

**AN UNDERGRADUATE THESIS**  
**ANALYZING GRAMMATICAL ERRORS IN WRITING**  
**DESCRIPTIVE TEXT AT ELEVENTH GRADE STUDENTS OF**  
**MA MA'ARIF NU 5 SEKAMPUNG**



**BY**  
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**1445 H / 2024 M**

**ANALYZING GRAMMATICAL ERRORS IN WRITING  
DESCRIPTIVE TEXT AT ELEVENTH GRADE STUDENTS OF  
MA MA'ARIF NU 5 SEKAMPUNG**

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

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DESCRIPTIVE TEXT AT ELEVENTH GRADE  
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*Assalamu'alaikum, Wr. Wb*

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

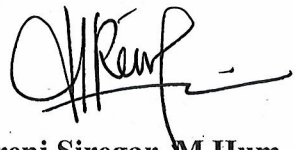
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*



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*Assalamu'alaikumWr.Wb.*

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DESCRIPTIVE TEXT AT ELEVENTH GRADE STUDENTS OF  
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
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**RATIFICATION PAGE**

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The Undergraduate Thesis entitled: ANALYZING GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADE STUDENTS OF MA MA'ARIF NU 5 SEKAMPUNG. Written by Belina Ayu Lestari , student number1901051014. English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Tuesday, May 28<sup>th</sup> 2024 at 08.00 - 10.00 p.m.

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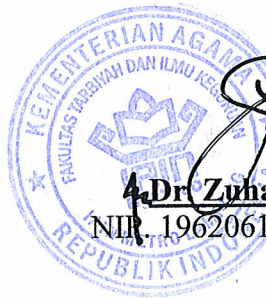
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*042*

**ANALYZING GRAMMATICAL ERROS IN WRITING  
DESCRIPTIVE TEXT AT ELEVENTH GRADE STUDENTS OF  
MA MA'ARIF NU 5 SEKAMPUNG**

**ABSTRACT**

**By :Belina Ayu Lestari**

This research aims to find out grammatical errors and the causes of students making these errors. The subjects of this research were 20 students of class XI MIA 1 MA Ma'arif NU 5 Sekampung.

This research was carried out on January 22 2024, which is classified as field research. This research method is descriptive qualitative. The research process involves questions, data collection procedures and analyzing data. To analyze the data, researcher classified the data based on the surface strategy taxonomy according to Dulay et al, namely grouping errors into 4 categories: omission, addition, misordering, and misformation. Data collection techniques in this research are through observation, documentation and interviews. This research use 2 data sources, namely primary data originating from research documentation, and secondary data from books and journals. In this study, students made the most misformation errors (46.8%), then omission (43.55%), misordering (6.38%), and addition (6.3%).

The research results show that there are still many students who make mistakes in writing descriptive texts, especially in grammar. This is caused by their lack of knowledge about grammar, sentence structure, and the influence of their mother tongue.

***Keyword: writing, grammatical error, descriptie text***

**ANALYZING GRAMMATICAL ERROS IN WRITING  
DESCRIPTIVE TEXT AT ELEVENTH GRADE STUDENTS OF  
MA MA'ARIF NU 5 SEKAMPUNG**

**ABSTRAK**

**Oleh: Belina Ayu Lestari**

Penelitian ini bertujuan untuk mengetahui kesalahan tata bahasa dan penyebab siswa melakukan kesalahan tersebut. Subjek penelitian ini adalah siswa kelas XI MIA 1 MA Ma'arif NU 5 Sekampung yang berjumlah 20 orang.

penelitian ini di laksanakan pada tanggal 22 januari 2024 yang tergolong penelitian lapangan. metode penelitian ini deskriptif kualitatif yaitu Proses penelitian melibatkan pertanyaan, prosedur pengumpulan data dan menganalisis data. Untuk menganalisis data, peneliti mengklasifikasi data berdasarkan surface strategy taxonomy menurut Dulay et al yaitu mengelompokan kesalahan dalam 4 kategori : ommision, addition, misordering, dan misformation. Teknik pengumpulan data dalam penelitian ini yaitu melalui observasi, dokumentasi, dan wawancara. Penelitian ini menggunakan 2 sumber data yaitu data primer berasal dari dokumentasi penelitian, dan data sekunder dari buku dan jurnal. Dalam penelitian ini siswa paling banyak melakukan kesalahan misformation sebanyak (46,8%),kemudian omission ( 43,55%), misordering (6,38%), and adition (6,3%).

Hasil penelitian menunjukkan bahwa masih banyak siswa yang melakukan kesalahan dalam menulis teks deskriptif khususnya pada tata bahasa. Hal ini disebabkan oleh kurangnya pengetahuan mereka tentang tata bahasa, struktur kalimat, serta pengaruh bahasa ibu.

***Kata kunci :menulis, kesalahan grammar, teks deskripsi***



## STATEMENT OF RESEARCH ORIGINALITY

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

Metro, May 28<sup>th</sup> 2024

The writer



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Penulis



**BELINA AYU LESTARI**  
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## **MOTTOS**

“Allah SWT does not charge a soul except with that within its capacity”

(Q.S Al- Baqarah:286)

Life is not as easy as imagined, but also not as difficult as imagined.

If you are looking for that one person who can change your life, look in  
the mirror.

(BelinaAyuLestari)

“No success without hard work. No success without togetherness. No ease  
without prayer”

(RidwanKamil)

## DEDICATIONS

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Baijuri and Mrs. Sri Hartini) I could never be able to express how much I am grateful to both of you. Thank you for your prayers, support, and unconditional love.
2. My Beloved Brother (Bainy Rusadi, Aldi Susanto) and my sister (Delia Mudiarti)
3. My Sponsor (Mrs. Syahreni Siregar, M.Hum.), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
4. My Beloved Lectures of English Education Department of State Islamic Institute of Metro.
5. The big family at MA Ma'arif NU 5 Sekampung, thanks for helping.
6. Last, but not least, I thank dear friends of mine Lita, Sekar, Ibnati, and all my friends. I feel so lucky to have all of you as my friends.

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In this time, the researcher would to express her deepest gratitude especially to:

1. Prof Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deniatur, M.Pd.B.I as the Head of English Education Study Program of IAIN Metro Lampung.
4. Syahreni Siregar, M.Hum, as the advisor valueable knowledge and support in finishing this undergraduate thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this researcher. Hopefully this undergraduate thesis can be useful for writer in particular, for our college and every reader in generic.

Metro, february<sup>th</sup> 2024



**Belina Ayu Lestari**

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is an international language. In Indonesia, English has been learned from elementary school. When learning English, there are four basic language skills: listening, speaking, reading, and writing. These four language skills also called mackroskills. Listening and reading are receptive speaking and writing skills are productive skills. All skills are improved in the process of teaching and learning English. all skills must be improved in the process of teaching and learning English.

In learning English, writing is one of the most difficult and complicated skills to learn. Because writing skills require mastery of various linguistic elements and elements outside the language itself, and also writing skills require other skills, such as listening, speaking, and reading. For high school students learn 5 types of writing, namely: recount, narrative, descriptive, procedure, and report text. In this study, the writer chooses to analyze the students' writing in writing descriptive text.

Researchers have conducted a preliminary survey by interviewing several students, the difficulties experienced by students in writing are caused by several things such as a lack of vocabulary, not knowing sentence structure, grammar and not being able to choose the right words. When writing students need good knowledge and think hard to produce good words, sentences and paragraphs. Many students make grammatical errors in writing, because they

do not understand English grammar. For example : sentence “ colour’s Bibi is blue” it should be “ Bibi’s colour is blue”, grammatically the sentence is misplaced because the students only translate Indonesian into English so that it confuses the reader. Therefore the researcher chose to examine grammatical errors in students' writing

In grammar there are tenses, namely the form of the verb in English to show time. Tenses make a clear statement of the time they occur. There are 16 types of tenses that can be learned. But in text descriptions use simple present tense.

Grammatical errors in learning English are cases that are quite difficult to avoid. Because English is a foreign language and its grammar is different from Indonesian grammar. The existence of a mother tongue (Indonesian) also causes English to be quite difficult to learn. so it is natural if students make mistakes in learning English. Therefore, in learning English the teacher will find students with good, medium, and low writing skills.

Based on the explanation above, it is important for the teacher to analyze students' writing errors. Erdogan emphasizes, “Error analysis deals with the learners’ performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language”<sup>1</sup>. Error analysis is the identification, classification, and interpretation or description of errors in one's speech or writing, and is done to gain insight

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<sup>1</sup>Erdogan, “Contribution of error analysis to foreign language Teaching Mersin University Journal of the Faculty of Education”. Vol 1, no.2, (2005): 261

into the common problems one encounters when speaking or writing English sentences.

Analyzing errors is useful in the English learning process for teachers and students. For students, error analysis is quite important to find out what mistakes they make when writing, for example grammar. Students can also find out the causes of mistakes and learn from them so they don't repeat them. For teachers, it is also useful to self-evaluate whether the learning provided has been successful or whether they need to look for other ways so that students understand better and are able to write better.

## **B. Problem Limitation**

This research is limited to the analysis of grammatical errors made by students in writing descriptive texts in class XI MA Ma'arif NU 5 Sekampung based on surface strategy taxonomy

## **C. Problem Formulation**

Based on the limitation of the problem above, the researcher identified the problem formulation:

1. What types of grammatical errors are more dominant among students in writing descriptive texts?
2. What causes of students making grammatical errors in writing descriptive text?

## **D. Objective and Benefit of the Study**

### **1. Study objective**

This research has important objectives, namely:

- a. To know and identify grammatical errors that students often make in writing English texts.
- b. To know reasons why students often make grammatical errors when writing English texts

### **2. Learning benefit**

- a. For English Teacher at MA Ma'arif NU 5 Sekampung

This research can be used by the teacher as a learning evaluation in improving students' writing skills.

- b. For Students at MA Ma'arif NU 5 Sekampung

Students can find out the grammatical errors made and learn so as not to repeat their errors.

- c. For English Study Program Students at IAIN Metro Lampung

This research is very important for developing teaching materials and inspiring future researchers to develop research

## **E. Prior Research**

The research entitled "analyzing grammatical errors in writing descriptive text at elevent grade student of MA Ma'arif NU 5 Sekampung" has never been studied, but there are studies that are almost similar, namely:

1. Research conducted by Fajarani Emaryana with the title "an analysis of grammatical errors in the student writing". This study focuses on the

analysis of students' recount text and analyzes it from five aspects, namely: Sentence pattern (subject and verb), preposition, Pronouns, tenses, Punctuation and Spelling. sourced from the thesis

2. Research conducted by Rima Kumala with the title "Grammatical errors analysis of speaking skills at the sixth semester students of English department IAIN Palopo". This study focuses on analyzing students' speaking ability. sourced from the thesis.
3. Research conducted by Frescha Rizkia Loka with a research entitled "An Analysis Of Students' Writing Descriptive Text At The First Year SMAN 4 Pekanbaru". This study focuses on analyses data of students based on the components of writing (content, organization, grammar, vocabulary, and mechanic). sourced from the thesis.
4. Research conducted by Helmi Abdillah with the research title "Grammatical Errors Analysis of Bilingual Students' Writing On 2nd Grade Makbi Class of MAN 3 Malang". This study focuses on the analysis of bilingual students' writing grammatical errors using the theory of Dulay et al and Richards. sourced from the thesis.

In conclusion, researcher used previous research as a reference in this research. Researcher used the student writing analysis method to determine grammatical errors made by students in writing descriptive text, based on Dulay et al.'s surface strategy taxonomy theory. The similarity of this research with previous studies can be seen in the grammatical analysis.



## CHAPTER II

### THEORITICAL REVIEW

#### A. The Concept of Writing

##### 1. The Definition of Writing

Write is to make letters or symbols (ideographs) on a surface<sup>2</sup>. Meaning writing is the depiction of language in textual media by using a collection of signs or symbols (writing system). Berthoff defines writing as the creation of an act of thought that is used by the author. Namely the creation of meaning from oneself using a list of words prepared to make sentences or story<sup>3</sup>

Writing is a productive skill that must be practiced and learned through experience. Writing implies the ability to tell information in the form of a narrative or description and also convert the information into new texts. Besides requiring a large vocabulary, composing paragraphs must also use correct grammar<sup>4</sup>

Writing must be studied seriously and precisely because Knowledge that has been written down and disseminated will be consumed by many people in the world. To make it easier for the reader to understand the intent of the writing, the writer must use good

---

<sup>2</sup>A. S. Hornby. Oxford Advanced Learner's Dictionary of Current English (Walton Street: Oxford University Press, 1987), 1996.

<sup>3</sup>Sarah, Huddelson. Write On: Children Writing in ESL, (Englewood Cliffs: Prentice Hall Regents, 1989), p. 5.

<sup>4</sup>Qamariah, H., Sri Wahyuni, & Meliana, "an Analysis of Students' Grammatical Errors in Writing English Text in the Second Grade Students of Smk-Smti Banda Aceh", *Getsempena English Education Journal* 7, no.1 (2020):58

and correct grammar. Because if the writer uses bad grammar, the reader potentially make the worst impression of writing<sup>5</sup>.

From the statement above, it can be concluded that writing is an activity to create a note or information on a media using script. Writing is usually done on paper using tools such as pens or pencils. But with the development of technology as it is today, writing can also be done using a computer or laptop.

## 2. Types of Writing

Determining the type of writing needs to be done to help determine the topic or subject to be written. The purpose of writing, the style of writing and the attitude of the writer towards the subject supports objective writing. Here are 6 types of written text in English:

### a. Recount text

Recount serves to retell an incident to provide information or entertain the reader. Recount provides information about what happened, when it happened, who was involved, and where an event takes place. Scheme Recount text structure is:

- 1) Orientation: introduce participants and provide settings. provide detailed information using descriptive words about who, where, when, why and What happened.
- 2) Events: tells the events that happened in sequence.
- 3) Re-orientation : optional, event closing.<sup>6</sup>

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<sup>5</sup>Maming, Khadijah, Irmayanti Irmayanti, and Rafi'ah Nur, "Using Wordless Picture Book as a Contributive Learning Media to Enhance the Student's Writing Ability.", *Eduvelop*3, no.1 (2019): 27

Recount has language features, such as: identifying proper nouns forengage in the text and use descriptive words to provide detailed information about who, why, what, where, when, and how the story happened. use the past tense to retell events that happened, indicating a sequence events (eg: then, next, first).<sup>7</sup>

Recount focuses on individual participants, use temporal sequence of events, use of past tense, use of clause material.<sup>8</sup> Examples of recount text are experiences, reports, diaries, interviews, newspapers, conversations, and letters.

#### b. Narrative text

Narration serves to entertain, and confront reality experience in a different way. Problematic events in the narrative leads to a crisis or some sort of turning point, which finds a resolution. There are imaginary and factual or a combination of the two. Examples of recount text such as: fairy tales, mysteries, science, fiction, romance, horror stories, fables, adventure stories, myths, history narratives, legends, personal experiences, slices of life.<sup>9</sup>

The schematic structure of the narrative is divided into three parts:

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<sup>6</sup>Ahmad Dody., Ahmad Sugeng and Effendi, *Developing English Competencies: for Senior High School Grade X*, 1st ed, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), 24

<sup>7</sup>Ayu Istiana S., Suryani, and Habibi Nur H., *Bahasa Inggris untuk SMA/MA kelas X*, (Solo: CV. Sindunata), 13

<sup>8</sup>Rudi Hartono, *Genres of Texts*, (Semarang: Universitas Negeri Semarang, 2005), 8

<sup>9</sup>Gunarso Susilohadi., et al., *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas IX*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), 143.

- 1). Orientation: introduce participants and set the tone.
- 2). Complications: occurs when a crisis occurs.
- 3). Resolution: resolve the crisis.<sup>10</sup>

c. Procedure text

Procedures serve to help us perform a task or make something. procedural text in the form of a set of instructions or directions. Procedure text structure:

- 1) Purpose: to inform how to carry out instructions or instructions.
- 2) Materials: materials and equipment used to carry out the instructions
- 3) Steps: namely instructions for achieving goals or how to do.

Language features of procedure text:

- a) Imperative usage (eg: cut, don't mix, shift, stir, etc.)
- b) Use of action verbs (eg: play, mix, input, etc.)
- c) Use of connectors (eg: first, second, then, next, finally, etc.)
- d) Use of adverbial phrases (eg: for 7 minutes, 4 centimeters)<sup>11</sup>

d. Descriptive text

Description relates to perception, most commonly visual perception. The main problem is managing what is seen into a significant pattern. spatial patterns: up/down, right/left, forward/back, and so on.<sup>12</sup>

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<sup>10</sup>Ahmad Dody., Ahmad Sugeng and Effendi, *Developing English*.,50

<sup>11</sup>AyuIstiana S., Suryani, HabibiNur H., *BahasaInggris*., 61

<sup>12</sup>Thomas S. Kane, *The Oxford*.,7

When writing descriptive text, it's like painting a picturewords. Descriptive text creates the main impression-effect, feeling, overall or picture about the topic. It uses concrete and specific details to support main impressions and uses details that appeal to the five senses. Descriptive text structure:

- 1) Identification :contains the introduction of the object to be described. Examples include, 'what is that object, or Where did that object come from.
- 2) Description :contains a more specific description of the object being described. describe the appearance and personality of the object.

e. Explanation text

Explanations serve to present many different aspectsproblem and describes the process involved or how it worksnatural/socio-cultural phenomena. explanatory text structure scheme:

- 1) General Statement: focuses on generic, non-human participants. position the reader by giving a general statement.
- 2) Explanation: gives a sequence that explains something that happened. consists primarily of relational, causal matter and processes state, temporal, and conjunction.<sup>13</sup>

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<sup>13</sup>Doddy, Ahmad., Ahmad Sugeng and Effendi, *Developing English.*, 42 and 78.

There are language features of explanatory text: Focus on generics, not humans, using the simple present, using the temporal and causal conjunctives, using material clauses; some passive sentences for the correct theme.

- f. Exposition text what one thinks or believes. The exposition is logical. It regulates a

Expository text is designed to convey and explain information that is difficult to understand. Exposition expresses approx cause/effect, less/more, true/false, general/specific, positive/negative, and assertion/rejection and marked by such a liaison, so, however, besides, not only, but, more importantly, etc.

### **3. Assessment of Writing**

Writing requires processes to collect ideas, organize, and structure and content. To assess the writing of several paragraphs can be seen from the structure and content, vocabulary, and organization of writing. Based on Heaton (1989) stated that in assessing writing has five categories, namely: content, organization, vocabulary, grammar, and mechanics..<sup>14</sup>

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<sup>14</sup>Heaton, J B, Writing English Language Test, ( New York : Lignan Group UK, 1989)

TABLE 1  
ASSIGNMENT OF WRITING

Komponent	Description	Skor
Content	Ideas, topics or themes, focus, facts, and written illustrations	30
Organization	Physical structure or rhetorical structure, chronological order, coherence, conclusions and writing layout.	20
Vocabulary	Vocabulary substance, word choice, and register	20
Grammar	Variations or types of sentences, efficiency, and effectiveness of sentences	25
Mechanic	Spelling, punctuation, references if any, conventions, cleanliness, and tidiness	5

## **B. The Concept of Grammatical Errors**

### **1. Error Analysis**

The study of errors is called error analysis. According to Brown, Error analysis is when the learner makes mistakes and these mistakes can be observed, analyzed, caused by a wave of student error studies.<sup>15</sup> Error analysis is a procedure used by researchers or teachers, which includes the language of learners, introduction simple errors, error descriptions, classifying errors, and evaluating errors. Based on the statement above, it can be concluded that the error analysis is a procedure for analyzing errors committed by learners.

Erdogan in his journal, concluded that Error Analysis is related to learner performance in terms of cognitive processes used in recognizing input received from the target language. the main focus is evidence that students' mistakes give an understanding of the second language mastery process. From the statement above, he claims that Error Analysis shows that the learner's mistakes apart from the native language are also from his reflection in several learning strategies.<sup>16</sup>

### **2. Definition of Grammatical Error**

James E. Purpura states in his book *Assessing Grammar*:  
 “grammar defined as a systematic way of accounting for predicting the

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<sup>15</sup>H. Douglas Brown. *Principle of language learning and teaching 5th Edition*. (New York: Pearson Education, Inc, 2007). 259.

<sup>16</sup>Erdogan, Vecide, *Contribution of Error Analysis to Foreign Language Teaching* (Mersin University Faculty of Education, 2005)



ideal or speaker listener's knowledge of the language. This is done by a set of rules or principles which can be used to produce all the well-formed or grammatical utterances in a language."<sup>17</sup>

Grammar is defined as a set of assumptions about ways working language. Assessment of students' grammar mastery is not only seen from their ability to state grammatical rules, but also from their ability to use grammar points to share ideas, emotions, or observations with other people.

So grammatical error is a term that is used when there is the use of an incorrect grammatical pattern in a sentence. Grammatical errors are errors in grammar where the placement of words or verbs is not correct.

Furthermore, it is necessary to distinguish between errors and mistakes. Errors are systematic deviations, when students have not learned something and keep making errors. The expression 'systematic deviation' can be interpreted as a deviation that occurs repeatedly. Mistakes are unsystematic deviations from linguistic norms. Norrish said that mistakes are inconsistent deviations that students make, sometimes right and sometimes wrong.<sup>18</sup> Richards et.al stated that errors are those made by learners when writing or speaking caused by lack of attention, carelessness, negligence, or other aspects of appe

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<sup>17</sup>James E. Purpura, *Assesing Grammar*, (United Kingdom: Cambridge University Press,2004), 6

<sup>18</sup>J.Norrish, *Language Learning and Their Errors*, ( London: Machmillan Publisher Ltd, 1987),7

arance. then, it can be concluded that mistakes are inconsistent mistakes made by the learner because he does not apply the rules (rules) that he actually knows.

### 3. Kinds of Grammatical Error

According to Krashen, the theoretical concept of types of errors is classified into 4 categories, namely: linguistic categories, surface strategic taxonomy, comparative taxonomy, and communicative effects taxonomy.<sup>19</sup>

#### a. Linguistic category

This linguistic category taxonomy classify errors based on the language component and certain linguistic constituencies that are affected by the error. Language component includes syntax and morphology (grammar), phonology (pronunciation), semantics and lexicon (meaning and vocabulary), and discourse (style). Errors in linguistic categories are divided into several parts such as clauses, phrases, and conjunctions.

#### b. Surface Strategy Taxonomy

The surface strategy taxonomy describes changes in surface structure. in making sentences sometimes students omit the necessary components or add components unnecessary and errors

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<sup>19</sup>(Krashen, S.D., *Principles and Practice in Second Language Acquisition*, (America: Pergamon Press Inc,2013)

in form or arrangement (structure). According to Dulay et al, the surface strategy taxonomy is grouped into four namely:

1) Omission

Error of omission is removing elements that should appear in a sentence. Students often make these mistakes, such as: omitting to be/ copular verb, articles, -s as a plural marker, etc. Content morphemes carry the most common referential meaning of a sentence such as adverbs, nouns, adjectives, verbs.

2) Addition

Error edition is an error adding a component that should not be in a sentence. There are three types of error addition, namely: double making, simple addition and regularization.

- a) The double-making is by mistake because it removes an item that is actually needed. For example in the sentence, "he doesn't knows her name" which should be "he doesn't know her name"
- b) regularization is the error of changing an item by equating irregular rules with regular ones. for example the word "mouse" becomes "mouses" which should be "mice"
- c) simple addition is the location of the addition error besides double making and regularization.

### 3) Missformation

Missformation is errors in the use of forms in structures or morphemes.<sup>20</sup> There are three forms namely: *regularization, archi-forms, danalternating forms.*

- a) Regularization is a marker denoting a regular that is placed in an irregular shape, as in *goed* to *went*.
- b) Archi-forms errors are errors in choosing a form to express something, for example errors in choosing determiners ( *this, that, these, those*) in a sentence
- c) Alternating forms are errors in choosing the right words. for example putting the subject "I" in the position of the object that should be replaced with "me"

#### 4) missordering

Misordering is an error in the arrangement of morphemes or groups of morphemes. For example, as in "I don't know who is he" it should be "I don't know who he is".<sup>21</sup>

#### c. Comparative Taxonomy

Comparative taxonomy classifies errors based on comparisons betweenstructure of second language learners' mistakes with certain types of constructions when learning the first

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<sup>20</sup>*Ibid.,156*

<sup>21</sup>Asni, S., &Susanti, S.," An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi" *International Journal of Language Teaching and Education* 2, no.2 (2018) : 131

language. There are four types of errors in the comparative taxonomy, namely: developmental errors, interlingual errors, ambiguous errors, and other errors.

d. Communicative Effect

The comparative effect is related to the error from the perspective listener or reader. There are two types of errors in this taxonomy viz global error and local error.

## C. Descriptive Text

### 1. The Definition of Descriptive Text

Descriptive text is text that describes people, animals, objects, and so on. according to Oshima and Hogue descriptive text can be felt by the senses because descriptive text tells how something looks, sounds, smells and feels. So descriptive text is text that mentions in detail about something that is seen and observed specifically.<sup>22</sup>

Description text is used to make an event look alive while reading it. in the introductory description of the essay determines the first impression. An interesting introduction will make the reader read to the end. The author must know in advance about the object to be conveyed.<sup>23</sup>

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<sup>22</sup>Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, (New York: Addition Wesley Longman, Inc.1997)

<sup>23</sup>Maghdalena, Tjalla, et al. *Academic Writing for University Student* ( makasar, 2017),14

## 2. Structure of Descriptive Text

According to Meyer, there are four main types of descriptive text structures, namely: time sequence, collection of descriptions, comparison, and cause and effect. The general structure of descriptive text is:

### a. Identification

i.e. identify the phenomenon being described<sup>24</sup>. The topic explains visually or mentally. Consists of one or more sentences, including the name of the object, the type of object, and others.<sup>25</sup>

### b. Description

Describe characteristics and qualities. Description contains an explanation of the story contains one or more paragraphs.

## D. The Concept of Simple Present Tense

### 1. Definition of Simple Present Tense

Tense is a systematic structure of the verb form that shows time. Whereas the simple present tense is formed by using simple form verbs used to talk about something common, something that always happens repeatedly, or a general truth<sup>26</sup>. The simple present tense is the tenses most

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<sup>24</sup>LilisSetiasihDadi, *How to Write a Short Essay in English Academic Writing*(Bandung: Alfabeta,2015),239

<sup>25</sup>Pardiyono, *Sure You Can! The Magical Write to Speak and Write in English*.(Yogyakarta:Andi Officet,2013),44

<sup>26</sup>Patricia Wernwe, *Mosaic 1A Content-Based Grammar*( New York: McGraw-Hill.1990),125

often used in everyday life. When the third person singular subject is present, the ending -es or -s is added.<sup>27</sup>

Present Tense is included in the type of tenses. These are tenses that are commonly used in everyday conversations or writing descriptive texts. Azar states that the simple present tense is something that was true in the past, is true in the present, and will be true in the future. It expresses general statements of eternal facts and truths.<sup>28</sup>

## 2. Form of Simple Present Tense

Simple present tense is divided into simple present verbal and nominal simple present. The verbal simple present tense uses a verb that shows an action or action, while the nominal simple present uses the verb 'be' or commonly called to be.

### a. Verbal

When the predicate is a verb, the sentence will be called a verbal sentence.<sup>29</sup>

(+) = Subject + V1(s/es)+ Object

(-) = Subject + Do/Does+ Not+ V1 + Object

(?) = Do/ Does + Subject +V1

The ending s/es in verbs, is only used in the subjects He, She, and It. In adding the ending s/es there are rules, how to find out which words use the endings s and es are:

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<sup>27</sup>Cook and Suter, *The Scope of Grammar* (Oxford: University Press,1983), 49

<sup>28</sup>Betty Schramper Azar, *Understanding and Using English Grammar Third Edition*, (New York: Pearson Education, Longman, 2002) , 13

<sup>29</sup>Betty Schramper Azar, *Basic English Grammar (2<sup>nd</sup> Ed)*(New York: Longman Grup,1941), 168

- 1) Verbs end in the letter Y and the letter before Y is a vowel, so the verb is added –S
- 2) Verbs ending in the letter Y and the letter before Y is a consonant, so the verb is added -IES and removed the letter Y.
- 3) Verbs that end in the letters O, CH, SH, X, and Z then add -ES at the end of the verb.

b. Nominal

When the predicate in a sentence is a noun, pronoun, noun phrase, adjective or adverb, the sentence will be called a nominal sentence.<sup>30</sup>

(+) = Subject + to be ( is, am, are) + Object

(-) = Subject + to be ( is, am, are) +Not + Object

(?) = to be + Subject + object+ ?

### 3. Function of Simple Present Tense

a. Express Emotion/ Feeling

The first function of the simple present tense is to express expressions or feelings. Therefore, when you want to express expressions and feelings through sentences, you can use simple present tense sentences.

b. Command / Intruction

The simple present tense sentence also functions to express orders or instructions, so we often see an order or instruction using the simple present tense sentence.

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<sup>30</sup>M.J Lado, *Memahami Tenses Bahasa Inggris*, ( Jakarta: TitikTerang, 2008), 7



c. The Scheduled Event

The function of the next simple present tense sentence is to express an event that will be carried out in the near future.

d. General truth

Namely the simple present tense sentence which functions to express a truth that is around us.

e. Repetitive Actions

Simple present tense sentences function to show activities or activities carried out in everyday life

## CHAPTER III

### RESEARCH METHOD

#### A. Type and Nature of Research

In this study, the researcher analyzed grammatical errors in making descriptive texts. Researcher observe the importance of learning, grammatical difficulties in writing a text for easily understand the structure and content of the text. After seeing the situation above, the researcher decided to do a qualitative study to Analyzing Grammatical Errors in Writing Descriptive Texts a eleventh grade students of MA Ma'arif NU 5 Sekampung.

##### 1. Type of Research

Judging from the place of implementation, this research is included in field research. Because this type of research uses research considerations that are descriptive in nature by describing a real reality by studying regularly and thoroughly in depth. Researchers only describe situations or research events, researchers only act as observers, observed symptoms and recorded in his observation book.<sup>31</sup>

In this study, the researcher aimed to analyze the grammatical mistakes made by students in writing descriptive texts at MA Ma'arif NU 5 Sekampung.

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<sup>31</sup>Rony Kountur, *Metodologi Penelitian* (Jakarta: PPM, 2017), 45

## 2. Nature of Research

This study uses a qualitative descriptive research method because it is in accordance with the problems in this study which provide an overview of the conditions to be studied. The research objectives to be achieved are to obtain data, describe and describe “Analyzing Grammatical Errors in Writing Descriptive Texts a eleventh grade students of MA Ma’arif NU 5 Sekampung”.

Auerbach and Silverstein stated that qualitative research is research who analyzed and interpreted texts and interviews for finding meaningful descriptive patterns of certain phenomena.<sup>32</sup> The research process involves questions and procedures, collecting data; analyze data inductively, building from the particulars to the general and making interpretations of the meaning of the data. End reports have a flexible writing structure.

### **B. Data Research**

Data collection must be relevant to the research problem. In qualitative research, there are two sources that can be used to get the data.

#### 1. Primary Source

According to Sugiono, primary sources are sources that can provide valuable information directly to obtain data from the field or research site. the main source is important data related to research

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<sup>32</sup>Auerbach, Carl F and Silverstein, *An introduction to coding and Analysis Data Qualitative* (New York: New York press, 2003) , 5

problems. For primary sources, researcher use the results of the documentation.<sup>33</sup>

## 2. Sekunder Source

Secondary sources are additional sources to obtain data that indirectly provide data to data collectors. Serves to collect data with different purposes when doing study. As is the case with data obtained through reading sources such as journals, books or data that can be used as complementary or supporting material related to research.

### C. Data Collecting Technique

Data collection techniques are the most strategic steps in research, knowing the data collection techniques, researcher get data that meets predetermined standards. Sugiono said there were three kinds of data collection techniques: Observation, Interview, and Documentation.<sup>34</sup> In this case the author uses observation and documentation data collection techniques.

#### 1. Observation

Observation is a way of obtaining real data with observation techniques and by using standard tools to facilitate the needs of researchers for observation. The purpose of the researcher to use this method is to observe and record events that occur in the classroom or research location.

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<sup>33</sup>Sugiono, *Metode Penelitian Qualitatif*, (Bandung: Alfabeta, 2020), 88

<sup>34</sup>*Ibid.*, 104

## 2. Documentation

Documentation is a method for obtaining the information the writer needs from previously recorded sources such as history, biographies and documents in the form of pictures, books, and journals. Because of that most of the facts and data are stored in the form of documentation.

## 3. Interview

Interview namely the method of using data in the form of a conversation between two individuals, namely the interviewer who gives questions and the resource person who answers questions to obtain accurate information.

Interviews were conducted directly to several students. The interview process uses a stationery to record the results of the interview. In conducting interviews the researcher obtained the desired data by preparing questions before conducting interviews with informants about students' difficulties in using grammar when writing descriptive texts.

### **D. Data Analysis Technique**

According to Bogdan, data analysis is a systematic process search for and compile interview transcripts, field notes, and others material collected to increase understanding and to enable the presentation of what has been discovered to others. From Susan Stainback and recorded by Sugiono, data analysis is very important for the qualitative research process. It's for recognition, study, and an understanding of the relationships and concepts in

your data that are hypothesized and assertions can be developed and evaluated.<sup>35</sup>

After the collected data material is deemed sufficient, the data will be analyzed with the aim of finding the meaning behind the data. Previously, systematic tracking and management had been carried out in the form of interviews, observations, and documentation so that researchers could present their findings in a real way. To analyze the data, the researcher will use an analysis technique based on the surface strategy taxonomy error analysis according to Dulay, namely classifying errors into 4 categories: omission, addition, missformation and missordering in students' writing. In the final stage, the researcher draws general and specific conclusions. This research is qualitative.

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<sup>35</sup>Sugiono, *Metode Penelitian Qualitatif*, 130.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Description Of Research Setting**

##### **1. The Historical Of The Background MA Ma'arif NU 5 Sekampung**

Madrasah Aliyah Ma'arif NU 5 Sekampung East Lampung founded by the NU Ma'arif Educational Institute Branch Representative Council (MWC), Sekampung Subdistrict, East Lampung Regency on July 25, 1983. The first head of the madrasah was Drs Zaidun SW. This madrasah is located on Jalan Campus Ma'arif Sumbergede No.56 A Sekampung Subdistrict, East Lampung Regency Lampung Province.

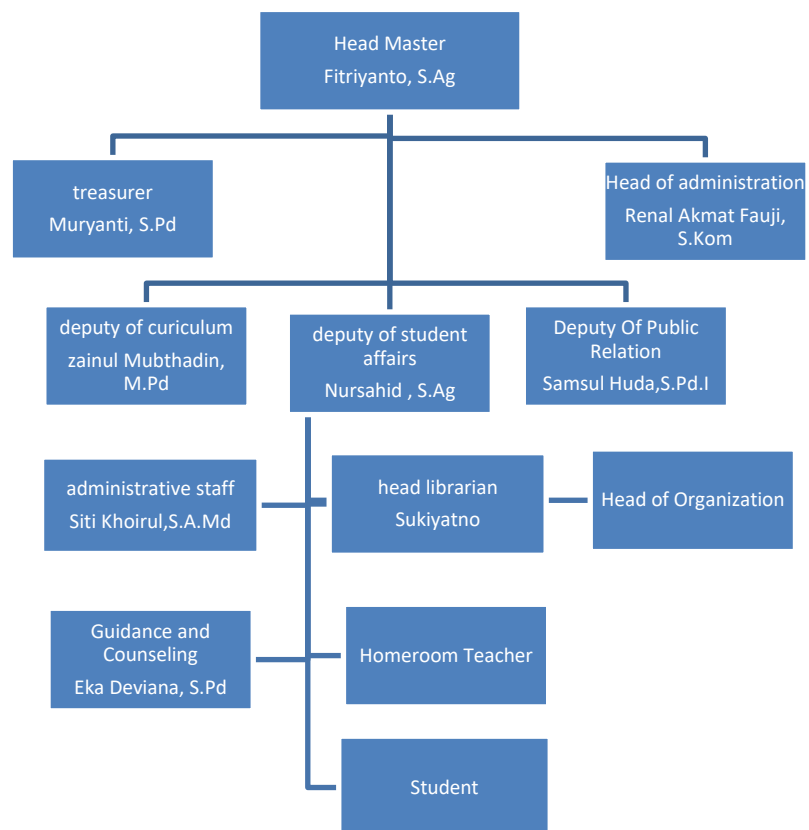
The foundation of this Madrasah Aliyah was motivated by the community's need for education, because there were no Madrasah Aliyah in place. There are 10 Mts/SLTP schools supporting the establishment of this madrasah aliyah, namely: SLTP PGRI 1 Sekampung, SLTP PGRI 2 Sekampung, SLTP PGRI 3 Sekampung, SLTP PGRI 4 Sekampung, SLTP Negeri 1 Sekampung, SLTP Negeri 2 Sekampung, SLTP Pertiwi Sekampung, SLTP Muhammadiyah Sekampung, MTs Muhammadiyah Sekampung, MTs Ma'arif NU 5 Sekampung, MTs Ma'arif 13 Hargomulyo.

## 2. The Structural Organisation

Organization Structure of Madrasah Aliyah Ma`arif NU 5  
Sekampung Academic Year of 2023/2024

Figure 1

### Organizational Structur Of MA Ma'arif NU 5 Sekampung





### 3. The Condition Of Teachers

There are 67 teachers' and official employees in Madrasah AliyahMa'arifNU5 Sekampung. For alistofteachers.

**TABLE 2**  
**LIST OF TEACHER**

No	Names of Teacher	Subject
1	DR.Hi. Mahmud Yunus, M.Pd.I	science of interpretation
2	SamsulHuda ,S.Pd.I	moral theology
3	Hj. Muryati, S.Pd	English
4	Hj. SitiRokayah, S.Ag	Sociology
5	EndahRiyanti, S.Pd	Sociology
6	PujiRahayu ,S.Pd.I	Morals
7	Supriyo, M.Pd	Economy
8	Fitriyanto, S.Ag	Arabic
9	Maslien, S.Pd., M.Pd	Indonesian
10	Sri Suwarni, S.Ag	Alqur'an hadith
11	SyaifulAnam, S.Pd.I	Fiqh
12	Huda Yani, S.Pd.I	Civic education
13	Suryani, S.Pd	Biology
14	Marwanto, S.Pd.I	Entrepreneurship education
15	Nursahid, S.Ag	Physical Education
16	Ida Febtiana, S.Pd	Physics
17	ZainulMubtadin,S.Pd.i., M.Pd	Indonesian
18	Eka Deviana,S.Pd	Economy
19	EkoRiyantp, S.Kom	Entrepreneurship education
20	Yuwari, A.Md	Indonesian
21	Mustatun, S.Pd	Geography
22	Sulistiyowati,S.Si	Chemistry
23	AgusSlamet Susanto, S,Pd, M.Pd	Mathematics
24	Binti Saniyah ,S.Pd	Mathematic
25	Rebut Pristiwati, S.Pd	Biology
26	SeptriRatnasari, S.Pd.I	English
27	AfniriaIndriyana, S.Pd.I	Moral Aqidah
28	Devi Marfiyanti, S.Pd	Physical
29	HadiSaputra, S.Pd	Education
30	IrtiyahHunni'mah, S.Pd	Al qur' anhadist
31	Saifudin ,S.Pd	Aswaja

32	Siti Khairul Sa'adah, A.Md	Entrepreneurship education
33	Ensi DwiYuliawati, S.Pd.I	English
34	Sari Rahmayanti, S.Pd	Chemistry
35	SuliRakasiwi, M.Si	Mathematic
36	WindiPratiwi, S.Pd	Indonesian
37	Ahmad Subakir, S.Pd.I	Sociology
38	Aries Pratama, S.Pd	Physical education
39	Gita Ade Pradana, M.Pd	Geography
40	HarioYuda Negara, S.Sh	Art and culture
41	M. HusniUbaidillah, S.Pd	English
42	Mungkosim ,S.Pd	Arabic
43	Ferry TeguhApriyadi, S.Pd	Mathematic
44	Indah Kurniyati, S.Pd	Mathematic
45	SayogaDestiyawan, S.Pd	Indonesian history
46	Siti Mutmainah, S.Pd.I	English
47	Hendi Setiawan, S.Pd	SKI
48	Imron Kurniawan, S.Pd	Indonesian
49	RiyanAriwibowo, S.Pd.I	Fiqh
50	Sukirman, S.Pd.I	History of Islam
51	Ahmad Ikhwanudin, S.Pd	Ushulfiqh
52	Irkham Sani Alghazali,M.Pd	Arabic
53	Muhamad Kholid, S.Pd	Aswaja
54	Amrita Meisetiani, S.Pd	Biology
55	MuamiruzakaZulmar, S.Pd	Mathematics
56	UlulMusyafa,S.Pd	Aswaja
57	RatnaShintia Devi, S.Pd	Geography
58	Samsul Arifin, S.Kom	Entrepreneurship education
59	IkaWijayanti	Indonesian
60	Hartatik ,S.Pd	Self development
61	LusyianaDewi, SE	Self development
62	Winarsih, S.Pd	Self development
63	Renal AkmatFauji	Education personel
64	Sukiyatno	Librarian
65	Ma'ruf Amin, S.Pd.I	Librarian
66	Kasmin	Head of security
67	AbdariMardiyaman	Cleaning service

## **B. General Description Of Research Data**

Researchers conducted research at MA Ma'arif NU 5 Sekampung on January 22 2024 by interviewing 20 students. Researchers asked 5 questions related to their difficulties in creating descriptive text. After interviewing 20 students as a sample, the researchers found that some students experienced difficulties in making descriptive text sentences such as lack of vocabulary, lack of grammar, and confusion in word choice.

This is also supported by the results of the students' written tests which were analyzed. Researchers analyzed the writing of 20 students in creating descriptive text. This analysis focuses on grammatical errors made by students. Researchers classify them using Dulay et al's theory, namely grouping them into 4 types of errors, namely: omission, addition, misordering, and misformation. This research aims to find out what students make mistakes in writing, especially grammatical errors.

## **C. Data Analysis**

Based on research conducted, by examining 20 eleventh grade students of MA Ma'arif NU 5 Sekampung. Researchers grouped several mistakes made by students into 4 types. like Dulay et al's theory, namely omission, addition, misordering, and misformation. The following is data on grammatical errors made by students:

**TABLE 3**  
**GRAMMATICAL ERRORS MADE BY STUDENT**

No	Name of Student	Types of Errors			
		Omission	Addition	Misordering	Misformation
1	ARA	1	0	0	0
2	ANA	0	0	0	1
3	AM	1	0	0	3
4	AS	0	1	1	2
5	KLS	3	0	0	1
6	KFA	1	0	0	1
7	LA	5	0	0	2
8	MFA	0	0	0	0
9	MK	0	0	0	2
10	MH	1	0	0	2
11	NZB	1	0	0	0
12	RAA	1	0	0	1
13	RWF	0	0	0	0
14	RK	2	0	0	0
15	SAS	1	0	0	0
16	TWO	0	0	0	0
17	TD	1	1	0	0
18	T	1	0	0	2
19	ZAW	0	0	1	5
20	ZM	3	0	1	0
AMOUNT		20	2	3	22

Researchers have also grouped students' grammatical errors. The following are examples of grammatical errors made by students in creating descriptive text:

### 1. Omission

An omission error is the omission of an element that should appear in a sentence. Example of descriptive text made by students:

#### Special Person

I have friend, he is humble, handsome, tall, sweet. He likes sport, favorite food seafood, cake cocholate, he likes sing.

In this text, the students' errors in omission lie in the loss of conjunction such as "and" and the use of to be "is" in simple present tense sentences. student also made the error of omitting the subject in the sentence "favorite food seafood" which should be "his favorite food is seafood."

Following are the errors that often occur:

**TABLE 4**  
**OMISSION CORECTION**

No	Initial Name	Incorrect sentence	Correct Sentence
1	LA	He very kind	He <u>is</u> very kind
2	SAS	Like to ask	<u>Likes</u> to ask <u>question</u>
3	KLS	he is so handsome attractive	He is so handsome <u>and</u> attractive

4	T	Have a somewhat strict nature	<u>They</u> have a rather strict nature
5	NZB	He like playing futsal	He <u>likes</u> playing futsal
6	MH	Smart Arabic lessons	Smart <u>in</u> Arabic lessons
7	LA	have dimples, this is very smart	<u>He</u> has dimples <u>and</u> he is very smart
8	LA	His hobby play game	His hobby <u>is</u> playing games
9	ZM	Favorite food seafood	<u>His</u> favorite food <u>is</u> seafood
10	KLS	He was born 2000	He was born <u>in</u> 2000
11	KLS	He is member NCT dream	He is <u>a</u> member <u>of</u> NCT dream
12	RAA	His nose is harp, his hands are slender	His nose is sharp <u>and</u> his hands are slender
13	LA	He tall	He <u>is</u> tall
14	KLSH	He is so handsome attractive	He is very handsome <u>and</u> attractive
15	TD	Likes saving	Likes <u>to</u> save.

16	MH	Rarely does homework	<u>He</u> rarely does homework
17	ZM	He likes sing	He likes <u>to</u> sing
18	SAS	he's a person who likes to scream, and like to ask	he's a person who likes to scream, and <u>likes</u> to ask
19	RK	She very stubborn and firm	She <u>is</u> very stubborn and firm
20	RK	Sometime she annoying	<u>Sometimes</u> she <u>is</u> annoying

From the research results, most students do not use to be or omit to be in their sentences. This is caused by the absence of to be in Indonesian sentence patterns. Some students also make the mistake of omitting -s in the verb of the third singular person in simple present tense sentences. and several other student mistakes such as omitting complementary objects, not using subjects in sentences, and omitting prepositions and conjunctions

## 2. Addition

An addition error is an error adding an item that should not be in a sentence. Example of descriptive text made by students:

### Special Person

He has a kind gantle nature and likes saving. My brother really likes jogging, ciclymg, and swimming. His name is Reno, he is my aunt's son.

In the text above, student made an addition error by adding the word "gantle" to the sentence " he has a kind nature gantle and likes saving" which should be " he has a good nature and likes saving".

Following are the errors that often occur:

**TABLE 5**  
**ADDITION CORRECTION**

No	Name	Incorrect sentence	Correct sentence
1	TD	He has a kind <u>gantle</u> nature	He has a kind nature
2	AS	<u>But</u> he is arrogant but I like him	He is arrogant but I like him

Based on research, not many students made addition errors, there were only two students who made addition errors. After carrying out the analysis, the researcher found additional errors from two students by adding unimportant words or words that were not needed as a result making the sentences less effective.



### 3. Misordering

Misordering is an error in arranging morphemes or groups of morphemes in sentence. Example of descriptive text made by students:

#### Special Person

I have friend, he is humble, handsome, tall, sweet, he likes sport, favorite food seafood, cake chocolate, he likes sing, etc

In the text above, the student made a mistake in the word “cake chocolate” which should be “chocolate cake”

Following are the errors that often occur:

**TABLE 6**  
**MISORDERING CORECTION**

No	Name	Incorrect sentence	Correct sentence
1	AS	He have <u>smile</u> cute	He has <u>cute smile</u>
2	ZM	Cake chocolate	Chocolate cake
3	ZA	He have a <u>eyes smile</u>	He has smiling eyes

From the research results, some students still interpret sentences like their mother tongue, as a result there are formation errors or the sentences become inverted. This is normal because the sentence patterns in Indonesian and English are different. so the sentence becomes inefficient

#### 4. Misformation

Misformation is errors in the use of grammatical forms or structures in sentence. Example of descriptive text made by students:

##### Special Person

His body is big. A little tall, his son is good and likes to lift. Often late for school, rarely does homework. Smart Arabic lessons, like snacks, his son wears glasses, his smile is sweet, he often sleeps in class when the teacher is there.

In the text above, students make a misformation error on the word "lift" in the sentence "likes to lift" which should be "likes to gift". students also make misformation errors in choosing subjects such as in the sentence "his son is good" which should be "he is kind" and in the sentence "his son wears glasses which should be "he wears glasses" because in the story above, students are telling a story about a her friend is not her friend's child. There are some students who make mistakes in choosing subjects such as in the sentence "her hobby is footsall" grammatically the sentence is correct, but if you look at the context the student tells about her male friend, not her female friend. So the sentence the correct one is "his hobby is footsall"

TABLE 7  
MISFORMATION CORECTION

No	Initial Name	Incorrect sentence	Correct sentence
1	MH	<u>His son is good</u>	<u>He is kind</u>
2	MH	Likes to <u>lift</u>	Likes to <u>gift</u>
3	KFA	<u>Her</u> hobby is futsal	<u>His</u> hobby is futsal
4	ANA	<u>Her child</u> is cool	<u>She</u> is cool
5	T	They <u>are all</u>	They <u>do that</u>
6	T	Have a <u>somewhat</u> streict nature	Have a <u>rather strict</u> nature
7	RAA	In my <u>live</u>	In my <u>life</u>
8	MH	<u>His son</u> wears glasses	<u>He</u> wears glasses
9	AM	His body is a little taller than <u>me</u>	His body is little taller than <u>mine</u>
10	LA	<u>Have</u> dimples	He <u>has</u> dimples
11	LA	<u>Thisis</u> very smart	<u>He is</u> very smart
12	AS	He <u>have</u> <u>smile</u> cute	He <u>has</u> <u>cute</u> smile
13	AS	He was born <u>onjuli</u>	He was born <u>injully</u>
14	KLS	<u>Her</u> favorite food is kimchi	<u>His</u> favorite food is kimchi
15	ZA	He <u>havea</u> eyes smile	He <u>has</u> <u>smiling</u> eyes
16	ZA	But he <u>don'tnowI</u>	But he <u>doesn'tknowme</u>
17	KFA	He was born <u>onjune</u>	He was born <u>in</u> june

18	TWO	Her <u>hobbys</u> isdances and <u>song</u>	Her <u>hobbies</u> are dancing and <u>singing</u>
19	MK	<u>At home</u> in Sukoharjo	<u>He lives</u> in Sukoharjo
20	MK	He has a <u>challenging</u>	He has a <u>patient</u>
21	AM	His hair <u>is</u> a bit long, <u>which</u> he promised to cut <u>his hair</u> when I meet him <u>next</u> .	His hair <u>was</u> a bit long, <u>but</u> he promised to cut it when I met him <u>later</u>
22	KLS	He is <u>so</u> tall	He is <u>very</u> tall

From the research results, some students still make mistakes in choosing the right words. they are still confused about using verb 1 or verb 2. especially in the subject part, they are still confused about using the right subject for the sentence. Most of them still use their mother tongue or everyday language in describing someone.

## 5. Observation

Researcher have carried out observations at Ma Ma'arif Nu 5 ekampun class XI Mia 1 with 30 students. This observation was carried out to find out students' behavior in class during English class time.

**TABLE 8**  
**OBSERVATION**

	<b>Observed aspect</b>	<b>Observation result</b>
1	Open the lesson	Say hello and review the descriptive text lesson
2	Presentation material	Descriptive text
3	Language use	The use of language in learning english uses english and indonesian
4	Time use	The time used during learning takes place according to the schedule 2 x 40 minutes
5	Motion	The researcher observed students in the classroom at the time the research took place
6	Classroom mastery technique	The researcher observed every student in class and went around checking the students' work
7	Media use	Researcher used whiteboard, markers, paper and pens
8	Student behavior	Some students are active in learning but others are less active. Many students cannot write english.

## 6. Interview

Researchers conducted interviews with students after taking the written test.

**TABLE 9**  
**INTERVIEW**

No	Inquiry	Answer
1	Do you like English lessons?	Yes, I do
2	what do you know about grammar?	Grammar is a way of making sentences, such as simple present tense
3	What do you know about descriptive text?	Descriptive text is describing something, such as a person, hobby, character, etc
4	What difficulties did you experience in writing descriptive text?	Difficulties in creating descriptive text include grammar, lack of vocabulary, and word choice.
5	how to learn to write english text in class?	The teacher gives an assignment to write, the students compose their writing and then read it in class

#### D. Discussion

After collecting data from students, errors are analyzed and then classified based on the taxonomy survey strategy according to Dulay et al. There are 4, namely omission, addition, misordering, and misformation. To classify the types of errors, a percentage calculation is shown to find out the percentage of each type of error made.

TABLE 8  
PERCENTAGE

Kind Of Error	Frequency	Percentage
Omission	20	42,55%
Addition	2	4,25 %
Misordering	3	6.38 %
Misformation	22	46,8 %

Based on research results, the highest frequency of errors made by students based on the taxonomy of surface strategies is misformation of 47,8 %, followed by omission of 43,64 %, then addition of 4,34 %, and misordering of 4,34%.have the same value.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of data analysis, researchers made the following conclusions:

1. The most dominant grammatical errors of students in making descriptive text are misformation (46.8%), then omission (43.55%), misordering (6.38%), and addition (4.25%)
2. The causes of students make grammatical errors is students don't understand grammar, sentence structure, the influence of their mother tongue, and choose words that are inappropriate.

#### B. Suggestion

After conducting research and obtaining the results of this research, the researcher will provide the following suggestions:

1. For students

Pay more attention to their writing. expand your vocabulary and deepen your grammatical skills. Frequently practice speaking and writing so that your writing becomes better.

2. For teachers

Pay more attention to the difficulties experienced by students in writing English texts, especially the grammar. such as giving



conversation and writing assignments. Apart from that, it is also important to provide feedback to students.

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# **APPENDICES**

### Error Analysis

The strategy used to analyze errors is using surface strategy taxonomy , the theory of Dulay et al

Kinds of error	Frequency	Percentage
Ommision	20	42.55%
Addition	2	4,25%
Missordering	3	6.38%
Missformation	22	46,,8%

### Interview sheet with Teacher

Date :23 january 2024  
 Response :English teacher  
 Institution : MA Ma'arif NU 5 Sekampung  
 From : Interview

This interview sheet is intended to obtain information about teachers' difficulties in teaching English, especially in writing skills. The data obtained will later be used as a reference in research on Analysis of Students' Difficulties in Writing Descriptive Texts. Therefore, we ask for the teacher's willingness to answer the questions posed according to the facts.

No	Inquiry	Answer
1	Do students like English lessons	Yes, some students like it
2	What is the average ability of students in English lessons?	Students' abilities are still lacking in English
3	What difficulties do students experience in learning English?	Students don't understand what I say when speaking in English because their vocabulary is still small, students also don't understand grammar
4	What obstacles do you often experience when teaching English in class?	Students lack confidence when reading their writing and having conversations in English. Some students also pay less attention when the lesson is in progress.

5	How do you attract students' interest in learning English?	Explaining the material, making students more active, such as making groups present in front of the class, if students look bored then we do outdoor learning and play games.
---	--	---

### Interview sheet with Students

Date : 23 january 2024  
 Response :Students 11th  
 Institution :MA Ma'arif NU 5 Sekampung  
 Form : Interview

This interview sheet is intended to obtain information about students' difficulties in learning English, especially in writing descriptive text skills. The data obtained will later be used as a reference in research analysis of the causes of students making grammatical errors in writing descriptive texts. Therefore, we ask students to be willing to answer the questions posed according to the facts.

No	Inquiry	Answer
1	Do you like English lessons?	Yes, I do
2	what do you know about grammar?	Grammar is a way of making sentences, such as simple present tense
3	What do you know about descriptive text?	Descriptive text is describing something, such as a person, hobby, character, etc
4	What difficulties did you experience in writing descriptive text?	Difficulties in creating descriptive text include grammar, lack of vocabulary, and word choice.



5	how to learn to write english text in class?	The teacher gives an assignment to write, the students compose their writing and then read it in class
---	--	--

### Field Note

#### Data dalam penelitian

Date : 22 Januari 2024  
 Institution : MA Ma'arif NU 5 Sekampung  
 Form : Field Note

Notes on the results of interviews or data observations are evidence as well as instructions in research.

No	Date	Activity
1	22 January 2024	do a written test. students write descriptive text in class.
2	23 January 2024	conducted interviews with several students about the difficulties students experienced when writing descriptive text

#### Data Analysis Technique

The word data analysis refers to the process of examining tabulated information in order to determine character facts or meanings.

Sekampung, 22 Januari 2024

Dosen Pembimbing

Syahreni Siregar, M.Pd

NIP. 197608142009122004

## **LEARNING MATERIAL**

### **DESCRIPTIVE TEXT**

#### **A. Structure of Descriptive Text**

In descriptive text, the parts that need to be written are:

➤ **Identification**

The first paragraph of a descriptive text is identification, the purpose of which is to identify the object being discussed. This section does not yet concurrently detail the object.

➤ **Description**

The next paragraph is a description. This section describes the characteristics of the object described at the beginning of the text. In this section, the object must be explained in as much detail as possible so that the characteristics of the object can be clearly pictured in the reader's mind.

#### **B. Characteristics of descriptive text**

There are several characteristics that need to be considered in descriptive writing text:

➤ **Simple present**

When describing something, usually the sentence is not bound by time reference. So, the tenses used are simple present tense, namely tenses that use the first form of the verb (V1).

➤ **Nouns and noun phrases**

When describing something, generally there will be nouns and noun phrases. Nouns generally consist of one word, while noun phrases are nouns and their modifiers.

➤ **Adjectives**

To explain or describe objects, we can use adjectives or adjectives. These adjectives can also be used as modifiers in nouns phrase.

➤ **Relating verbs**

Relating verb (copula) is a word that is positioned to become a verb and serves to connect between the subject and the explanation of the subject the Examples of commonly used relating verbs are is, are, have, has, seem, appear, mean, become and others.

➤ **Action verbs**

Action verbs are verbs that show action. Usually this type of verb is used when describing living things. Examples of action verbs are run, walk, see, listen, eat, and others.

## STUDENT SHEET

Nama: Muhtiatul Hidayah  
Kelas: XI MIN

\* Sahabatku / Teman Terbaikku \*

Tubuhnya besar, agak sedikit tinggi, anaknya baik suka memberi. Sering telat jika berangkat sekolah, jarang mengerjakan PR, pintar pelajaran bahasa Arab, suka jajan, anaknya memakai kacamata, senyumannya manis, sering tidur dikelas saat ada Guru.

\* My Best Friends \*

sometimes  
His body is big, a little tall, <sup>bit</sup> (1) <sup>He is kind</sup> and likes to <sup>give</sup> lift.  
<sup>Often</sup> late for school, <sup>he</sup> rarely does <sup>his</sup> homework. <sup>Good at</sup> Arabic lessons, Suta likes snacks. <sup>He is</sup> His son wears glasses, his smile is sweet, he often <sup>sleeps</sup> in class - when the teacher is there.  
<sup>stept</sup>

Name: Arina Mikhiana  
Class :

about him  
I think he is a handsome person, his body <sup>was slightly taller</sup> is a little taller than <sup>mine</sup> (me),  
he is also a good person but, sometimes ~~also~~ annoying too, he is humorous,  
never gives up, sincere and <sup>full of affection</sup> (loving), his hair is a bit long, <sup>and</sup> (which) he promised to cut his hair when I meet him next <sup>time</sup>  
and <sup>lastly</sup> (finally), he is someone who has mature thoughts and  
is ~~a~~ also a little possessive.

Nama: Kesya Laila Syaida Harfi

KIS : XII MIA 1

His name is Lee haechan. He is so handsome <sup>and</sup> attractive. He is <sup>too</sup> so tall. He is very kind. He was born <sup>(on)</sup> 2000. he is a KPOP idol and he also has a unique voice. He likes online game. <sup>(His)</sup> <sup>his</sup> favorite food is kimchi jjigae. He is <sup>(a)</sup> member of net dream and net 127.

1) ommission

Name: Azkia Raisabida.

XI MIA I.

about person.  
has <sup>cute smile</sup> smile cute, he is <sup>handsome</sup> handsome, he is humble, he is tall,  
he was born <sup>(on)</sup> July, but he is arrogant. but, I like him.

-317-

1) missformation

DOCUMENTATION









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

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Nomor : /In.28.1/J/TL.00//2023  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Syahreni Siregar (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **BELINA AYU LESTARI**  
NPM : 1901051014  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : ANALYZING GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADE STUDENTS OF MA MAARIF NU 5 SEKAMPUNG

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,  
Belum di proses,



Andianto M.Pd



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Nomor : B-4982/In.28/D.1/TL.00/10/2023  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA MA MAARIF NU 5  
SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4983/In.28/D.1/TL.01/10/2023,  
tanggal 30 Oktober 2023 atas nama saudara:

Nama : BELINA AYU LESTARI  
NPM : 1901051014  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MA MAARIF NU 5 SEKAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF NU 5 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ANALYZING GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADE STUDENTS OF MA MAARIF NU 5 SEKAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 Oktober 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



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**SURAT TUGAS**

Nomor: B-4983/In.28/D.1/TL.01/10/2023

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

Nama : **BELINA AYU LESTARI**  
NPM : 1901051014  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MAARIF NU 5 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ANALYZING GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADE STUDENTS OF MA MAARIF NU 5 SEKAMPUNG".
  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.

Mengetahui,  
Pejabat Setempat

Dikeluarkan di : Metro  
Pada Tanggal : 30 Oktober 2023

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TIMUR  
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<https://mamnu5sekampung.com> ✉

**SURAT BALASAN OBSERVASI**  
Nomor: 250/421.3-MAMNU.5/1/2024

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Kabupaten Lampung menerangkan bahwa :

**NAMA** : BELINA AYU LESTARI  
**NPM** : 1901051014  
**JURUSAN** : TADRIS BAHASA INGGRIS

Telah melaksanakan Sosialisasi di Madrasah Aliyah Ma'arif NU 5 Sekampung dalam rangka melaksanakan salah satu tugas mata kuliah "TUGAS AKHIR".

Demikian Surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Sekampung, 22 Januari 2024

Kepala Madrasah,

  
*[Handwritten Signature]*  
**FIRIYANTO, S. Ag.**



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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-218/In.28/SU.1/OT.01/04/2024**

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

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Metro, 25 April 2024  
Kepala Perpustakaan



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

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Metro, 16 Mei 2024

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Nama : Belina Ayu Lestari  
NPM : 1901051014

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Monday 17/07/2023	1	Revise your Instrument	Auk
2	Monday 21/08/2023	1	Acc Research Instrument	Auk

Mengetahui  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Belina Ayu Lestari  
NPM : 1901051014

Program Studi : TBI  
Semester : VII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 30/01/2024	AK	Revise chapter IV - your Data - Analises the data - make the table/ graph.	
2	Tuesday 06/02/2024	AK	Revise again chapter IV - Revise the conclusion (based on the Research Question)	
3	Tuesday 13/02/2024	AK	- conclusion - revise the typing. - Reference ? - appendix	
4.	Tuesday 27/02/2024	AK	Revise the abstract Reference typing	

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Nama : Belina Ayu Lestari  
NPM : 1901051014

Program Studi : TBI  
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	Tuesday 05/03/2021		- Abstract (aim, method, finding) - Reference ? (Rence the typing)	
6	Tuesday 19/03/2021		Acc and Contin to Mumsongah	

Mengetahui  
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**Dr. Much Deimaturo, M.Pd.B.I.**  
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## CURICULUM VITAE



**The name of the researcher is Belina Ayu Lestari. She was born in Balaraja on November 4 1999. She is the first child of the happy couple, namely Mr.Baijuri and Mrs. Sri Hartini. She graduated from elementary school (SD N 1 Summersari) in 2012. She continued her education at junior high school (SMP N 1 Bumi Agung) and graduated in 2015. After graduating from junior high school, she continued to senior high school (MA Ma 'arif NU 5 Sekampung) and graduated in 2018. And in 2019 he continued her studies as a Bachelor's student in English Language Education at the Metro State Islamic Institute (IAIN Metro).**