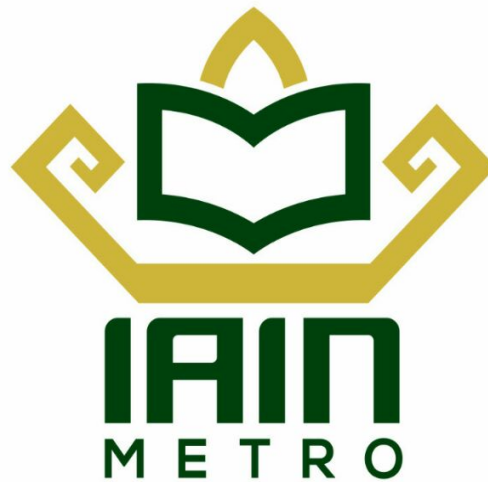


AN UNDERGRADUATE THESIS

**AN ANALYSIS OF GRAMMATICAL ERROR
IN WRITING DESCRIPTIVE TEXT
AMONG THE EIGHTH GRADERS
AT SMP N 3 BATANGHARI EAST LAMPUNG**



By:

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STUDENT NUMBER: 14121097**

**Faculty of Tarbiyah and Teachers Training
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**

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Presented as a Partial Fulfillment of the Requirements For the Degree of Sarjana
Pendidikan (S.Pd)
In English Department

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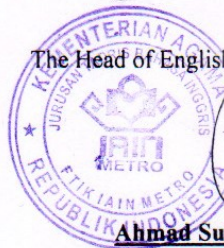
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Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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Research proposal entitled: AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING DESCRIPTIVE TEXT AMONG THE EIGHTH GRADERS AT SMP N 3 BATANGHARI EAST LAMPUNG. Written by DARA PUSPITA RACHMAWATI, student number.14121097, English Education Department, had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on November 28, 2018 at 13.00-15.00

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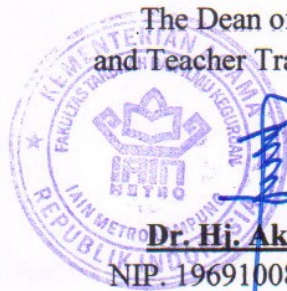
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**AN ANALYSIS OF GRAMMATICAL ERROR
IN WRITING DESCRIPTIVE TEXT
AMONG THE EIGHTH GRADERS
AT SMP N 3 BATANGHARI EAST LAMPUNG**

ABSTRACT

By:

Dara Puspita Rachmawati

The objective of this research is to analyze the grammatical errors commonly made by students in writing descriptive text of eight graders at SMP N 3 Batanghari East Lampung.

The research type is qualitative research in the form of case study. The data collecting method used documentation, observation and interview. The researcher Analyzes the data by Creswell analysis technique.

The findings of the research shows that the students often make errors in grammatical errors. The total errors made by students were 352 errors. It consist of 98 errors in agreement or 27.84%, 28 errors in article or 7.96%, 3 errors in thensis 0.85%, and 223 error in spelling or 63.35%.

The conclusion in this research shows that the students often made grammatical errors in writing descriptive text. They didn't really know about their mastery grammar. So, the teacher must improve the lesson of grammar and writing especially descriptive text at SMP N 3 Batanghari East Lampung.

Key Words : Grammatical Error, Descriptive Text, Qualitative Research.

**ANALISIS KESALAHAN GRAMATIKA
DALAM MENULIS TEKS DESKRIPTIF DI KELAS DELAPAN
SMP N 3 BATANGHARI LAMPUNG TIMUR**

ABSTRAK

Oleh:

Dara Puspita Rachmawati

Tujuan dari penelitian ini adalah untuk menganalisis kesalahan tata bahasa yang umumnya dibuat oleh siswa dalam menulis teks deskriptif siswa kelas delapan di SMP N 3 Batanghari Timur Lampung.

Jenis penelitian adalah penelitian kualitatif dalam bentuk studi kasus. Metode pengumpulan data menggunakan dokumentasi, observasi dan wawancara. Peneliti Menganalisis data dengan teknik analisis Creswell.

Hasil penelitian menunjukkan bahwa siswa sering membuat kesalahan dalam kesalahan tata bahasa. Total kesalahan yang dibuat oleh siswa adalah 352 kesalahan. Ini terdiri dari 98 kesalahan dalam kesesuaian atau 27,84%, 28 kesalahan dalam artikel atau 7,96%, 3 kesalahan dalam tenses atau 0,85%, dan 223 kesalahan dalam ejaan atau 63,35%.

Kesimpulan dalam penelitian ini menunjukkan bahwa siswa sering membuat kesalahan tata bahasa dalam menulis teks deskriptif. Mereka benar-benar tidak tahu tentang penguasaan tata bahasa. Sehingga guru harus meningkatkan pembelajaran tata bahasa dan menulis terutama teks deskriptif di SMP N 3 Batanghari Lampung Timur.

Kata Kunci : *Kesalahan Gramatika, Teks Deskriptif, Penelitian Kualitatif.*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, November 2018

The writer



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

Metro, November 2018

Yang Menyatakan



Dara Puspita Rachmawati
NPM.14121097

MOTTO

..إِنَّ مَعَ الْعُسْرِ يُسْرًا...

“...Actually with hardship there is ease...”

(Q.S. Asy-Syarah: 6)

“Develop an ‘Attitude of Gratitude’. Say thank you to everyone you meet for everything they do for you”.

(Brian Tracy)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to all people who always pray and give me in finish this paper for my success, they are :

1. My beloved father Mr. Rohimin and my mother Mrs. Meity Sulistiaty who are always honesty sincerity to grow me up, educate, accompany, and pray for me until getting success and their greatest live and support for me at all until I can accomplish this thesis in success in my study.
2. My beloved older sister and my brothers, Erlisca Royhani dewi, Satrio Nurhimawan and Dimas Ario Setiawan. Thanks for your support, help and pray.
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In the name of Allah the most gracious and most merciful, the lord of the universe, just because of His mercy the researcher can finish this undergraduate thesis entitled “AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING DESCRIPTIVE TEXT AMONG THE EIGHTH GRADERS AT SMP N 3 BATANGHARI EAST LAMPUNG”. Sholawat and greetings may always devote to the prophet Muhammad SAW and his family, his friends, and his followers. Amin.

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this undergraduate thesis that the researcher can not mention one by one. My greatest acknowledgments go to both of advisor, Mrs. Dr. Widhiya Ninsiana, M.Hum and Mr. Ahmad Subhan Roza, M.Pd. May Allah gives them reward for supporting and guiding to finish this undergraduate thesis.

Finally, the researcher realizes that this undergraduate thesis still has some weakness. Therefore, criticism and suggestion are invited for its improvement. Hopefully, this undergraduate thesis can give benefit to the reader and all.

Metro, November 28th 2018



Dara Puspita Rachmawati
NPM. 14121097

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BAB I

INTRODUCTION

A. Background of the Study

English is one of the important languages. It is used as an international language. Every country around the world uses English to communicate to other people who have a different country. For example, England wants to communicate with Indonesian by using English. Through communication, people are able to deliver ideas, feelings, and expectations to other people. Besides that, in globalization era everything uses English such as science books, electronics and business. From this case, we realize that English is important to learn.

In Indonesia, English is a foreign language. English in an academic field is taught as a subject matter. In our education system, it is a compulsory subject from elementary school until university level. By learning English the learners are expected to be able to communicate about anything in English. It is accurate with statement that the final aim of teaching. The students hopefully can master almost four skills such as listening, speaking, reading and writing. To achieve the communication function, people need general knowledge and skill of English and language competency.

Writing is one of the important skills in English. According to Brown, writing is simply the graphic representation of spoken language.¹ It mean

¹ H.Douglas Brown. *Teaching by Principles An Interactive Approach to language Pedagogy*, 2nd edition, (San Francisco:San Francisco State University,2000),p.335

that language can be in written form. Writing involves some language components such as grammar, vocabulary and phonetics/phonology. Mastering grammar is very important because learners know how the word is arranged to be phrase, clause and sentence. Penny defines that Grammar is the way words are put together to make correct sentences.² It can be said that in making a good sentence, the students have to know the rules of language such as adding to be in the sentence, translating a good phrase. The sentences should be suitable with tenses and easy to understand.

Writing descriptive text is a kind of texts which describes someone or something in a particular way or specific. According to Thomas S. Kane Writing description text is writing about sensory experience how something looks, sounds, tastes.³ It can be said that writing descriptive text is writing a text to describe something or someone including looks, sound and taste. The description should be specific or particular. For example : the students describe about "My cat". "My cat is very beautiful. It has long tail".

In SMPN 3 Batanghari, The students like writing text because they can express their ideas, feelings, expectations in written form. However, many students get errors in writing descriptive text. Based on pre-survey at the eighth grader on October 24th 2017, it can be seen that the students get difficulty in constructing good sentences. Besides that, the students have limited vocabulary in writing descriptive. They do not know the meaning of

²Penny Ur, *A Course in Language Teaching*, (Cambridge University Press: United Kingdom, 1991), P.75

³Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 1988), P.351

the words and the usage of suitable words. In addition, the problem is about grammar when the students write descriptive text. Here example of grammatical error made by students in writing descriptive text:

Firstly, the students make error in usage main verb/auxiliary verb. The students write "*he **have** small black hair*". The sentence is not appropriate. It should be right if the sentence is "*he **has** short black hair*". The usage of verb "has" is used for subject "she, he, it" and verb "have" is used for subject "they, we, I, you".

Secondly, grammatical error made by students in writing descriptive text is about adjective. For example: "*my cat **have nose small***". The sentence is not appropriate when using adjective. It can be right sentence if the sentence is "*my cat **has small nose***". Adjective must be structured orderly if it stands for more than one adjective. It starts from determiner, opinion, size, age, shape, color, original, material, and noun. So the right adjective from sentence above is "small nose".

Thirdly, many students make incorrect sentences. They do not understand well about the usage of to be (am, is, are). Some students use to be "are" for subject he, she and it. They are also still confused about pronoun for example: "*my cat is beautiful. She has long tail*". The word "cat" in the second sentence should be "it" but the students give the pronoun "she".

Based on explanation above, the researcher assumes that most of the students do not master of grammar. The students have some errors in grammatical when they write in English writing. The researcher wants to

know what errors are commonly made by students in writing descriptive text at the eighth grade of SMP N 3 Batanghari East Lampung. In this case, the researcher will conduct the research at SMPN 3 Batanghari East Lampung.

B. Focus of the Study

1. Problem Limitation

In this research, the researcher focuses on the Analysis of Grammatical Error In Writing Descriptive Text Among the Eighth Graders at SMP N 3 Batanghari East Lampung In the Academic Year of 2018/2019.

2. Problem Formulation

The researcher formulates the problem in this study as follows:

What grammatical errors are commonly made by students in writing Descriptive text among the eighth grade at SMP N 3 Batanghari East Lampung?

3. Objective and Benefit of the Study

a. Objective of the study

The objective of this study as follows :

- 1) To know what grammatical errors are commonly made by students in writing descriptive text among the eighth grade at SMP N 3 Batanghari East Lampung.

b. Benefit of Study

1) The English Teacher

The teacher can decrease the students' grammatical errors in writing descriptive text among the eighth grade at SMP N 3 Batanghari East Lampung and the teacher can increase the students' writing descriptive text.

C. Prior Research

Prior research is important to discuss as a guidance and comparison of the research. In this research, there are two prior research as followings:

The first prior research was conducted in 2013 by Rini Meliyanti from UIN Syarif Hidayatullah Jakarta entitled "An Analysis on Students' Grammatical Errors in Descriptive Texts Writing".⁴ The research objective is to know some common errors made by students of the second grade of Mts Negeri 1 Atap Balaraja in writing descriptive paragraph and to know its causes. Based on the analysis result, it is found that 20.9% students who made errors in word choice, 11.6% students who made errors in omission, 10.2% students who made errors in punctuation, 9.7% students who made errors in verb tense, 7.2% students who made errors in capitalization, 6.6% students who made errors in addition, 6.3% students who made errors in spelling, 5.8% students who made errors in word form, 5.6% students who made errors in word order, 5.4% students who made errors in singular and

⁴Rini Meliyanti, *An Analysis on Students' Grammatical Errors in Descriptive Texts Writing*, (UIN Syarif Hidayatullah Jakarta, 2013), Unpublished thesis.

plural, 3.9% students who made error in article, 3.7% students who made errors in complex sentence, 2.4% students who made error in meaning not clear and 0.7% students who made errors in run on sentence. The result of the research shows that the most errors that the students made are in word choice. This error occurred because of students' mother tongue interference. The students were still confused to choose the right word in a sentence because of the lack of knowledge or poor of vocabularies and its use. Besides that, some students tried to translate the words, one by one from Bahasa into English without paying attention to English structure rules.

This study explains the grammatical errors in writing descriptive paragraph and the research focuses in analyzing errors on word choice, omission, punctuation, verb tense, capitalization, addition, spelling, word form, word order, singular plural, article, complex sentence, singular plural, meaning not clear and run on sentence. So this case is different from the study of the researcher.

The second prior research was conducted in 2013 entitled "Grammatical Error on Students' Writing of Recount Text at the twelfth year students of MA Nurul Falah Serpong" that conducted by Syamsul Ma'arif from UIN Syarif Hidayatullah Jakarta.⁵ The research objectives are (1) to identify and classify the errors of the twelfth year students of MA Nurul Falah Serpong in using writing recount text (2) To describe the

⁵Syamsul Ma'arif, *Grammatical Error on Students' Writing of Recount Text at the twelfth year students of MA Nurul Falah Serpong*, (UIN Syarif Hidayatullah Jakarta, 2013), Unpublished thesis.

frequency occurrence of the errors. Based on the result, the researcher found that singular plural with 55 errors or 12.4%, word form with 10 errors or 2.26%, word choice with 75 errors or 16.9%, verb tense with 97 errors or 21.9%, add word with 23 errors or 5.2%, omit word with 24 errors or 5.4%, word order with 21 errors or 4.7%, spelling with 16 errors or 3.6%, article with 3 errors or 0.6%, capitalization with 2 errors or 0.4%, run on sentence with 30 errors or 6.7%, punctuation with 58 errors or 13.1% meaning not clear with 21 errors or 4.7% and incomplete sentence with 4 errors or 0.9%, the highest level error is verb tense, 21.9% and the lowest level is article, 0.6%.

This study also explains the grammatical errors made by students. The research above has differences with this research as follows:

1. The research above focuses on writing recount text. That is different from this research. This research analyse grammatical errors in writing descriptive text.

This research has similarity with research above, such as:

1. The research explains the grammatical errors made by students in writing descriptive text. Especially, it analyse about agreement in the descriptive text, article, thesis in the sentences and spelling in students' writing descriptive text.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Writing Descriptive Text

1. The Concept of Writing

a. The Definition of Writing

Writing is one of language skills beside listening, reading, and speaking. In this point, the researcher will explain clearly about the definition of writing. There are some opinions about writing.

According to Brown, writing is simply the graphic representation of spoken language.⁶It means that language can be in written form. In addition, Ken Hyland say that Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.⁷It means that writing is expressing the idea or message with other people in written language.

In other book, Writing is a more global, complex process, involving a number of sub-processes.⁸ Robbert E Cummings demonstrate that writing is not only an ongoing process but also a process that is continually modified by many contributors and that

⁶H.Douglas Brown. *Teaching by Principles An Interactive Approach to language Pedagogy*, 2nd edition, (San Francisco:San Francisco State University,2000),p.335

⁷Ken Hyland. *Second Language Writing*. (City Univetsity of Hong kong: Cambridge University Press,2003), p.9

⁸Dorte Albrechtsen,Kirsten Haastrup, and Birgit Henriksen, *Vocabulary And Writing in A First and Second Language*, (New York: Palgrave Macmillan,2008),p.165

ultimately creates knowledge about the world.⁹ Beside that Writing is having ideas, organizing ideas, and communicating ideas.¹⁰ It means that writing is a process representing knowledge or message into text.

From the definition above, the researcher can conclude that writing is an activity of using language to communicate or sharing information to other people for express the idea, and message in written form. So the reader can easily understand about message or information clearly.

2. Types of Writing

In general, there are some types of writing as followings:

a. Descriptive

Description is a paragraph in which tries to picture out an object to the readers. The object can be about a picture, a character or place in a story, reporting on an animal or a person. It can also be an abstract object such as an opinion, idea, love, hate, belief, etc. The text functions to reflect what is being described to the readers.¹¹

b. Narrative

A narrative is a special kind of story that is valued very highly in English-speaking cultures. Narratives are structured to be entertaining and to teach cultural values. In narratives normal events

⁹Robert E. Cummings, and Matt Barton, *Wiki Writing Collaborative Learning in the College Classroom*, (United States of America: The University of Michigan Press and the University of Michigan Library, 2008), p. 194

¹⁰Andrew P. Johnson. *Teaching Reading and Writing*. (New York: United Kingdom, 2008), p. 203

¹¹Peter Knapp and Megan Watkins, *Genres, Text, Grammar*, (Australia: University of New South Wales Press Ltd, 2005), p. 97

are disrupted and language is used to build up suspense around the disruption so it reaches a crisis point. The way the characters in the story confront and resolve the crisis teaches the audience about ways of behaving which are valued in the culture.¹²

b. Recount

Recount text is a type of written texts which tells a record of events in the past. The root word comes from “re” means “again” and “count” means “report”. Both small part of words become recount that means to retell. Recount can easily be found in any kind of written text such as Newspaper articles-preceding of a trial, description of a soccer match, events before and after the occurrence of natural disaster, police reports, biographies, diary, historical records, etc.

c. Argumentative

Argumentative is a vital form of human cognition. Argumentative normally involves identifying relevant assumptions and conclusions for a given problem being analyzed. Furthermore, it often involves identifying conflict, resulting in the need to look for pros and cons for particular conclusions. The argumentative gives the information about conflicts, and the people or the reader are forced to deal with the resulting inconsistencies.¹³

¹² David Butt, Rhondda Fahey, Susan Feez, Sue Spinks and Colin Yallop, *Using Functional Grammar*, 2nd Edition (Sydney: Macquarie University, 2000), p. 225.

¹³ Besnard Philippe and Anthony Hunter, *Elements of Argumentation*, (USA: Library of Congress Cataloging-in-Publication Data, 2008), p. 1

d. Exposition

Exposition is a factual text that is used to persuade people to a particular point of view. First the writer states a position and then constructs a series of arguments to support that position. The point of each argument is introduced then elaborated with supporting evidence.¹⁴

3. Process of Writing

In writing process, there are many stages to writing. There are three stages in writing process:¹⁵

1. Preparing to Write

Most writing requires some preparation. How long the writer spend on this preparation, and what writer do, largely depends on reader, purpose, the content and the writing situation.

2. Drafting

The drafting stage is where the writer really begin writing. The most important thing here is to get words into paper. It is not the time to worry about spelling, grammar, punctuation or the best wording.

3. Revising

The revising stage is most important stage in the writing process. revising might take place while the writer are drafting or after

¹⁴David Butt, Rhondda Fahey, Susan Feez, Sue Spinks and Colin Yallop, *Using Functional Grammar*,p.241

¹⁵Kristine Brown and Susan Hood, *Writing Matters: witing Skill and Strategies for Students of English*,(New York: Cambridge University Press:1989),p.6

finished a draft. It involves checking the content and purpose are clear and appropriate for the reader in the particular writing situation.

4. The Concept of Descriptive Text

a. The Definition of Descriptive text

Descriptive text is a kind of texts which describes someone or something in a particular way or specific. According to Thomas S. Kane Description is about sensory experience how something looks, sounds, tastes.¹⁶ Furthermore, description text is a kind of text with a purpose to give information. The object can be describe about a picture, a character or place in a story, reporting on an animal or a person.¹⁷ It can be concluded that descriptive text is to describe something or someone including looks, sound and taste. The description should be specific or particular. For example : the students describe about “My bike”. The thing should be specific. From the things which describe about color, shape, and etc.

b. The generic structure of Descriptive Text

Every kind of text has generic structure. It is aimed to make easier for the writers in writing. Below, the researcher will explain the generic structure of writing descriptive text.

The generic structure of Descriptive Text consists of identification and description.¹⁸

¹⁶Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 1988),P.351

¹⁷Peter Knapp and Megan Watkins, *Genres, Text, Grammar*,p.97

¹⁸ Ibid.,p.100

1. Identification:

This stage contains identification that Identifies phenomenon to be described.

2. Description:

This stage contains important description that Describes parts, qualities, characteristics, etc.

Based on the statement above, it can be concluded that the generic structure of descriptive text is identification and description.

In descriptive text there are language feature. Such as:¹⁹

- a. Descriptive text uses simple present tense.
- b. Descriptive text uses relational verbs when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have).
- c. Descriptive text uses action verbs when describing behaviours/uses.
- d. Description grammar uses articles a and the.
- e. Adjective which is describing, numbering, clasifying, for example: sharp white fang.
- f. Relational process uses verb which describes participant condition and showspossession. Example : my father has two children.

¹⁹ Ibid.,p.98-100

g. Descriptive text uses figurative language such as simile or metaphors as a way to give comparison illustration. Example : her skin white as snow.

Based on the explanation above, it can be concluded that there are many language features in describing writing descriptive text namely simple present tense, Relational verbs, action verb, articles, adjective, relational process and metaphor or simile. Below is the example of writing descriptive text.

Example of Descriptive Text:²⁰

Via Vallen

Via Vallen is my favorite singer. I like her because she is tall and very beautiful.

She has a long black hair. Her eyes are very nice to see. She has fair skin like a snow and her body is so sexy. She is a young talented singer. She has beautiful voice. She often sings on the stage and television program. She has many songs such as: sayang, di tinggal rabi, suket teki and ect. Her sound is never disappointing. I always hear her song everyday.

Explanation:

In the first paragraph, that is as identification which is describing a person namely Via Vallen. In the second paragraph is describing a person of characteristics such as her hair, eyes, body, and voice. Besides that it describes about her work and superiority.

For language feature, this text uses simple present tense, like Via vallent is my favorite singer. She often sings on the stage and television program is present simple active, she is a young talented singer is form of use article of a. Beautiful voice is noun phrase. She has a long black hair is as adjective which is describing. She has beautiful voice is as relational process. she has fair skin like a snow is figurative language.

²⁰ Peter Knapp and Megan Watkins, *Genres, Text, Grammar*, Di revisi, (Australia: University of New South Wales Press Ltd, 2005).p.103

B. The Concept of Error Analysis

1. The Concept of Error Analysis

The students as learners of course ever make errors in learning process. However, it is normal because studying by errors is good for students' progress. Error analysis is the study and evaluation of uncertainty in measurement. Experience has shown that no measurement, however carefully made, can be completely free of uncertainties.²¹ In different words, it can be said that there is uncertainty in measurement of students' result.

Brown says that the fact that the students do make errors can be observed, analysed, and classified to reveal something of the system operating within the student, led to study of the student's error, called error analysis.²² In other words, it can said that the students' errors in learning English are able to observed by the teachers. The errors also can be analyzed and classified to know the errors. It seems this concept is the same by Crystal. He defines error analysis is identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.²³

²¹John R.Tailor, *An Introduction to Error Analysis*, 2nd edition,(California: University science Books,1997),p.3

²²H.Douglas Brown, *Principles of Language Learning and Teaching*,4thedition, (San Francisco State University: Longman,2000), p.218

²³David Crystal, *A Dictionary of Linguistics and Phonetics*,6th Edition,(United Kingdom:Blackwell,2008),p.173

Based on the explanation above, it can be concluded that the students' writing descriptive text result can not be evaluated in certain measurement. However, the researcher can classify, analyse and observe the students' writing descriptive text result.

2. Surface Strategy Taxonomy

According to Dulay, a surface strategy taxonomy highlights the ways surface structures are altered: the students may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them.²⁴

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme of word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. The statement means that there is a potential of word will be eliminated by the students when translating in English for example: *she not a teacher*, the sentence is incorrect, it should be *she is not a teacher*.

2. Additions

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of additions namely (1) double marking (the failure to delete certain items which are required in some linguistics constructions but not in order) example : *She didn't*

²⁴Heidi C. Dulay, *Language Two*, (England: Oxford University Press, 1982), P.150-163

understood the lesson, the sentence is incorrect it should be *She didn't understand the lesson*. (2) Regularizations (a rule typically applies to a class of linguistic items such as the class of main verbs or the class of nouns) for example: the students want to say *many childs* it is incorrect, should be *many children*. (3) simple addition (if addition error is not double marking nor a regularizations). No particular features characterize simple addition other than those that characterize all addition errors the use of items which should not appear in a well formed utterance. For example: *I am in here*, it is incorrect, should be *I am here*.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types in misformation namely (1) regularization errors (that falls under the misformation category are those in which regular marker is used in place of an irregular one, as in *runned* for *run* or *gooses* for *geese*) (2) archi forms (the selection of one member of a class of form to represent others in the class is a common characteristics of all stages of second language acquisition). For example : *this pens*, it is incorrect, should be *these pens*. (3) alternating form (as the learners' vocabulary and grammar grow, the use of archi forms oftrn gives away to the apparently fairly free alternation of various members of class with

each other). For example: *Mawar is beautiful. He likes singing.* It is incorrect, it should be *Mawar is beautiful. She likes singing.*

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in a utterance. For example: *I yesterday went to Surabaya.* It is incorrect, should be *I went to Surabaya yesterday.*

3. The Sources of Error

According to Brown, There are four sources of errors; those are; interlingual transfer, intralingual transfer, context of learning, and communication strategies.²⁵

a. Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language or interference. It means that the students often make some errors especially in spoken. The students are not clear to pronounce some words in English moreover the words are similar such as *she and see.*

b. Intralingual Transfer

Intralingual transfer (within the target language itself) is a major factor in second language learning. The analysis of intralingual errors in a corpus of productions data can become quite complex.

²⁵H Douglas Brown, *Principles of Language Learning and Teaching*, p.223-227

It means that the students have some mistakes in grammatical error such as does Sinta can dance? It should be *can Sinta dance?*.

c. Context of Learning

Context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. It means that the context of learning should match with the teacher's explanation. For example: the teacher wants to teach descriptive text, the material should be in line with what is taught.

d. Communication Strategies

Communication strategies defined and related to learning styles. The students obviously use production strategies in order to enhance getting their messages across. It means that how the way the teacher gives the material to the students.

C. The Concept Of Grammatical Errors

1. Grammatical Error on Students' Writing Descriptive Text

Error is often happen when the students writes something. It can be happen because the students do not use English as the first language or second language. English in Indonesia as foreign language. Because of that, the students do not master English well. Grammar is one of causes from error. In this case, the students often have mistake about gramatical error when they write something especially writing descriptive text.

Writing descriptive text has two generic structures, there are identification and description. The students often make error when the students write in description text and they are confuse to write a descriptive text correctly. The students often make error in the agreement of sentence, ommision of article, the usage of tenses and error in spelling the words in the sentence. Larsen-freeman indicates that grammar encompasses the three dimentions of morphosyntax (form), meaning, and pragmatics (use).²⁶ It means that Grammatical errors thus mean inaccurate forms, semantics meaning, and use.

From explanation above the researcher can conclude that grammatical error can happen on students and in this case, the students can make errors in writing that is about error in the agreement of sentence, ommision of article, the usage of tenses and error of spelling the words in the sentence.

²⁶Chih Hsin Hsu, *Revisiting Causes of Grammatical Errors for ESL Teacher*,(USA:Texas A&M University,2013), ISSN:2141-5161 VOL.4(6)

2. The Kinds of Grammatical Error

a. Agreement

Verbs change their form to agree with their subjects. With simple verbs, differences in the verb form only occur in the present tense and only when using third-person singular. It is shown by adding 's'.²⁷ For example:

- 1) *I* (or you, we or they) *often cross at the lights.*
- 2) *She* (he or it) *often crosses at the lights.*
- 3) *The children* (or they) *often cross at the lights.*

In verb groups, it is the first element that must agree with the subject. When the first element is an auxiliary verb, as in the verbs 'to be', 'to have' or 'to do', the form of the auxiliary changes for the first person singular and plural as well as third person singular and plural.

For example:

- 1) *I am crossing the road.* (First person singular)
- 2) *We are crossing the road.* (First person plural)
- 3) *She is crossing the road.* (Third person singular)
- 4) *They are crossing the road.* (Third person plural)

Note: if the verb group has a modal auxiliary then the auxiliary does not change its form to mark agreement. For example, if the auxiliary is the verb 'to have' the modal 'may' does not change:

²⁷Peter Knapp and Megan Watkins, *Genres, Text, Grammar*, p.43

- 1) *She **has** used the pedestrian crossing.* (Third person singular)
- 2) *They **have** used the pedestrian crossing.* (Third person plural)
- 3) *She **may have** used the pedestrian crossing.* (Third person singular)
- 4) *They may have used the pedestrian crossing.* (Third person plural)

b. Article

There are two types of articles: definite (the) and indefinite (a/an). Articles function to tell us that a noun or noun group is about to follow. Definite articles tell us that the noun is referring to a specific thing, indefinite articles refer to classes of things. Not all languages use articles and so students from some language backgrounds other than English may omit them from their spoken and written English.²⁸ For example:

- 1) ***The** park is situated near the shopping centre.* (Definite)
- 2) *A truck was seen running a red light.*

(Indefinite)

When reference is made to people or things as generic classes, either the definite or indefinite article can be used for the singular and no article should be used for the plural.

²⁸Ibid.,p.44

The elephant is an animal.

An elephant is an animal.

Elephants are animals.

c. Tenses

Tenses refer to the capacity of verbs to express time. In English there are two ways of changing the forms of verbs to express different tenses:²⁹

1) Participles are additions made to verbs

verb + ing **playing, shopping** (Continuous present)

verb + ed or en **shopped, proven** (Past)

2) Auxiliaries are verbs like be, have or has and do that help the verb express time. Example:

*I jump, I do jump, I am jumping** (Present)

*I jumped, I did jump, I was jumping** (Past)

*I shall/will jump, I shall/will be jumping** (Future)

*I have jumped, I have been jumping** (Present perfect)

*I had jumped, I had been jumping** (Past perfect)

*I shall/will have jumped** (Future perfect)

*I shall/will have been jumping** (Future perfect)

*The -ing form of each tense is called the continuous.

²⁹Ibid.,p.67

d. Spelling

Spelling needs to be assessed systematically and diagnostically. In other words it is not sufficient to mark spelling for incorrectly spelt words. Spelling should be also assessed on the level of difficulty of the words attempted. It is best to assess 'spelling in writing' at levels of difficulty. For example:³⁰

- 1) high-frequency words and words with simple/common spelling patterns: 'ai', 'ea', 'ow', or 'ay'; long vowel ending in 'e'; simple suffixes ('ed', 'ing' or 'ly'). Example: *Clearly*.
- 2) less frequently used words and words with common but not simple patterns: 'wh', 'ey', 'ou', 'aw', 'ould', 'dge', 'ie', 'ough' and 'ought'; and adding suffixes to words ending in 'e', 'c' or 'l'.
- 3) words with difficult or unusual patterns: 'ible/able', 'tion', 'rh', 'ure' or 'ei'; confusion between 'l/lI', 's/ss', 'r/rr', 'ent/ant', 'ious/ous' and 'ful/full'. Example: *untouchable*.

³⁰Ibid.,p.95-96

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of the Research

The object of the study is to know of students' grammatical error in writing descriptive text among the eighth graders at SMP N 3 Batanghari East Lampung. The researcher used qualitative research. A qualitative study is designed to proceed beyond the philosophical assumptions, perspectives, and theories into the introduction of a study. Qualitative research is an investigation that describing a phenomena uses descriptive language as holistic.³¹ Based on two statements, it can be said that qualitative research is not based on philosophical assumptions, perspective and theories but finding the phenomena which the researcher knows from analysis of the students' writing result.

According to Creswell there are several characteristics of the qualitative research. They are (1) natural setting, the researcher takes the data directly from the students without any setting (2) multiple sources of data, there are many kinds of the data such as observation and documentation (3) participants' meanings, the researcher concludes the result based on the students' phenomena (4) interpretive inquiry, the researcher interprets the research result based on what is heard, seen and

³¹Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M), *Pedoman Penulisan Karya Ilmiah*, (STAIN Jurai Siwo Metro, 2016), p.23

understood (5) holistic account, the researcher analyzes the analysis data completely.³²

B. Data Resource

Data resource of this research used documentation, observation and interview. The goal of this research is to know the phenomenon of students' grammatical error in writing descriptive text. The researcher chooses of the eighth graders students at SMP N 3 Batanghari East Lampung which consist of 30 students.

In the research, there are main data and supporting data. Both data are important to collect in order the research result can cover some aspects. Qualitative research has two data sources; they are primary source and secondary source. Primary source is firsthand source and secondary source is secondhand source. In this research, the primary source is in the students' document, and the secondary source is from interview and documentation.

C. Data Collection Technique

1. Documentation

During the process of creating the research, the researcher may collect documents. Documentation as the method which is used to get information from written languages or documents, such as books,

³²John W. Creswell, *Qualitative Inquiry and Research Design*, Second Edition, (USA:Sage Publication,2007),p.37-39

magazine, rule, note and other. The researcher uses the documentation to get detail information about the history of the school, the sum of the teacher and the number of students at SMP N 3 Batanghari East Lampung and students' document in writing descriptive text.

2. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and place at a research site.³³ The researcher uses observation to get detail information and the process of the event while the research in SMP N 3 Batanghari East Lampung. The researcher observes the school that has location in Harjo Sudarmo street, Batanghari, observes about the facilities and infrastructures in that school and observes about the students' grammatical errors in Writing Descriptive text.

3. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. It means that interview is one of the ways to get deep and more information. In this research, the researcher uses the depth interview because the students are not same as the interviewer. The researcher used open-ended questions. So the students enjoy to answer the questions. The student's interview uses Indonesian to avoid misunderstanding and the

³³John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, fourth edition, (United States of America: Pearson Education, 2002), p. 213

possibility of students' difficulties in answering the questions, expressing their feelings, and transferring language.

D. Data Analysis Technique

In this case, the researcher uses the steps which are stated by Creswell to analyze the research data. There are as follows:³⁴

1. Organizing and preparing the data for analysis.
2. Reading all the data. the researcher reads the students' writing to determine the grammatical errors.
3. Beginning detailed analysis with a coding process. The researcher took students' Grammatical errors in Agreement (AG), Article (AR), Tenses (TS), and Spelling (SP).
4. Using the coding process. The researcher uses this step to generate a description of the setting or people as well as categories for analysis.
5. Making interpretation or meaning of the data. It is a final step where the data is analyzed and interpreted. The researcher inferred which kinds of error are mostly made by students at SMP N 3 Batanghari East Lampung.

³⁴John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd Edition, (USA: Sage Publication, 2003), p.218.

E. Approach

This research used natural approach. It means that this research takes place in the natural condition. The researcher uses this approach because the researcher wants to know the phenomenon of the students' grammatical errors in writing descriptive text. Qualitative research has characteristics as follows: (1) natural setting, the researcher takes the data directly from the students without any setting (2) multiple sources of data, there are many kinds of the data such as observation and documentation (3) participants' meanings, the researcher concludes the result based on the students' phenomena (4) interpretive inquiry, the researcher interprets the research result based on what is heard, seen and understood (5) holistic account, the researcher analyzes the analysis data completely.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. The history of the school

SMP N 3 Batanghari is one of the schools in East Lampung. SMP N 3 Batanghari was built by government in the year 2004. This school is located at Bumiharjo village 39 polos sub-district Batanghari, East Lampung. SMP N 3 Batanghari has a wide area of 10.000 m². SMP N 3 Batanghari East Lampung got operational permission on 1 October 2003 and operated in 2004 / 2005.

From the beginning until now SMP N 3 Batanghari East Lampung has experienced changing the head of school. The first head of the school is Mr. Drs. Sunardi. He is a head of the school in the academic year 2005-2009. Now SMP N 3 Batanghari East Lampung has a head of the school named Ahmad Saidi, S.Pd., M.M. He is a head of the school since 2016 until now.

2. Vision and mission of SMP N 3 Batanghari East Lampung

SMP N 3 Batanghari has a vision and mission. The visions are:

- a. Excellent in academic.
- b. Excellent in non-academic.
- c. Excellent in religion activity.

The missions are:

- a. Procurement of school facilities and infrastructure to support the effectiveness and efficiency of teaching and learning activities to produce qualified graduates.
- b. Implementing effective learning and guidance so that each student can develop optimally in accordance with its potential.
- c. Growing spirit of achievement intensively to all school residents.
- d. Fostering the appreciation of the religious teachings and the culture of the nation so that the source of wisdom in action.
- e. Implementing participative management by involving all school residents and school community.
- f. Improving the welfare of teachers and employees.

3. The number of students of SMP N 3 Batanghari East Lampung

Table 1

Total of the students of SMP N 3 Batanghari the academic year
2018/2019

No	Class	Male	Female	Total Student
1	VII	91	59	150
2	VIII	108	73	181
3	IX	71	42	113
Total				444

Source: observation at SMP N 3 Batanghari East Lampung on July 26th academic year 2018/2019.

4. Teacher and Officer of SMP N 3 Batanghari East Lampung

Table 2

The condition of the teacher and office of SMP N 3 Batanghari the academic year 2018/2019

NO.	NAME	POSITION
1.	Ahmad Saidi, S.Pd,M.M	Head Master
2.	Dra. Sri Hayati	Mathematic Teacher
3.	Drs. H. Budiono	Social Teacher
4.	Drs. Warsito	Counselor Teacher
5.	DwiWuryani, S.Pd	Social Teacher
6.	SihBudiwati, S.Pd	English Teacher
7.	Sukamto, S.Pd	English Teacher
8.	Sumadewi, S.Pd	Science Teacher
9.	Rustinah, S.Pd	Mathematic Teacher
10.	Samsul, S.Pd	Indonesian Teacher
11.	Marhanah, S.Pd	Moral Teacher
12.	SitiRomlah, S.Pd	Science teacher
13.	Sri Sulistyowati	Indonesian Teacher
14.	SlametSubarno	Moral Teacher
15..	WiwikSudarmiyati, S.Pd	Science teacher
16.	Subandi, S.P.d	Indonesian Teacher
17.	EstiRahayu, S.Pd	Science teacher
18.	SetitiErnawati, S.Pd	English Teacher
19.	YeniHaryani, S.Pd	Counselor Teacher
20.	WahyuPramono, S.Pd	Art Teacher
21.	Budi Utomo, S.Pd	Mathematic Teacher
22.	HabthinMasrijah, A.Md	Science teacher
23.	Media EkaSuswanti, S.Pd	Indonesian/ Lampung Teacher
24.	PaijanWinarto, S.Pd	Sport Teacher
25.	Sumyati, S.Pd.I	Islamic Teacher
26.	Dra.Damayanti	Art Teacher
27.	Maisyaroh, S.Pd	Social Teacher
28.	Suherni	Lampung Teacher
29.	Sri Sumasni, S.Pd	Indonesian Teacher
30.	Ansyori, S.Pd,M.M	Indonesian Teacher
31.	Ristri Fatimah, M.M.Pd	Islamic teacher
32.	DwiHaryani, S.Pd	Science teacher
33.	PujiSusiloPratomo, S.Pd	Sport Teacher
34.	Nelly Saptasari, S.Pd	TIK Teacher
35.	Hernili, S.Pd.I	Lampung Teacher
36.	Maryamah P. Ayu, S.Pd	Lampung Teacher
37.	AnisaWijayanti, S.Pd	Science Teacher
38.	Nurbaiti, S.Pd	TIK Teacher
39.	AgusYulianto, S.Pd	Staf
40.	FitaApriyani	Staf

5. The Building Condition of SMP N 3 Batanghari East Lampung

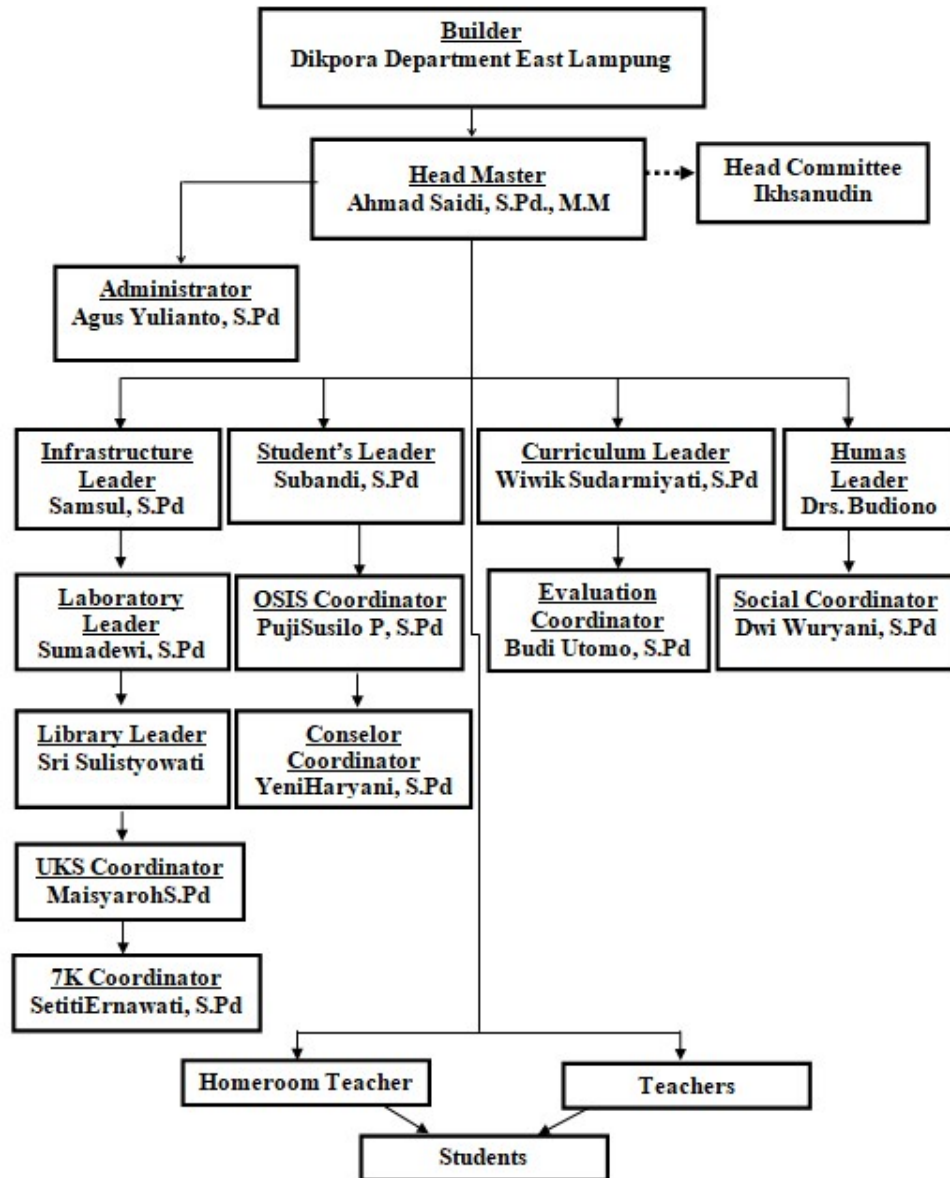
Table 3

The Building Condition of SMP N 3 Batanghari Lampung

No	Building	Total	Condition
1	Classroom	18	Good
2	Headmaster room	1	Good
3	Vice principal room	1	Good
3	Office room	1	Good
4	Staff room	1	Good
5	Living room	1	Good
6	Counsellor room	1	Good
7	Mosque	1	Good
8	UKS room	1	Good
9	Pramuka room	1	Good
10	Osis room	1	Good
11	Sains laboratorium	1	Good
12	Library	1	Good
13	Toilet	8	Good
14	Canteen	6	Good
15	warehouse	1	Good
16	Kitchen	1	Good
17	Cooperation room	1	Good
18	Parking area	1	Good
19	Official residence	1	Good
20	Volley ball field	1	Good
21	Basket field	1	Good
22	Futsal field	1	Good
23	Ceremony field	1	Good

6. Organization Structure of SMP N 3 Batanghari East Lampung

Figure 1



B. The Kinds of Grammatical Errors the Students Made

The research discussed the grammatical errors that done by eight grader students of SMP N 3 Batanghari East Lampung in writing descriptive text. The main instruments of this research were the data gained from the student's descriptive text writing. The students choose one of topics given for the writing such us people, animal, and place.

After collecting the data, the researcher read the students' writing to determine the errors. The descriptive text divided into 2 parts. The first is identification and the second is description. The researcher found many grammatical errors in student's descriptive text. The researcher classifies the grammatical error, they are: agreement, article, tenses and spelling.

1. Agreement

Agreement is a change of a verb to agree with the subjects. With simple verb, differences in the verb form only occur in the present tense and only when using third-person singular. From 30 students, there are 25 students making error and 5 students can make right sentence. The grammatical errors related to agreement made by students are:

- a. "My cat caler __ wait end black". (FP)

The sentence is not corret. It must adding verb after word "my cat".

It will make correct sentence. The correct sentence is "my cat has white and black color".

b. “She __ sneaky”. (IR)

The sentence is not correct. It must adding verb after subject “She”. It must adding verb “Is” because the subject is the third person singular. The correct sentence is “She is a sneaky”.

c. “He sleep in the afternoon”. (SW)

The sentence is not correct. It must adding “S” in the verb “Sleep” because the subject “He” is the third person singular. The correct sentence is “He sleeps in the afternoon”.

d. “__ Has blue eyes”. (DJ)

The sentence is not correct. It must adding subject before verb. The appropriate subject is “She” because the sentence tells about a girl and she is the third person singular.

e. “He has beautiful tail” (FR)

The sentence is not correct. The subject is an animal. It must use subject “It”. The correct sentence is “It has beautiful tail”.

f. “She uses long hair” (ES)

The sentence is not correct. It must change verb “uses” to be “has” because the sentence is not doing action. The subject is the third person singular . The correct sentence is “She has long hair”.

g. “He always use black boxer” (WF)

The sentence is not correct. It must adding “S” in the verb “Use” because the subject “He” is the third person singular. The correct sentence is “He always uses black boxer”.

h. “__ Has black fure” (KM)

The sentence is not correct. It must adding subject before verb. The appropriate subject is “It” because the sentence tells about animal and “It” is the third person singular. The correct sentence is “It has black fur”.

i. “__ Body not fat” (BA)

The sentence is not correct. It must adding pronoun “His” before word “Body” and the sentence must adding verb “is” to make correct sentence. The correct sentence is “His body is not fat”.

j. “My mother is a beautiful she” (CE)

The sentence is not correct. The word “She” is used as subject. If the sentence need object, it can use noun. The correct sentence is “My mother is a beautiful woman”.

2. Article

Articles function to tell us that a noun or pronoun group is about to follow. There are 2 types of articles: definite (the) and indefinite (a/an). Definite articles tell us that the noun is referring to a specific thing, indefinite articles refer to classes of thing. Taken from 30 students, there are 9 students make error in article and 21 students make correct sentence. The students’ descriptive text writing revealed that they error in articles, such as:

- a. “She a uses beet”. (MA)

The sentence is not correct. The article “A” is better move after the verb “uses”. The word “beet” means “beat motorcycle”. The correct sentence is “She uses a beat motorcycle”.

- b. “My grandfather is a the oldest in the home”. (DW)

The sentence is not correct because there is any 2 arcticle in the sentence. The sentence just need 1 article “The” because “the oldest” is superlative from “My grandfather”.

- c. “My mother is the beautiful”. (LA)

The sentence is not correct because uses definite article. The sentence will be right if it uses indefinite article. The correct sentence is “My mother is a beautiful”.

- d. “He like eat ___ bone”. (FP)

The sentence is not correct because it needs indefinite article. The correct sentence is “He like eating a bone”.

- e. “She has ___ sister handsome”. (IR)

The sentence is not correct because the sentence needs indefinite article. The correct sentence is “She has a beautiful sister”.

- f. “She has ___ people this one semart” (CE)

The sentence is not correct because the sentence needs indefinite article and the sentence also difficult to understand the meaning. The correct sentence is “She is a smart woman”.

g. “She has the namely Twive” (DJ)

The sentence is not correct because the sentence don't need article but needs verb “Is”. The correct sentence is “She is namely Twive”.

h. “She has __ motorcycle” (RY)

The sentence is not correct because it needs indefinite article. The correct sentence is “She has a motocyle”.

i. “She has __ cat” (AV)

The sentence is not correct because it needs indefinite article. The correct sentence is “She has a cat”.

3. Tenses

Tenses refer to the capacity of verbs to express time. In English, there are two ways of changing the forms of verb to express different tenses. They are: participles are additions made to verbs and auxiliaries are verbs like be, have or has and do that help the verb express the time. In writing descriptive text, it uses simple present tense. From 30 students, there are 3 students make error in usage tenses. There are:

a. “She was a popular in the seventh class”. (MA)

The sentence is not correct because the sentence uses past tense. In writing descriptive text must uses simple present tense. The correct sentence is “She is a popular in the seventh class”.

b. “He is jumping to in the garden”. (FP)

The sentence is not correct because the sentence uses present continuous tense. The correct sentence is “He jumps in the garden”.

c. “She will engagement one week again”. (DJ)

The sentence is not correct because the sentence uses future tense. The correct sentence is “She engagements one week again”.

4. Spelling

Spelling needs to be assessed systematically and diagnostically. Spelling should be also assessed on the level of difficulty of the words attempted. It is best to assess “spelling in writing” at levels of difficulty. Based on the students’ writing, there are 28 students make error in speeling word and 2 students make correct sentence. These following examples denoted the error spelling in the sentences made by students.

a. “Gran father is a handsome boy in the eight home”. (MF)

The sentence is not correct because the spelling of the word “Gran father” is not aproprate. The correct sentence is “Grandfather is a handsome boy in the eight home”.

b. “He has skin black”. (BA)

The sentence is not correct because the spelling of the word “Skin black” is not appropriate. The correct sentence is “He has black skin”.

c. “He has blue eyes end he like slip”. (FP)

The sentence is not correct because the spelling of the word “End and Slip” is not appropriate. The correct sentence is “He has blue eyes and he like sleeping”.

d. “Ani is my bast friend”. (IW)

The sentence is not correct because the spelling of the word “Bast” is not appropriate. The correct sentence is “Ani is my best friend”.

e. “He has eyes thucihbuyttifull”. (IK)

The sentence is not correct because the spelling of the word “Thucihbuyttifull” is not appropriate. The correct sentence is “He has beautiful eyes”.

f. “She will engagemet 1 week again” (DJ)

The sentence is not correct because the spelling of the word “Engagemet” is not appropriate. The correct sentence is “She will get engaged 1 week again”.

g. “Shi holwes wurd vell yelow” (RY)

The sentence is not correct because the spelling of the word is not right. The correct sentence is “She always wears yellow veil”.

h. “It has tuch thuich syarp” (SW)

The sentence is not correct because the spelling of the word “Tuch thuich syarp” is not appropriate and the meaning of the sentence is difficult to understand. The correct sentence is “It has sharp teeth”.

- i. “He uses fibesglass” (NS)

The sentence is not correct because the spelling of the word “Fibesglass” is not appropriate. The correct sentence is “He uses eyeglasses”.

- j. “He has klin hair” (BA)

The sentence is not correct because the spelling of the word “Klin hair” is not appropriate. The correct sentence is “He has clean hair”.

C. The Frequencies of Occurrence of the Students’ Grammatical Errors in Writing Descriptive Text

In conducting this research, the researcher and students should finish it in one meeting. The students were asked to compose a descriptive text. The researcher chose descriptive because the researcher expected that the students would be easier to express their mind in writing because they could describe anything based on the things they have ever seen, heard, even touched. Descriptive text is a series of sentence that develops the main idea that makes the readers see or point a verbal picture of person, a place, a thing.

The data were analyzed based on the steps which are stated by Creswell. The researcher analysed the errors in five steps of analysing errors namely: 1) Organizing and preparing the data for analysis, 2) Reading through all the data, 3) Beginning detailed analysis with a coding

process, 4) calculating the errors made by students and put into a table prepared and 5) interpreting data.

After collecting the data, the researcher read all the data of the students' writing to determine the errors. The errors were identified and classified detailed analysis with a coding process. In this research the writer determined the errors as follow: agreement (AG), article (AR), tenses (TS) and spelling (SP).

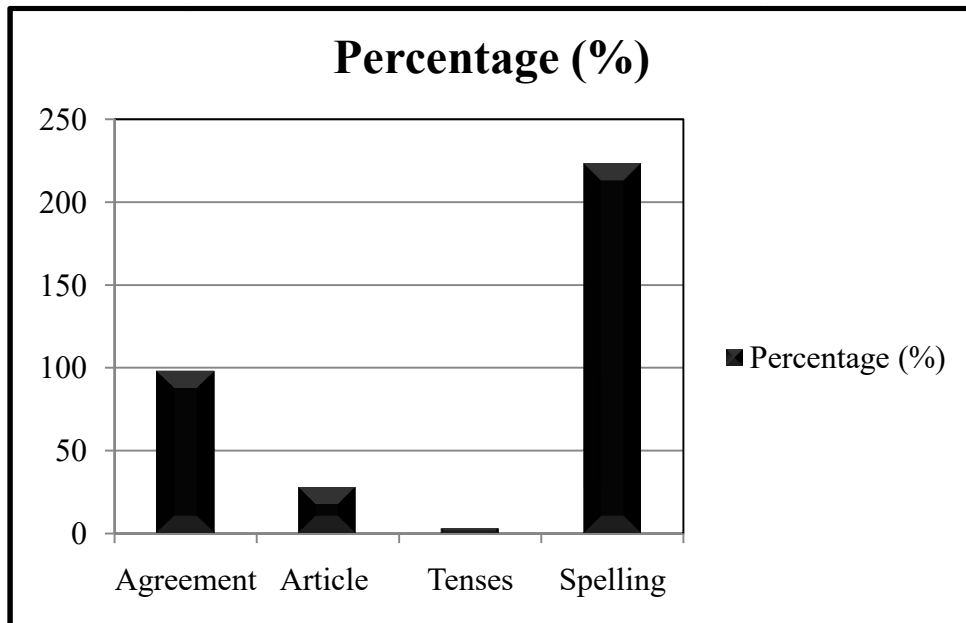
The data obtained from the students descriptive text writing showed that there were 352 errors occurring in the text that they wrote. The total number and the percentage of the each error type are explained as follows:

Table 4. Students' Errors In grammatical

	Grammatical				Total Errors
	AG	AR	TS	SP	
Total	98	28	3	223	352
Percentage	27.84%	7.96%	0.85%	63.35%	31.32%

It can be inferred that the highest frequency of errors is spelling type. There are 223 or 63.35% of the errors. The second type is agreement by accumulating 98 errors or 27.84%. Thirdly is article which is amounted 28 errors or 7.96%. And the last is tenses which consisted of 3 errors or 0.85%. The following chart is to describe the analysis data result.

Figure 2. Result of the Students' Grammatical Errors



In final step, the researcher inferred total number of errors is mostly made by students at the eighth grade in SMP N 3 Batanghari East Lampung.

Table 5. The Total Numbers and Percentage of All Errors the Students Made in Descriptive Text Writing

The Errors	Total Errors	Total words	Percentage
Grammatical	352	1124	31.32%

Table 5 shows that the total grammatical errors from the descriptive text writing made by students at the eighth grade of SMP N 3 Batanghari East Lampung. The errors are 352 out of 1124 total words or with percentage 31.32%.

D. Discussion

The finding of the study indicates that the students made errors in their writing. There are 352 errors based on grammatical, Agreement, Article, Tenses and Spelling. The students made 98 agreement errors (27.84%), 28 article errors (7.96%), 3 tenses errors (0.85%), and 223 spelling errors (63.35%).

From the fact above, the researcher assumes that the errors are common done by students or in another words that the students still make grammatical errors in descriptive text writing especially in spelling type. Making errors are inevitable part of learning and people cannot learn language without any errors in their learning process and by making errors the students are expected to do some improvement in their learning in the future.

Error analysis guided the teacher to learn the kinds, the sources, and the causes of the students' errors in writing. It was expected that the errors analysis is an appropriate way for showing errors, so that the students' difficulties in teaching learning process could be identified. The information acquired from error analysis can be used as a source to improve the teaching technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and the discussion of the research data, the researcher can generally summarize the conclusion that the eighth graders students at SMP N 3 Batanghari East Lampung still made errors when they write the descriptive text and based on the data, the researcher found that there were 352 errors. It could be described that errors in *Spelling* the most frequent or the highest errors in which the students committed 223 errors or 63.35% errors. It was followed by *Agreement* consists of 98 errors or 27.84% errors. Then the errors in *Article* consists 28 errors or 7.96% errors. And the last or the lowest errors is *Tenses* consists 3 errors or 0.85% errors. Based on the high percentage of errors, it means that the students' mastery in writing descriptive text needs to be improved to avoid the students making the same errors.

The errors came from many factors, the students get difficulty in constructing good sentences. Besides that, the students have limited vocabulary in writing descriptive text. They do not know the meaning of the words and the students don't mastery in grammar. Some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.

B. Suggestion

After get the result of students' mostly common errors types in *writing descriptive text*, the writer would like to give some suggestions:

1. English teachers are suggested to teach how to make the descriptive text both oral and written clearly.
2. The students are suggested to write the words correctly and pay attention to writing based on spelling.
3. It is needed for the students to read many texts, in order to know a lot of vocabulary and their use in a sentence.
4. It is good for teachers to ask the difficult materials that students have not understood yet and help the students to solve it.

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APPENDIXES




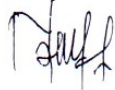
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Jurusan : TBI
Semester : IX

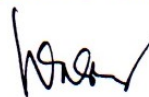
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2.	Kamis / 11 oktober 2018	✓		<ul style="list-style-type: none">- Revise Abstrak- Revise statement of research originality- Revise Abstrak.- Revise chapter IV- Revise analisis hasil chap. IV- Revise chapter V	

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		I	II		
3.	Senin/29-10-2018	✓		- Revisi Abstrak. - Revisi Bab I - Revisi Bab IV - Revisi Bibliography	
4.	Senin/5 nov 2018	✓		Acc Munasabah	

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	TandaTangan Mahasiswa
		I	II		
1.	Rabu/19 Sept 2018		✓	- Revise of cover - Revise Abstract - Revise Chapter I - Revise footnote - Revise Chapter III - Revise Chapter IV	
2.	Jumat/21 Sept. 2018		✓	- Revise Abstract - Revise Chapter IV	
3.	Senin/24 Sept 2018		✓	 	

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 2 Maret 2018	✓		- Revisi cover - Revisi Daftar isi - Pre-survey in paragraph - Give example pre survey - Revisi chapter I - Revisi Prior Research	
2.	Rabu, 7 Maret 2018	✓		- Revisi chapter II - Revisi Bibliography - Revisi objective and benefit of the study - Revisi Background of the study	
3.	Senin, 12 Maret 2018	✓		- Revisi cover - Revisi Prior Research - Revisi chapter I and chapter II	

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	Rabu, 21 Maret 2018	✓		~ Revise Capital letter ~ Giving example of analysis in chapter I ~ focus in Grammar.	
5.	Rabu Jum'at, 6 April 2018	✓		~ Revise chapter I and chapter II ~ Revise of example must be bold or italic	
6.	Rabu, 11 April 2018	✓		~ Revise chapter III ~ Revisi Data Resource ~ Revisi penulisan sub sub bab. ~ Revisi Data collection Technique	

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		I	II		
7	Rabu, 25 April 2018	✓		- Revise Problem formulation - Revise chapter III - Revise Data collection technique.	
8	Jumat, 27 April 2018	✓		- Revise Data Resource - Revise insert of interview in data collection technique	
9	Senin 30 April 2018	✓		Ace to submit	

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Jurusan : TBI
Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin/18 Des 2017		✓	- Revisi Footnote - Revisi Bab I	
2.	Rabu/20 Des 2017		✓	- Revisi halaman - Revisi Bab II - Revisi Bab III	
3.	Jum'at/22 Desember 2017		✓	Mr Sumas	

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Nomor : 1848 /In.28.1/J/PP.00.9/5/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

28 Mei 2018

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum
 2. Ahmad Subhan Roza, M.Pd
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Dara Puspita Rachmawati
NPM : 14121097
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Of Grammatical Errors Of Eight Graders In Writing Descriptive Text At Smp N 3 Batanghari East Lampung In Academic Year 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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No : B-2123/In.28.1/J/TL.00/10/2017 20 Oktober 2017
Lamp : -
Prihal : **IZIN PRA-SURVEY**

Kepada Yth,
Kepala SMP Negeri 3 Batanghari
Di-
Tempat

Assalamu'alaikum Wr. Wb

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

Nama : Dara Puspita Rachmawati
NPM : 14121097
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : An Analysis Of Grammatical Error In Writing Descriptive Text At The Eight Grader Of Smpn 3 Batanghari In Academic Year 2017/2018

Untuk melakukan PRA-SURVEY di SMP Negeri 3 Batanghari Lampung Timur.

Demikian permohonan disampaikan, atas perhatian dan perkenannya dihaturkan terimakasih.

Wassalamu'alaikum Wr. Wb





PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BATANGHARI

Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

Nomor : 072/074/02/ SMPN 3/2017
Lampiran : -
Perihal : Izin Pra Survey

Kepada :

Yth, Ketua Jurusan Tarbiyah
Program Studi TBI IAIN Jurai Siwo Metro

Di -

Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat Ketua Jurusan Tarbiyah IAIN Jurai Siwo Metro Nomor : B-2123/In.28.1/J/TL.00/10/20017 Tertanggal 20 Oktober 2017 pada dasarnya kami tidak keberatan memberi izin kepada mahasiswa :

Nama : Dara Puspita Rachmawati
NPM : 14121097
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : An Analisis Of Grammatical Error In Writing Descriptive Text At The Eight Grader Of SMPN 3 Batanghari In Academic Year 2017/2018.

Untuk mengadakan pra survey di SMP Negeri 3 Batanghari Kabupaten Lampung Timur dalam rangka melaksanakan tugas akhir penelitian / skripsi.

Demikian surat izin ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.



Batanghari, 24 Oktober 2017
Kepala Sekolah,

MAD SAIDI., S.Pd. M.M.
NIP. 19670617 200701 1 041



**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.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1959/In.28/D.1/TL.01/06/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **DARA PUSPITA RACHMAWATI**
NPM : 14121097
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 3 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF GRAMMATICAL ERRORS OF EIGHT GRADERS IN WRITING DESCRIPTIVE TEXT AT SMP N 3 BATANGHARI EAST LAMPUNG IN ACADEMIC YEAR 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 05 Juni 2018





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Nomor : B-1960/In.28/D.1/TL.00/06/2018
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA SMP N 3 BATANGHARI
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1959/In.28/D.1/TL.01/06/2018, tanggal 05 Juni 2018 atas nama saudara:

Nama : **DARA PUSPITA RACHMAWATI**
 NPM : 14121097
 Semester : 8 (Delapan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 3 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF GRAMMATICAL ERRORS OF EIGHT GRADERS IN WRITING DESCRIPTIVE TEXT AT SMP N 3 BATANGHARI EAST LAMPUNG IN ACADEMIC YEAR 2018/2019".

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

Wassalamu'alaikum Wr. Wb.

Metro, 05 Juni 2018

Dekan I,





PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BATANGHARI

Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

SURAT KETERANGAN

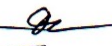

Nomor: 072/021/02/SMPN 3/2018

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Batanghari Kabupaten Lampung Timur,
dengan ini menerangkan :

Nama : DARA PUSPITA RACHMAWATI
NPM : 14121097
Program Studi : Pendidikan Bahasa Inggris

Dengan ini memberikan izin kepada mahasiswa tersebut untuk melaksanakan Observasi/Survey dalam
rangka menyelesaikan penulisan Tugas Akhir /Skripsi.

Demikian surat Keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Batanghari, 26 Juli 2018
Kepala Sekolah,


AHMAT SAIDI, S.Pd., M.M
NIP. 19670617 200701 1 041

SILABUS SMP

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
 KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</p>		
<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan</p>	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p><i>Struktur text (gagasan utama dan</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi 	<p>16 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>konteks penggunaannya.</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst.</p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata</p>	<p>mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: 	<p>orang, binatang, benda dalam teks derkriptif.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan</p>		<p>komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailymail.com - http://america.nenglish.state.gov/files/ae/re_source_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take, dll.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb</i> secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang 	<p>sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p>		<ul style="list-style-type: none"> - https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alasan Waktu	Sumber Belajar
		<p>digunakan dalam teks deskriptif yang mereka hasilkan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. 		

NAME : Daffa Wilan Adendra

CLASS : 8.2

Grandfather (SP)
Grandfather (SP)
GRAND FATHER
My Grand Father is ^(CAR) a the ^{oldest (SP)} others in the home. He has
Blue eyes, he has short hair, he has ~~skin~~ black skin.
He has White hair, he always uses black shoe when out h
He uses ^{eyeglass (SP)} fiberglass when ^{reading (SP)} reading, he always sleeps ^(A)
mid ~~night~~ night, he always ^(A) uses boxer in the home,
he is diligent pray in the mosque.

Agreement = 2

Article = 1

Tenses = 0

Spelling = 5

60 words

NAME : Madila azura

CLASS : VIII² (8²)

NOVA

Nova is a beautiful girl in the eight class.
^{(SP) she} si has black eyes ^{(SP) she} si has black eyes ^{(SP) she} si has black eyes. ^{(SP) she} si has black eyes. ^{(SP) she} si has black eyes. ^{(SP) she} si has black eyes.
^{(SP) she} si uses very teen sentence. ^{(SP) she} si uses very teen sentence. ^{(SP) she} si uses very teen sentence. ^{(SP) she} si uses very teen sentence.
si was as popular in the seventh class.
^{(SP) she} si was as popular in the seventh class. ^{(SP) she} si was as popular in the seventh class. ^{(SP) she} si was as popular in the seventh class.

Agreement = 1

Article = 3

Tenses = 1

Spelling = 11

43 words

NAME : (UN) RAHMAWATI

CLASS : VIII²

Leli

(CSP)
She is beautiful and good, she has black hair,
she has blue eyes, has skin white, she is honest
(AG) her hobby is (AG) self defence, she is short (SP)
and thick, she has beautiful sister handsome (SP)

Agreement = 5

Article = 1

Tenses = 0

Spelling = 5

34 words

NAME : Epikna Sari

CLASS : VIII-2

My Mother

(AG) My Mother is a beautifull. She ^{has (AG)} brown eyes she
^{has} black hair she uses long hair. She ^{is} thick.
She ^{(SP) smartest she (AG) - white skin (SP)} is the smarter. ^{has} skin white. She is
(SP) kind. My mother has two hand and two leg^s. (SP)

Agreement = 4

Article = 0

Tenses = 0

Spelling = 5

40 words

NAME : ~~Ma~~ Farida Putri S.A.

CLASS : VIII 2

The best cat. (SP)

(CAE) cat do h.h.es (CAE)
has (SP) white (SP) and color (SP)
my cat color: white and black. my cat eat: tekis
(AR) the in de bernek my cat, he has blue eyes and he
has (CAE) s sleeping and (SP) likes (CAE) hitting (SP) and (SP) s playing (SP)
(CAE) s playing (SP) the (AR) together (SP) it (CAE) jumps (SP)
and like play (SP) in de garden to garden, he is jumping (1
to in de garden and (CAE) likes eating the (SP)
he like eat bone. (SP)

(SP)
the best forever (SP)
my cat is better for ever

Agreement : 11

Article : 5

Tenses : 1

Spelling : 12

50 words

LIST OF THE QUESTION INTERVIEW

- 1) Have you written descriptive text?
- 2) When you write a descriptive text, do you find difficulties on tense?
- 3) Do you have grammatical errors to write a descriptive text?
- 4) Why do you often make grammatical errors in writing descriptive text?
- 5) How to solve your problem of grammatical errors in writing descriptive text?

RESULT OF INTERVIEW

1. Students 1

- 1) No, I have not
- 2) Yes, I have
- 3) Yes, I have
- 4) Because it is difficult
- 5) I ask to the teacher

2. Students 2

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word and I don't have dictionary.
- 5) I ask to the teacher and I cheat to my friends.

3. Students 3

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't have dictionary and I never study English.
- 5) I ask to the teacher, I cheat to my friends and I read dictionary.

4. Students 4

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word and I don't know how to write it.
- 5) I ask to the teacher and I read dictionary

5. Students 5

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word and I don't have dictionary.
- 5) I ask to the teacher

6. Students 6

- 1) Yes, I have
- 2) Yes, I have

3) Yes, I have

4) Because I don't know the meaning of the word and I don't have dictionary.

5) I ask to the teacher

7. Students 7

1) Yes, I have

2) Yes, I have

3) Yes, I have

4) Because I don't know the meaning of the word, it is difficult and I don't know the grammar

5) I ask to the teacher

8. Students 8

1) Yes, I have

2) Yes, I have

3) Yes, I have

4) Because I don't know the meaning of the word

5) I ask to the teacher

9. Students 9

1) Yes, I have

2) Yes, I have

3) Yes, I have

4) Because I don't know the meaning of the word

5) I ask to the teacher

10. Students 10

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word and I don't have dictionary.
- 5) I ask to the teacher

11. Students 11

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I often forget to bring the dictionary, I don't know the meaning of the word and I don't know the grammar.
- 5) I ask to the teacher

12. Students 12

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word
- 5) I ask to the teacher

13. Students 13

- 1) Yes, I have
- 2) Yes, I have

- 3) Yes, I have
- 4) Because I don't know the meaning of the word and I don't have the dictionary.
- 5) I ask to the teacher, I cheat to my friends

14. Students 14

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word and I don't have the dictionary.
- 5) I ask to the teacher and I read dictionary.

15. Students 15

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word and I don't bring dictionary.
- 5) I ask to the teacher, I cheat to my friends and I read dictionary.

16. Students 16

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have

4) Because I don't know the meaning of the word and I don't bring dictionary.

5) I ask to the teacher.

17. Students 17

1) Yes, I have

2) Yes, I have

3) Yes, I have

4) Because I don't know the meaning of the word, I don't have dictionary and I don't know the grammar.

5) I ask to the teacher and I cheat to my friends.

18. Students 18

1) Yes, I have

2) Yes, I have

3) Yes, I have

4) Because I can't translate in English, the dictionary don't complete and I don't know how to write it.

5) I ask to the teacher and I read dictionary.

19. Students 19

1) Yes, I have

2) Yes, I have

3) Yes, I have

4) Because I don't know the meaning of the word and I don't bring dictionary.

5) I ask to the teacher and I cheat to my friends.

20. Students 20

1) Yes, I have

2) Yes, I have

3) Yes, I have

4) Because I don't know the meaning of the word and I don't bring dictionary.

5) I ask to the teacher, I cheat to my friends and I read dictionary.

21. Students 21

1) Yes, I have

2) Yes, I have

3) Yes, I have

4) Because I don't know the meaning of the word and I don't have dictionary.

5) I ask to the teacher, I cheat to my friends

22. Students 22

1) Yes, I have

2) Yes, I have

3) Yes, I have

4) Because I don't know the meaning of the word, It is difficult and I don't bring dictionary.

5) I ask to the teacher and I read dictionary.

23. Students 23

- 1) Yes, I have Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word and I don't bring dictionary
- 5) I ask to the teacher and I cheat to my friends.

24. Students 24

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word and I don't have dictionary.
- 5) I ask to the teacher

25. Students 25

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't bring dictionary and I don't understand about English
- 5) I ask to the teacher

26. Students 26

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word
- 5) I ask to the teacher

27. Students 27

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word and I don't bring dictionary
- 5) I ask to the teacher and I cheat to my friends.

28. Students 28

- 1) Yes, I have
- 2) Yes, I have
- 3) Yes, I have
- 4) Because I don't know the meaning of the word and I don't bring dictionary
- 5) I ask to the teacher and I cheat to my friends.

29. Students 29

- 1) Yes, I have
- 2) Yes, I have

3) Yes, I have

4) Because I can't translate to English and I don't bring the dictionary.

5) I ask to the teacher

30. Students 30

1) Yes, I have

2) Yes, I have

3) Yes, I have

4) I don't bring the dictionary.

5) I ask to the teacher and I cheat to my friends.

The Frequency of Students' Errors In Descriptive Text Writing.

No.	Name's Code	Type of Errors				Total Errors
		AG	AR	TS	SP	
1.	AV	9	4	0	4	17
2.	BA	0	0	0	10	10
3.	BA	2	0	0	22	24
4.	CE	4	4	0	12	20
5.	DW	2	1	0	5	8
6.	DA	2	0	0	2	4
7.	DH	2	0	0	3	5
8.	DJ	6	1	1	2	10
9.	ES	4	0	0	5	9
10.	EA	6	0	0	2	8
11.	FP	11	6	1	12	30
12.	FD	0	0	0	0	0
13.	FR	7	0	0	24	31
14.	IR	5	1	0	5	11
15.	IK	0	2	0	18	20
16.	IW	6	0	0	2	8
17.	KM	4	1	0	3	8
18.	LA	2	1	0	3	6
19.	MF	1	0	0	3	4
20.	MA	1	3	1	11	16
21.	MN	1	0	0	7	8
22.	NN	1	0	0	4	5
23.	NS	3	0	0	7	10
24.	RY	8	3	0	17	28
25.	RW	0	1	0	12	13
26.	RL	0	0	0	0	0
27.	RR	3	0	0	8	11
28.	RD	1	0	0	4	5
29.	SW	6	0	0	11	17
30.	WF	1	0	0	5	6
Total		98	28	3	223	352

The Percentages of Students' Errors In Descriptive Text Writing

No.	Name's Code	Total Errors	Total Words	Percentage
1.	AV	17	42	40.48%
2.	BA	10	43	23.25%
3.	BA	24	36	66.67%
4.	CE	20	56	35.71%
5.	DW	8	60	13.33%
6.	DA	4	21	19.05%
7.	DH	5	18	27.78%
8.	DJ	10	41	24.39%
9.	ES	9	40	22.50%
10.	EA	8	31	25.81%
11.	FP	30	58	51.72%
12.	FD	0	18	0%
13.	FR	31	38	81.58%
14.	IR	11	34	32.35%
15.	IK	20	47	42.55%
16.	IW	8	32	25%
17.	KM	8	16	50%
18.	LA	6	33	18.18%
19.	MF	4	49	8.16%
20.	MA	16	43	37.21%
21.	MN	8	49	16.33%
22.	NN	5	18	27.78%
23.	NS	10	48	20.83%
24.	RY	28	40	70%
25.	RW	13	21	61.90%
26.	RL	0	18	0%
27.	RR	11	49	22.45%
28.	RD	5	49	10.20%
29.	SW	17	30	56.67%
30.	WF	6	46	13.04%
Total		352	1124	31.32%

The Calculation of Students' Errors in Descriptive Text Writing Based on Grammatical

$$1. \text{ PAG} = \text{Total Agreement} \times 100\% = \frac{98 \times 100\%}{352} = 27.84\%$$

$$2. \text{ PAR} = \text{Total Article} \times 100\% = \frac{28 \times 100\%}{352} = 7.96\%$$

$$3. \text{ PTS} = \text{Total Tenses} \times 100\% = \frac{3 \times 100\%}{352} = 0.25\%$$

$$4. \text{ PSP} = \text{Total Spelling} \times 100\% = \frac{223 \times 100\%}{352} = 63.35\%$$

$$5. \text{ PFO} = \frac{\text{Total Errors}}{\text{Total Words}} \times 100\% = \frac{352 \times 100\%}{1124} = 31.32\%$$

PAG : Percentage of Agreement

PAR : Percentage of Article

PTS : Percentage of Tenses

PSP : percentage of Spelling

PFO : Percentage of Frequency of Occurrence

Documentation



CURRICULUM VITAE

Dara Puspita Rachmawati was born in Jakarta, May 1st, 1996. She is the third daughter of Rohimin and Meity Sulistiaty.



Enrolling in SD Negeri 1 Panggung Jaya since 2003-2008. She decided to extend her study in SMP Negeri 1 Rawajitu Utara 2009-2011. After graduating from SMP Negeri 1 Rawajitu Utara in 2011, she continued her study in SMK Negeri 1 Rawajitu Utara for three years (2012-2014). Nevertheless, IAIN metro has become her next direction to go on her study in the academic year of 2014/2015. She has been in English Education Study Program since the academic year of 2014/2015 up to now.