Tulang Bawang Barat dengan tujuan data hasil Pra-survey tersebut dipergunakan yang bersangkutan untuk penyusunan skripsi, dengan judul : An Analysis Students Problem in Writing Descriptive Text in Indivual Work and Group Work at Ninth Grade in SMPN 1 Tulang Bawang Udik. Kabupaten Tulang Bawang Barat.

Demikian surat tanggapan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tulang Bawang Udik, 20 Oktober 2021
Kepala UPT SMPN1 Tulang Bawang Barat

NURHAMID, M.Pd
NIP. 19720218 2006041007

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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RATIFICATION PAGE

No:

Research proposal entittled: AN ANALYSIS STUDENTS' ERROR IN WRITING DESCRIPTIVE TEXT IN INDIVIDUAL WORK AT NINTH GRADE IN SMPN 1 TULANG BAWANG BARAT, Written by Umi Reza Pratiwi, student number 1801070068, English Education Department, has been examined (Seminar proposal) in Tarbiyah and Teacher Training Faculty on December 28th, 2021 at 13.00.00-14.30

BOARD OF EXAMINERS:

Chairperson : Rika Dartiara, M.Pd (.................................)

Reader I : Dr. Ahmad Subhan Roza, M.Pd (.................................)

Reader II : Yeni Suprihatin, M.Pd (.................................)

Secretary : Yeasy Agustina Sari, M.Pd (.................................)

The Head of English Education Department

Andianto, M.Pd
19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor	: B-0268/In.28/D.1/TL.00/02/2022	Kepada Yth.,
Lampiran	: -	KEPALA SMPN 1 TULANG BAWANG BARAT
Perihal	: **IZIN RESEARCH**	di-
		Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0629/In.28/D.1/TL.01/02/2022, tanggal 22 Februari 2022 atas nama saudara:

Nama	:	**UMI REZA PRATIWI**
NPM	:	1801070068
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 TULANG BAWANG BARAT, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS STUDENTS ERROR IN WRITING DESCRIPTIVE TEXT THROUGH INDIVIDUAL WORK AT NINTH GRADE IN SMPN 1 TULANG BAWANG BARAT".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Februari 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

PEMERINTAH KABUPATEN TULANG BAWANG BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 TULANG BAWANG BARAT
NSS. 20.1.1218.01.003, NPSN. 10808387
Alamat : Jalan Kartini Margakencana , Tulang Bawang Udik , Kodepos 34692,e-Mail : smpn1tbb@gmail.com website : www.smp

Nomor   : 422/070/422.1/SMPN1TBB/TBB/2022
Lampiran   : -
Perihal   : Surat Tanggapan

Kepada

Ketua Jurusan Pendidikan Agama Islam

Institut Agama Islam Negeri Metro

di. Kota Metro

Berdasarkan surat Nomor : B-0268/In.28/TL/02/2022 tanggal 22 Februari 2022 tentang Reserch dalam rangka menyelesaikan tugas akhir skripsi, Kepala SMPN1 Tulang Bawang Barat , Kecamatan Tulang Bawang Udik Kabupaten Tulang Bawang Barat dengan ini mengizinkan kepada

Nama   : UMI REZA PRATIWI

NIM   : 1801070068

Program Studi   : Tadris Bahasa Inggris (PBI)

Untuk melaksanakan kegiatan research di SMPN1 Tulang Bawang Barat dengan tujuan data hasil research tersebut akan dipergunakan yang bersangkutan untuk penyusunan tugas Akhir/skripsi, dengan judul : AN ANALYSIS STUDENTS ERROR IN WRITING DESCRIPTIVE TEXT THROUGHT INDIVIDUAL WORK AT NINTH GRADE IN SMPN 1 TULANG BAWANG BARAT.

Demikian surat tanggapan ini kami buat untuk dapat dipergunakan sebagaimana mestinya..

Margakencana, 22 , Februari 2022
Kepala UPT SMPN 1 Tulang Bawang Barat

NURHAMID , S.Pd,.M.Pd
NIP19720218 200604 1 007

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : B-0417/In.28.1/J/TL.00/02/2022
Lampiran   : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Rika Dartiara (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**UMI REZA PRATIWI**
NPM	:	1801070068
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS STUDENTS ERROR IN WRITING DESCRIPTIVE TEXT THROUGH INDIVIDUAL WORK AT NINTH GRADE IN SMPN 1 TULANG BAWANG BARAT

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Februari 2022
Ketua Jurusan,

Andianto M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Umi Reza Pratiwi   Jurusan : TBI
NPM : 1801070068   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Selasa, 21/06 2022		-Revisi BAB III mengenai tense. Mengubah semua kata yang menggunakan Future tense menjadi past tense. - Revisi CH IV mengenai bagian description of research area. Dalam sejarah sekolah harusnya dibuat teks narasi yang terdiri dari dua atau tiga paragraf. -Revisi mengenai jarak antar kalimat. Membuat paragraf baru karena kalimat dalam satu paragraf terlalu panjang.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
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Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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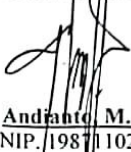
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Umi Reza Pratiwi   Jurusan : TBI
NPM : 1801070068   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Rabu, 29/06 2022		- Check your grammatical error. - Check guiden book about how to write the research - Pada bagian abstract cukup menggunakan kata aims. - Pada description of research area dibuat lebih singkat mengenai sejarah sekolah - Check dan Revisi bagian desciption of research result.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1981102 201503 1 004

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Umi Reza Pratiwi   Jurusan : TBI
NPM : 1801070068   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Rabu 20/07 2022		- Revici CH IV page 37 error addition	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Rika Dartiara, M.Pd
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Umi Reza Pratiwi   Jurusan : TBI
NPM : 1801070068   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Rabu, 27/07 2022		Acc for munaqosyah	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

KEMENTRIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Umi Reza Pratiwi   Jurusan : TBI
NPM : 1801070068   Semester : VII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis, 14-10-2021	✓		Bimbingan mengenai prasurvy	
2.	Rabu, 27-10-2021	✓		Bimbingan mengenai proposal BAB 1	
3.	Rabu, 10-10-2021	✓		Bimbingan proposal BAB I, II, III (Revisi)	
4	Selasa, 23-10-2021	✓		Bimbingan proposal BAB I, II, III	
5.	Selasa, 30-10-2021	✓		ACC Seminar	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telp (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id, e-mail iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Umi Reza Pratiwi

NPM   : 1801070068

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 12 Agustus 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

IAIN
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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1078/In.28/S/U.1/OT.01/07/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Umi Reza Pratiwi
NPM	: 1801070068
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070068

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 27 Juli 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

CURRICULUM VITAE

The researcher name is Umi Reza Pratiwi. Born in Tulang Bawang Barat Regency on the 0th September 1999, was first child of two brothers from the couple Mr. Wasidi and Mrs. Sugianti. The researcher Educatin started from basic education at SD Negeri 1 Margakencana and finished in 2012, the continued her junior high education at SMP Negeri 1 Tulang Bawang Barat, and completed in 2015. While high school education at SMA Negeri 02 Tulang Bawang Udik, and completed in 2018. Then continued her education state institute for islamic stuides of (IAIN) Metro, Department Tadris English (TBI) Faculty Tarbiyah and Teacher Training starting in the semester I TA 2018/2019.