

AN UNDERGRADUATE THESIS

AN ANALYSIS OF GRAMMATICAL ERRORS
ON STUDENTS' DESCRIPTIVE WRITING TEXT
OF THE ELEVENTH GRADES AT SMK MA'ARIF NU 1
PURBOLINGGO EAST LAMPUNG

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

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

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APPROVAL PAGE

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Assalamualaikum Wr. Wb.

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 dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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Assalamu'alaikum, Wr. Wb.


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

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

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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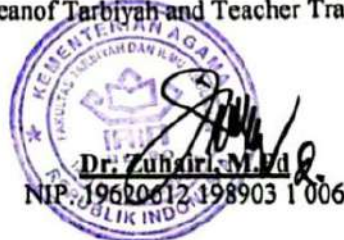
An Undergraduate thesis entitled: An Analysis of Grammatical Errors on Students' Descriptive Writing Text Of The Eleventh Grades At Smk Ma'arif Nu 1 Purbolinggo East Lampung. Written by: Tika Purnama Sari, Student Number 1801071059, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 30th 2022 at 10.00– 11:00 a.m

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The Dean of Tarbiyah and Teacher Training Faculty



**AN ANALYSIS OF GRAMMATICAL ERRORS
ON STUDENTS' DESCRIPTIVE WRITING TEXT
OF THE ELEVENTH GRADES AT SMK MA'ARIF NU 1
PURBOLINGGO EAST LAMPUNG**

ABSTRACT

BY:

TIKA PURNAMA SARI

The objectives of this research to analyze what grammatical errors are commonly made by students' in writing descriptive text. This study was conducted at eleventh grader of SMK Ma'arif NU 1 Purbolinggo East Lampung. The subjects of this research were consisted 15 students of eleventh grader senior high school.

The method used in this study is qualitative method. The data of this research were gathered from the descriptive text written by the eleventh grader of SMK Ma'arif NU 1 Purbolinggo East Lampung. The data collection of this study are observing and documenting. In this research, the writer used classification of errors based on Dulay including omission, addition, misordering, and misformation. Finally, in analyzing and interpreting he data, the researcher followed Miles and Huberman's steps of data analysis, they are: 1) Data Collection, 2) Data Condensation, 3) Data Display, 4) Data Verification/Conclusion.

The result of the test showed that there were four types of error in writing. They were omission, addition, misformation and misordering. The dominant types of error in writing descriptive text was omission with 35 or 39.77% error, then misordering with 19 or 21.59%. Next misformation error with 18 or 20.45%. And the last addition error with 16 or 18.18%.

Key Word: *Descriptive Text, Error Analysis, Writing*

**ANALISIS KESALAHAN TATA BAHASA
PADA TEKS MENULIS DESKRIPTIF SISWA
KELAS XI SMK MA'ARIF NU 1
PURBOLINGGO LAMPUNG TIMUR**

ABSTRAK

OLEH:

TIKA PURNAMA SARI

Tujuan dari penelitian ini untuk menganalisis kesalahan tata bahasa apa yang biasa dibuat oleh siswa dalam menulis teks deskriptif. Penelitian ini dilakukan pada siswa kelas XI SMK Ma'arif NU 1 Purbolinggo Lampung Timur. Subyek penelitian ini terdiri dari 15 siswa kelas XI SMA.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Data penelitian ini dikumpulkan dari teks deskriptif yang ditulis oleh siswa kelas XI SMK Ma'arif NU 1 Purbolinggo Lampung Timur. Pengumpulan data penelitian ini adalah observasi dan dokumentasi. Dalam penelitian ini, penulis menggunakan klasifikasi kesalahan berdasarkan Dulay meliputi penghilangan, penambahan, salah susun, dan salah bentuk. Terakhir, dalam menganalisis dan menginterpretasikan data, peneliti mengikuti langkah-langkah analisis data Miles dan Huberman, yaitu: 1) Koleksi Data 2) Reduksi Data, 3) Penyajian Data, 4) Verifikasi/Kesimpulan Data.

Hasil pengujian menunjukkan bahwa terdapat empat jenis kesalahan dalam penulisan. Mereka adalah penghilangan, penambahan, salah formasi dan salah susun. Jenis kesalahan yang dominan dalam menulis teks deskriptif adalah omission dengan 35 atau 39,77% kesalahan, kemudian salah susun dengan 19 atau 21,59%. Kesalahan misformasi berikutnya dengan 18 atau 20,45%. Dan kesalahan penjumlahan terakhir dengan 16 atau 18,18%.

Kata Kunci: *Teks Deskriptif, Analisis Kesalahan, Penulisan*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, December 30th 2022

Researcher,



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ORISINALITAS PENELITIAN

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Menyatakan bahwas kripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 30 December 2022

Peneliti,



TIKA PURNAMA SARI

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MOTTO

..... يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ.....

Allah will raise those who have believed among you and those who were given
knowledge, by degrees.

(QS. Al-Mujadilah: 11)

DEDICATION PAGE

This piece of work is heartedly dedicated to:

Almighty Allah SWT, thanks God for all of the precious gift inside to me.

My beloved parents (Mr. Mujiono and Mrs. Khomisah) who have always given me their support, money, counsel, and power in my life and education. Thank you so much for your unconditional love and constant prayer. May Allah SWT always bless you.

Aamiin.

My beloved brother (Yudi Irawan and Wahyu Heru Saputra) who have provided such invaluable assistance and support.

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For the special people (Mrs. Aton and Bayu Permadi) who always give prayer, support and always make time for me.

My Almamater of State Institute for Islamic Studies (IAIN) Metro

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Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research proposal entitled “An Analysis of Grammatical Errors on students’ descriptive writing text at eleventh grader of SMK Ma’arif NU 1 Purbolinggo East Lampung”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

First of all, the writer would like to express this thank fullness to the Sponsor, Rika Dartiara, M.Pd, who have sincerely guided writer to accomplish this research proposal. Special thank always addressed to my beloved family and my friends who have given support and spirit, so the writer could finish this research proposal.

The writer do apologizes for all mistakes that she has made in writing and presentation items. Hopefully, the result of this research can provide the significant contribution in the teaching learning English in school or college.

Metro, December 30th 2022

Researcher



Dika Purnama Sari

NPM. 1801071059

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CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is an important part of language teaching, it also functions as an essential tool for learning. This skill must be explicitly taught because writing outside school setting is relatively rare. Writing is also a language skill that used for indirect communication. The students can communicate their ideas and thoughts to others through written form such as letter, message, or invitation for communication. Moreover, to express their feeling need and desire in writing form, the students need writing skills. It means that writing is one language skills to express idea, thought, feeling and opinion in written form. In order to make writing meaningful, one important component that should be correctly used grammar.

Grammar is an important aspect of the language and fundamental aspect in writing. It reflects the meaning, genre, and the discourse of the writing product. Grammar is the way words are put together to make correct sentences.¹ 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.

¹ Penny Ur, *A Course in Language Teaching*,(Cambridge University Press: United Kingdom.1991), 76

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.³It 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*”.

Based on pra-survey at eleventh graders of SMK Ma’arif NU 1 Purbolinggo East Lampung, the researcher found that the students’ get an errors in writing descriptive text. The students’ get difficulty in constructing good sentences. Besides that, the students have limited vocabulary in writing descriptive. They do not understand about grammatical structure when the students’ write descriptive text. For example, the students’ write “*he have small black hair*”. The sentences is nor correct, should it be correct if “*he has short black hair*”. The use of verb “*has*” is used for subject “*she, he, it*” and “*have*” is used for subject “*they, we, I, you*”.

Based on explanation above, the researcher assumed that most of the students’ do not mastery 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 descriptive writing text at eleventh grader of SMK Ma’arif NU 1 Purbolinggo East Lampung. In this case, the researcher was conduct the research at SMK Ma’arif NU 1 Purbolinggo East Lampung.

B. Problem Limitation

Based on the background of study, the researcher limits the problem of this research by focusing on analysis of grammatical errors on students' descriptive writing text at eleventh grader of SMK Ma'arif NU 1 Purbolinggo East Lampung. The researcher was analyze grammatical errors by using Dulay theory, which is classified as follows: Addition, Omission, Misformation, and Misordering.

C. Problem Formulation

Based on problem identification, the researcher formulated the problem: What are the most often errors made by students in writing descriptive text at eleventh grader of SMK Ma'arif NU 1 Purbolinggo East Lampung?

D. Objectives and Benefits of the Study

1. Objectives of the Study

The objectives of study is to analyze what grammatical errors are commonly made by students' in writing descriptive text at eleventh grader of SMK Ma'arif NU 1 Purbolinggo East Lampung.

2. Benefits of the Study

a. For the Learners

Students can have a deeper understanding of the types of grammatical errors and apply in the student writing.

b. For the Teacher

The teacher can decrease the students' grammatical errors in writing descriptive texts at eleventh grader of SMK Ma'arif NU 1 Purbolinggo East Lampung and the teacher can increase the students' writing skill.

c. For Researchers

This research is expected to obtain results that provide inspiration for future researchers to write a story or a literary work. Researchers hope to help and researchers find this research as a guide.

E. Prior Research

This research was be conducted taking into consideration the important things contained in the two prior research. The first prior research is a thesis conducted by Ramadani (2015) entitled *'The Error Analysis of Students' Grammar in Descriptive Texts at the Eighth Grade of MTS Ma'arif Kepil in the Academic Year of 2015/2016'*.² The purpose of this research is to examine the faults that students make when writing descriptive writings. The mistake categorization is based on Keshavarz. The purpose of this study is to identify the types of errors and dominant errors in writing grammar in descriptive text written by Mts Ma'arif Kepil's eighth grade students during the 2015/2016 academic year. This study employs a descriptive qualitative research strategy because the researcher want to describe the mistakes made by students when writing descriptive prose. To obtain data, the researcher employs a test student who writes a descriptive paragraph. According to the findings of the study, there are four categories of mistakes that occurred in this study. The most common type of error

² Ramadani. *'The Error Analysis of Students' Grammar in Descriptive Texts at the Eighth Grade of MTS Ma'arif Kepil in the Academic Year of 2015/2016'*.

was misinformation (89 errors, or 45 percent). Omissions come second place (59 errors or 30 percent). With 42 faults, addition ranks third (21 percent). The last one is a case of misordering (9 errors or 5 percent). The author expects that this thesis was be useful to students, instructors, and other scholars.

Ima Natria (2007), in skripsi with the title "*Students' Error in Using Simple Present Tense in Writing Descriptive Text*". Said that the result of the analysis shows that there were 10 types of errors. They are omission of be, wrong form of be, double be, wrong use of singular and plural form, addition of be (before and after verb), omission of suffix -s/-es, wrong use of verb, wrong form of modal auxiliary, omission of verb, and wrong form of negative sentence. It is concluded that the dominant errors lies on the omission of suffix -s/-es from the verb of third person singular subjects in the students' descriptive texts whose proportion of the errors is 24.65%. Based on the result of the research, it is suggested that the eighth year students of SMP N 2 Brebes should be given intensive exercises on the correct structure of simple present tense in their writing.

The last study research is a research conducted by Mawaddah Z. A, by the title "*An Analysis on Grammatical Errors in Student's English Writing in Argumentative text (A case study in the second year of XI of Madrasah Aliyah Pembangunan UIN Jakarta)*".³ This study was conducted to determine what kind of grammatical errors were typically committed by pupils. The descriptive analysis or quantitative method was applied in this study, categorizing them into grammatical errors based on Betty Azar. As a result, the most common error

³ Mawaddah Z. A, by the title "*An Analysis on Grammatical Errors in Student's English Writing in Argumentative text (A case study in the second year of XI of Madrasah Aliyah Pembangunan UIN Jakarta)*" (UIN Syarif Hidayatullah Jakarta, 2013), Unpublished thesis.

committed by students in Madrasah Aliyah Pembangunan UIN's XI Science I is in verb tenses, which is caused by intralingua transfer.

There are similarities and differences between this research and other researches. The similarities between this research and prior research are in the type of research, which is qualitative and focused on the examination of grammatical errors. Different from this research, this research focuses on grammatical errors made by students' at eleventh graders of SMK NU 1 Purbolingo and the most common grammatical errors identified in writing descriptive text. The researcher focus on analysis the grammatical errors according to Dulay theory such as Omission, Addition, Misformation, and Misordering.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Grammatical Error

1. Definition of Grammatical Error

Grammar is a collection of rules that govern how words and groupings of words may be combined to produce sentences in a certain language.⁴ This is the most appropriate definition of grammar for instructors. Apart from such instances, however, the terms ‘grammar’ and ‘grammaticality’ will in the following assume a more general sense related to linguistic knowledge and ability. In other terms, a ‘grammatical’ error may consist not only in a morphologically malformed word or a syntactically incorrect construction, but also for instance in a non-idiomatic expression or a confusion between similar words.⁵ On the other hand, grammar is absolutely central to the study of language, in any of its dialects, standard, all of the contrasts of meaning, or otherwise. When a word is constructed within the context of a sentence, grammar makes sense. Therefore, it is considered very important when comes to defining a standard. Linguistics students come in various forms and sizes. A language's grammar includes rules; utterances that follow the grammar rules are "grammatical," while those that do not are "ungrammatical."

⁴ L. Gerot, *Making Sense of Functional Grammar: An Introductory workbook*. (New South Wales: Gerd Stabler), 13

⁵ E. Anderson, *Technical report: Grammatical error prediction*. (Retrieved on June 2, 2018) 13.

According to several of the interpretations above, grammar is a system of linguistic rules that are used to give a word or a group of words a standard meaning as the primary way of learning a language. The role of grammar is vital because, if not perceived, a person would always generate an improper form of language. Grammatical errors occur when words are combined into bigger units like as phrases, clauses, and sentences. Observing the definition of grammar can serve as a foundation for doing mistake analysis, particularly when it comes to grammatical form. Grammatical mistakes are the word employed in this study.

Grammar has traditionally been discussed in terms of morphology and syntax, the former handling word structure, the latter handling structures large than the word.⁶ It can also be characterized as morphological and syntactical errors. A morphological error is a failure to follow the standard while supplying any portion of a word class: noun, verb, adjective, adverb, or preposition. Syntactical errors impact writings that are bigger than words, such as phrases, clauses, sentences, and paragraphs. Syntactical errors include errors in phrase construction, clause errors, and sentence faults.

From several opinions dealing with defining grammatical errors, the researcher concluded that grammatical errors refer to errors in following the language rules about combining words into phrases, clauses, sentences, and so on. As grammar is a set of certain rules. Additionally, grammatical errors can be determined as morphological and syntactical errors.

⁶ C. James, *Errors in Language Learning and Use: Exploring Error Analysis*. (United States of America: Addison Wesley Longman Inc, 1998) 3

2. Types of Grammatical Errors

Within the surface strategy taxonomy, Dulay et al. classified errors as follows:⁷

a) Omission

The absence of an item that should occur in the right form of an utterance is defined as omission. There are some types of morphemes are omitted more than others. Grammatical morphemes omissions frequently happen than content words omission. During the intermediate stages of second language acquisition, when learners have known more of the language than in the early stages, misformation, disordering, or overuse of grammatical morphemes are more possible to occur.

The omission of content words is widespread in the early stages of first language learning, but it is less common in second language acquisition since the learner is older and more cognitively developed. When content words are missed in second language speech, it is typically due to a lack of vocabulary on the part of the learner, and learners actually suggest their knowledge of the missing aspect. As a result, some people employ gesture to convey their intended meaning.

b) Addition

Addition errors are the opposite of omissions. The addition category defines an item that must not occur in a proper form of utterance. This type of blunder is common after a student has previously mastered a few

⁷ Heidi Dulay, Marine Burt, Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), 150

language learning principles. Even if explanations have not yet been made, addition errors might be a positive sign that some basic principles have been learnt. There are three types of addition errors have been observed in the speech of both first language and second language:⁸

- 1) Double markings are defined as the failure to eliminate certain things that are essential in some linguistic constructs but not in others.
- 2) Regularizations, results of incorrect rule applying in the linguistic item class that is actually have different rule; and
- 3) Simple additions, no particular characteristic to include error in this category or it can be the rest of additions out of double markings and regularizations.

c) Misformation

The category was characterized by wrong form of morpheme or structure. In this condition, learners still supply something in their second language production even though.

There are three types of misformation:

- 1) Regularization mistakes occur when a regular marker is substituted for an irregular one, as in *eatted* for *ate*;
- 2) Archi-forms refer to the selection of one member from a class of forms rather than applying all members, such as when a learner temporarily selects just one of the English demonstrative adjectives *this*, *that*, *these*, and *those* to do the work for several of them; and

⁸ Heidi Dulay, Marine Burt, Stephen Krashen, *Language Two*, 156

3) Alternating forms are interpreted by the free alternation of various members of a class with each other as the learner's vocabulary and grammar grow, as in the example "*I like he*". This sentence is an example of errors in using pronoun.

d) Misordering

Misordering errors are characterized by incorrect placement of a morpheme or a set of morphemes. Simply said, a student may create the incorrect statement *I know where she is* instead of the correct one *I know where she is*.

B. The Concept of Errors Analysis

This section discusses error analysis, the distinction between error and mistake, and error categorization.

1. Definition of Error Analysis

Errors are a natural part of any learning process since they are the defective side of a learner's speech or writing.⁹ Writers cannot learn and perfect the language unless they make blunders on a regular basis. It is inevitable for errors to emerge in language acquisition, and we cannot condemn anyone. We cannot state that errors appear to be a signal of student failure, but they are actually an evidence that students are learning.

Error analysis is now a part of Applied Linguistics and serves two purposes. The first function is theoretical, and it defines the learners' understanding of the target language. It has a role in methodology. It also

⁹ H. Dulay, M. Burt, & S. D. Krashen, *Language Two*. (Oxford: Oxford University, 1992) 138.

assists the researcher in determining the relationship between the learner's knowledge and the training he or she has received. The practical application of mistake analysis is to overcome the mismatch between the learner's knowledge and the needs of the circumstance.

Furthermore, error analysis as the act of seeing, analyzing, and categorizing departures from the rules of the second language and subsequently revealing the systems operated by the learner.¹⁰ Error analysis arose as a reaction to the constructive analysis theory's perspective of second-language acquisition, which identified language transfer as the key process involved in second and foreign language learning. Error analysis attempts to account for learner performance in terms of the cognitive processes learners employ in rearranging input from the target language.

All of the points above lead the researcher to the conclusion that mistake analysis is an activity that identifies errors in writing and speech. Error analysis may be used to determine how well someone understands a language, how a person learns a language, and to get information on frequent issues in language acquisition as an assistance in teaching or in the production of teaching materials.

2. The Differences between Error and Mistake

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistake and errors, technically two very

¹⁰ H. Douglas Brown, *Principles of Language Learning and Teaching Fifth Edition*. (United State of America: Pearson Education, 2007) 166.

different phenomena. A mistake refers to a performance error that is either a random guess or a “slip” in that it is a failure to utilize a known system correctly.¹¹ Nobody expects students who are learning a language to create solely wrong output in both speaking and writing.

Furthermore, a difference has been established between errors and mistakes.¹² Errors show gaps in a student's understanding; they arise when the learner does not understand what is correct. Errors, on the other hand, show periodic gaps in performance; they occur because the learner is unable to accomplish what she or he understands in a certain situation. Furthermore, distinguishes between errors and mistakes since an error cannot be self-corrected and is caused by learners' insufficient understanding of the target language, but a mistake may be self-corrected.

Based on the assertions above, the researcher may conclude that error and mistake are not the same thing. Error happens due to a lack of knowledge. Mistakes are the product of ineptitude and may be remedied. And it cannot be remedied by students.

C. The Concept of Writing

1. The Definition of Writing

Writing is one of language skills beside listening, reading, and speaking. In this point, the researcher was explain clearly about the definition

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching Fifth Edition*. (United State of America: Pearson Education, 2007)

¹² R. Ellis, *Understanding Second Language Acquisition*. (New York: Oxford University,2008) 17

of writing. There are some opinions about writing. Writing is simply the graphic representation of spoken language.¹³ It means that language can be in written form. In addition, 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.¹⁴ It means that writing is expressing the idea or message with other people in written language.

Writing is not only an ongoing process but also a process that is continually modified by many contributors and that ultimately creates knowledge about the world.¹⁵ Beside that writing is having ideas, organizing ideas, and communicating ideas. 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 follows:

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

¹³ H. Douglas Brown. *Teaching by Principles An Interactive Approach to language Pedagogy*, 2nd edition, (San Francisco:San Francisco State University,2000), 335

¹⁴ Ken Hyland. *Second Language Writing*. (City Univetsity of Hong kong: Cambridge University Press,2003), 9

¹⁵ Robert 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), 194

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.¹⁶

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 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.¹⁷

c. 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.

d. Argumentative

¹⁶ Peter Knapp and Megan Watkins, *Genres, Text, Grammar*, (Australia: University of New South Wales Press Ltd, 2005). 97

¹⁷ David Butt, Rhondda Fahey, Susan Feez, Sue Spinks and Colin Yallop, *Using Functional Grammar*, 2nd Edition (Sydney: Macquarie University, 2000),p. 225.

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.

e. 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.

3. Process of Writing

In writing process, there are some stages to writing. There are three stages as follows:¹⁸

a. Preparing to Write

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

b. Drafting

¹⁸ David Butt, Rhondda Fahey, Susan Feez, Sue Spinks and Colin Yallop, *Using Functional Grammar*, 241

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.

c. Revising

The revising stage is most important stage in writing process. Revising might take place while the writer are drafting or after finished a draft. It involves checking the content and purpose are clear and appropriate for the reader in particular writing situation.

4. The Concept of Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is a kind of text which describes someone or something in a particular way or specific. Description is about sensory experience how something looks, sounds, tastes.¹⁹ Description is a part of another piece of writing and in used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.²⁰ 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. 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

¹⁹ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 1988). 351

²⁰ Linda Woodson, *From Cases to Composition*, Illinois: Scott, Foresman and Company, *Let's Write English*. New York: Litton Educational Publishing, 2013, 73

House”. The thing should be specific. From the things which describe about color, location, 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 was explain the generic structure of writing descriptive text. The generic structure of Descriptive Text consists of identification and description.²¹

1) Identification

This stage contains identification that identifies phenomenon to be describe.

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:

- 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 use action verbs when describing behaviors/uses.
- d) Description grammar uses articles “a“ and “the”.

²¹ Peter Knapp and Megan Watkins, *Genres, Text, Grammar*. 97

- e) Adjective which is describing, numbering, classifying, for example: sharp white fang.
- f) Relational process uses verb which describes participant condition and show possession. Example: my father has two children.
- g) Descriptive text uses figurative language such as simile or metaphor 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.

CHAPTER III

RESEARCH METHOD

A. The Types and The Characteristics of Research

In this research, the researcher was analysis the grammatical errors in writing descriptive text at the eleventh graders of SMK Ma'arif NU 1 Purbolinggo East Lampung. The researcher used the descriptive qualitative research. The researcher describes the grammatical errors in students' writing descriptive text. A case study is a type of qualitative research in which the researcher analyzes an event, a process, or one or more people.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.²² The following are characteristics of qualitative research:

1. Analyzing a problem and gaining a thorough knowledge of a core phenomenon.
2. Having the literature study play just a small part in justifying the problem.
3. Defining the objective and research questions in broad terms and in relation to the participant experiences.
4. Gathering data based on words from a limited group of people in order to gain the participants' perspectives.
5. Using text analysis, analyze the data for description and themes, and assess the wider significance of the findings.

²² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method*, (California: Sage Publication Inc, 1994), 145.

6. Writing the report using fluid, evolving frameworks and criteria, as well as reflecting the researchers' subjective reflexivity and bias.

According to the aforementioned definition, the researcher was do descriptive qualitative research to explain and understand the data or outcomes.

B. Data Source

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 eleventh graders students at SMK Ma'arif NU 1 Purbolinggo East Lampung which consist of 15 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 in the students' document, and the secondary source is from interview and documentation.

C. Technique of Collecting Data

The research's goal is to collect information. The data, which comes in the form of field phenomena and numbers, is an important tool in research. The researcher will be able to determine the research's outcome based on the data. Data collection must be relevant to the research problem. The data in this research will be in the form of descriptive qualitative data, and the data will be analyzed using qualitative data procedures.

In this research, researchers used several methods in collecting data namely; observations and documentation.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and place at a research site.²³ The most important for both are observing and remembering. Observation means an activity to collect the data by concerning in observing and remembering the object of the research.

In order to get the qualified data, the researcher utilized the step in doing the observations, as follows:

- a. Firstly, the researcher was meet the headmaster to get his permission to make a research in his school.
- b. The researcher was observe the process of teaching learning in the classroom.
- c. One week after, the researcher was given the writing descriptive test to the students'.
- d. The students' did the test in the classroom for 40 minutes.
- e. Then, the researcher was collect their writing test.
- f. After that, the researcher was analyze their work in order to find the error that made by students'.
- g. Finally, the researcher was count the total error and made the percentage of error.

²³ W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, fourth edition*, (United States of America: Pearson Education, 2002), p.213

2. Documentation

Documentation is an action of getting the data about the cases or variable as note, transcripts, book, magazine, etc.²⁴ The researcher will collect data in this study using documentation as a method by documenting the students' descriptive text.

D. Technique of Data Analysis

The researcher applies content analysis to the data analysis technique, because the researcher not only collects the data, but also analyzes the data to obtain the result of the research. A detailed and systematic analysis of the contents of a particular body of fabric could be carried out for the purpose of distinguishing patterns, themes or biases.²⁵ They also stated that content analysis is typically conducted on human communication styles, as well as books, publications, personal articles, official documents, film, media, literature, music, human contact images, transcript of voice communication records, and online journal and bulletin board entries. Thus, the researcher then used content interpretation of the data analysis method.

Data analysis is divided into four parallel flows of operations, according to Miles and Huberman: data reduction, data display, and conclusion drawing/verification.²⁶

²⁴ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1990), 321.

²⁵ Paul D. Leedy and Jeanne Elis Ormrod, *Practical Research Planning and Design (11th ed)*, (England: Pearson Education Limited, 2015), 275.

²⁶ Miles & Huberman, *Qualitative Analysis: An Expanded Sourcebook*. Thousand Oaks, CA: Sage. *Politeness Theory* (New York: Continuum International Publishing Group, 1994), 10.

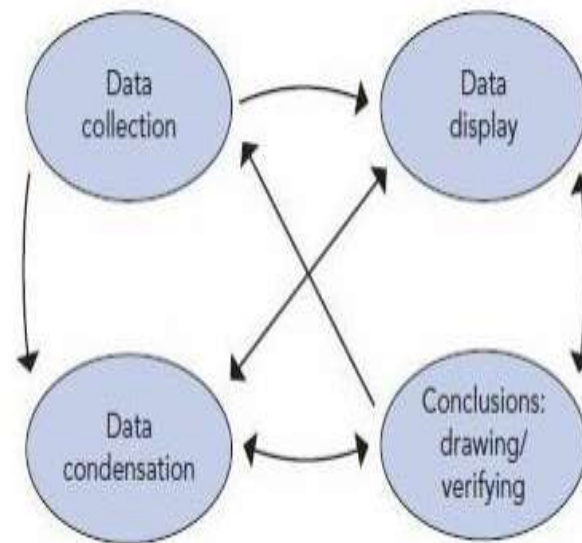


Figure 1.1

Pattern of Data Analysis: Miles and Huberman model

1. Data Collection

Data collection refers to the researcher's method of gathering information. The data is gathered by the researcher in accordance with the aims or objectives of the study. The data collection process is determined by the degree to which the researcher's objectives are established. The information is gathered in a variety of ways, including by using the script of a film and the movie's video itself.

2. Data Condensation

Data condensation is the method of selecting, concentrating, simplifying, abstracting, and/or transforming data from a corpus (body) of written-up field notes and papers. During the activity, the researcher

selected, focused, and simplified the data in order to make it more readable and accessible.

3. Data Display

Data display is described as an ordered, compressed collection of data that allows for conclusions to be drawn or actions to be taken. In this study, the researcher will represent the research data with a table.

4. Data Verification/Conclusion

The conclusion was verified by looking at the back of the data reduction and data presentation after gathering the data, ensuring that the conclusion reached did not diverge from the research's difficulties. To summarize, in order to evaluate data, the researcher must first locate and gather data in the field, after which the data must be learned. To solve the challenges, the researcher selects data that is relevant to the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In order to make the data easy to analyze, the researcher carried out three steps on describing the errors found in students' writing, identifying the error, finding out the frequency of each error, and calculating them in the form of a table. To find out the types of error and how many error on students' writing, the researcher documented the students' writing. Then the writer analyzes the data one by one and categorized each other. The data from the students' writing are presented below.

1. Data Analysis

From the students' descriptive text, the researcher was analyzed and found some types of error. Those types of error are omission of error, addition of error, misformation of error and misordering of error. The classification of error is explained bellow:

a. Omission

The first is omission error in student descriptive text. Omission errors are described as the absence of an item that must appear in a well formed utterance. The kinds of omission error found in the student writing are the omission of be, omission of subject, and omission of suffix-s. Here is an example of omission of be that the researcher picks from the data.

My mother's name is Aisyah. She has a *skin light brown color*.
 Her hair is black and long. *A dimple that makes she beautiful*.
 She has light brown skin. *I think my mother a perfects mom for I
 and my family*. She very smart to make a tasty food. *She a very
 nice. She the best mother in the world*. I really love my mom.

(Appendix 5)

The error of omission of be, “**She a very nice**”. The sentence is grammatical incorrect because there is no *be* in the sentence. The sentence should be added by *be* and the correct sentence should be “**She is a very nice**”. Moreover, omission of be is also happened in the sentence “**She very smart to make a tasty food**”. The correct sentence should be “**She is a very smart to make a tasty food**”. The function of be in this sentence is as the substitution of verb. Then, to be should be *is* because the student describes something in the simple present form.

I need to let you know about my mother. My mother name is jamiyati. **Her eyes shading brown**. She have black and long hair.

She is very good at cooking. **She is the best place stories impart**. She is saint for me. **My mother is holy messenger without wings**. I love my mother.

(Appendix 15)

The next omission of error occurs because students’ omits an article and subject in a sentence. Omission of article is shown in the sentence, “**My**

mom is holy messenger without wings". Article *a/an* can precede only singular count noun. It also can be used in general statement or to introduce a subject which has not been mentioned previously. The correct sentence should be, "***My mom is a holy messenger without wings***".

The next error in the students' descriptive text is omission of suffix-s. Here is an example of error of omission of suffix-s in the student descriptive text.

Elephant are the big animal. They eat grass leaves, and fruit. An elephant has a big body with *four leg*. It has large but thin ears and small eyes.it also has one long nose called trunk. *Its skin grey and hairless*. It has a *tail short*. **They lives** in the forest and in the zoo. The elephants are strong animals.

(Appendix 2)

From the text above, there is an error sentence of omission of suffix-s, "**An elephant has a body with *four leg***". *Four leg* indicates plural count noun. The noun should be "*four legs*" because it is included plural form. Then, the correct sentence should be, "**An elephant has a body with *four legs***".

b. Addition

Addition error is opposite of omission error. Sometimes, the students' adds unimportant item in the sentence. In this research, the researcher

mostly found addition of *suffix-s*. The researcher found that in students' descriptive text made grammatical errors in addition, it can be seen below:

I have a cats. Nunu is name my pet. He has short little tails. He has fur brown. It also has sharp claws and fangs. My cat likes to play with me. My cat's favorite food is fish.

(Appendix 6)

From the student descriptive text above, the researcher found addition error in the sentence "***I have a cats***". This sentence is incorrect because the word "***a cat***" is indicates singular object. The correct sentence should be "***I have a cat***". Furthermore, addition suffix-s also happened in the sentence "***He has short little tails***". The correct sentence should be "***It has short little tail***". The source of this error types is intralingual transfer because error is made as the failure to delete unimportant item in the sentence.

c. Misformation

The researcher found that in writing the story the students' made grammatical errors in misformation, it can be seen below:

I need to let you know about my mother. My mother name is jamiyati. **Her eyes shading brown.** She have black and long hair. She is very good at cooking. **She is the best place stories impart.** She is saint for me. **My mother is holy messenger without wings.** I love my mother.

The researcher found misformation error in the sentence “*her eyes shading brown*”. This sentence is incorrect because the wrong form of be. It should uses *are* because *her eyes* indicates plural noun. The correct sentence should be, “*hey eyes are brown*”. The source of this type of error is context of learning because the student has memorized the pattern but she still can creates an error.

The researcher also found error of misformation in the sentence, “*I need to let you know about my mother*”. While, *need* in this sentence is incorrect and it should be changed into *want*. The correct sentence should be, “*I want to let you know about my mother*”.

d. Misordering

The researcher found that in writing the story the students’ made grammatical errors in misrodering, it can be seen below:

I have a small dog. **He has brown fur. He has nose black. He small and short.** Its make him looks so adorable. I get him from my father as a birthday present.

(Appendix 4)

The researcher found that in writing the descriptive text above in the sentence, “*he has nose black*”. The student translated it word by word. The sentence *nose black* is incorrect and the correct sentence should be *black nose*.

The researcher also found error of misordering in the sentence of student descriptive text, it can be seen below:

I need to let you know about my mother. My mother name is jamiyati. **Her eyes shading brown.** She have black and long hair.

She is very good at cooking. **She is the best place stories impart.** She is saint for me. **My mother is holy messenger without wings.** I love my mother.

(Appendix 15)

The last error of misordering it can be seen in the sentence, “*She is the best place stories impart*”. This sentence has incorrect placement item and omission of preposition. The correct sentence should be, “*She is the best place to impart stories*”. The source type error is communication strategies because student uses production strategies to enhance getting their messages across.

Table 4.1

The data of Identification of students’ descriptive text

No .	Initial Name	Identification of Error	Reconstruction	Total Error
1	DA	I like something mostly because of it is simple. It is not only simple because we can put the bag on my back, but also because it has a wide space in it that I can almost bring anything I need with only one bags. The	1). The color of my favorite bag is black. 2). The backpack is divided into three pouches. 3). Only one bag.	3

		<p>color my favorite bag is black. The backpack is divided into three pouch, the big pouch, the average pouch, and the small pouch. Each of it has its own zipper. The small pouch is where I usually keep my key and pen.</p>		
2	ISN	<p>Elephant are the big animal. They eat grass leaves, and fruit. An elephant has a big body with four leg. It has large but thin ears and small eyes.it also has one long nose called trunk. Its skin grey and hairless. It has a tail short. They lives in the forest and in the zoo. The elephants are strong animals.</p>	<p>1). An elephant has a big body with four legs. 2). Its skin is grey and hairless. 3). Its living in the forest and in the</p>	3
3	DA	<p>I have Rabbit. It has orange, white and black fur. I give food to the rabbit. Rabbit likes to eat carrots. Every morning I give carrots to the rabbits. Rabbits usually sleep in cages or sometimes under cages.</p>	<p>1). I have a Rabbit. 2). I give food for the rabbit. 3). Rabbit usually sleep in the cage or sometimes under cage.</p>	3
4	RSJ	<p>I have a small dog. He has brown fur. He has nose black. He small and short. Its make him looks so adorable. I get him from my father as a birthday present.</p>	<p>1). It is small and short. 2). I got it from my father as a birthday present. 3). It has black nose.</p>	3
5	AN	<p>My mother's name is Aisyah. She has a skin light brown color. Her hair is black and long. A dimple that makes she beautiful. She has light brown skin. I think my mother a perfects mom for I and my family. She very smart to make a tasty food. She a very nice. She the best mother in the</p>	<p>1). She is a very nice. 2). She is the best mother in the world. 3). She is very smart to make a tasty food. 4). I think my mother is a perfect mom for my family and I. 5). A dimple that make her beautiful. 6). She has light brown</p>	10

		world. I really love my mom.	skin. 7). My mother is beautiful women. 8). She has a black and shiny curly hair. 9). She has light brown skin. 10). I think my mother is a perfect mom for my family and I.	
6	SCP	I have a cats. Nunu is name my pet. He has short little tails. He has fur brown. It also has sharp claws and fangs. My cat likes to play with me. My cat's favorite food is fish.	1). Nunu is my pet name. 2). I have a cat. 3). It has short little tail. 4). It has brown fur.	4
7	IS	I have very special pet. My pet is a cat. My cat named is Imut. Imut very beautiful. She have fur white fluffy. My dad give to me for my birthday. She a cat very smart. She will wake me up on the morning. She even know what time I come home.	1). I have a very special pet. 2). It is very beautiful. 3). My dad gave it to me for my birthday. 4). It would wake me up in the morning. 5). It even knew what time I came home. 6). It has white fluffy fur. 7). It was a very smart cat.	7
8	RA	I have a cats in my house. My cats cute. His body fat. It has fur white. The nails are very sharp. The tail is long and curved. He is an active animal. He is an animal smart.	1). My cat is cute. 2). Its body is fat. 3). I have a cat in my house. 4). My cat is cute. 5). It has white fur. 6). It is an active animal. 7). It is smart animal.	7
9	SA	I have pets at home. This animal human best friend. my pet is a cat. my cat named bambi. Bambi very small. Bambi has black and white fur. The tail is short and black.	1). This animal is best friend of the human. 2). Bambi is very small. 3). Bambi is very good. 4). This animal is best friend of the human.	4

		bambi very good. Bambi's favorite food is fish.		
10	SMP	I have cat. She has two color. My cat's fur white and brown. She so funny. She has a tail long. She like to lick her tails.	<ol style="list-style-type: none"> 1). I have a cat. 2). My cat's fur is white and brown. 3). She has two colors. 4). She is so funny. 5). She like to lick her tail. 6). She has a long tail. 	6
11	IZ	I have Rabbit. It has orange, white and black fur. I give food to the rabbit. Rabbit likes to eat carrots. Every morning I give carrots to the rabbits. Rabbits usually sleep in cages or sometimes under cages.	<ol style="list-style-type: none"> 1). I have a Rabbit. 2). I give food for the rabbit. 3). Rabbit usually sleep in the cage or sometimes under cage. 4). It has orange, white and black fur. 5). Every morning I give carrot for the rabbit. 6). Rabbit usually sleeps in the cage or sometimes under cage. 7). Every morning I give carrot for the rabbit. 8). It has orange, white and black fur. 	8
12	DI	I have a cats. my cat's name is enduts. He has black and white. It has soft fur. My cat does not like to eat rice. I cats usually sleep in the sofa.	<ol style="list-style-type: none"> 1). It has black and white fur. 2). My cat usually sleep on the sofa. 3). I have a cat. 4). My cat usually sleep on the sofa. 5). It has soft fur. 6). My cat does not like to eat rice. 	6

13	D	<p>My shoes color is black. I have black basketball shoes. I fell in love with shoes basketball. It not because I like play basketball. Very cool basketball shoes. My basketball shoes are black and red. Sole is white. It very soft. I get it from my father.</p>	<ol style="list-style-type: none"> 1). It is not because I like playing basketball. 2). The color of my shoes is black. 3) The color of the sole is white. 4). It is very soft. 5). It is not because I like playing basketball. 6). I got it from my father. 7). It is not because I like palaying basketball. 8). The color of my favorite shoes is black. 9). The color of the sole is white. 10). I fall in love with basketball shoes. 	10
14	VA	<p>I have rabbits in my house. She has four leg. She has tail short and ears long. She hops using her leg. rabbits like to eat carrot I loving cuddling bosu. I and My sister love playing with her.</p>	<ol style="list-style-type: none"> 1). It has four legs. 2). It hops using its legs. 3). I love cuddling my rabbit. 4). It has short tail and long ears. 5). My sister and I love playing with the rabbit. 	5
15	BP	<p>I need to let you know about my mother. My mother name is jamiyati. Her eyes shading brown. She have black and long hair. She is very good at cooking. She is the best place stories impart. She is saint for me. My mother is holy messenger without wings. I love my mother.</p>	<ol style="list-style-type: none"> 1). Her eyes is brown. 2). She is the best place to impart stories. 3). My mom is a holy messenger without wings. 4). She is a saint for me. 5). Her eyes is brown. 6). She is the best place to impart stories. 	6

From the data analysis above, the researcher interpretation the grammatical errors that students' made in the table below:

Table 4.2**The percentage of the types of grammatical errors**

No.	Types of Errors	Frequency	Percentage (%)
1	Omission	35	39,77%
2	Addition	16	18,18%
3	Misformation	18	20,45%
4	Misordering	19	21,59%
Total		88	100%

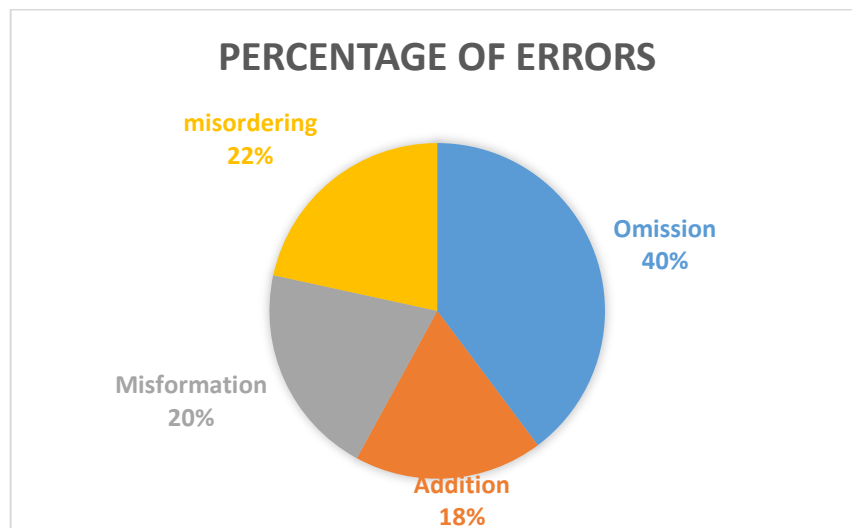
Diagram 4.1**The Percentage of the types of grammatical errors**

Table 4.2 shows that 39.77% of omission of errors, 18.18% errors were found in addition, 20.45% errors are misformation, and errors misordering was 21.59%. These errors described the problems which students faced in writing.

From the data research above, it was found that omission was the highest percentage of students' error made in writing. The students' committed errors 35 times or 39.77% out of the whole errors. This type of error was usually caused by carelessness. Carelessness occurred when the students are not deliberate to do some mistakes, but the result showed that it was the mistake. The mistake came out from wrong written a phoneme omitted or mistyping. Another caused of error it caused of interlingual interference. This happened because the students put the sentence into the wrong order and where students transfer their native language system into the target language system. For example "*He is an animal active*". This sentence should be "*He is an active animal*". This caused the students often put the sentence in a wrong order. The last caused of error by intralingual interferences. Intralingual interferences means that error from the target language itself. Due its complied system. This happened because the students often made incorrect structure form in their writing.

B. Discussions

The result of the study proved that the omission error of letter as most error which often happened in this study. It was possibly caused by carelessness of the students. The carelessness was often closely related to lack of motivation. The errors performed by the students were also caused by several factors which happened in their learning process as the causes of their errors; one of factors is interlingual transfer. The different systems of both target language (English) and source language (mother tongue) were the main factor of the existence of errors in their construction a descriptive text.

Many students generated the system of English language with their native language, Indonesia language. The students used Indonesian system of language to construct English sentences in their descriptive text writing. Students who performed errors because of this source generally brought their native language behavior. For example, when the student wanted to write Indonesian sentence

Based on the result of analysis, it shows that the highest percentage of errors made by student is omission, the second is misordering, the third is misformation, the lowest is addition.

Omission error occurs because the student omits some important items that must appear in the sentence. From the analysis, students are categorized because they omit subject, plural marker, past marker, be, articles, verb, and suffix-*s*. omission subject and verb makes the sentence incorrect because subject is the most important item in the sentence. It is also important to pay attention the use of *suffix-s* and *be* because it has strong relation with subject and verb agreement. While, the use of article and plural maker influence the meaning of the sentences.

Addition error is the opposite of omission error. It occurs because students gets failure to omit unimportant item in sentence. It means that student add unnecessary item that must not appear in the sentence. Based on analysis, addition error is signified by adding preposition, article, and be. Moreover, the researcher find double marking and regularization error in the analysis. The regularization error happens because the students apply the rules use to produce the regular one to those are irregular. The regularization error categorized addition third person

singulars. Double marking is an error that happens in a sentence where an auxiliary is required then the learner still acquired the tense form in auxiliary and verb. Double marking categorized addition in semantic feature of present tense.

Misformation error found in some sentences. It can be misformation of verb, misformation of auxiliary, and misformation of preposition is also found phenomena which is called as double marking. Double marking is found in the data because students use *be* and *verb* together in simple present sentence. The researcher finds this phenomena in substituting auxiliary verb of plural noun to the auxiliary verb of plural noun. Misordering error also found in some sentences, where the sentence has incorrect placement item and addition of preposition.

From the discussion above, the common types of grammatical errors made by the students at the Eleventh Grades at SMK Ma'arif Nu 1 Purbolinggo East Lampung were omission error occurs because student omits some important items that must appear in the sentence, occurs because students gets failure to omit unimportant item in sentence, misformation error occurs because students use *be* and *verb* together in simple present sentence and misordering error occurs because students make the sentence has incorrect placement item and addition of preposition.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research of the students' error in writing descriptive text, it was found that the four types of error found in this research, they were omission, addition, misformation and misordering. The most dominant error made by students in writing descriptive text was 35 occurrences or about 39.32% in omission. Most often errors occurred was error of omission about 35 occurrences. This types of error was usually caused by carelessness. Carelessness occurred when the students are not deliberate to do some mistakes, but the result showed that it was the mistake. The mistake came out from wrong written a phoneme omitted or mistyping.

B. Suggestion

1. The teachers should give much practice about the use of ending -s or -es in writing descriptive and explain about how to construct sentences grammatically and appropriately to the students in order to minimize the errors especially in omission errors as the common error in this research, therefore the students can apply their knowledge in the real context of writing.
2. For students can recognize in what aspect in grammar which is difficult for them. In order to improve their English grammatical ability students have to learn English by reading more materials.

3. For other researchers, by seeing the type of errors in writing descriptive text, they can provide some techniques that can be applied by students to increase appropriately in other cases of writing.

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APPENDIXES

APPENDICES 1

No. _____
Date _____

3

Name : Iwan Suganda
Class : XI Pemasaran

my Bag

I like something mostly because of it is simple. It is not only simple because we can put the bag on my back, but also because it has a wide space in it that I can almost bring anything I need with **only one bag**. The colour my favorite bag is black. The backpack is divided into three pouch, the big pouch, the average pouch, and the small pouch. Each of it has its own zipper. The small pouch is where I usually keep my key and pen.

1. Omission : The color of my favorite bag is black
2. Omission : The backpack is divided into three pouches
3. addition : only one bag

my bag

No. _____

Date _____

B 2

Name : Isnaini Sifatun Nisa
 Class : XI Pemasaran.

Elephant

Elephant are the big animal. They eat grass leaves, and fruit. An elephant has a big body with four leg. It has large but this ears and small eyes. It also has one long nose called trunk. Its skin grey and hairless. It has a tail short. They lives in the ^(by) forest and in the zoo. The elephants are strong animals.

1. Omission : An elephant has a big body with four legs
2. Omission : Its skin is grey and hairless
3. Misformation : Its living in the forest and in the

No. _____

Date _____

①

Name : Dwi Anggraini

Class : XI Pemasaran.

My Rabbit

I have a rabbit. It has orange, white and black fur. ~~I give food to the rabbit.~~ Rabbit likes ^(to) to eat carrots. ~~Every morning, I give carrots to the rabbits.~~ Rabbits ^(to) usually sleep in cages or sometimes under cages.

No. _____

Date _____

4

Name : Ridho Supara Jaya
 Class : XI Keonagaran.

My Dog

I have a small dog. He has brown fur.
 He has nose black. He small and short.
 Its make ^(misordering) him ^(a) looks so adorable.
 I get him ~~for~~ from my father as
 a birthday present.
 Misformation

1. Omission : It is small and short
2. Addition : Its make the dog looks so adorable
3. Misformation : I got it from my father as a birthday present
4. Misordering : It has black nose

No. _____

Date _____

Name : Ade Nanda

Class : XI pemasaran

My Mother

My mother's name is Nisyah. ^{my mother} ~~She~~ has a skin light brown color. Her hair is black and long. ~~(information)~~ A simple

that ^(information) makes her beautiful. She has light brown skin

I think ⁽⁰⁾ my mother a perfect mom for I and my family. She very smart to make a tasty food.

She a very nice. ⁽⁰⁾ She the best mother in the world. ⁽⁰⁾ I really love my mom.

No.

Date

Name : Sindi Cahya . P.
 Class : XI Remasuram

My Cat

I have ^(Add) cats. Nunu ~~is~~ ^(is) name my pet. He has ^(Add) short
^(Add) little ^(is) hairs. He has fur ^(is) brown. It also has ^(Add) sharp
 claws and fangs. ^(Misordering) My cat likes to play with me
 My cat's favorite food is fish.

1. Omission : Nunu is my pet name
2. addition : I have a cat
3. addition : It has brown fur
4. misordering : It has brown fur

No. _____
Date _____

(7)

Name : Indah Setiawati
Class : XI Remasaran

My Cats

I have very special pet. My is a cat. My cat
named is ^(o) ~~name~~ ^{name} ~~is~~ ^{is} very beautiful. She
have fur white ~~fur~~ ^(o) fluffy. My dad give to me for
my birthday. ^(misordering) ~~is~~ ^{is} a cat very smart. ^(misformation) ~~she~~ ^{she} will
wake me up on the morning. ^(misordering) ~~she~~ ^{she} even know what
time I come home. ^(misformation)

1. Omission : I have a very special pet
2. Omission : It is very beautiful
3. Misformation : My dad gave it to me for my birthday
4. Misformation : It would wake me up in the morning
5. Misformation : It even knew what time I came home
6. Misordering : It has white fluffy fur
7. Misordering : It was a very smart cat.

No. _____
Date _____

(8)

Name : Riva Anggrayani
Class : XI Pemasaran

My Cat

I have a cats in my house.
My cats cute. His body fat.
~~He has~~ fur white. The nails
are very sharp. The tail is
long and curved. He is an
~~active~~ animal. He is an
Smart. animal

1. Omission : my cat is cute
2. Omission : Its body is fat
3. addition : ~~my cat is cats~~ I have a cat in my house
4. addition : my cat is cute
5. Misordering : It has white fur
6. Misordering : It is an active animal
7. Misordering : It is smart animal

STUDY TO ACHIEVE DREAM

No. _____

Date _____

Name : Dewi Handoko

Class : XI pemasaran

My Cat.

I have cat. She has two color.

My cat's fur, white and brown. She

so funny. She has a tail long. She

like to lick her tails. ^{Misunderpins.}

A.

No. _____

Date _____

(16)

 Name : Sandy Mahesa Pane.

 Class : XI Pemasaran

 My Cat

 I have cat. She has two color. My cat's

 fur ^(oj) white and ^(o) brown. She ^(o) so funny.

 She has ^(misordering) a tail long. She ^(A) like to

 lick her tails.

 1. Omission : I have a cat

 2. Omission : My cat's fur is white and brown

 3. Omission : She has two colors

 4. Omission : She is so funny

 5. addition : She like to lick her tail

 6. misordering : She has a long tail

No. _____

Date _____

(11) -

Name : Izelita
 Class : XI pematang

My Cat

I have ^(A) rabbit. He has orange, white and black fur.

I give ^(A) food to the rabbit. Rabbit ^(misformation) likes to eat

Carrots. Every morning I give carrots to the rabbits ^(misformation)

Rabbits usually sleep in cages or sometimes under cages. ^(A), ^(misformation)

1. addition : I have a rabbit

2. addition : I give food for the rabbit

3. addition : rabbit usually sleep in the cage or sometimes under cage

4. misformation : ~~strongly~~ ~~powerless~~ It has orange white and black fur.

5. misformation : every morning I give carrot for the rabbit

6. misformation : rabbit usually sleeps in the cage or sometime under cage

7. Misordering : every morning I give carrot for the rabbit

No. _____
Date _____

(13)

Name : Desvira

Class : XI Remararan

My Shoes

My shoes color is black. I have black basketball shoes. I fell in love with shoes basketball. It not because I like play basketball. Very cool basketball shoe. my basketball shoes are black and red. sole is white. It very soft. I get it from my father.

1. omission : It is not because I like playing basket ball

2. omission : The color of my shoes is black

3. omission : The color of the sole is white

4. omission : It is very soft

5. addition : It is not because I like playing

6. misformation : I got it from my father

7. misformation : It is not because I like painting

8. misformation : The color of my favorite shoes is black

9. misformation : The color of the sole is white

10. Misordering : I fell in love with basket ball shoes.

No. _____

Date _____

(W)

Name : Steven Muhammad B.
 class : XI Pemasaran

My Rabbits

I have Rabbits in my house. She has four leg. She has tail short and ears long. She hops using her leg. Rabbits like to eat carrot. I love cuddling her. I and my sister love playing with her. (misordering).

1. omission : It has four legs
2. omission : It hops using its legs
3. addition : I love cuddling my rabbit
4. misordering : It has short tail and long ears.
5. misordering : my sister and I love playing with the rabbit

No. _____

Date _____

(15)

Name : Bayu Permadi
 Class : XI pemaoruan

My Mother

I need to let you know about my mother.
 My mother name is Jamiyati. Her eyes
 shading brown. She have black and long
 hair. She is very good at cooking.
 She is the best place stories impart.

She is ^{to} ~~same~~ ^{to} ~~for~~ me. My mother is
 holy messenger without wings.
 I love ^{to} my mother.

1. omission : her eyes is brown

2. omission : she is the best place to impart stories

3. omission : my mom is a holy messenger ~~come~~ without wings

4. omission : she is a saint for me

5. addition : she is an extremely kind individual.

Name : AFIFA
Class : XI Remasaran

My Mom

My mother a beautiful person. She not tall and not short, and she has hair curly and brown. Her eyes color are like honey, her color skin color ~~to~~ brown, and she have a beautiful smile. She is a very kind person. She very nice, friendly, patient, and she ~~is~~ loves to help people. I love my mom, because she is a good example to me. She loves being in the church, and she loves sing and dance too.

She has always a smile her face. She is so sweet and lovely. I like when I am going to sleep or went I woke up she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

APPENDIX 2



APPENDIXES 3



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO**

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NPM : 1801071059

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 23-11-21	Rika Dartiana, M.Pd.	Revisi Chapter 1 - Prior Research - Background of study - Problem Identification - Problem formulation - Tambahkan novelty - Problem limitation.	
2.	Selasa, 30-11-21	Rika Dartiana, M.Pd.	- Beri footnote in accordance. - Tambahkan teori di filter kerangka - Change The concept of Grammatical Errors with The concept of Errors Analysis. add theoretical kerangka.	
3.	Selasa, 3 21-12-21			
4.	Senin, 23-12-21		Acc for seminar.	

Mengetahui,
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Nomor : B-0095/In.2A.14/TL.00/03/2022
Lampiran
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth,
Riko Darliana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **TIKA PURNAMA SARI**
NPM : **1801071059**
Semester : **8 (Delapan)**
Fakultas : **Tarbiyah dan Ilmu Keguruan**
Jurusan : **Tadris Bahasa Inggris**
Judul : **AN ANALYSIS OF GRAMMATICAL ERRORS ON STUDENTS
DESCRIPTIVE WRITING TEXT OF THE ELEVENTH GRADES AT
SMK MAARIF NU 1 PURBOLINGGO EAST LAMPUNG**

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 17 Maret 2022
Ketua Jurusan,



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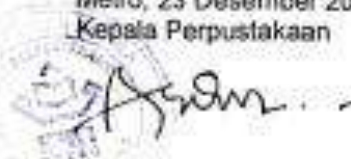
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NPM : 1801071059
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

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NIP. 1987 1102 201503 1 004



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NPM : 1801071059
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- Untuk :
1. Mengadakan observasi/survey di SMK MAARIF NU 1 PURBOLINGGO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF GRAMMATICAL ERRORS ON STUDENTS DESCRIPTIVE WRITING TEXT OF THE ELEVENTH GRADES AT SMK MAARIF NU 1 PURBOLINGGO EAST LAMPUNG".
 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 : 17 Juni 2022

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudhyanto S. SE., M. SE.
NIP 19760222 200003 1 003

CURICULUM VITAE



The name of writer is Tika Purnama Sari. She was born in Bratasena, on March 21th 2000. She is the second child of Mr. Mujiono and Mrs. Khomisah. She has two brothers. His name is Yudi Irawan and Wahyu Heru Saputra. She lives in Raman Utara, East Lampung. She graduated from SDN 1 Raman Fajar in 2012. In 2015 she graduated from Mts N 2 East Lampung. Then, she continued her study to SMK Ma'arif NU 1 Purbolinggo and graduated in 2018. In 2018, she entered S1 English Education Program of States Islamic Studies of Metro (IAIN Metro).